

STATE OF CALIFORNIA
STANDARD AGREEMENT AMENDMENT
 STD. 213 A (Rev 6/03)

CHECK HERE IF ADDITIONAL PAGES ARE ATTACHED 76 Pages

AGREEMENT NUMBER CN160169	AMENDMENT NUMBER 1
REGISTRATION NUMBER	

- This Agreement is entered into between the State Agency and Contractor named below:
STATE AGENCY'S NAME
California Department of Education
CONTRACTOR'S NAME
Chabot-Las Positas Community College District
- The term of this Agreement is August 1, 2016 through July 31, 2017
- The maximum amount of this Agreement after this amendment is: \$2,966,188.15
 Two million nine hundred sixty six thousand one hundred eighty eight dollars and fifteen cents.
- The parties mutually agree to this amendment as follows. All actions noted below are by this reference made a part of the Agreement and incorporated herein:

THAT CERTAIN STATE OF CALIFORNIA STANDARD AGREEMENT DESIGNATED AS NUMBER CN160169 shall be amended in the following particulars and no others.

AGREEMENT AMOUNT shall be increased from \$2,866,295.00 to \$2,966,188.15 (a said increase of \$99,893.15). Said increase shall be computed in accordance with Exhibit B.1.

EXHIBIT A, SCOPE OF WORK, shall be revised in accordance with Exhibit A.1.

EXHIBIT B, BUDGET DETAIL AND PAYMENT PROVISIONS, shall be revised in accordance with Exhibit B.1.

All other terms and conditions shall remain the same.

IN WITNESS WHEREOF, this Agreement has been executed by the parties hereto.

CONTRACTOR		CALIFORNIA Department of General Services Use Only
<small>CONTRACTOR'S NAME (If other than an individual, state whether a corporation, partnership, etc.)</small> Chabot-Las Positas Community College District		
<small>BY (Authorized Signature)</small> 	<small>DATE SIGNED (Do not type)</small> 3.23.17	
<small>PRINTED NAME AND TITLE OF PERSON SIGNING</small> Lorenzo Legaspi Vice Chancellor, Business Services		
<small>ADDRESS</small> 7600 Dublin Blvd. 3rd Floor Dublin, CA 94568		
STATE OF CALIFORNIA		
<small>AGENCY NAME</small> California Department of Education		<input type="checkbox"/> Exempt per:
<small>BY (Authorized Signature)</small> 	<small>DATE SIGNED (Do not type)</small>	
<small>PRINTED NAME AND TITLE OF PERSON SIGNING</small> Valarie Bliss, Director, Personnel Services Division		
<small>ADDRESS</small> 1430 N Street, Suite 1802, Sacramento, CA 95814		

EXHIBIT A.1
SCOPE OF WORK
CDE AGREEMENT - #CN160169 Amendment 1
Chabot-Las Positas Community College District

Exhibit A

Chabot College is applying to continue implementation of the California Early Childhood Mentor Program as of August 1st, 2016. The Mentor Program was developed at Chabot in 1988 with the support of private foundations. It relocated to City College of San Francisco (CCSF) in 2001 but moved back to Chabot on August 1, 2013. The program offers a unique strategy to improve the quality of early care and education through building a mechanism to train and retain qualified staff. One hundred and four community colleges currently participate.

This proposal is for 12 months (8/1/16-7/31/17) and is budgeted at \$2,866,295. Included are:

- Continued local support and services for all participating colleges.
- Adjustment of the total pool of classroom Mentors to 705.
- A stipend budget of \$1,224,709.00 which provides continued support for Classroom and Director Mentors and includes nine types of stipends.
- A continued focus on deepening and expanding mentoring services for Infant/Toddler teachers and directors and for Family Child Care Home providers.
- A focused effort to recruit more male Mentor Teachers and Director Mentors.
- Chabot College overhead charges of \$260,572.27 (10%).

Literature Review and Rationale

The importance of a high-quality Early Childhood experience, especially for children at risk, has become more accepted by the general public over the past decade. Representatives of fields as divergent as law enforcement and economics advocate for the importance of funding and expanding services for children birth to five years old (Fight Crime: Invest in Kids *California*, 2014; Heckman, 2012; Rolnick and Grunewald, 2008). President Obama has committed his administration to support and fund programs, via public/private partnerships, that aim to provide a high-quality Early Care and Education experience for all children, especially those at risk (Fact Sheet: Invest in US: The White House Summit on Early Childhood Education, 2014).

However, even with the current heightened national focus on quality care—especially in connection with school readiness and closing the achievement gap—a recent study of publicly funded programs in California concluded that the quality of care children receive in those programs is uncertain (Karoly, Reardon and Cho, 2007). In an effort to assess and improve the quality of care, currently thirty-nine states and the District of Columbia have implemented a statewide Quality Rating and Improvement System (QRIS) with common elements used to rate programs; one state plus the Virgin Islands, Puerto Rico and the Northern Mariana Islands have launched or completed a QRIS pilot; and the remaining states, along with Guam and American Samoa are planning for a QRIS or awaiting legislative action to implement one. California is one of three states who have implemented a QRIS organized on a county, local or regional basis. California's QRIS is supported by Race to the Top—Early Learning Challenge funding and based on seminal work done in 2009-10 and continued thereafter. (California Early Learning Quality Improvement System (CAEL QIS) Advisory Committee Final Report, 2010; Governor's State Advisory Council on Early Learning and Care, 2013; QRIS National Learning Network, 2015).

Continued interest and infusion of resources in exploring implementation of Universal Preschool/Preschool for All in California, proposed as legislation in December, 2014 by Assemblymember Kevin McCarty (D-Sacramento) as the Preschool for All Act of 2015, called on the California Department of Education and the State Legislature to expand access to preschool for all eligible low-income four-year-old children in the coming years. Even though the bill was vetoed by Governor Jerry Brown, momentum generated in response to the bill will continue. In addition, discussions underway at the Commission on Teacher Credentialing on implementing an Early Childhood Credential as well as the efforts of CAEL QIS (mentioned above) involve serious discussion of raising the required education levels of early care providers. California's successful application for federal Race to the Top—Early Learning Challenge Grant funds supported seventeen Regional Leadership Consortia and their neighboring "mentee" counties to further their development of local QRIS efforts. (California

Department of Education, 2014) These initiatives have increased, and will continue to increase, the numbers of students in early childhood classes statewide and intensify the need to involve the community colleges, four-year institutions and the community at large in shared efforts to assess and ensure quality training experiences.

To improve the quality of early care and education, California must invest in educating its entry-level workforce while retaining and compensating its trained, qualified teachers (Whitebook, et al, 2009; Center for the Study of Child Care Employment, 2006). The actual mean hourly wage for preschool teachers in the state was \$16.38 per hour in 2014 while that of “Child Care Workers,” who care for children younger than four, was \$11.93. (Center for the Study of Child Care Employment, 2014). Turnover rates and salaries are inevitably linked: because salary adjustments have not offset increases in the cost of living, turnover of preschool teachers in California in 2006—for example—was 22%, twice that of public school teachers (Center for the Child Care Workforce, 2010; Center for the Study of Child Care Employment, 2006).

Building upon initiatives to address the ECE staff compensation issue begun in 1999 in San Francisco and Alameda Counties, forty-four of the fifty-eight California counties through 2009 used their Prop 10 (cigarette tax) funds, with matching state grants, to implement strategies which paid stipends to staff based on their commitment, level of training and continued professional development. State legislation (AB 212 C.A.R.E.S. [Compensation and Retention Encourage Stability]) has provided funding annually for counties to implement compensation programs for staff in state-subsidized centers. Although First 5 California has revised its matching funds program, its “CARES Plus” funding for 2013 – 2016 continues to focus on increasing the quality, effectiveness, and retention of early educators (First 5 California, 2014).

While “promising practices” identified to improve the quality of teacher training focus on redesigning the content and structure of higher education teacher preparation to include multiple, practice-based field experiences of greater duration than is currently required (Bornfreund, 2011; Darling-Hammond et al., 2005), recent research has specifically identified the lack of quality community-based practicum sites as a significant challenge for all Early Childhood teacher preparation programs (Whitebook, Bellm, Lee and Sakai, 2005). There is also a need for developing standards for the timing, frequency and duration of field-based experiences in teacher preparation programs focused on children from infancy through TK (Transitional Kindergarten) (Austin et al., 2015). The Institute of Medicine calls for high-quality, practice-based and field based learning experiences as a step toward improving higher education for students pursuing care and education professions (2015) and a recent report from EdSource states, “Student teaching—experience in the classroom under the guidance of a qualified mentor—lies at the heart of the teacher preparation enterprise” (Freedberg and Rice, 2015).

Publication of the *California Early Childhood Educator Competencies*, collaboratively developed by the Early Education and Support Division (EESD) of the CA Department of Education and First 5 California (2011) points to the need for expanded access to quality training experiences as well. Continued implementation by community colleges of the "Lower Division 8" program of study supporting early care and education teacher preparation now underway under the direction of the Curriculum Alignment Project (CAP) will also increase the need for high-quality training sites, in that a practicum is included in the eight required courses (Curriculum Alignment Project, 2014). Further, even though California is on the path to recover from the recent fiscal crisis, the downsizing and closure of many community college campus child development lab schools that resulted continues to increase the need for Mentor practicum sites (California Community College Early Childhood Educators, 2012).

California has recognized the need to acknowledge, train and support "master teachers" who have the responsibility for supervising other adults in the classroom. The Master Teacher level of the Child Development Permit, which became law on February 1, 1997, requires a course in classroom supervision and six units of specialized study (Sandy, 1995). The Mentor Teacher/Adult Supervision Course, originally created for applicants desirous of becoming Mentor Teachers, qualifies and also serves as a model for the adult supervision Permit requirement. It remains a prerequisite for Mentor Teacher applicants and is receiving renewed attention since it is included among the added "CAP Expansion" courses. The California Early Childhood Mentor Program (CECMP) has been demonstrated to improve the self-esteem of providers, help them form new skills in working with other adults, and renew their commitment to their profession (Kriener-Althen, 2009; Sakai and Whitebook, 1995).

Recent research affirming the cost effectiveness of mentoring models in the K-12 system (Villar and Strong, 2007) as well as a national focus on coaching, mentoring and other on-site supports as professional development strategies for ECE (Yoshikawa et al, 2013; Bueno, Darling-Hammond and Gonzales, 2010; Zaslow, Burchinal and Hyson, 2008) supports further exploration of relationship-based professional development strategies for professionalizing the ECE workforce.

Program Model

The objectives of the CECMP include the retention and support of qualified early childhood staff and improved access to training. The program selects and provides advanced training to experienced ECE teachers who become Mentors. Mentors then earn stipends for using their classroom as an environment to train student teachers. The student teachers earn community college, university or high school credit for a practicum completed under the guidance of the Mentor.

Both the availability of compensation and ongoing training contribute to improving the quality of early care and education in the Mentor's and the student teacher's classrooms. The program is implemented in the following stages:

Identification and Recruitment. First, the community college identifies teachers who have completed early childhood training at the college level (A.A. Degree or Certificate), including a supervised practicum, who have had at least two years experience as a teacher, and are eligible for the Master Teacher level, or above, of the Child Development Permit. Because the community colleges train teachers from and for the full range of ECE programs, these teachers work in a variety of settings, including EESD subsidized programs; priority for recruitment will be given to teachers serving children in EESD-subsidized programs.

Course Work and Instruction. Those teachers who have not yet completed the two-unit adult supervision requirement for the Master Teacher level of the Child Development Permit are invited to enroll in the *Mentor Teacher/Adult Supervision Course*, which is offered annually by participating Mentor colleges. This course is specifically geared to teaching them how to facilitate adult learning in the early childhood classroom setting; increasingly, it is offered online. Often, the course uses the textbook *Supervision in Early Childhood Education: A Developmental Perspective*, 3rd edition, by Caruso and Fawcett (Teacher's College Press, 2006). In addition, the course requires that teachers conduct a self-review of their classrooms using the appropriate Harms and Clifford rating scale (Early Childhood Environment Rating Scale-Revised, Infant/Toddler Environment Rating Scale-Revised, School-Age Care Environment Rating Scale, or Family Child Care Environment Rating Scale-Revised; Teacher's College Press). Teachers are active participants in the class through small group discussions, role plays, and classroom evaluation. Enrollment in the *Mentor Teacher/Adult Supervision Course* is not limited to those who intend to apply to become Mentors, or are otherwise qualified for that status.

Selection of Mentors. Classroom Mentors must be employed in that capacity, be eligible for the Master Teacher Level, or above, of the Child Development Permit, and have completed a college-level early childhood training program (A.A. or Certificate) which included a supervised practicum.

Eligibility for the Master Teacher Level of the Child Development Permit must be documented by the applicant and includes the following:

- 24 units in early childhood education
- 16 units in general education
- 2-unit course in adult supervision
- 6 units of specialization
- 350 days of 3+ hours per day experience within 4 years, including at least 100 days of supervising adults

Community college practicum models vary, but most courses include at least 100 hours of teaching supervised by the community college instructor. In addition, lab courses typically include a seminar requirement. The CECMP's quality and utility depends upon the supervised practicum pre-requisite for Mentor selection; otherwise, the community college could not be assured that placement with a Mentor is of commensurate quality to placement in a campus laboratory center and practicum students might receive a mixed message about the value of the practicum experience. The CECMP should be viewed as an extension of existing community college training programs, which offer a full range of courses including supervised practicums.

The Mentor application includes transcripts of relevant coursework (including the supervised practicum), a history of relevant work experience, a personal statement, three letters of recommendation, and a written agreement from the applicant's employer indicating interest and willingness to have her/his worksite participate in the program. As part of the application packet, the teacher submits a self-review of her/his classroom using the appropriate Harms and Clifford Rating Scale. It is the goal that, in counties with a Quality Rating and Improvement System (QRIS), Mentor applicants must work in sites rated Tier 4 or 5.

Potential Mentors must seek agreement from their employers for the following: (1) if in a county without a QRIS, to allow the applicant's classroom to undergo a quality review, (2) to allow the Mentor paid time on a weekly basis to meet with her/his students outside the classroom, (3) to prohibit use of student teachers as part of the teacher-child ratio in a classroom during the training period, and (4) to allow the Mentor paid leave to attend ongoing Mentor training.

The following priorities are utilized by the Mentor Selection Committee in the selection of new Mentors:

1. Programs rated at QRIS Tier 4 or 5; if there are none, then:
2. Programs subsidized in full or in part by funds administered by the Early Education and Support Division, California Department of Education. Funding sources include the State Preschool Program, Alternative Payments, General Child Development Program, and Federal Child Care and Development Block Grant.
3. Head Start Programs and other programs serving income-eligible children.
4. Programs serving children in their primary languages of Spanish, Chinese, Vietnamese, etc. or who have a teacher who is multi-lingual, multi-cultural, or who demonstrates expertise in a particular area of local need (Family Child Care Homes (FCCH), infants and toddlers, exceptional needs children, etc.).
5. Programs that are willing and able to serve low-income children subsidized by funds administered by EESD through Alternative Payments.

6. Programs representative of the region's diversity of program type (school-age, infant and toddler, High Scope, Montessori, family child care, etc.).

