



Date Received: _____ By: _____
 Family ID # _____ Priority #: _____

831.393.2246 (O) ♦ 831.393-2247 (F) ♦ 1274 Broadway Avenue, Seaside, CA 93955

WAIT LIST APPLICATION

This application must be COMPLETELY filled out (with requested documents) in order to be accepted and recorded on the waiting list.

Parent or Guardian A

First Name	Last Name	Home Phone	Work Phone	Alt/Cell Phone	
Street Address		Zip	Birthdate	<input type="checkbox"/> Single <input type="checkbox"/> Married	Gender <input type="checkbox"/> M <input type="checkbox"/> F
Email:			Preferred Language:		

Parent or Guardian B

First Name	Last Name	Home Phone	Work Phone	Alt/Cell Phone	
Street Address		Zip	Birthdate	<input type="checkbox"/> Single <input type="checkbox"/> Married	Gender <input type="checkbox"/> M <input type="checkbox"/> F
Email:			Preferred Language:		

List all Children Living in the Home

Last Name	First & Middle Name	Gender	Date of Birth (MM/DD/YYYY)	Need Childcare
		<input type="checkbox"/> M <input type="checkbox"/> F		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> M <input type="checkbox"/> F		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> M <input type="checkbox"/> F		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> M <input type="checkbox"/> F		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> M <input type="checkbox"/> F		<input type="checkbox"/> Yes <input type="checkbox"/> No

Payment Method

1 **Private** 2 **Alternative Payment Program: MAOF Other** 3 **Calworks Case #:** _____

If you are requesting subsidized services, you must complete the back of this form.

4 **Subsidized Services**

Please indicate all locations that interest you

<input type="checkbox"/>	Alisal Campus Early Education Center 1752 E. Alisal Street Salinas, CA 93905	<input type="checkbox"/> Preschool (30 months to entry Kindergarten)	<input type="checkbox"/>	Avondale Early Education Center 1405 La Salle Avenue Seaside, CA 93955	<input type="checkbox"/> Toddler (18 months-potty taught) <input type="checkbox"/> Preschool (Potty taught to entry Kindergarten)
<input type="checkbox"/>	Betteravia Early Education Center 2125 Centerpointe Parkway Santa Maria, CA 93455	<input type="checkbox"/> Infant (6 weeks-24 months) <input type="checkbox"/> Toddler (24 months-potty taught) <input type="checkbox"/> Preschool (Potty taught to entry Kindergarten)	<input type="checkbox"/>	Crescita Early Education Center 1494 Schilling Place Salinas, CA 93901	<input type="checkbox"/> Infant (6 weeks-24 months) <input type="checkbox"/> Toddler (24 months-potty taught) <input type="checkbox"/> Preschool (Potty taught to entry Kindergarten)
<input type="checkbox"/>	CSUMB Child Development Center 100 Campus Drive, Building 91 Seaside, CA 93955	<input type="checkbox"/> Toddler (12months--potty taught) <input type="checkbox"/> Preschool (Potty taught to entry Kindergarten)	<input type="checkbox"/>	Highlands Early Education Center 1650 Sonoma Avenue Seaside, CA 93955	<input type="checkbox"/> Preschool (30months to entry Kindergarten)
<input type="checkbox"/>	Peninsula Center for Infant & Toddler Development 780 Elm Avenue Seaside, CA 93955	<input type="checkbox"/> Infant (6 weeks-12months) <input type="checkbox"/> Toddler (12months-24months)	<input type="checkbox"/>	FCCN EDS has a network of family childcare Educators that operate from their homes throughout Monterey County and lower Santa Cruz County.	

Requested Schedule

<input type="checkbox"/> Monday	_____ am to _____ pm
<input type="checkbox"/> Tuesday	_____ am to _____ pm
<input type="checkbox"/> Wednesday	_____ am to _____ pm
<input type="checkbox"/> Thursday	_____ am to _____ pm
<input type="checkbox"/> Friday	_____ am to _____ pm

Are you affiliated with (student, staff, faculty, etc.):

CSU Monterey Bay Hartnell College

Are you employed by:

Monterey County Santa Barbara County

How did you hear about EDS?

