

South Carolina
Program for Infant/Toddler Care (PITC) Network



Application to become a SCPITC Demonstration Site
Center-Based

APPENDIX:
PART 1 of the Demonstration Program Application

In order to be considered, you must complete and submit all sections of the application.

Section I: Program Information

Section II: Program Director Agreement

Section III: Care-teacher Agreement

Section IV: Statement of Commitment

Section V: Most recent ABC Monitoring Report – *The information from your most recent ABC monitoring report will be used to help prioritize the services offered by SCPITC. We will work with you to help improve your ABC score.*

APPLICATION SUBMISSION DEADLINE: December 3, 2012

Please complete the application electronically.
Once the application is complete, print and mail it to:

SCPITC Network
USC Child Development Research Center
1530 Wheat Street
Columbia, SC 29201

Or

E-mail an electronic copy to SCPITC@mailbox.sc.edu

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SECTION I: Program Information



Site/Program Information:

Center Name					
Address:					
City:		State:		Zip:	
County:			FEIN#		
Main Phone:		Ext:		Fax:	

Primary Contact Information:

Name:			Job Title:		
Direct Phone:		Ext:		Fax:	
Alternate Phone:			Email:		

Number of Children Served:

	Under 12 months old
	12 – 24 months old
	24 -36 months old
	over 36 months old

Number of care teachers working with children birth to 36 months:

DSS Licensing Capacity:

What ABC level is your program? _____ Who is your ABC monitor? _____

How long have you been enrolled in the ABC Program? _____

Current total enrollment: _____ Number of infants/toddlers currently enrolled with special needs: _____

Do you have a current waiting list for infant/toddler slots? Yes__No__ If yes, how many? _____

If yes, what is the average length of waiting time for infant/toddler slots to become available? _____

How long have you had a waiting list? _____

How many children with ABC vouchers under 36 months old do you serve? _____

List any current unresolved citations for licensing violations or non-compliance with ABC standards:

What is your current annual budget allocation for staff professional development? \$_____

Have you received any Federal, State, or County subsidy to support staff professional development? Y/N
\$_____ *list amount*

If you answered yes to the above question, please indicate what agency provides your professional development subsidy: _____

Please list your program's participation in any other Quality Enhancement or Quality Improvement Programs (other than ABC) within the last 2 years and explain the results you achieved through that participation (attach an additional sheet if necessary).

Please list all administrators and their roles (including owners and board chairpersons) who have decision-making power at your center:

Director's Name: _____ # Years as Director at this center: _____

List previous Director Positions (and years of employment):

List Director's Qualifications (include educational background, any early childhood certificates, degrees, specialized training, awards, etc.):

Has the Director or any current Infant/Toddler Staff had participated in the PITC Train-the-Trainer (offered in partnership with WestEd at USC) or participated in the SCPITC Network? Yes___ No___ If yes, please describe:

Describe the Director's current procedures for observing/ supervising, providing feedback, and evaluating staff members (must have documentation to support):

Has the program implemented any of the following SCPITC Policies? (see attached descriptions)
Primary Care_____ Continuity of Care_____ Individualized Care_____ Small Groups_____
Cultural Continuity_____ Inclusion of Children with Special Needs_____

Please list any center assessments (other than ABC) completed at your program within the past 2 years (for example: ITERS, Program Administration Scale (PAS), Program Evaluation surveys from staff and/or parents, etc.), the name of the agency/person completing the evaluation, and scores/results achieved (must have documentation to support this list):

Please describe how you have used results from any of the above assessments to achieve program improvements:

List any other professional development or quality improvement initiatives that you (the director) or the program as a whole has participated in and describe how you have implemented the knowledge/resources that were gained through your participation.

SECTION II: Program Director Agreement

Success in achieving the desired results necessary to be considered as a demonstration program is heavily dependent on the commitment of the director. Only those programs with leaders who show the utmost commitment to achieving the highest quality of infant/toddler care will be selected to receive the resources offered to demonstration program applicants. These limited resources will only be allocated to those programs that are in the best position to benefit from the services offered. Please read the statements below carefully. Your initials indicate that you understand, and are making the commitment to meet, the following requirements:

_____ Together with the SCPITC Infant/Toddler Specialist and my program staff, I will develop an action plan to implement changes in program policies, procedures and practices to effect desired program improvements.

_____ I will work with the SCPITC Infant/Toddler Specialist to develop a mutually agreed upon meeting schedule.

_____ I will arrange staff participation by providing release time away from classroom responsibilities during work hours and/or after hours in the evening or on weekends as needed to make improvements for the purposes of becoming a SCPITC Demonstration Program Site.

_____ I will participate in all training and actively engage in any planned technical assistance activities.

_____ I will hold myself and staff accountable for putting into action the information we gather at trainings and from the SCPITC Infant/Toddler Specialist during technical assistance visits, meetings, training and conferences.