Mentor applications are reviewed by a Selection Committee convened by the college that represents the various sectors of the local ECE community (EESD-subsidized, Head Start, private non-profit, etc.). The Committee must also represent the community ethnically, linguistically and culturally. The Selection Committee Members read all applications and conduct formative evaluations of the applicants' classrooms using the appropriate scale. If that classroom has not been independently assessed as part of QRIS within the last thirteen months, two Selection Committee Members visit each applicant's classroom to assess it, and then they meet with her/him to compare the Committee score to her/his self-assessment. Finally, the Committee meets to make final selections of Mentors. Selection Committee Members receive a modest honorarium for their time. It is the goal that Selection Committee Members must maintain at least 85 percent reliability on the ERS scale used to the instrument's authors or to the state anchors. In an effort to establish reciprocity and to avoid duplication of services, the CECMP will work with QRIS administrators to train Selection Committee Members to the 85 percent reliability goal.

Once an applicant has been selected, the program offers a pre-recorded webinar for new Mentor Teachers to orient them to their role and inform them of the requirements as well as the supports the program offers.

Once Mentors are selected, they are eligible to earn every type of stipend described below. Whether newly selected or veteran, Mentor status qualifies the Mentor for all stipend opportunities.

Placement of Student Teachers with Mentors. Once Mentors are selected, the faculty member from the college, university or high school Regional Occupations Program (ROP) early childhood department places students with Mentors where the students earn credit for practicum courses. The Mentor receives a stipend based on the number of lab hours of practicum experience per week as specified in the course outline. The Mentor reviews and evaluates the student teachers' assignments for the supervised teaching requirements and gives constructive criticism for improvement. College or other faculty retain all responsibility for student evaluation, grading and overall supervision.

Post-Practicum Stipends. Mentors earn a stipend of \$500 for a minimum of 25 hours of contact time to provide continuing guidance to their former practicum students who are employed in early care and education. This Post-Practicum Stipend addresses the risk of students losing many of the positive teaching behaviors demonstrated in the practicum after their practicum ends, which was a recommendation of a formal program evaluation done in 1995 (Sakai and Whitebook).

Individual Student Mentoring Contracts. Research conducted by UC Berkeley's PACE (Policy Analysis for California Education, 2003) established the key role of mentoring in support of student progress. In 2001-03, four local Mentor Programs pioneered the utilization of their Mentors in providing pre-practicum, non course-based mentoring for individual students. Student-Mentor Contracts include twenty-five hours of pre-approved contact time during which the Mentor provides a variety of assistance for the college student, including referrals to the appropriate college support services (e.g. tutorials, English as a Second Language (ESL) courses, financial aid). The Mentor earns a \$500 stipend for these 25 hours.

Mentoring Records. Stipends for hourly, short-term mentoring services are designed to support Mentors as they take on increased leadership roles in their colleges and communities. Such services include recruitment, assistance with quality reviews, project assistance, guest lectures, etc. This stipend is also used for virtual mentoring support that Mentors provide to students taking ECE online courses (see below). Mentors earn a \$20 stipend for each hour of mentoring.

Birth to Three/FCCH Mentoring Records. The need for improving the quality of infant/toddler care has been identified as a priority for California, especially in low income communities (CA Dept. of Education, 2006). Birth to Three/FCCH Mentoring Record stipends provide hourly mentoring services for Infant/Toddler teachers and Family Child Care Home providers who request mentoring for quality improvement, career guidance and/or eventual enrollment in community college classes. Based on the specific goals described on the Request Form that the potential protégé submits, the Coordinator approves the content, contact method and number of hours the placement will require. When the placement is complete, protégés complete an evaluation of the mentoring they received. Mentors earn a \$25 stipend for each hour of mentoring.

Virtual Mentoring. The availability and convenience of online coursework is an expanding feature of ECE teacher preparation. However, many ECE students are new to computer use, and are unfamiliar with and hesitant to engage its possibilities. Thus, the program has identified the need and makes available "virtual mentoring" to provide such students support in their use of online technology, coupled with guidance in accessing, understanding and applying ECE online resources to assignments in their online coursework.

Once a Mentor is selected (by any local CECMP) via the traditional Selection Committee process, has been a Mentor for at least three years, and has had three student placements in the preceding three years, s/he is offered the opportunity to join a "Virtual Mentoring Pool." This opportunity is not for Practicum placements; only short-term Mentoring Record Hours are used.

To qualify for the "Virtual Mentoring Pool," an already-selected Mentor goes through an additional Screening Process to demonstrate proficiency and comfort with online technology (internet, email, webinars, Skype, moodle, etc.). Once identified as a Virtual Mentor, s/he is available to support students at any college offering online courses. The Mentor Program Coordinator at Cerro Coso Community College oversees virtual mentoring activity statewide.

In-Service Training Component. There are three aspects to this component:

1. *Mentor Seminar Meetings.* Current Mentors and those waiting to be recertified are required to attend monthly meetings. The overall purpose of these meetings is to further develop Mentors' supervision skills and professionalism. Funds designated for Instruction may be used to support faculty to facilitate the meetings. Meetings may be designed as a Mentor Seminar for Mentors who wish to receive college credit, in which case they must pay their own tuition.
2. *In-Service Training Stipend.* Mentors will be paid a stipend of \$250 per year for attending the Mentor Seminar.
3. *Mentor Institute.* Each academic year the Mentor Program holds a Mentor Institute for a limited number of Mentor Teachers. This is a two-day, expense-paid conference offered on a rotational basis for Mentors from throughout the state. The Institute provides intensive training on the most recent research in the field, advocacy and other professional learning topics. It also provides an invaluable opportunity for Mentors to network with their peers and provide direct input into the statewide administration of the Mentor Program. Mentors do not earn a stipend for attending the Institute. They serve as a representative of their Mentor Seminar and are required to report back and share information and resources from the Institute with the Mentors in their Seminar.

Director Mentor Component

Public input sessions on the 1996-1997 California Quality Improvement Plan revealed support for developing a mentoring option for directors. The director's key role as a change agent in quality improvement activities has been well established (Carter and Curtis, 2009; Jorde Bloom, 2005). Previous mentoring opportunities in the California Early Childhood Mentor Program were limited to those whose primary job is direct caregiving. Thus, a new Mentor category, Director Mentor, was developed to provide guidance to novice directors. The characteristics of this activity are described below.

Identification and Recruitment. Initial recruitment of candidates for Director Mentor positions is done at informational sessions facilitated by Mentor Program staff and held via webinar to allow for statewide access. Potential applicants

learn about the Program, how the selection process is conducted and how the *Program Administration Scale* (Talan and Jorde Bloom, 2011) or the *Business Administration Scale* (Talan and Jorde Bloom, 2009) are incorporated into it.

Those who are seriously considering applying then attend a regional, full-day Director Mentor Institute (DMI) which is provided by the Mentor Program; an online DMI option is also available. Curriculum includes a developmental perspective on mentoring novice directors (protégés), distinctions between supervising and mentoring, how culture impacts the mentoring relationship and the use of problem-solving techniques to explore the nuances of mentoring.

Selection of Director Mentors. Following completion of a Director Mentor Institute, qualified candidates may apply to their local Mentor Selection Committee during the annual selection process. Qualifications include a minimum of three years of experience (current or former) as a director or site supervisor in a child development program or Large FCCH owner/operator and completion of at least three semester units in ECE administration and/or supervision.

Selection of Director Mentors is based on the following:

- Written application and references
- Educational history and transcripts
- Leadership and management quality review with site visit by Selection Committee Members. Quality reviews will draw primarily upon the *Program Administration Scale* (PAS) or the *Business Administration Scale* (BAS) but may also utilize results from previous processes (e.g. NAEYC Accreditation, Exemplary Program Standards, Classroom Mentor quality reviews) utilized at the applicants' programs
- Priority for directors of centers/programs that already have a Mentor teacher and/or whose program is rated at Tier 4 or 5
- Diversity of program type, auspice, linguistic ability and cultural background

Once an applicant has been selected, the program offers a pre-recorded webinar for new Director Mentors to orient them to their role and inform them of the requirements as well as the supports the program offers.

Placement of Protégé Directors with Director Mentors. The availability of those selected as Director Mentors is advertised in ECE Administration and Supervision classes, at local Resource and Referral agencies (R&R), through existing directors' groups, and in other ways appropriate to the community. Protégé directors may apply directly to a Director Mentor or to the Mentor Coordinator. All placements, which must be pre-approved by the Coordinator, require submission of a contract between the Mentor and the protégé specifying the means of communication and contact as well as short-term objectives. Contact time may consist of oral and written communication, meetings and visits

by the Mentor to the protégé director's worksite, or other appropriate means; all activities and contact hours must be documented prior to payment of the stipend. The Director Mentor Stipend, which requires a minimum of 20 hours of contact time, is \$500 for each protégé director mentored. Each local Mentor Program's stipend budget includes funding for these stipends. At the placement's conclusion, both Director Mentor and protégé each provide written evaluation of the experience.

Director Mentoring Records. These stipends for hourly, short-term mentoring are designed primarily to provide Director Mentor applicants an overview of the *PAS* or the *BAS* and how it is used in the selection process. They may also be used in response to concerns expressed by protégé directors when their need for mentoring requires less than a twenty-hour placement. Short term mentoring is designed to address situations where a protégé might need referral to resources, a brief response to a "how to" question, etc. Appropriate uses also include making presentations to classes, conferences, etc. as these activities serve to promote Director Mentors' leadership and ECE expertise. Director Mentors earn a \$25 stipend for each hour of mentoring.

Birth to Three/FCCH Director Mentoring Records. These stipends provide hourly mentoring services for directors of Infant/Toddler facilities and Large Family Child Care Home providers who request mentoring for quality improvement, career guidance and/or eventual enrollment in community college classes. Based on the specific goals described on the Request Form that the potential protégé submits, the Coordinator approves the content, contact method and number of hours the placement will require. When the placement is complete, protégés complete an evaluation of the mentoring they received. Director Mentors earn a \$35 stipend for each hour of mentoring.

The Director Seminar. Each local Mentor Program will develop and offer a Director Seminar to provide ongoing support and training for all directors in that community, including, but not limited to, Director Mentors and protégés. Participants in the Director Seminar have the option of earning college credit at a variety of levels (i.e., lower and upper division, graduate). The Director Seminar Facilitator develops curriculum and activities that complement the work of any existing directors' groups in her/his geographic area. The curriculum is emergent; i.e., it is based on recent developments in the field and incorporates current issues and concerns for directors so as to meet their most up-to-date, relevant needs.

The program continues to discuss the feasibility of offering stipend support to Director Mentors who attend meetings of their local Director Seminar.

Advanced Director Mentor Institutes. In response to needs expressed by Director Mentors and Coordinators for a statewide training event for Director Mentors similar to the annual Mentor Institute for classroom Mentors, two

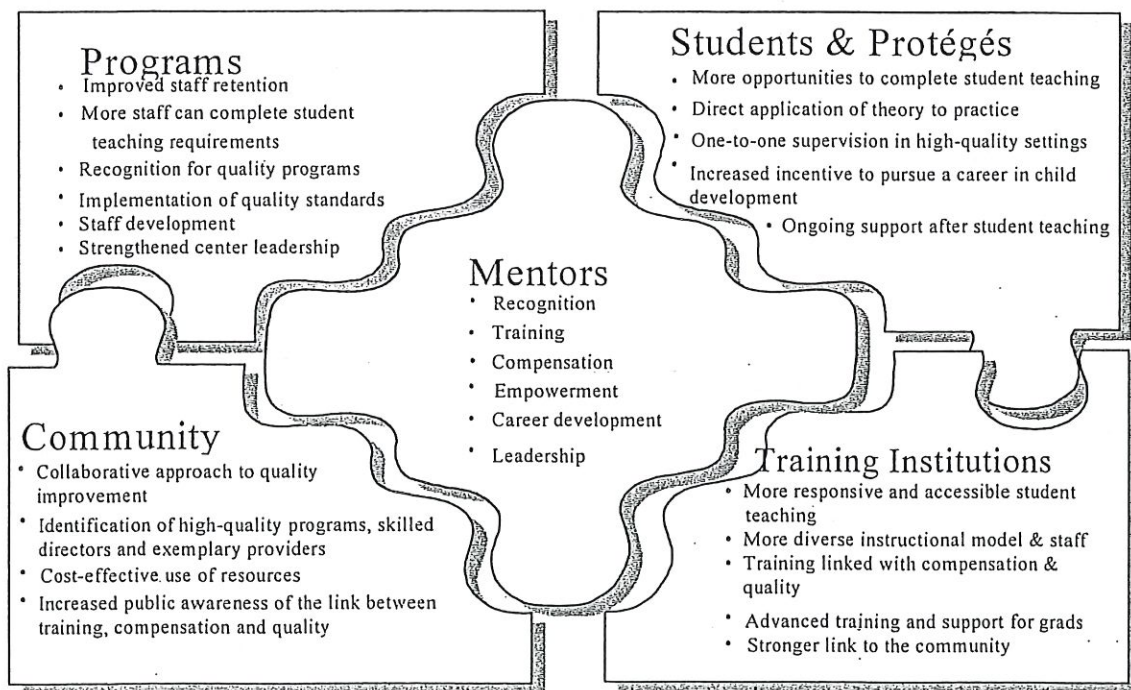
Advanced Director Mentor Institutes (ADMI) are held: one is a two-day, on-ground meeting, and the equivalent of a second is delivered via a series of webinars. High-quality presentations by leaders in the field of director training and professional development characterize both delivery modes. All costs are borne by the Mentor Program, including travel, lodging, trainers, etc.

A Collaborative Approach to Quality Improvement

The CECMP is a community-based collaboration to improve the quality of early care and education. ECE programs, teachers, training institutions, students, and consumers all contribute to the Mentor Program's successful operation, and benefit from the activities undertaken. Shared interests encourage stakeholders in each community to build new bridges to other participants and maintain positive communications.

CECMP staff project a "ripple effect" of quality improvement benefits beyond those experienced by the Mentor Teachers, their classrooms and their practicum students as well as those experienced by Director Mentors, their sites and those of their protégés. These effects should be more fully researched when additional funding permits.

Improving Child Care - How the pieces fit together



Program History

Jointly developed by Chabot College and the Center for the Child Care Workforce (formerly the Child Care Employee Project), the California Early Childhood Mentor Program started as a pilot project at Chabot College in Hayward in 1988 with initial funding from United Way of the Bay Area and the David and Lucile Packard Foundation. In 1991, eight private foundations contributed a total of \$269,614 to expand the program to nine additional community colleges. Those foundations were the American Express Philanthropic Program, ARCO Foundation, the Center for Career Development in Early Care and Education at Wheelock College, Clorox Company Foundation, Conrad N. Hilton Foundation, David and Lucile Packard Foundation, San Francisco Foundation, and the Morris Stulsaft Foundation.

In 1992, Chabot College contracted with the California Department of Education for \$669,000 from the Federal Child Care and Development Block Grant for support of the existing colleges and expansion to an additional eight community colleges. Seven colleges were added in 1993-94, three in 1994-95, twenty-two in 1996-97, thirteen in 1997-98, six in 1999-2000, eleven in 2003-04, one in 2004-05, two in 2005-06, four in 2007-08, eight in 2008-09, eight in 2009-2010 and one more in 2015-16. One hundred and four community colleges throughout the state now participate in the program. On February 1st, 2001, administration of the statewide program transferred to City College of San Francisco but returned back to Chabot College on August 1st, 2013.