Drive By Internet Previous Client Print Advertisement Sibling in Care Word of Mouth

If you are requesting subsidized care, you must complete this section, or your application will be considered incomplete.

Need for Services

(Please select all that apply one for each parent in household)	Parent A	Parent B
Incapacitated due to medical or psychiatric special needs		
Working		
Receiving Education or Training		
Actively seeking employment		
Actively seeking permanent housing		
Child Protective Services		

Income Sources (write in dollar amount per month for each source)

Attach 1 month work of paycheck stubs from the last 60 days or an employment verification form

	Parent A	Parent B
Work/Employment	\$	\$
Child Support Received	\$	\$
Spousal Support Received	\$	\$
State Disability	\$	\$
Unemployment Benefits	\$	\$
Sales/Work Commissions	\$	\$
Public Assistance/TANF/Cash Aid	\$	\$
Financial Aid	\$	\$
Child Support Paid Out	\$	\$
Other	\$	\$

I certify that this information is true and accurate as of the date it is submitted. I understand that if I am contacted for an opening and my income has changed, I may not be eligible at the time.

In order to remain active on the Early Development Services Waiting List, I must keep my information current.

Signature: _____

Date: _____

Office Use Only

Date Entered:	By:
Letter Sent: <input type="checkbox"/> Application Incomplete: _____ _____ <input type="checkbox"/> Application Complete: _____ _____	Notes:



We would like to take a minute to share some things to consider when choosing Early Development Services to care for your child.

We respect the children in our care and demonstrate our respect in all of our interactions with them. Respecting a child means treating even the youngest of infants as a unique human being not as an object. We do not do things to them, we do things with them. It is not just a matter of being nice but of being constantly aware that all children are sensitive to everything done to them and should not be treated to suit the adults agendas.

Our beliefs:

- We value the ability of all children to participate in routines that affect them and their independent activity.
- We value significant, authentic but consciously conducted relationships in which the adults, do not burden the children with their own expectations and the importance of giving this relationship a form suitable to a group care setting. We encourage attachment but not dependency.
- We value the necessity of fostering the child's awareness of himself and his environment so that the child can grasp as soon as possible and know: who he is, what is happening to him, what he is doing, and what is being done to him, who takes care of him, what kind of environment he is in, what his situation is, and what will happen to him both now and in the future.

There are also some specific house guidelines that we follow:

- Our role is to create an environment in which the child can do all the things the child would do naturally. We do not interrupt when a child is actively involved in play as that is how children learn. When a child is working on a skill, we support them in the acquisition of that skill by being observant and determining what assistance they need if any. For example, when a child is learning how to put on their own shoes and they get them on the wrong feet, we encourage their skill by avoiding telling them they are wrong. We will instead ask if their feet are comfortable. If the child is comfortable, we celebrate their success with them. If they are uncomfortable, we facilitate by asking prompting questions such as "what can you do to make your feet more comfortable?"
- We do not force children to share. It is not realistic to try to get children to share before they have developed the cognitive and emotional ability to do so. If we sense that the situation might escalate, we intervene in the smallest way possible. Initially this may be to move closer in a gentle, peaceful way. We do not try to find out who had the object first or to dictate the result but will keep the child safe through the stages of moral development. If a child takes away a toy from another child and the other child does not protest, the adult does not try to impose her/his values on young children by rescuing or returning the object.
- We believe that children learn more genuinely from open ended experiences facilitated by the entire community of the school than by sit down adult focused directives. In our program, children will interact with other children, adults and a carefully developed environment to create a curriculum that will emphasize the development of the whole child socially, physically and intellectually.
- We provide sensory based experiences. Our children are provided opportunities daily to play that include water, sand, dirt, paint, glue, and the list goes on and on. These experiences help them grow and master skills emotionally, physically and creatively. They also provide encounters with math, science and social studies. Because we offer these activities, you can expect your child to come home messy!
- **We close early the third Wednesday of each month. During this time, we participate in comprehensive in-service trainings to continue to develop our skills. Additionally, EDS is closed for one week between Christmas and New Years.**

Thank you for your interests in our program! We look forward to getting to know you and your children!