_____ I understand that at least 80% of participating staff must be present at training. If fewer than 80% are able to attend the training I will notify the SCPITC Infant/Toddler Specialist ahead of time and the meeting will be rescheduled. Any cancelled meetings will be rescheduled to occur within 2 weeks of the original meeting date.

_____ I will provide regular opportunities for the SCPITC Infant/Toddler Specialist to observe and work as needed based on the agreed upon service plan, with the program staff in the infant/toddler classroom/s.

_____ I confirm that our program is currently enrolled in the ABC Program and agree to stay an active part of ABC during our participation in the SCPITC services Demonstration Program.

_____ I will make copies of training materials for participating staff prior to scheduled session.

_____ I understand there will be no children permitted at training sessions or meetings.

_____ I agree to attend three demonstration program applicant meetings between January and December 2013 (exact dates to be determined) and to attend the January 16, 2013 Teacher-Mentor Training Kick-off event in Greenville, SC.

_____ I agree to identify two infant/toddler teachers to participate in the Teacher Mentor Training series and will provide the necessary paid release time (9 days over 5 months).

I have read and understand the above statements: _____
Program Director/Primary Contact Date

If the Program Director is not the primary contact person please provide an explanation. If the director reports to an off-site owner, manager, governing board or other supervisor, that person or group representative with program authority should also review participation requirements and sign below.

_____ Date

Program Director Agreement (continued)

These incentives are available to programs who participate in the full SCPITC service plan.

Environment Enhancement

Demonstration Program applicants who participate in the full SCPITC service plan will receive a resource grant to purchase materials for the infant/toddler classrooms. Materials purchased with the resource grant must be approved by the Infant/Toddler Specialist. These funds cannot be used for start-up costs, staff salary, nor any construction or improvements of buildings.

CERTIFICATES OF PARTICIPATION



Center-based caregivers, family child care providers, and administrators serving children birth to three years old, who participate in the South Carolina PITC Network, and attend a minimum of 12 hours of training will be eligible to receive a *Certificate of Participation* at the completion of the approved plan.

INDIVIDUAL GROWTH INCENTIVES

Participants are eligible for only one of the incentives listed below. To be eligible for either incentive individual participants must:

- be enrolled in the ABC Program
- not miss more than two of the large group meetings (to include training and RAP sessions)
- remain at the program for at least six months following training
- serve infants and toddlers birth to 36 months
- work in the program for at least 20 hours a week

Participants who are hired after the start of the training may qualify for a partial incentive if they begin participating prior to the midpoint of the training schedule and do not miss more than one training session after they begin participating.

Stipend Eligibility (\$175)

Each qualifying administrator and teacher who participates in a training plan in which the majority of training hours are held during **unpaid, non-work hours** (evenings and weekends) will be eligible to receive \$175.

Resource Grants (applies to center- based infant/toddler programs only)

Programs that participate in an approved SC PITC Network service plan in which the majority of training hours are held during **paid, work hours** will be eligible for an additional resource grant. The total amount of the resource grant will be calculated at \$175 per qualifying participant.

LICENSING TRAINING HOURS

Each training session will provide 2 hours of DSS training in various topic areas so that all topic areas are covered. Teachers who attend trainings will receive credit for their required DSS training hours. Teachers must sign the roster at each training event in order to receive credit.

I have read and understand the eligibility requirements to receive Professional Growth Incentives from SCPITC. I confirm that this information has been shared with my staff who will participate in the SCPITC services.

Director's Signature

Date

SECTION III: Care-teacher Agreement

Center Name: _____



Care-teacher Agreement

Each individual care teacher who serves children under 36 months old in the center should be given a copy of the Request for Application which provides an overview of the Demonstration Program project and outlines expectations.

As an applicant of the SCPITC Demonstration Program, I will commit to the following:

- **I will make every effort to participate in all scheduled training and mentoring activities.**
- **I understand there are no children permitted at training sessions.**
- **I understand it is my responsibility to sign-in at each event.**
- **I have reviewed and understand the eligibility guidelines for training incentives.**
- **I will make a commitment to utilize the SCPITC Network services to implement relationship-based care in my classroom.**
- **I am committed to providing exemplary care that serves as a model from which other care-teachers can learn.**

Care-teacher Signature	Classroom	Date



SECTION IV: Statement of Commitment

The impact of the SCPITC Network services in a program is directly linked to the commitment and participation of the program administrators. During your partnership with the SCPITC Network, it is important that administrative staff fully participate in all sessions to support, guide and engage staff in implementing recommended changes for program improvement. Please list your administrative staff by name and title and indicate who will be participating in SCPITC services.

Name	Title	Participating?

To help us better assess the level of services that will best meet the needs of your program, please answer the questions below. Attach additional pages if more space is needed.