The following table highlights selected measures of growth for the past ten years under Child Care and Development Block Grant funding:

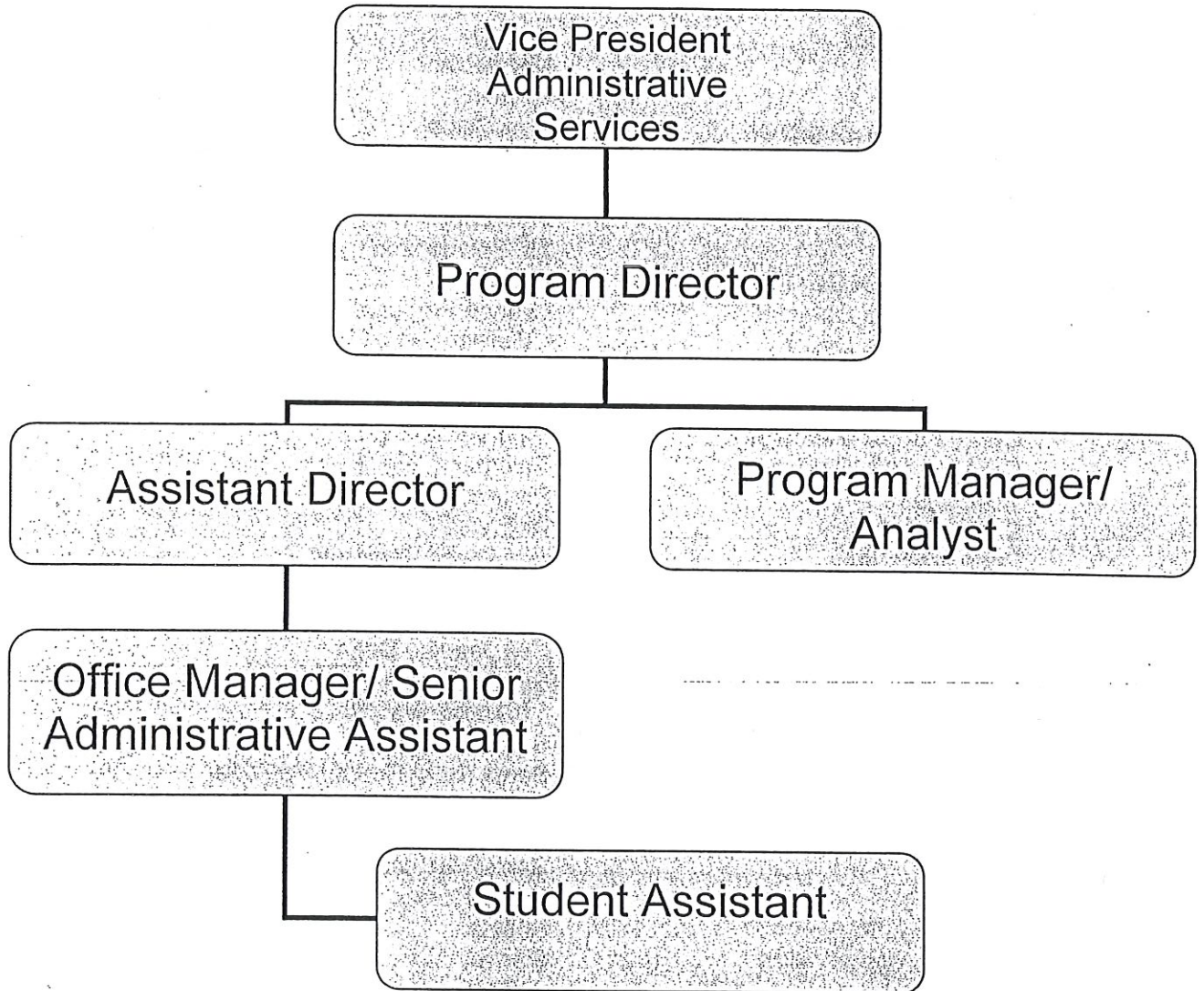
Measure	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Colleges	93	95	95	95	98	102	103	100	103	103	104
Mentors	635	669	660	683	701	686	646	606	582	579	567
Practicum Placements	1840	2062	1832	2075	2153	2095	1989	1794	1737	1804	1795
Total Placements per Mentor (av.)	3.2	3.3	2.8	3.0	3.0	3.1	3.1	3.0	3.1	3.3	3.2
Stipend per Mentor (av.)	\$1,947	\$1,949	\$1,733	\$1,711	\$2,033	\$1,951	\$1,687	\$1,674	\$1,668	\$1,727	\$1,979
NAEYC-accredited centers	253	253	228	175	152	135	135	131	140	130	120
Director Mentors	118	113	120	126	135	147	145	138	139	144	139
Protégés placed w/ Director Mentors	75	64	63	85	64	75	68	72	79	74	84
Stipend per Dir. Mentor (av.)	\$347	\$348	\$302	\$521	\$531	\$581	\$491	\$717	\$808	\$734	\$706

Organizational Structure of Program

Chabot College will coordinate and manage the program from its campus in Hayward. Chabot will issue a Letter of Agreement to participating colleges for implementation of local programs. Participating colleges and program participants will be reimbursed directly by Chabot College.

- Program Director: The Program Director oversees the implementation and continued development of the program.
- Assistant Director: The Assistant Director's duties include oversight of administrative activities, conducting outreach, development of support materials, seeking additional sources of funding and supervising the work of office staff.
- Program Manager/Analyst: The Program Manager/Analyst is responsible for representing the Mentor Program at meetings and public forums, assisting with program administration, including making policy recommendations, budgeting, reporting, training and coordination.
- Office Manager/Senior Administrative Assistant: The Office Manager/Senior Administrative Assistant is responsible for office management, data collection and entry, mailings and ongoing technical assistance to program participants, maintaining and updating manuals and forms, assisting with planning of meetings and trainings and other administrative and secretarial functions.
- Student Assistants: A part-time Student Assistant is responsible for filing, copying, collating meeting packets and other general office work as assigned by the Office Manager.
- Consultants: When future funding permits, Rory Darrah, Jackie Fitzgerald, Kit Kollenberg, Anne Kress, Peyton Nattinger, Jane Perry and others will continue to develop program materials and provide assistance on further refinement of Mentor training efforts and program implementation. There is no available funding for these services at this time.

Organizational Chart



Where We Are: 104 Community Colleges

Alameda Regional (Chabot, Las Positas, Merritt, Ohlone)	Los Medanos
Allan Hancock	Los Rios Regional (American River, Cosumnes River, Folsom Lake, Sacramento City)
Antelope Valley	Mendocino
Butte	Merced
Cabrillo	Mira Costa
Central Valley Regional (Clovis, Reedley)	Modesto
Cerritos/ Rio Hondo Regional (Cerritos, Rio Hondo)	Monterey Peninsula
Cerro Coso	Moorpark
City College of San Francisco	Mt. San Jacinto
College of the Canyons	Napa
College of the Desert	Orange Regional (Fullerton, Irvine Valley, Orange Coast, Saddleback, Santa Ana, Santiago Canyon)
College of Marin	Oxnard
College of the Redwoods	Palo Verde
College of the Sequoias	Palomar
College of the Siskiyous	Porterville
Columbia	Riverside
Contra Costa	San Diego Regional (Cuyamaca, Grossmont, San Diego City, Mesa, Miramar, Southwestern)
Copper Mountain	San Joaquin Delta
Cuesta	San Mateo Colleges Regional (Canada, Skyline)
Diablo Valley	Santa Barbara
East LA	Santa Clara County Regional (DeAnza, Foothill, Gavilan, Mission, San Jose, West Valley)
El Camino/Compton Regional (Compton, El Camino)	Santa Monica
Feather River	Santa Rosa
Foothill Regional (Chaffey, Citrus, Glendale, Mt. San Antonio, Pasadena City)	Shasta
Fresno	Sierra
Hartnell	Solano
High Desert Regional (Barstow, Victor Valley)	SWAT (Southwest, West and Trade) Regional (Los Angeles Southwest, Los Angeles Trade Tech, West Los Angeles)
Imperial Valley	The Valley/Crafton Regional (Crafton Hills, San Bernardino)
Kern County Regional (Bakersfield, Taft)	Ventura
Lake Tahoe	West Hills Coalinga
Lassen	West Hills Lemoore
Long Beach	Yuba District Regional (Woodland, Yuba)
Los Angeles City	
Los Angeles Harbor	
Los Angeles Mission	
Los Angeles Pierce	
Los Angeles Valley	

Supplemental Support Funding for Large Area Programs

Local Mentor Programs which serve large geographical areas (e.g., College of the Redwoods, Mendocino, Yuba District Regional) have unique challenges in offering the Mentor Teacher/Adult Supervision Course, Mentor and Director Seminars, and operating a Mentor Selection Committee. The Mentor Program will continue to help these programs address the challenges of a large service area through provision of Supplemental Support Funding. Large Area Programs may apply to the CECMP for up to \$1,000 in additional funding each year. These funds may be used for coordination, instruction, materials, printing, travel, etc.; requests must adhere to prevailing state reimbursement rates. Successful applications for Supplemental Support Funding must include a clear statement of objectives, full description of activities to be undertaken, and a detailed budget. Priority for granting these funds will be given to programs which have successfully utilized them in prior years. A formal Agreement is sent to each successful Coordinator applicant, to be signed by the Coordinator and an official at her/his college. At the end of the program year, Coordinators who received this funding will be required to file an Annual Report addendum on the activities completed. Program staff follows up with each Coordinator whose program has received this supplemental funding to ensure they submit their Large Area Report: not submitting it is not an option.

Supplemental Support Funding for Director Mentor Component

Creating and maintaining a strong Director Mentor Component is a challenge for many local and regional Mentor Programs. The Mentor Program will continue to provide additional local support for this component through Supplemental Support Funding to be used for the following purposes:

- Recruiting attendees for informational webinars and Director Mentor Institutes;
- Supporting additional outreach efforts to recruit protégés and promote interest in the Director Mentor Component; and/or
- Strengthening the Director Seminar

All local Programs may apply to the CECMP for up to \$1,000 in additional funding each year, although priority for granting these funds will be given to programs which have successfully utilized them in prior years. Successful applications for Supplemental Support Funding must include a clear statement of objectives, full description of activities to be undertaken, and a detailed budget; requests must adhere to prevailing state reimbursement rates. Based on the stated purpose and how clearly and accurately each of these categories is addressed, Program staff select which programs will receive this funding. A formal Agreement is then sent to each successful Coordinator applicant, to be signed by the Coordinator and an official at her/his college. At the end of the

program year, Coordinators who received this funding will be required to file an Annual Report addendum on the activities completed.

Field Training

In 2011-12, the program assembled a "Pilot Team" of staff and selected participants to craft a training plan for Mentors and Director Mentors to familiarize them with the format, content and implementation of EESD Publications, including the *Foundations* and *Frameworks* (Infant/Toddler and Preschool), the *Preschool English Learners Guide* and others emphasizing cultural competency. Rationale for such a plan is based on recognition that, in their roles as classroom practitioners as well as supporting student teachers, Mentor Teachers must be familiar with these publications. This requirement will become increasingly necessary as the *Foundations* and *Frameworks* are integrated into community college curriculum and as efforts to implement a Quality Rating and Improvement System in California proceed. Director Mentors, too, need this familiarity as they administer their own facility while guiding protégé directors who also need to be conversant with these publications.

The first step toward this goal will be completion by Mentors and Director Mentors of the *Foundations* and *Frameworks* Overview module on the CA Department of Education's California Early Childhood Online (CECO) website followed by the appropriate Infant/Toddler or Preschool modules including the Summary module. Progress toward this goal will be monitored via responses on the annual Mentor and Director Mentor Questionnaire that each active participant submits as part of the program's annual reporting. Once Mentors have completed the required modules, the program will work with Coordinators to facilitate cohort discussions with other local EESD-funded professional development providers on the relevance of these resources to the respective work each is doing.

The Mentor Program was an early adopter of the *Program Administration Scale (PAS)* as a quality assessment tool in the Director Mentor selection process. In 2009, a companion publication for use in Family Child Care Homes (FCCH), the *Business Administration Scale (BAS)*, was published. Supported by Race to the Top-Early Learning Challenge (RTT-ELC) funding awarded to California, Large FCCH Director Mentors were trained in 2012-13 on the use of the BAS. In 2014-15, the Mentor Program in addition concluded a process of training at least two members of each program's Selection Committee in the use of the *BAS* to select Large FCCH Director Mentor applicants; this will be modified to apply when there is no QRIS in the county. Trainings were held via webinar to maximize accessibility and minimize costs. However, since Selection Committee Members turn over from time to time, training efforts, including accessing recorded webinars, will continue on an ongoing basis for those members in counties without a QRIS.

Field Trainings will address other program needs as well. New Coordinators join each year, and it is helpful for seasoned Coordinators to mentor them in their new role. This includes sharing successful implementation of the program at the college and in the community; systems for tracking payments, reporting and record-keeping; operating the selection process, etc. Up to eight hours of support for new Coordinators will be offered.

Funds permitting, trainings will be held on other topics of interest to program participants such as development of the Director Seminar, use of the *PAS/BAS*, operating Regional Mentor Programs, ECERS-R, new Coordinator orientations, etc. The delivery of these trainings will draw on the "mentoring model" when possible in that it will utilize skills and expertise from within the program.

Field Trainings will be offered both on-ground and via webinar.

Implementing a Communities of Practice Model

During the 2013-14 contract year, as directed by the CDE, CECMP staff began implementation of a new series of planning discussions aimed at instituting a **Communities of Practice (CoP)** model for Mentor Seminar and Director Seminar meetings. The CoP model was introduced during a series of national webinars called the BUILD Learning Table held in 2012-13 in which all Race to the Top-Early Learning Challenge (RTT-ELC) state grantees participated. As such, program administrators who support California's RTT-ELC's work, including the CECMP, participated in the Learning Table.

Based on the work of Peter Michael Senge and Etienne Wenger, the CoP model involves practitioners "who share a concern or a passion for something they do and learn how to do it better as they interact regularly." (Wenger, 2013) By using the Protocols the CoP model often employs, Mentors and Director Mentors respectively will engage in collective learning as they discuss challenges they face using their own expertise to reflect and bring intentionality to pursuing continuous improvement in their practice. The model implements a concept of "lateral accountability" in the individual and the group to develop strategies to address challenges in their work.

The CECMP staff began to lead a series of dialogs via webinar and email with Coordinators, Seminar Facilitators and others to explore how to impart the facilitation skills necessary to use the Protocols, processes and tools to implement the CoP model. Dialog webinar topics included: the definition and description of Communities of Practice; the definition and description of Protocols; how Protocols are intended to enrich Mentor and Director Seminar discussions; how Protocols are implemented; supporting the Seminar facilitators as they implement the Protocols, etc. Topics were adapted to respond to

questions and concerns voiced by the Coordinators and Seminar Facilitators in attendance at the webinars about implementation of the CoP model. Participants in the dialogs began to grasp an understanding of how the Protocols will be implemented in their Seminars. This discussion, including actual use of Protocols, will continue at program-sponsored meetings and trainings, such as the Fall Coordinators' meetings, Advanced Director Mentor Institutes and the Mentor Institute to continue to demonstrate how the CoP model can be implemented throughout the program. Should funding become available in the future, in-person trainings will be held to further familiarize program participants with the model, its implementation and its benefits.

Mentor Caucus

The Mentor Caucus is a voluntary organization of Mentor Teachers from throughout the state. In January, 1997, the following Mission Statement was adopted:

The Mentor Caucus will serve in an advisory capacity to the California Early Childhood Mentor Program. We are dedicated to the promotion of quality care, education and services for all children and their families through outreach and leadership development. We believe recruitment, training and compensation of a diverse workforce are key elements to achieving this goal.

To work towards these goals Mentors have organized the Caucus into seven regions and identified a Regional Representative (or Co-Representative) for each one. To comply with the CDE request that CECMP align its work with the California County Superintendents Educational Services Association (CCSESA) eleven service regions, the Caucus regions have been redesigned to reflect those regions while adhering to the boundaries of Regional Mentor Programs. This will promote sharing news of trainings, initiatives, etc. that are offered in the CCSESA regions to Mentors in those areas. An example is trainings offered by the California Preschool Instructional Network's (CPIN) because CPIN Regions are the same as the CCSESA regions.

The Mentor Caucus Steering Committee, comprised of the Regional Representatives, will hold monthly conference calls; hold an annual meeting for its members; attend Leadership Day and the full CAEYC Annual Conference where they may present a workshop; and convene their Regions at the Mentor Institute. One Steering Committee member will be supported to attend the annual CA Child Development Coalition meeting.

Recruitment of Male Mentors and Director Mentors

The CECMP is aware that the small percentage of men who work in the ECE field is an ongoing concern nationwide. Male teachers offer positive role models for young children—both boys and girls—and serve as a male influence in the lives of children growing up in female-only households. Yet in 2014-15, the program included only ten Mentor Teachers (1.8%) one Director Mentor (1%) who self-identified as male, less than the national average of 3.65% (Men Teach, 2014).

Discussions among program participants led to the creation of a Men in Child Care Taskforce; a plan evolved which includes:

- Doubling the number of male Mentor Teachers and Director Mentors by the end of the 2019 contract year to twenty male Mentor Teachers and two male Director Mentors;
- Striving to achieve this goal by:
 - Encouraging male Mentor Teachers and Director Mentors to present in college classes, at local and state conferences, etc. to increase the visibility of the program with an emphasis on recruiting additional males;
 - In an effort to counter some of the prevailing stereotypes, encouraging the sole Director Mentor to make a You-Tube video featuring interviews of parents at his site on why they trust him with their children;
 - Presenting at the NAEYC Annual Conference in Los Angeles in November, 2016 on this topic;
 - Supporting local Selection Committees to make male recruitment a priority;
 - Adding this to the criteria for Coordinator stipend augmentation

Functions of the Agencies and Participants

A. Program Responsibilities

Since its inception in 1988, the CECMP has continued to monitor the need for and responsively implement activities, policies and procedures to most effectively deliver its funded activities. To this end, CECMP staff at Chabot College shall:

1. Continue to coordinate program delivery across the state. Continue to provide technical assistance to community colleges to help them implement the program. Continue to work directly with college Coordinators to develop specific elements of the model.
2. Continue to develop and update program procedures and operations manuals. Continue to develop and make available other program materials for participants and the public at large for dissemination via hard copy as well as electronically.

3. Continue to communicate on a regular basis with Local Program or Regional Coordinators and the CDE via phone, mail and electronically. Continue to mediate between individual colleges and the CDE.
4. Continue to receive electronic and hard copy quarterly program and financial reports from colleges. Continue to submit monthly and quarterly program and financial reports electronically and via hard copy to the Early Education and Support Division, California Department of Education. Continue to monitor expenditures and keep electronic and hard copy financial records on the statewide program.
5. Continue to collect formative data via electronic and hard copy Quarterly and Annual Reports and via Mentor and Director Mentor Questionnaires on activities of each Mentor Program and its participants and prepare an annual report on program implementation. Participants' personal data is maintained in a secure database stored on the program's dedicated server at Chabot College.
6. Increase accessibility to the practicum required for an Associate's degree or certificate in Early Childhood Education.
7. Provide continued support to student teachers who were mentored and afterwards are employed in ECE via Post-Practicum placements.
8. Provide support to any Early Childhood student via Individual Student Mentoring Contract placements.
9. Provide support to Infant/Toddler and Family Child Care Home providers and administrators.
10. Provide career advancement opportunities for highly-qualified early childhood educators by offering the opportunity for selection as a Mentor Teacher.
11. Develop and coordinate the annual Mentor Institute in California.
12. Provide training and support for current or former directors who serve as mentors to protégé directors via Director Mentor placements.
13. Develop and coordinate a limited number of Director Mentor Information Sessions and Institutes via webinar and/or at various locations throughout the state.
14. Develop and coordinate at least two annual Advanced Director Mentor Institutes, via an in-person format and/or via webinars.
15. Establish community standards for the quality of early childhood programs.
16. Support partnerships between participating community colleges and Early Childhood programs in their communities.
17. Provide ongoing resources for the support of the community college programs by disseminating materials, publications, etc. that may be made available.

18. Coordinate and assess satisfaction with the CECMP at community colleges across California.

B. Responsibilities of Chabot College

Chabot College shall generally administer the program, including but not limited to:

1. Receive and transmit reimbursement forms to the California Department of Education.
2. Receive and transmit funds from the California Department of Education to program participants.
3. Submit invoices for reimbursement of program expenses on a monthly basis within 45 days after the end of each month.
4. Distribute checks to community colleges and program participants for services rendered or expenses encumbered.
5. Issue Letters of Agreement to 104 participating colleges in a form substantially similar to past practice, with such changes that are mutually agreed to by the parties.
6. Promote the program in the higher education community.
7. Administer the program in a manner that will: i) best achieve the program's goals and objectives, despite competing priorities; ii) maximize the program's value to program participants and minimize administrative efforts required by program participants—including, but not limited to, making reimbursements pursuant to an accountable plan and the terms and conditions of this Agreement, so that such reimbursements are not reported on IRS form 1099 (to the extent permitted to do so under applicable law).

C. Responsibilities of the California Department of Education

The California Department of Education shall:

1. Support and promote the program in public forums.
2. Support the program financially, pursuant to the availability of funds and inclusion in the state master plan.
3. Provide technical assistance to Chabot College in improving program procedures and program delivery.
4. Link Mentors to the other training opportunities provided by the Early Education and Support Division, California Department of Education.

D. Responsibilities of Participating Colleges

The community college shall:

1. Sign the Letter of Agreement for the California Early Childhood Mentor Program by December 1st of each year. Acknowledge that the college's Coordinator's stipend and any reimbursements due to the college will be withheld until this signed document is received.
2. Designate a Mentor Program Coordinator (or Co-Coordinators) prior to the beginning of each academic year who is responsible for fulfilling all Coordinator duties as specified in the Letter of

Agreement. A form indicating this designation must be signed by the appropriate college administrator and returned to the Mentor Program by the date indicated.

3. Support the program in working with the Regional, Local Program or College Coordinator to eliminate administrative barriers to implementation.
4. Receive resources from Chabot College for the local operation of the program.
5. Provide facilities for required program activities (the Mentor Teacher/Adult Supervision Course, Selection Committee trainings and meetings, the Mentor Seminar and the Director Seminar).
6. Offer the Mentor Teacher/Adult Supervision Course for credit. Offer the Mentor Seminar and Director Seminar for optional credit.
7. Agree that the college will not accrue Average Daily Attendance (A.D.A.)/Full Time Equivalent Students (FTES) for courses supported by the California Early Childhood Mentor Program.
8. Offer placement with a Mentor as an alternative to the existing placements for practicum course(s).
9. Provide funds for program costs in excess of amounts provided by the California Early Childhood Mentor Program.
10. If requested, provide internal audit results of policies and procedures in place to provide reasonable assurance that the effectiveness of internal controls is being appropriately assessed.

E. Responsibilities of Regional and Local Program Coordinators

The Mentor Program retains the right to withhold Coordinator stipend(s) if responsibilities listed below are not fulfilled in a timely fashion. Regional and Local Program Coordinators shall perform duties specified in the following categories:

Selection and Re-Certification

1. Promote the program on campus and in the community.
2. Establish and advertise the course "The Mentor Teacher" (also called "Adult Supervision") once a year, or as needed. Apply to the CECMP for additional funding to support instructional costs for this course if needed.
3. Recruit qualified ECE providers and directors from the community who may be interested in becoming Mentors or Director Mentors.
4. Modify and distribute Mentor and Director Mentor applications and Re-Certification applications and establish appropriate application deadlines.
5. Maintain eligibility requirements for classroom Mentors in accordance with program policy:
 - a) Completion of a college early childhood degree or certificate program which included supervised student teaching (or CDA direct assessment in place of student teaching) in an early childhood setting.

- b) Current employment in a teaching position with young children. Teacher must spend at least three hours every day teaching in a single classroom. Elementary (K-12) teachers are not eligible.
 - c) Two years of teaching experience in Early Care and Education.
 - d) Completion of a Mentor Teacher/Adult Supervision course.
 - e) Completion of the requirements for the Master Teacher level (or above) of the Child Development Permit Matrix.
6. Maintain eligibility requirements for Director Mentors in accordance with program policy:
- a) Current or former employment as a director or site supervisor in a child development program, or as a Large FCCH owner/operator.
 - b) Three years of experience as a director or Large FCCH owner/operator in an Early Care and Education program.
 - c) Completion of a minimum of three academic units in ECE Administration and Supervision.
 - d) Successful completion of a Director Mentor Information Session and a Director Mentor Institute.
7. Limit the number of Mentors who work in the campus lab(s) in accordance with policies of the CECMP.
8. Establish and operate the Mentor/Director Mentor Selection Committee.
9. Submit a written request to the Mentor Program at Chabot College for increases in the allotted Mentor Pool size.

Professional Growth

- 10. Establish, oversee and promote the Mentor In-Service Training Component, which includes the option of earning college credit for the Mentor Seminar.
- 11. Establish, oversee and promote the Director Seminar, which includes the option of earning college credit.
- 12. Provide Mentor and Director Seminar facilitators with the *Growing Leaders In-Service Training Resource Guide* and other necessary instructional materials.
- 13. Ensure that instructors for the Mentor and Director Seminars are regularly evaluated in accordance with college policies.
- 14. Support Mentor In-Service training activities with Mentor materials and other appropriate funding where available.
- 15. Support professional development of Director Mentors, protégés, and other Director Seminar participants with materials and other appropriate funding where available.

Placements and Stipend Activities

16. Work within the college's administrative procedures to institutionalize the Mentor Program. This includes seeking curriculum committee approval for courses, including program information in the college catalog and course schedule, and establishing load credit for practicum instructors who support placements with Mentors.
17. Provide the CECMP office at Chabot College with an official course outline for each practicum course under which students might be placed with a Mentor.
18. Place students with Mentors, acting as intermediary between the student and Mentor, and monitoring the Mentors' work.
19. Oversee student placements with Mentors to ensure only one student will be in the Mentor's classroom at a time.
20. Assist practicum instructors and ROP Site Coordinators in setting up and supporting placements. In addition, Regional Coordinators assist College Coordinators with placement activities. The local or regional Mentor Program Coordinator tracks all stipends, both by entering placement data in the program's online reimbursement system and with paper documentation kept at the local level.
21. Approve individual Mentor-protégé contracts for post-practicum placements. A unique type of stipend is available for post-practicum mentoring.
22. Approve individual Mentor contracts for Individual Student Mentoring placements. A unique type of stipend is available for Individual Student mentoring.
23. Approve individual Mentor contracts for Mentoring Record hours. A unique type of stipend is available for Mentoring Record hours.
24. Approve individual Mentor contracts for Birth to Three/FCCH Mentoring Record hours. A unique type of stipend is available for Birth to Three/FCCH Mentoring Record hours.
25. Approve individual Director Mentor-protégé director contracts for director placements. A unique type of stipend is available for Director Mentor Placement Contracts.
26. Approve individual Director Mentor contracts for Director Mentoring Record activities. A unique type of stipend is available for Director Mentoring Record hours.
27. Approve individual Director Mentor contracts for Birth to Three/FCCH Mentoring Record hours. A unique type of stipend is available for Birth to Three/FCCH Director Mentoring Record hours.

28. Facilitate completion of EESD Professional Development Profiles for any mentoring support received by students, protégé directors or attendees of the Director Seminar by publicizing the purpose and importance of the Profiles; clarifying how the links may be accessed on the CECMP website; and strongly encouraging their completion. (The Profiles are a statewide initiative adopted by EESD in the 2011-12 contract year to track and report individuals' participation in professional development activities across all EESD Quality Improvement programs. The unified data elements contained in the Profiles are collected either by paper forms or online; the Mentor Program collects these forms via a Survey Monkey link that is posted on our website.)
29. Facilitate completion of EESD Professional Development Profiles they receive from the Mentor Program by ensuring that Mentors and Director Mentors understand the purpose and importance of the Profiles; clarifying how the links may be accessed on the Mentor Program website; and requiring their completion.
30. Serve, if requested and willing, as a Field Trainer for regional trainings.

Payments

31. Administer budget as detailed in the college's Letter of Agreement as required. Authorize all payments.
32. Submit forms necessary for Mentor reimbursements in a timely fashion. Authorizations to pay stipends for mentoring must be submitted within 30 days following the end of the placement.
33. Apply to the CECMP office at Chabot College for, and utilize Supplemental Support Funding for Large Area Programs if appropriate.
34. Apply to the CECMP office at Chabot College for, and utilize Supplemental Support Funding for the Director Mentor Component if appropriate.
35. Provide full reporting on the use of any Supplemental Support Funding.

Evaluations

36. Facilitate program evaluation.
37. Require completion of all placement-related evaluation forms by program participants.

Agreements and Reports

38. Submit quarterly and annual written reports electronically and via hard copy to the CECMP at Chabot College in a timely fashion. These reports are compiled by program staff from Mentor Programs statewide and submitted via electronic and hard copy to EESD.
39. Acknowledge that the Coordinator's payment may be withheld and/or reduced if reporting is not accomplished in a timely manner.

Mentor Program Meetings

40. Attend all required Coordinator meetings and/or be responsible for acquiring and understanding the information and materials presented at these meetings.
41. Encourage Mentor Teachers to register for the annual Mentor Institute on a first-come, first-served basis.

Maintaining Records

42. Establish and maintain Mentor files. Keep records on each Mentor's placement history, student evaluations of the Mentor, the Mentor's application and re-certification, and stipend amounts. Keep comparable records for each Director Mentor.
43. Maintain program data and records for a minimum of five years.

F. Responsibilities of College Coordinators

The CECMP retains the right to withhold Coordinator stipend(s) if responsibilities listed below are not fulfilled in a timely fashion. College Coordinators shall:

1. Promote the program on campus and in the community.
2. Serve on the Mentor Selection Committee. Work within the college's administrative procedures to institutionalize the Mentor Program. This includes seeking curriculum committee approval for courses, including program information in the college catalog and course schedule, and establishing load credit for practicum instructors who support placements with Mentors.
3. Provide their Regional Coordinator with an official course outline for each practicum course under which students might be placed with a Mentor.
4. Promote the Mentor placement option with their students.
5. Facilitate the setting up and completion of practicum placements with Mentors. Provide practicum instructors and Mentors with all necessary forms in a timely fashion.
6. Include Mentor "Professional Development Activities" in other coursework.
7. Serve, if requested and willing, as Field Trainers for regional trainings.
8. Facilitate program evaluation.
9. Collect and forward appropriate data electronically and via hard copy for quarterly and annual reports to Regional Coordinators in a timely fashion.
10. Attend all required Coordinator meetings and/or be responsible for acquiring and understanding the information and materials presented at these meetings.

G. Responsibilities of ROP Site Coordinators

ROP Site Coordinators shall:

1. Promote the program in high schools and in the community.

2. Serve on the Mentor Selection Committee as needed.
3. Provide their Regional or Local Program Coordinator with an accurate and complete ROP Course Approval Form for each course in which students may be placed with a Mentor.
4. Promote the Mentor placement option with their students.
5. Set up and support practicum placements with Mentors. Forward paperwork to Regional or Local Program Coordinators in a timely fashion.
6. Confirm student completion of placement hours with Mentors to Local Program or Regional Coordinators in a timely fashion.
7. Include Mentor "Professional Development Activities" in other coursework.
8. Serve, if requested and willing, as a Field Trainer for regional trainings.
9. Facilitate program evaluation.
10. Collect and forward in a timely fashion appropriate data electronically and via hard copy for quarterly and annual reports to Regional or Local Program Coordinators.