1. What are the strengths of your infant/toddler program?

2. What are the weaknesses of your infant/toddler program?

3. Describe why you think your program would be a good candidate to be a SCPITC Demonstration Site?

4. Describe any current challenges or support needed to fully implement SCPITC's Six Essential Policies.

5. What are your short and long term goals for your program?

6. What, if any, procedures do you have in place to collect feedback from staff or families about program policies and practices?

7. Selected Demonstration Program applicants will be asked to select two of the primary teachers who care for children 36 months and younger, to participate in the teacher-mentor training series. Please list the two infant/toddler teachers you would select and describe why they would be good candidates for the teacher-mentor training.



Section V: Most recent ABC Monitoring Report

Be sure to send your most recent ABC Monitoring Report with your application. If you are unable to locate the report, please sign below to indicate that you give approval for your ABC Monitor to send your ABC report to the SCPITC Network.

I authorize the ABC Program to submit my latest ABC report to SCPITC.

Print Name/Title

Signature

Date



Program for Infant/Toddler Care

Six Essential Policies

PRIMARY CARE

In a primary care system, each child is assigned to one special caregiver who is principally responsible for that child's care. When children spend a longer day in care than their primary caregiver, a second caregiver is assigned to be the primary relationship. Each child should have a special caregiver assigned to him or her at all times during the child care day. Primary care does not mean exclusive care. It means, however, that all parties know who has primary responsibility for each child.

SMALL GROUPS

Every major research study on infant and toddler care has shown that small group size *and* good ratios are key components of quality care. PITC recommends primary care ratios of 1:3 or 1:4. in groups of 6-12 children, depending on the age. The guiding principle is: The younger the child, the smaller the group. The group sizes and ratios established in the ABC Program standards will be the required minimum for programs participating in the SCPITC Demonstration Program. Small groups facilitate the provision of personalized care that infants and toddlers need, supporting peaceful exchanges, freedom and safety to move and explore, and the development of intimate relationships.

CONTINUITY OF CARE

Continuity of care is the third key to providing the deep connections that infants and toddlers need for quality child care. Programs that incorporate the concept of continuity of care keep primary caregivers and children together throughout the three years of infancy period, or for the time during that period of the child's enrollment in care.

INDIVIDUALIZED CARE

Following children's unique rhythms and styles promotes well-being and a healthy sense of self. It's important not to make a child feel bad about him or herself because of biological rhythms or needs that are different from those of other children. Responding promptly to children's individual needs supports their growing ability to self-regulate, i.e., to function independently in personal and social contexts. The program adapts to the child, rather than vice versa and the child gets the message that he or she is important, that her/his needs will be met, and that his choices, preferences, and impulses are respected.

CULTURAL CONTINUITY

Children develop a sense of who they are and what is important within the context of culture. Traditionally, it has been the child's family and cultural community that have been responsible for the transmission of values, expectations, and ways of doing things, especially during the early years of life. As more children enter childcare during the tender years of infancy, questions of their cultural identity and sense of belonging in their own families are raised. Consistency of care between home and child care, always important for the very young, becomes even more so when the infant or toddler is cared for in the context of cultural practices different from that of the child's family. Because of the important role of culture in development, caregivers who serve families from diverse backgrounds need to:

- 1) Heighten their understanding of the importance of culture in the lives of infants,
- 2) Develop cultural competencies,
- 3) Acknowledge and respect cultural differences, and
- 4) Learn to be open and responsive to, and willing to negotiate with families about child rearing practices. In this way, families and caregivers, working together, can facilitate the optimal development of each child.

INCLUSION OF CHILDREN WITH SPECIAL NEEDS

Inclusion means making the benefits of high quality care available to all infants through appropriate accommodation and support in order for the child to have full active program participation. Issues already embraced by the PITC - a relationship-based approach to the provision of care that is individualized, and responsive to the child's cues and desires to learn -are equally important for children with disabilities or other special needs. Infants who have responsive, enduring relationships develop emotional security, which gives them the foundation for becoming socially competent and resilient. Infants who have individualized care are allowed to learn and grow in their own way and at their own pace.



Application to become a SCPITC Demonstration Site

If you submitted your application online through our website, you must send or fax a signed copy of Section III: Care-teacher Agreement to the SCPITC office in order for your application to be considered complete. A copy of your most recent ABC Monitoring Report should also be submitted unless you checked the box in the application that grants permission for your ABC Monitor to release the report directly to SCPITC.

Please send this cover sheet with your documentation.

TO: SC Program for Infant/Toddler Care
Attention: Demonstration Program Committee
1530 Wheat Street, Columbia, SC 29205

Fax: 803-777-0549

FROM: _____

Phone Number: _____

of pages attached: _____

Check the sections you have attached:

- Section III: Care-teacher Agreement
- Section V: Most recent ABC Monitoring Report