H. Responsibilities of College Instructors

"The Mentor Teacher/Adult Supervision" Course Instructors shall:

1. Modify the course syllabus and outline to meet local needs, based on the outline provided by the California Early Childhood Mentor Program.
2. Advertise and promote the course through the course catalog, brochures and other courses. Recruit experienced teachers from the community for the course.
3. Arrange an instructional model that meets local needs.
4. Instruct the course.
5. Serve, if requested and willing, as Field Trainers for regional trainings.

I. Responsibilities of Practicum Instructors

Practicum instructors shall:

1. Initiate and approve student placements with Mentors in compliance with the following priorities:
 - a) Students working in sites rated Tier 4 or 5
 - b) Students working in EESD-funded centers
 - c) Students working with low-income children in a Head Start center or other center/family child care home.
 - d) Students working or seeking to work in a center or family child care home subsidized in part by funds administered by the Early Education and Support Division, California Department of Education.
 - e) Students specializing or seeking to specialize in serving children in a primary language, or serving children with

special needs (infants and toddlers, exceptional needs children, etc.).

f) Students working or seeking to work in any program that could serve children subsidized by funds administered by EESD.

2. Provide appropriate confirmation of student activity in a timely fashion to the Regional or Local Program Coordinator.
3. Support placements.
4. Confirm student completion of placement hours with Mentors to Local Program or Regional Coordinators in a timely fashion.
5. Collect student evaluations of Mentors and forward to the Regional or Local Program Coordinator.
6. Provide the Mentor Seminar Instructor with course syllabi, requirements, expectations and grading policies so that all active Mentors might better prepare to meet those expectations.
7. Offer to attend a Mentor Seminar session to discuss common concerns and challenges with Mentors.
8. Serve, if requested and willing, as a Field Trainer for regional trainings.

J. Role of Mentor Seminar Instructors

Mentor Seminar Instructors shall:

1. Plan curriculum for the Mentor Seminar with appropriate individualization for each Mentor.
2. Work with the Mentor Coordinator and other interested parties to see that the Seminar addresses relevant and timely issues.
3. Serve, if requested and willing, as a Field Trainer for regional trainings.

K. Role of Director Seminar Facilitator

Director Seminar Facilitators shall:

1. Plan curriculum for the Director Seminar with appropriate individualization for each participant.
2. Work with the Mentor Coordinator and other interested parties to see that the Seminar addresses relevant and timely issues.
3. Plan Director Seminar curriculum and activities to complement activities and objectives of existing directors' groups.
4. Facilitate completion of EESD Professional Development Profiles by attendees of the Director Seminar by publicizing the purpose and importance of the Profiles; clarifying how the links may be accessed on the Mentor Program website; and strongly encouraging their completion.
5. Serve, if requested and willing, as a Field Trainer for regional trainings.

L. Role of Other ECE Instructors

Early Childhood Instructors may:

1. Contact Mentors to request services as guest speakers, overseers for child or classroom observation assignments, interviewees, etc.
2. Utilize Mentors to support students taking online ECE/CD classes.
3. Include discussions of the Mentor Program to emphasize the importance of compensation, recognition and training in the delivery of quality services to young children and their families.
4. Request Mentor placement for their students as appropriate.

M. Responsibilities of Mentors

Mentor Teachers shall:

1. Provide high-quality supervision for college or ROP practicum students. This includes:
 - a) Being in the classroom at all times with the student.
 - b) Holding a weekly out-of-classroom conference with the student.
 - c) Providing written feedback and evaluation.
 - d) Providing opportunities to complete all course assignments.
2. Provide support for students post-practicum; for any ECE student; and/or for Infant/Toddler teachers and/or Family Child Care Home providers. If selected as a Virtual Mentor, provide support for ECE students taking online classes.
3. Maintain adequate communication with practicum instructors.
4. Complete and submit all requests and verification of hours served in a timely fashion.
5. Fulfill the Mentor In-Service Training requirements:
 - a) Attend Mentor Seminar meetings. Enroll in The Mentor Seminar if credit is desired. Mentor pays tuition.
6. Facilitate program evaluation.
7. Encourage student "mentees" to complete EESD Professional Development Profiles for any mentoring support they receive.
8. Complete an EESD Professional Development Profile for any professional development they receive from the Mentor Program.
9. Complete the CA Early Childhood Online (CECO) modules on the CA *Foundations, Frameworks* and, when available, *Program Guidelines*. Taking a domain overview training that corresponds to CECO modules is an acceptable equivalent.

N. Responsibilities of Practicum Students

Practicum students placed with Mentors shall:

1. Work directly with their Mentor in fulfilling requirements of the practicum course.
2. Attend the regular practicum seminar (if required).
3. Provide copies of paperwork as required by both Instructor and Mentor.

4. Meet timelines established by Instructor and Mentor.
 5. Provide evaluation of the mentoring experience.
 6. Complete an EESD Professional Development Profile for any mentoring support they receive.
- O. Role of Other ECE Students
Early Childhood students may:
1. Be placed with a Mentor to receive non-course based mentoring which includes a variety of assistance, including referrals to the appropriate college support services (e.g. tutoring, ESL courses, financial aid, etc.), support to successfully complete course-required projects and observations, and guidance on classroom practices and on career options.
 2. If taking classes online, be placed with a Virtual Mentor.
 3. Complete an EESD Professional Development Profile for any mentoring support they receive.
 4. Participate in professional development activities to promote better compensation and working conditions as a critical component of quality services.
- P. Responsibilities of Director Mentors
Director Mentors shall:
1. Provide high-quality mentoring for protégé directors at least once per contract year as a condition of recertification. This includes:
 - a) Providing 20 hours of contact time for the protégé director.
 - b) Providing hourly, short-term mentoring support focused on orientation to the use of the *Program Administration Scale (PAS)* or the *Business Administration Scale (BAS)* in the Director Mentor selection process.
 - c) Providing hourly, short-term mentoring support to protégés who require less than 20 hours of mentoring; for presentations to classes or conferences; or for other appropriate uses that promote the Director Mentor's leadership skills and knowledge of ECE.
 - d) Providing hourly, short-term mentoring support for directors of Infant/Toddler facilities and/or Large Family Child Care Homes.
 - e) Fulfilling all objectives of the approved placement contract.
 - f) Providing written feedback and evaluation.
 2. Complete and submit all requests and verification of hours served in a timely fashion.
 3. Participate in the Director Seminar when possible.
 4. Attend an Advanced Director Mentor Institute at least once every three years as a requirement of recertification.
 5. Facilitate program evaluation.

6. Encourage director "protégés" to complete EESD Professional Development Profiles for any mentoring support they receive.
7. Complete an EESD Professional Development Profile for any professional development they receive from the Mentor Program.

Q. Responsibilities of Protégé Directors

Protégé directors shall:

1. Work directly with their Director Mentor in fulfilling requirements of the placement contract.
2. Provide evaluation of the mentoring experience.
3. Attend the Director Seminar when possible.
4. Facilitate program evaluation.
5. Complete an EESD Professional Development Profile for any mentoring support they receive.

R. Responsibilities of Mentor Selection Committee Members

Mentor Selection Committee members shall:

1. Promote the program publicly.
2. Become certified to at least 85 percent reliability to the authors or state anchors and evaluate providers, classrooms and programs with the relevant Harms and Clifford scales: the *Early Childhood Environment Rating Scale-Revised* (ECERS-R), the *Infant/Toddler Environment Rating Scale-Revised* (ITERS-R), the *School Age Care Environment Rating Scale* (SACERS) and the *Family Child Care Environment Rating Scale-Revised* (FCCERS-R). Learn to use other rating scales and instruments where appropriate, including the *Program Administration Scale* (PAS) and the *Business Administration Scale* (BAS).
3. Learn about the purpose and goals of the California Early Childhood Mentor Program.
4. Review and evaluate applications from Mentor and Director Mentor applicants.
5. Evaluate classrooms, programs and teaching practices of Mentor applicants.
6. Evaluate aspects of ECE program administration and leadership skills of Director Mentor applicants.
7. Select and recertify (by consensus in the Committee) Mentors and Director Mentors.

S. Responsibilities of Mentors' Program Directors

Directors shall:

1. Support and promote the program publicly (to staff, parents, financial supporters, community service groups, etc.).
2. Provide a substitute to allow the classroom Mentor to meet one-on-one with the student teacher on a weekly basis.

3. Support the Mentor's In-Service training obligations such as attending Mentor Seminar meetings. It may be necessary to provide substitutes.
4. Support Mentors' attendance at the Mentor Institute.
5. Allow the practicum instructor to make drop-in visits to the Mentor's classroom.
6. Accept that stipends will be paid to the Mentor by the CECMP.
7. Support data collection, reporting and evaluation requirements of the CECMP.
8. Participate in or explore avenues to improve compensation in the center for Mentors and other staff.

Linkages to Other EESD Programs

EESD administers contracts and alternative payments to programs that employ providers and teachers who have received their early childhood education training at the local community colleges. Their programs may be funded from the State General Fund and the Child Care and Development Block Grant funds. The quality of the subsidized programs, as well as regional non-subsidized programs, depends upon the access to community college training. The purpose of the California Early Childhood Mentor Program is to (1) retain and sustain teachers who are currently in the field, (2) improve access to training for novice teachers, (3) provide support for new directors and site supervisors and (4) improve the overall quality of ECE in the community. CECMP will give first priority to selecting Mentors and to serving novice teachers in EESD-subsidized centers. However, the community colleges will also consider other factors of local need related to the children served. Therefore, colleges will also give priority to recruiting teachers with expertise in multi-lingual programs, infant and toddler programs, and other needs particular to each community.

As part of our continuing collaboration with other EESD-funded programs, the CECMP will work closely with the Child Development Training Consortium (CDTC) to maximize the impact of public funding on quality improvement efforts in the child development field. Since 44 of the current 116 Mentor Coordinators and Co-Coordiators also serve as CDTC Coordinators, the annual fall Coordinators' meeting for the two programs will be held at the same venues so that travel costs may be shared.

This year, the annual fall meetings will be held on the day preceding each of the two California Forums for Professional Development: Retreats for ECE Trainers, Coaches and Faculty held jointly by EESD and the California Association for the Education of Young Children (CAEYC). This allows Coordinators to meet for a full day of Business Meetings and to include program-specific breakout groups designed to support them in their Coordinator role.

In addition, we will support Coordinators with a partial travel reimbursement to remain and attend the full Forum. This will bring those who administer both CECMP/CDTC Programs locally into contact with other Professional Development (PD) providers—including those funded by EESD—who address various aspects of workforce development and Quality Improvement. These PD providers play a role in enhancing the skills, competencies and practices of the Early Care and Education workforce, including faculty, Mentor Teachers, Director Mentors, mentee students and protégé directors.

This plan provides the opportunity for Coordinators to attend a meeting focused on their specific duties and role as Coordinators and also provides an incentive to gain additional professional development and to engage in dialog relevant to local issues and initiatives by attending one of the two EESD/CAEYC Forums.

Wherever possible, we will continue to design data collection and reporting procedures parallel to those used by the Training Consortium. The Mentor Program Director serves on the Advisory Committee of CDTC.

Also as part of our continuing collaboration with other EESD-funded programs, CECMP staff and Coordinators will continue to seek linkages with Quality Improvement programs throughout the state. The Program Director serves on the California Preschool Instructional Network's (CPIN) Advisory Committee and has encouraged attendance at CPIN training events by program participants in their respective regions. As mentioned above, the Mentor Caucus regional structure has been redesigned to align with the CPIN state regions. Mentors are encouraged to use training resources and informational materials developed by the Child Care Initiative Project, the Program for Infant and Toddler Care, the Resource and Referral Network, local Resource and Referral agencies, Trustline, etc. in their local communities. Where possible, the Mentor Institute, local Mentor Seminars and Director Seminars will include presentations and training by representatives of Quality Improvement programs. Director Mentors are encouraged to use their knowledge of the *PAS* and the *BAS* to support administrators of programs in counties operating a QRIS to improve the quality of their programs in accordance with the Tiers designated in the Quality Continuum Framework. The CECMP state office will continue to provide assistance to Local and Regional Mentor Programs which endeavor to utilize mentoring capabilities in the establishment of early childhood training programs targeted to the needs of Family Child Care providers and others.

The program will collaborate with EESD's project to integrate the Early Childhood Educator (ECE) Competencies into coursework in institutions of higher education, and into the professional development activities funded by the Quality Improvement Office. To the extent possible, the work of the CECMP will incorporate the ECE Competencies into professional development activities and program training materials.

The program will continue to participate in the Training Portal initiative (hosted by the Child Development Training Consortium) to inform its development and to encourage participation. To that end, CECMP has entered its Director Mentor Information Session webinars and Director Mentor Institutes into the Training Portal and into the Competencies Mapping Tool, also hosted by CDTC. Similarly, the program will continue to collect EESD Professional Development Profiles from program participants, so as to enable analysis, informed policymaking and planning for the state's quality improvement efforts. Some Quality Improvement programs have opted to collect their EESD PD Profiles partially via the Training Portal; the CECMP will collect the Profiles via a Survey Monkey link posted on our website.

Electronic Communications

The CECMP will continue to develop and maintain systems to enhance participant communications and conduct public outreach electronically, including discussion forums, online submission of the annual program evaluations, annual reporting questionnaires from Mentors and Director Mentors and online reporting and data submission for Coordinators. These efforts have benefited from our online reimbursement form submission capability, and will continue in the coming year as we support program participants as they take advantage of these time saving opportunities for data submission, reporting and communications. Our website will continue to be refined so as to conduct public outreach to the wider ECE community and others, including potential Mentor and Director Mentor applicants and funders. All such efforts will comply with CDE Information Technology requirements.

The program's budget will support computer and data costs related to these activities including:

- program reporting
- fiscal management
- maintaining and upgrading the existing CECMP Access database
- maintaining and enhancing the online reimbursement system
- gathering, screening and processing Mentor Program payment/reimbursement requests
- designing and updating online forms
- maintaining and upgrading the CECMP website
- conducting the online annual Satisfaction Survey and other online surveys and meeting evaluations

Public outreach about the program will be conducted by a link on our website developed by staff from the School of the Arts at Chabot College with input from CECMP staff. The link connects the viewer to a video whose segments are directed at particular constituencies (e.g., students; prospective Mentor Teachers; prospective Director Mentors; community college officials who want to

understand the program and its benefits, etc.). The posted link complies with all CDE-approved web/technology standards.

Data Collection

The California Early Childhood Mentor Program creates a local partnership among five parties: training institutions, students/protégé directors, ECE programs, Mentors/Director Mentors, and the community. We will continue to collect data on each party's progress towards the program's overall goal of improving early care and education through enhanced training, compensation and retention. All such efforts will comply with CDE Data Management requirements and will be modified as needed in light of EESD's Professional Development Profiles that collect a unified set of data elements. As of now, the data to be collected on an annual basis is as follows:

Training Institutions:

1. Number of participating community colleges
2. Number of participating high school ROP programs
3. Number of participating four year universities
4. Number of ECD students expected to graduate with certificate or A.A. in next scholastic year
5. Number of ECD students who complete a supervised teaching course annually
6. Number of students in the Mentor Teacher/Adult Supervision course
7. Number of Mentors attending the Mentor Seminar
8. Number of directors attending the Director Seminar
9. Number of applicants to be a Mentor Teacher
10. Number of applicants to be a Director Mentor
11. Number of Mentor Teachers selected
12. Number of Director Mentors selected
13. Number of Mentors recertified
14. Number of Director Mentors recertified
15. Number of Mentors who have left the program during the contract year
16. Number of Director Mentors who have left the program during the contract year
17. Anecdotal information about the effect of the Mentor Program on the community college

ECE Programs:

(Mentors' centers/Family Child Care Homes [FCCH])

1. Total number of classrooms
2. Program auspice
3. Months and days per week of operation
4. Total number of employees working directly with children
5. Number of NAEYC accredited centers
6. Number of NAFCC accredited FCCHs

7. Number of campus lab schools
8. Number of infants, toddlers, 3 to 5 year olds, and School Agers with whom Mentors work
9. Number of FCCHs
10. Annual percentage turnover
11. Staff morale
12. Mentor program priority type
13. Participation in QRIS
14. QRIS Rating

(Director Mentors' centers/Large Family Child Care Homes [FCCH])

15. Total number of classrooms
16. Program auspice
17. Months and days per week of operation
18. Total number of employees working directly with children
19. Number of NAEYC accredited centers
20. Number of NAFCC accredited FCCHs
21. Number of campus lab schools
22. Numbers of infants/toddlers, preschoolers and School Agers served
23. Annual percentage turnover
24. Staff morale
25. Mentor program priority type
26. Number of staff members who are Mentor Teachers
27. Number of staff members who are Mentor Program Selection Committee Members
28. Participation in QRIS
29. QRIS Rating

(Student's centers)

30. Mentor program priority type
31. Number with a Mentor

(Protégé directors' centers)

32. Mentor program priority type
33. Whether infants/toddlers and/or 3 to 5 year olds are in care
34. Whether extended day school age children are in care

(Other centers)

35. Number of sites undergoing quality review

Students:

1. Number of students completing practica with Mentors
 - community college
 - high school ROP
 - four year college/university
2. Mentor program priority type (employed students)

3. Number of practicum students who are co-workers with a Mentor

Protégé Directors:

1. Number of protégé directors completing placement with Director Mentors
2. Mentor program priority type
3. Length of time working in ECE
4. Length of time at this worksite
5. Yearly salary

Mentors and Director Mentors:

1. Number of new Mentors/Director Mentors
2. Long-term career aspirations
3. Impact of the Mentor Program on career
4. Professional development activities in past year
5. Professional development goals
6. Demographic characteristics
 - ethnic background
 - languages spoken fluently
 - educational attainment
9. Contributions made to the Mentor Program during the contract year

Community:

1. Number of Selection Committee members and the agencies which they represent
2. Number of new Selection Committee members trained in quality assessment
3. Anecdotal information on the effect of the CECMP on the community

Annual Satisfaction Survey

The program disseminates, collects and tabulates annual performance reviews on Coordinators, Selection Committee Members, college personnel, and staff in the statewide program. Mentors, Director Mentors, Selection Committee Members and Coordinators each receive a questionnaire which they are encouraged to complete online and submit to the central office; hard copy submission is permitted if online access is not available. Results are reviewed by office staff and tabulated into one electronic and hard copy report on overall program satisfaction, as well as into sixty-nine individual electronic and hard copy reports that are returned to the local Coordinators along with comments and suggestions from staff in the statewide program.

PAS/BAS Reliability Training

Background

Purpose. *The Mentor Program received support from California's Race to the Top – Early Learning Challenge funding (RTT-ELC) in 2012-13 to train its Director Mentors to administer and score the Program Administration Scale (PAS) (Talan and Jorde Bloom, 2011) and the Business Administration Scale (BAS) (Talan and Jorde Bloom, 2009). The purpose of this funding was for Director Mentors to serve as resources in their local communities to support center directors and Large Family Child Care Home owner/operators as they used the PAS and the BAS to improve the quality rating score that their facility received as a component of the QRIS that was being developed in California at that time. The PAS and the BAS are not required QRIS tools; rather, they are included in the “Pathways” that support facilities who are striving to improve their tier rating scores.*

While trained to support ECE administrators to learn the tool and use it as for self-assessment and facility improvement, Director Mentors were not trained to reliability. And, even though the support they provide is free of charge, statewide the utilization of the services of our Director Mentors in QRIS efforts has, in fact, been minimal.

It is hoped that, if the Mentor Program develops a cadre of Director Mentors who are trained to reliability on the PAS and BAS tools, their services will be engaged to a greater extent, especially as more counties roll out their QRIS programs.

PAS Reliability. *The Mentor Program will subcontract with the McCormick Center for Early Childhood Leadership to train eighteen center-based Director Mentors to Reliability on the PAS tool and will support the attendees' Application fee, lodging and all travel expenses within California state rates to become Certified PAS Assessors. The training will take place at the Kellogg West Conference Center in Pomona, CA from February 27 – March 3, 2017 (early arrivals will lodge the evening of February 26th).*

Selection of the Director Mentors will be based upon the following criteria:

- Geographic to ensure representation as feasible from each of the Mentor Combined Regions (Far Northern, Northern, Central and Southern – see Appendix 3, “Mentor Combined Regions”) with Northern and Southern Regions given first priority for selection as they represent the most populous counties in the state. The goal is*

to have one Director Mentor trained to PAS Reliability in each of the 11 EESD Regions (see Appendix 3);

- Time schedule availability to 1) attend the training and follow up on the required steps to achieve PAS Certification (see below); 2) be highly available to support sites in their locale who are participating in QRIS; 3) commit to be available for this work for a minimum of three years so as to maximize the investment of the Mentor Program in their training.

The process required by the McCormick Leadership Center for Early Childhood for anyone trained to PAS reliability, including Director Mentors, includes the following:

- Attend the PAS Reliability Training and achieve 85% or higher reliability on an assessment of learning outcomes.
- Complete the online PAS ASSESSOR Certification Application and pay the \$150 application fee.
- Within three months of participation in the PAS Reliability Training, conduct a PAS assessment of two early childhood centers.
 - At the conclusion of each visit, provide the director with an Assessment Feedback Form—Director along with a stamped envelope addressed to the McCormick Center.
 - Complete the Assessment Feedback Form—Assessor.
 - Submit original PAS Books of the two completed assessments (including Items 23, 24, and 25 for all applicable staff), all worksheets, and the Assessment Feedback Form—Assessor to the McCormick Center.
- Once all required materials are received, the two assessments will be reviewed and a feedback form for each assessment will be generated. Upon satisfactory review of the completed PAS assessments, PAS Certification will be awarded. In addition to the certification, each candidate will receive a computer-generated, PAS Report for each of the centers assessed. Assessors who are deferred will have an opportunity to conduct another assessment for review within two months.
 - Certification is valid for two years and may be renewed through recertification.

BAS Reliability. The Mentor Program will contract with the McCormick Center for Early Childhood Leadership to train twelve Large Family Child Care Home Director Mentors to Reliability on the BAS tool and will support their Application fee, lodging and all travel expenses within California state rates to become Certified BAS Assessors. The training will take place at the Kellogg West Conference Center in Pomona, CA from March 6 – 9, 2017 (early arrivals will lodge the evening of March 5th).

Selection of the Director Mentors will be based upon the following criteria:

- *Geographic to ensure representation as feasible from each of the Mentor Combined Regions (Far Northern, Northern, Central and Southern – see Appendix 3, “Mentor Combined Regions”) with Northern and Southern Regions given first priority for selection as they represent the most populous counties in the state. The goal is to have one Director Mentor trained to BAS Reliability in each of the 11 EESD Regions (see Appendix 3);*
- *Time schedule availability to 1) attend the training and follow up on the required steps to achieve BAS Certification (see below); 2) be highly available to support sites in their locale who are participating in QRIS; 3) commit to be available for this work for a minimum of three years so as to maximize the investment of the Mentor Program in their training*

The process required by the McCormick Leadership Center for Early Childhood for anyone trained to BAS reliability, including our Director Mentors, includes the following:

- *Attend BAS Reliability Training and achieve 83% or higher reliability on an assessment of learning outcomes.*
- *Complete the online BAS ASSESSOR Certification Application and pay the \$150 application fee.*
- *Within three months of participation in the BAS Reliability Training, conduct a BAS assessment of two family child care programs.*
 - *At the conclusion of each visit, give the provider the Assessment Feedback Form—Provider along with a stamped envelope addressed to the McCormick Center.*
 - *Complete the Assessment Feedback Form—Assessor.*
 - *Submit original BAS Books of the two completed BAS assessments, the Provider Qualifications Worksheets, and the Assessment Feedback Form—Assessor to the McCormick Center.*
- *Once all required materials are received, the two assessments will be reviewed and a feedback form for each assessment will be generated. Upon satisfactory review of the completed BAS assessments, BAS Certification will be awarded. In addition to certification, each candidate will receive a computer-generated, BAS Report for each of the programs assessed. Assessors who are deferred will have an opportunity to conduct another assessment for review within two months.*
 - *Certification is valid for two years and may be renewed through recertification.*

Please Note: The BAS Training will be opened to CA-QRIS programs to fill the remaining six slots as the maximum attendance that the McCormick Center permits is eighteen. The six CA-QRIS will not be supported with the funding in this contract amendment.

Recertification of the sole current Mentor Program PAS/BAS Anchor. The Mentor Program will support the recertification via webinar of current PAS/BAS Anchor Sheila Norman @ \$150 for each recertification. Sheila Norman has served as the statewide anchor for the Mentor Program for a number of years. As such, she is the only person who is available to all Mentor Program personnel with direct access to the authors and trainers on each tool at the McCormick Center for Early Childhood Leadership. Others trained to reliability on these tools—including those Director Mentors who will be trained under this proposal—will not be available statewide but rather in their local communities. Certification on each of the tools is valid for two years and may be renewed through recertification; recertifying Sheila Norman on each tool will ensure that the Mentor Program has a statewide “expert” to aid Selection Committee Members in the selection and re-certification of Director Mentors and to aid Director Mentors in their mentoring.

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Appendices

Appendix 1 Timeline (8/1/16 – 7/31/17)

Appendix 2 Mentor Allocation and Total Stipend Budget (8/1/16 – 7/31/17)

Appendix 3 Mentor Combined Regions

Appendix 1 – Timeline

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar.	Apr	May	Jun	Jul
Issue Letters of Agreement to all colleges	X	X										
Coordinators' Meeting/Webinars		X						X	X			
Director Mentor Informational Webinars	X	X	X	X		X						
Director Mentor Institutes					X		X					
Advanced Director Mentor Institute/Webinar				X				X	X			
Field Trainings						X	X					
Selection of Mentors, Director Mentors	X	X	X	X	X	X	X	X	X	X		
Mentor Institute											X	
Quarterly Reporting			X			X			X			
Annual Reporting											X	
<i>PAS Reliability Training</i>							X					
<i>BAS Reliability Training</i>								X				

Bold and Italics represents new information.

**Appendix 2 – Mentor Allocation and Total Stipend Budget by
Program, (8/1/16-7/31/17)**

Program	Total Mentors	Total Stipend Budget for Mentors and Director Mentors
Alameda Regional (Chabot, Las Positas, Merritt, Ohlone)	33	\$57,359.00
Allan Hancock	2	\$3,214.00
Antelope Valley	8	\$13,904.00
Butte	13	\$22,594.00
Cabrillo	9	\$15,642.00
Central Valley Regional (Clovis, Reedley)	14	\$24,332.00
Cerritos/ Rio Hondo Regional (Cerritos, Rio Hondo)	16	\$27,809.00
Cerro Coso		\$3,214.00
City College of San Francisco	12	\$20,856.00
College of the Canyons	10	\$17,380.00
College of the Desert	11	\$19,118.00
College of Marin	5	\$8,690.00
College of the Redwoods	9	\$15,642.00
College of the Sequoias	7	\$12,166.00
College of the Siskiyous	10	\$17,380.00
Columbia	8	\$13,904.00
Contra Costa	7	\$12,166.00
Copper Mountain	2	\$3,214.00
Cuesta	12	\$20,856.00
Diablo Valley	13	\$22,594.00
East Los Angeles	15	\$26,070.00
El Camino/Compton Regional (Compton, El Camino)	12	\$20,856.00
Feather River	4	\$6,952.00
Foothill Regional (Chaffey, Citrus, Glendale, Mt. San Antonio, Pasadena City)	31	\$53,883.00
Fresno	17	\$29,546.00
Hartnell	2	\$3,214.00
High Desert Regional (Barstow, Victor Valley)	11	\$19,118.00
Imperial Valley	2	\$3,214.00
Kern County Regional (Bakersfield, Taft)	17	\$29,547.00
Lake Tahoe	4	\$6,952.00
Lassen	2	\$3,214.00
Long Beach	7	\$12,166.00

California Early Childhood Mentor Program

Los Angeles City	25	\$43,450.00
Los Angeles Harbor	16	\$27,808.00
Los Angeles Mission	10	\$17,380.00
Los Angeles Pierce	7	\$12,166.00
Los Angeles Valley	12	\$20,856.00
Los Medanos	10	\$17,380.00
Los Rios Regional	12	\$20,861.00
(American River, Cosumnes River, Folsom Lake, Sacramento City)		
Mendocino	8	\$13,904.00
Merced	13	\$22,594.00
MiraCosta	10	\$17,380.00
Modesto	4	\$6,952.00
Monterey Peninsula	3	\$3,214.00
Moorpark	10	\$17,380.00
Mt. San Jacinto	12	\$20,856.00
Napa	6	\$10,428.00
Orange Regional	18	\$31,289.00
(Fullerton, Irvine Valley, Orange Coast, Saddleback, Santa Ana, Santiago Canyon)		
Oxnard	6	\$10,428.00
Palo Verde	2	\$3,214.00
Palomar	6	\$10,428.00
Porterville	5	\$8,690.00
Riverside	5	\$8,690.00
San Diego Regional	32	\$55,621.00
(Cuyamaca, Grossmont, Mesa, Miramar, San Diego City, Southwestern)		
San Joaquin Delta	10	\$17,380.00
San Mateo Colleges Regional	15	\$26,071.00
(Canada, Skyline)		
Santa Barbara	2	\$3,214.00
Santa Clara County Regional	24	\$41,717.00
(DeAnza, Foothill, Gavilan, Mission, San Jose, West Valley)		
Santa Monica	25	\$43,450.00
Santa Rosa	5	\$8,690.00
Shasta	12	\$20,856.00
Sierra	7	\$12,166.00
Solano	3	\$5,214.00
SWAT (Southwest, West and Trade) Regional	11	\$19,123.00
(Los Angeles Southwest, Los Angeles Trade Tech, West Los Angeles)		
The Valley/Crafton Regional San Bernardino	7	\$12,166.00
(Crafton Hills, San Bernardino)		
Ventura	2	\$3,476.00
West Hills College Coalinga	4	\$6,952.00
West Hills College Lemoore	3	\$5,214.00
Yuba District Regional	18	\$31,285.00
(Woodland Hills, Yuba)		
Totals	705	\$1,224,709.00

Bold and Italics represents new information.

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Appendix 3 – Mentor Combined Regions

EESD Region	Counties	Mentor Combined Regions
1	<i>Del Norte, Humboldt, Lake, Mendocino, and Sonoma</i>	Far Northern
2	<i>Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity</i>	
3	<i>Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba</i>	Northern
4	<i>Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano</i>	
5	<i>Monterey, San Benito, Santa Clara, and Santa Cruz</i>	
6	<i>Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne</i>	Central
7	<i>Fresno, Kings, Madera, Mariposa, Merced, and Tulare</i>	
8	<i>Kern, San Luis Obispo, Santa Barbara, and Ventura</i>	
9	<i>Imperial, Orange, and San Diego</i>	Southern
10	<i>Inyo, Mono, Riverside, and San Bernardino</i>	
11	<i>Los Angeles</i>	

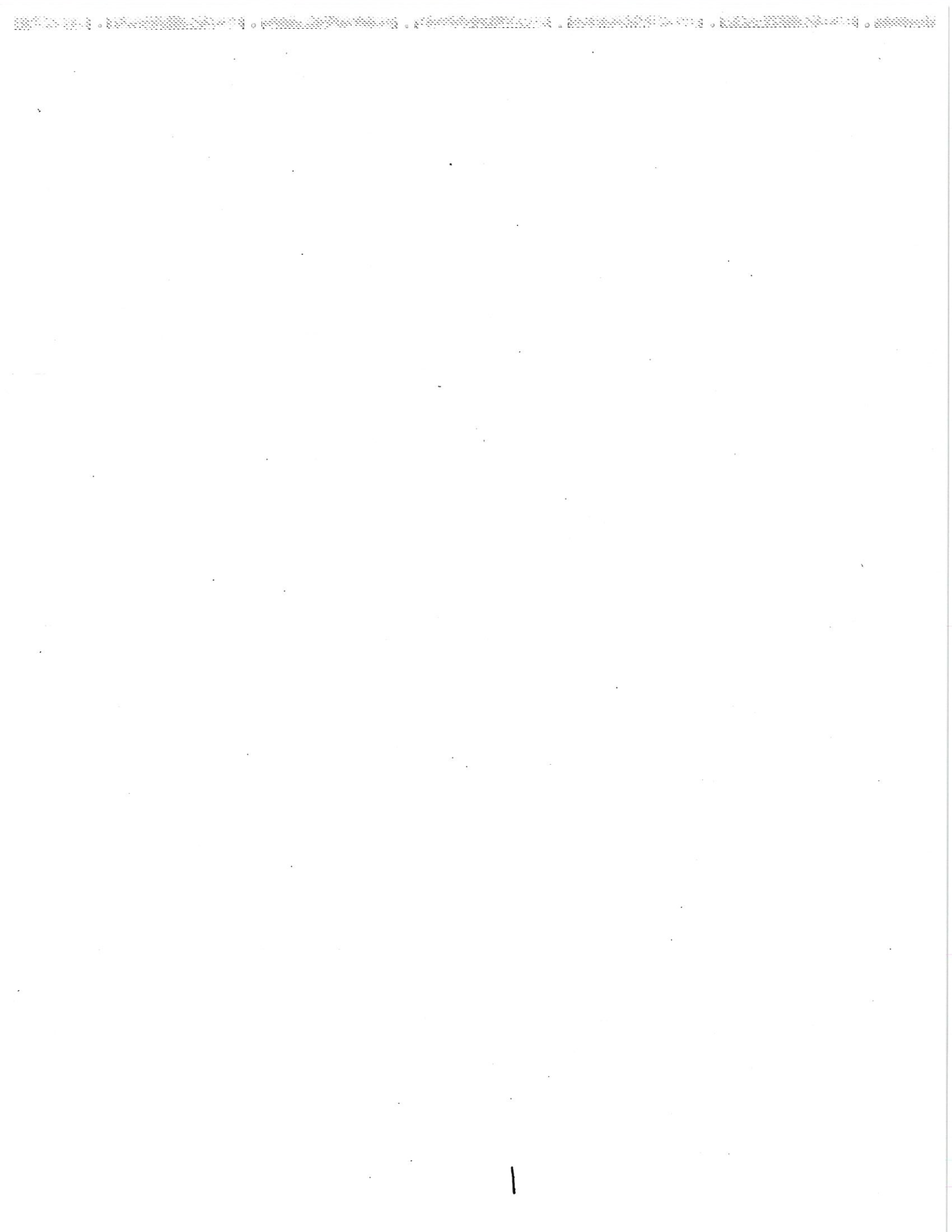


EXHIBIT B.1
BUDGET DETAIL AND PAYMENT PROVISIONS
CDE AGREEMENT - #CN160169 Amendment 1
Chabot-Las Positas Community College District

BUDGET SUMMARY

Original 8/1/16 – 07/31/17	<i>Amendment 1</i> 8/1/16 – 07/31/17	TOTAL
\$2,866,295.00	<i>\$99,893.15</i>	<i>\$2,966,188.65</i>

Budget (8/1/16-7/31/17)

Expenditure Description	Subtotal	Total
ADMINISTRATION		
Personnel		
Program Director	\$143,695.00	
Assistant Director	\$107,560.00	
Program Manager/Analyst	\$77,342.00	
Office Manager/Senior Administrative Assistant	\$53,323.00	
Student Assistants	\$590.42	
Subtotal - Benefited Positions	\$382,510.42	
Benefits	\$153,004.17	
Consultants	\$0.00	
Subtotal - Personnel	\$535,514.59	
Other Operating Expenses		
Phone/fax	\$0.00	
Postage	\$3,828.00	
General Supplies	\$5,016.00	
Printing/copying	\$504.00	
Travel	\$65,201.79	
Computer Support	\$54,625.00	
Facilities Rental	\$1,000.00	
Graphic Design	\$200.00	
Office Equipment	\$1,504.00	
Subtotal - Other Operating Expenses	\$131,878.79	
LINE ITEM TOTAL FOR ADMINISTRATION		\$667,393.38
LOCAL ASSISTANCE		
Coordinators	\$312,200.00	
Instruction	\$165,511.95	
Selection Committee Honoraria	\$124,000.00	
Materials for Mentors	\$7,400.00	
Printing/Copying	\$3,000.40	
Regional Director Mentor Institutes	\$4,452.00	
Supplemental Support/Large Area Programs	\$10,000.00	
Supplemental Support/Director Mentor Component	\$15,000.00	
Mentor Institute	\$47,008.00	
Field Trainers	\$1,848.00	
Advanced Director Mentor Institute	\$23,200.00	
LINE ITEM TOTAL FOR LOCAL ASSISTANCE		\$713,620.35
LINE ITEM TOTAL FOR MENTOR STIPENDS		\$1,224,709.00
LINE ITEM TOTAL FOR PAS/BAS RELIABILITY		\$90,811.96
TRAINING		
Subtotals		\$2,696,534.69
Overhead (10%)		\$269,653.46
TOTAL PROGRAM EXPENDITURE		\$2,966,188.15

Bold and Italics represents new information.

Budget Narrative (8/1/16-7/31/17)

Administration

Personnel

Program Director (Linda Olivenbaum)	A fulltime administrative position at an annual salary of \$143,695.00.
Assistant Director (Michelle St. Germaine)	A fulltime administrative position at an annual salary of \$107,560.00.
Program Manager/Analyst	A fulltime classified position at an annual salary of \$77,342.00
Office Manager/Senior Administrative Assistant Student Assistants	A fulltime classified position at an annual salary of \$53,323.00. In conjunction with the Federal Work-Study Program at Chabot College, a Student Assistant is made available to the Mentor Program at 25% of the student's wages. The Student Assistant will work five hours a week to assist with filing, copying, collating meeting packets and other general office work at an annual total of \$590.42.
Benefits	Program Director, Assistant Director, Program Manager/Analyst, Office Manager/Senior Administrative Assistant and Student Assistants. These include Health & Welfare, PERS, FICA, Medicare, WCI, SUI and "Consolidated Benefits." They have been calculated as an aggregate (40%) of budgeted salaries and wages at \$153,004.17.
Consultants	To minimize costs, Consultants will not be utilized this year.

Subtotal for Personnel \$535,514.59

Other Operating Expenses

Phone/fax	Webinar and phone conferencing needs of staff and of the Mentor Caucus Steering Committee to facilitate communication with Mentors in their Caucus regions will be via CCCConfer, the California Community Colleges' free online 'meet and confer' technology. Total: \$0.00
Postage	This covers the costs of mailings @ \$319.00 per month , including: 1) regular communications to the local programs including over 1,600 participants; 2) mailing of the Annual Report or its Executive Summary to 2,100 program participants, policy makers and other interested parties; 3) mailing of 5,000 recruitment flyers for the Director Mentor Institutes and informational sessions to directors and site supervisors around the state; 4) mailing materials to those seeking program information; 5) mailing materials to attendees of the Director

Bold and Italics represents new information.

Mentor Online Information Sessions; 5) mailing of EESD materials to program participants as requested; 6) other mailings as needs arise. Where possible, all mailings will be done via email to minimize costs. **Total: \$3,828.00**

General Supplies

This includes all office supplies and meeting materials @ **\$418.00 per month**. Meetings include: 1) a Fall Coordinators' meeting for 104 Coordinators; 2) seven to ten Director Mentor informational recruiting webinars for up to 200 attendees; 2) two Director Mentor Institutes for 80 attendees; 3) the Mentor Institute for 104 Mentor Teachers; 4) one Advanced Director Mentor Institute for 40 attendees; 5) conference presentations, such as the CAEYC Annual Conference for 300 workshop attendees; 7) other meetings as needs arise. This also includes continued purchase of *Business Administration Scale* books for two members of each Selection Committee for use in the selection process of Large FCCH Director Mentors as well as fees for SSL Certificate renewal for the program's website and use of Survey Monkey, Caspio and other online resources. **Total: \$5,016.00**

Printing/copying

Reports, written communications and program materials will be paid for out of this account @ **\$42.00 per month**. Items include: 1) regular communications to the local programs including over 1,500 participants; 2) materials for 104 Mentors attending the Mentor Institute; 3) materials for 40 Director Mentors attending an Advanced Director Mentor Institute; 4) 5,000 recruitment flyers for the Director Mentor Institutes and informational webinars; 5) materials for 80 directors and site supervisors attending the Director Mentor Institutes; 6) materials for those seeking program information; 7) continuing to update brochures, flyers and other outreach materials; and 8) duplication of other printed materials as needs arise. **Total: \$504.00**

Travel

This covers travel costs for program staff to attend meetings, state conferences and hearings, and conduct field visits to the colleges; Coordinators' travel to an annual Fall meeting and to one of two CAEYC/EESD Professional Development Forums; orientation meetings for prospective and new Coordinators; Mentor Caucus Steering Committee Representatives' travel for an annual meeting; one Mentor Caucus Steering Committee member's travel to the Child Development Coalition annual meeting; Mentor Caucus Steering Committee Members' registration, lodging and travel to attend the CAEYC annual conference; and Field Trainers' travel. All reimbursements will be made at state rates according to state rules.

Staff travel has been calculated as follows:

Item	Amount
Airfare	\$2,500.00
Mileage	\$2,276.79
Parking	\$160.00
Tolls	\$70.00

Bold and Italics represents new information.

Lodging	\$1,800.00
Registration Fees	\$1,500.00
Meals	\$500.00
Other: airport shuttle, incidentals, etc.	\$100.00

Total Travel for Program Staff: \$8,906.79

Included are the travel costs of the Fall 2016 Coordinators' Meeting which have been calculated as follows—

Who	Item	Cost Each	Cost Total
90 Coordinators*	Lodging, Travel, Meals**, Registration	\$425.50	\$38,295.00

Total for Fall Coordinators' Meeting: \$38,295.00

*Others will be reimbursed by the Child Development Training Consortium (see above).

**Depending on individual travel schedules, Coordinators might claim up to four meals (one breakfast @ \$7.00, one lunch @ \$11.00, and two dinners @ \$23.00 each). Although each Coordinator could submit travel claims for a total of \$64.00 for the four meals, past practice suggests that this will not occur due to variations in travel schedules and actual amounts spent being less than the allowed amount. Thus, the calculation is based on a projected average expenditure for meals per Coordinator.

In addition, the Program will offer a travel reimbursement of up to \$200 for each Coordinator who wishes to attend one of the Forums for Professional Development. This stipend may be used to defray any of the costs related to attendance including Registration Fee, lodging, airfare, mileage, food, etc. and has been calculated as follows—

Who	Item	Cost Each	Cost Total
90 Coordinators*	Lodging, Travel, Meals**, Registration	\$200	\$18,000.00

Total Stipend for Coordinators Attending EESD/CAEYC Professional Development Forum: \$18,000.00

Funds permitting, honoraria will be provided to speakers/presenters for the Fall meeting and/or a Spring Coordinators meeting will be held. In no case will the total travel budget be exceeded.

Total Travel: \$65,201.79

Computer Support

This amount covers computer and data costs related to program reporting, fiscal management and upgrading the existing Mentor Program Access database calculated at **\$39,625.00**. **Program reporting** includes generating queries and tables for reports from which program staff write the Annual Report to EESD; **fiscal management** includes ongoing interface with the program's reimbursement website's backend MS SQL Server, including monitoring and updating data tables; generating monthly vendor pay file to upload to the CLPCCD Banner database to generate stipend and reimbursement payments to Mentor Program participants; generating monthly summary reports to facilitate monthly invoicing to EESD and ongoing interfacing with ITS at CLPCCD to ensure usability; and **upgrading the existing Mentor Program Access database** entails culling through hundreds of existing tables, queries and reports to determine which should be discarded and migrating the remaining objects to a MS SQL server. It also includes **\$10,000.00** for computer services to maintain and enhance the online system and to gather, screen and process Mentor Program payment/reimbursement requests. This system communicates with the larger Mentor Program database via secure links. It also includes **\$5,000.00** for designing and updating online forms and to maintain, upgrade and enhance the Mentor Program website.

Total: \$54,625.00

Facilities Rental

This includes hotel meeting facilities for a fall Coordinators' Meeting. Field Trainings will be held at the colleges to eliminate facility rental fees.

Total: \$1,000.00

Graphic Design

This includes updating of promotional materials with new artwork, address and contact information for our location at Chabot College by a graphic designer. Cost will be determined on a per-item basis not to exceed a total of \$200.

Total: \$200.00

Office Equipment

This includes replacement computer parts, office furniture and office equipment as needed for four office staff and \$1,000 for an annual service and maintenance agreement for office copier. The annual service and maintenance agreement provides for service on office copier as rendered and on an as-needed basis.

Total: \$1,504.00

Subtotal Operating Expenses \$131,879.14

Local Assistance

Coordinators

54 single-college program Coordinators @\$3,200.00 (128 hours per year)	\$172,800.00
8 Regional Coordinators [2 colleges each] @ \$4,625.00 (185 hrs. per year)	\$37,000.00
1 Regional Coordinators [3 colleges each] @ \$5,750.00 (230 hrs. per year)	\$5,750.00
2 Regional Coordinators [4 colleges each] @ \$6,500.00 (260 hrs. per year)	\$13,000.00
1 Regional Coordinators [5 colleges each] @ \$6,900.00 (276 hrs. per year)	\$6,900.00
3 Regional Coordinators [6 colleges each] @ \$7,250.00 (290 hrs. per year)	\$21,750.00
50 single-college Coordinators within a Region @ \$500.00 (20 hrs. per year)	\$25,000.00
	Total: \$282,200.00

In cases where local Mentor Programs exceed statewide averages for numbers of Mentors, recruitment of male Mentors and Director Mentors, student placements per Mentor and Director Mentor component activity, coordination budgets will be augmented to reflect the increased workload. **A total of 1,200 hours of service @ \$25 hour will be allocated to qualifying programs for use in any combination of the following:**

- Mentor Program Coordinator stipend augmentation
- Addition of a Co-Coordinator position
- Clerical support

Total: \$312,200.00

Instruction

Each of 54 single-college programs is allocated **\$1,805.80** for Instruction, and each of 15 regional programs [50 colleges total] is allocated **\$2,632.45**.

Total: \$136,999.95

Colleges may apply for additional funding for an Adult Supervision course, which is one of the requirements to apply to become a Mentor. A one-page application is submitted to the Mentor Program; staff makes the decision to grant the funding based on need; whether that college was previously funded for this course by the Mentor Program; etc. Only 18 courses will be funded:

18 additional 2-unit Adult Sup courses @\$1,584.00	\$28,512.00
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Total: \$165,511.95

Selection Committee
Honoraria

Each program is allocated the following:
54 single-college programs @ \$1,675.00
(10 members each) \$90,450.00
8 Regional Programs [2 colleges each] @ \$2,010.00
(12 members each) \$16,080.00
1 Regional Program [3 colleges each] @ \$2,180.00
(13 members each) \$2,180.00
2 Regional Programs [4 colleges each] @ \$2,347.00
(14 members each) \$4,694.00
1 Regional Program [5 colleges each] @ \$2,523.00
(15 members each) \$2,523.00
3 Regional Programs [6 colleges each] @ \$2,691.00
(16 members each) \$8,073.00

Total: \$124,000.00

Materials for Mentors

54 single-college programs @ \$84.00 \$4,536.00
8 Regional Programs [2 colleges each]
@ \$169.00 \$1,352.00
1 Regional Programs [3 colleges each]
@ \$185.00 \$ 185.00
2 Regional Programs [4 colleges each]
@ \$202.00 \$ 404.00
1 Regional Program [5 colleges each]
@ \$218.00 \$ 218.00
3 Regional Programs [6 colleges each]
@ \$235.00 \$ 705.00

Total: \$7,400.00

Printing/Copying

Each program is allocated the following:
104 colleges @ \$28.85 **Total \$3,000.40**

Regional Director Mentor
Institutes

Up to **\$1,484.00** for each of **three** or more in-person and/or online sessions. This includes coordination, trainers, planning days, travel and expenses for trainers (at state rates), and meals for attendees. To minimize costs, in-person Institutes will be held at colleges or other no-cost locations and/or via webinar.

Total: \$4,452.00

Supplemental Support/
Large Area Programs

Ten or more grants of up to \$1,000.00 each will be made available to Local Mentor Programs serving large geographical areas. These additional funds may be used to support additional Mentor Courses, Mentor Seminars, Director Seminars, Selection Committee activities, travel expenses, etc. To access these funds, Colleges will apply to the Mentor Program at Chabot College with a detailed budget and rationale for use of the funds to meet their unique needs. Individual grants may not exceed \$1,000; however, if the amount applied for is less than \$1,000 for one or more grants, it is possible that more than ten Mentor Programs may be granted this funding within the maximum possible total for all such grants of \$10,000. Priority will be given to those programs already successfully utilizing these funds.

Total: \$10,000.00

Bold and Italics represents new information.

Supplemental Support/
Director Mentor Component

Fifteen or more grants of up to \$1,000.00 each will be made available to Local Mentor Programs to strengthen their Director Mentor component. These additional funds may be used to recruit attendees for informational webinars and/or for Director Mentor Institutes, support additional outreach efforts to recruit protégés, or strengthen the Director Seminar. To access these funds, Colleges will apply to the Mentor Program at Chabot College with a detailed budget and rationale for use of the funds to meet their unique needs. Individual grants may not exceed \$1,000.00; however, if the amount applied for is less than \$1,000.00 for one or more grants, it is possible that more than fifteen Mentor Programs may be granted this funding within the maximum possible total for all such grants of \$15,000.00. Priority will be given to those programs already successfully utilizing these funds.

Total: \$15,000.00

Mentor Institute

The twenty-fifth annual Mentor Institute will be held in June, 2017. One hundred and four Mentors representing each participating college will join together at the Institute for two days of intensive training in the specifics of the Mentor/student relationship and advocacy. The calculation is based on **104 Mentors @ \$452.00 each**. This aggregate includes lodging, meals, travel, facility rental and trainers. Travel, lodging and meal costs and reimbursements will be at state rates.

Total: \$47,008.00

Field Trainers

Coordinators, Selection Committee Members, Director Mentors and others will be contracted to arrange for and provide regional trainings—either “on ground” and/or online—on specific topics of interest to Mentor Program participants. Priority will be given to familiarizing Mentors and Director Mentors with EESD publications, including the *Foundations, Frameworks, Preschool English Learners Guide*, etc. as well as continuing to train two members of each Selection Committee in use of the *Business Administration Scale (BAS)*.

Funds permitting, other trainings will be held on topics such as administering the *Program Administration Scale (PAS)*, development of the Director Seminar, operating Regional Mentor Programs, ECERS-R/ECERS-3, new Coordinator orientations, etc.

Field Trainers will be paid at the rate of \$44.00 per hour (42 hours budgeted). **Total: \$1,848.00**

Advanced Director Mentor
Institutes

Two types of interactive sessions provide high-level follow-up training for practicing Director Mentors: one on-ground and one a webinar series. Both types of Advanced Institutes will feature high-quality presentations by leaders in the field of director training and professional development. All costs of the on-ground session (transportation, lodging, meals, facilities, trainers, etc.)

will be borne by the Mentor Program. The calculation is based on **40 Director Mentors @ \$550.00 each**. Travel, lodging, meal costs and reimbursements will be at state rates. Costs for trainers for the webinar sessions are \$1,200.00 (**four webinar sessions @ \$300/session**).

Total: \$23,200.00

Subtotal for Local Assistance \$713,620.00

Mentor Stipends

Mentor Stipends

The total stipend budget (**\$1,224,709.00**) includes nine types of stipends as follows. Local Mentor Programs may use their discretion to determine, within the stipend budget they are allocated, which types of stipends best meet the needs of their Early Childhood community.

Stipends for Classroom Mentors: Seven hundred and two Mentors are budgeted for stipends that include:

- Mentoring of college practicum students @ \$5/hr. Once Mentors are selected, the faculty member from the college, university or high school Regional Occupations Program (ROP) early childhood department places students with Mentors where the students earn credit for practicum courses.
- Post-Practicum Stipends @ \$500.00 each. A stipend requires a minimum of 25 hours of contact time between a Mentor and an employed teacher who is a former practicum student (@ \$20.00/hr).
- Individual Student Mentoring Contracts @ \$500.00 each. A stipend requires pairing a Mentor with an ECE student for 25 hours of non-course based mentoring (@ \$20.00/hr).
- Mentoring Records @ \$20.00/hour for hourly, short-term mentoring services and virtual mentoring.
- Birth to Three/FCCH Mentoring Records @ \$25.00/hour for hourly mentoring services for Infant/Toddler and Family Child Care Home providers who request mentoring for quality improvement, career guidance and/or eventual enrollment in community college classes.
- In-Service Training Stipend a \$250.00 for attending the monthly Mentor Seminar (@ \$13.89/hr).

Stipends for Director Mentors:

- Director Mentor Stipends @ \$500.00 each. A stipend requires a minimum of 20 hours of contact time between a Director Mentor and protégé director (@ \$25/hr).
- Director Mentoring Records @ \$25.00/hour for hourly, short-term mentoring services.
- Birth to Three/FCCH Director Mentoring Records @ \$35.00/hour for hourly mentoring services for directors of Infant/Toddler facilities and Large Family Child Care Home providers who request mentoring for quality improvement,

career guidance and/or eventual enrollment in community college classes.

Subtotal for Mentor Stipends is \$1,224,709.00

PAS/BAS Reliability Training

PAS/BAS Reliability Training has been calculated as follows. The McCormick Center, located in Wheeling Illinois, provides the trainers, content and materials. The Mentor Program will subcontract with the Kellogg West Conference Center, located on the grounds of Cal Poly Pomona, as the training venue; the training (including room, AV, etc.), lodging and meals for the participants will take place onsite at Kellogg West:

PAS Training	
Item	Amount
<i>Trainers' Fee: This is the flat fee charged by the McCormick Center for the five-day PAS Reliability Training. Trainers present for 8.25 hours for four days and for 5.5 hours for the fifth day</i>	\$20,000.00
<i>Trainers' Travel: Total travel days for Trainers is six days for two Trainers</i>	\$5,580.00
<i>PAS Assessor Certification Application Fee (18 center-based Director Mentors @ \$150 each)</i>	\$2,700.00
<i>Participant Materials Fee (18 center-based Director Mentors @ \$50 each)</i>	\$900.00
<i>Meeting Room, Lodging and Meals (combined package @ \$196.68/day for 18 Director Mentors and 1 Mentor staff facilitator for five days and nights @ \$196.68/day). The daily package includes training room, internet access, parking, meals, overnight lodging and shuttle to Ontario International Airport. The rate is calculated at \$196.68 x 19 people x 5 days/nights = \$18,684.60</i>	\$18,684.60
<i>Participants' Travel (airfare, mileage, parking, tolls, etc. @ \$300 for 18 Director Mentors)</i>	\$5,400.00

Total Training, Meeting Room and Travel, PAS Reliability Training: \$53,264.60

Bold and Italics represents new information.

BAS Training	
Item	Amount
<i>Trainers' Fee: This is the flat fee charged by the McCormick Center for the four-day BAS Reliability Training. Trainers present for 8 hours for the first day; 7 hours for the second and third days and for 3.25 hours for the fourth day</i>	\$16,000.00
<i>Trainers' Travel: Total travel days for Trainers is five days for two Trainers</i>	\$5,020.00
<i>BAS Assessor Certification Application Fee (12 FCCH Director Mentors @ \$150 each)</i>	\$1,800.00
<i>Participant Materials Fee (12 FCCH Director Mentors @ \$50 each)</i>	\$600.00
<i>Meeting Room, Lodging and Meals (combined package @ \$196.68/day for 12 Director Mentors and 1 Mentor staff facilitator for five days and nights @ \$196.68/day). The daily package includes training room, internet access, parking, meals, overnight lodging and shuttle to Ontario International Airport. The rate is calculated at \$196.68 x 13 people x 4 days/nights = \$10,227.36</i>	\$10,227.36
<i>Participants' Travel (airfare, mileage, parking, tolls, etc. @ \$300 for 12 Director Mentors)</i>	\$3,600.00
Total Training, Meeting Room and Travel, BAS Reliability Training: \$37,247.36	
PAS and BAS Recertification for Current Anchor	
Recertification Fee, PAS	\$150.00
Recertification Fee, BAS	\$150.00
Total Recertification, PAS and BAS: \$300.00	
Subtotal for PAS/BAS Reliability Training is \$90,811.96	

Overhead

Chabot College's overhead cost will be ten percent of the total for direct services.

All travel costs shall be reimbursed at rates not to exceed those established for CDE's nonrepresented employees, computed in accordance with and allowable pursuant to applicable California Department of Human Resources regulations.

Bold and Italics represents new information.

CCC-307

CERTIFICATION

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY that I am duly authorized to legally bind the prospective Contractor to the clause(s) listed below. This certification is made under the laws of the State of California.

<i>Contractor/Bidder Firm Name (Printed)</i> Chabot-Las Positas Community College Dist		<i>Federal ID Number</i> 94-1670563
<i>By (Authorized Signature)</i> 		
<i>Printed Name and Title of Person Signing</i> Lorenzo Legaspi, Vice Chancellor Bus. Svcs		
<i>Date Executed</i>	<i>Executed in the County of</i>	

CONTRACTOR CERTIFICATION CLAUSES

1. STATEMENT OF COMPLIANCE: Contractor has, unless exempted, complied with the nondiscrimination program requirements. (Gov. Code §12990 (a-f) and CCR, Title 2, Section 8103) (Not applicable to public entities.)

2. DRUG-FREE WORKPLACE REQUIREMENTS: Contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:

a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.

b. Establish a Drug-Free Awareness Program to inform employees about:

- 1) the dangers of drug abuse in the workplace;
 - 2) the person's or organization's policy of maintaining a drug-free workplace;
 - 3) any available counseling, rehabilitation and employee assistance programs;
- and,
- 4) penalties that may be imposed upon employees for drug abuse violations.

c. Every employee who works on the proposed Agreement will:

- 1) receive a copy of the company's drug-free workplace policy statement; and,
- 2) agree to abide by the terms of the company's statement as a condition of employment on the Agreement.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both and Contractor may be ineligible for award of any future State agreements if the department

b. The contractor agrees to cooperate fully in providing reasonable access to the contractor's records, documents, agents or employees, or premises if reasonably required by authorized officials of the contracting agency, the Department of Industrial Relations, or the Department of Justice to determine the contractor's compliance with the requirements under paragraph (a).

7. DOMESTIC PARTNERS: For contracts over \$100,000 executed or amended after January 1, 2007, the contractor certifies that contractor is in compliance with Public Contract Code section 10295.3.

DOING BUSINESS WITH THE STATE OF CALIFORNIA

The following laws apply to persons or entities doing business with the State of California.

1. CONFLICT OF INTEREST: Contractor needs to be aware of the following provisions regarding current or former state employees. If Contractor has any questions on the status of any person rendering services or involved with the Agreement, the awarding agency must be contacted immediately for clarification.

Current State Employees (Pub. Contract Code §10410):

1). No officer or employee shall engage in any employment, activity or enterprise from which the officer or employee receives compensation or has a financial interest and which is sponsored or funded by any state agency, unless the employment, activity or enterprise is required as a condition of regular state employment.

2). No officer or employee shall contract on his or her own behalf as an independent contractor with any state agency to provide goods or services.

Former State Employees (Pub. Contract Code §10411):

1). For the two-year period from the date he or she left state employment, no former state officer or employee may enter into a contract in which he or she engaged in any of the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to the contract while employed in any capacity by any state agency.

2). For the twelve-month period from the date he or she left state employment, no former state officer or employee may enter into a contract with any state agency if he or she was employed by that state agency in a policy-making position in the same general subject area as the proposed contract within the 12-month period prior to his or her leaving state service.

If Contractor violates any provisions of above paragraphs, such action by Contractor shall render this Agreement void. (Pub. Contract Code §10420)

pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or (3) finally determined to be in violation of provisions of federal law relating to air or water pollution.

8. PAYEE DATA RECORD FORM STD. 204: This form must be completed by all contractors that are not another state agency or other governmental entity.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <i>Shugan</i>	TITLE Vice Chancellor, Business Suc
APPLICANT ORGANIZATION Chabot-Las Positas Community College District	DATE SUBMITTED 3-23-17

FEDERAL CERTIFICATIONS**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature on this form provides for compliance with certification requirements under 34 CFR Part 82, A new restrictions on Lobbying, and 34 CFR Part 85, A Government-wide Debarment and Suspension (Non procurement) and Government-wide requirements for Drug-Free Workplace (Grants). The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000 as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement:

(b) If any funds other than federal appropriated funds have been or will be paid to any person for influencing or attempting to influence an employee of Congress, or any employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form -LLL, A Disclosure Form to Report Lobbying, in accordance with this instruction;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by executive Order 12549, Debarment and Suspension, and other responsibilities implemented at 34 CFR Part 85, for prospective participants in primary or a lower tier covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110-

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;

(B) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction violation of federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly

charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.

(b) Establishing an on-going drug-free awareness program to inform employees about-

(1) The danger of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will -

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation;

DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d) (2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants, and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant:

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d) (2), with respect to any employee whom is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency:


(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check [] if there are workplaces on file that are not identified here.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	CONTRACT# CN 160169A.1
Chabot - Las Positas Community College Dist	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Lorenzo Legaspi, Vice Chancellor Business Services	
SIGNATURE	DATE
	3.23.17