STANDARD AGREEMENT

STD 213 (Rev. 10/2018)

AGREEMENT NUMBER	PURCHASING AUTHORITY NUMBER (if applicable)
CN180198	

1. This Agreement is entered into between the Contracting Agency and the Contractor named below:

CONTRACTING AGENCY NAME

Department of Education

CONTRACTOR NAME

Chabot-Las Positas Community College District

2. The term of this Agreement is:

START DATE

August 1, 2018

THROUGH END DATE

June 30, 2020

3. The maximum amount of this Agreement is:

$5,842,590.00 Five million, eight hundred forty-two thousand, five hundred-ninety dollars and zero cents.

4. The parties agree to comply with the terms and conditions of the following exhibits, which are by this reference made a part of the Agreement.

EXHIBITS	TITLE	PAGES
Exhibit A	Scope of Work	88
Exhibit B	Budget Detail and Payment Provisions	32
Exhibit C *	General Terms and Conditions - GTC 04/2017	0
Exhibit D	Special Terms and Conditions	2
Exhibit E	Additional Provisions	2

Items shown with an asterisk (*), are hereby incorporated by reference and made part of this agreement as if attached hereto.
These documents can be viewed at www.dgs.ca.gov/ols/resources/standardcontractlanguage.aspx

IN WITNESS WHEREOF, THIS AGREEMENT HAS BEEN EXECUTED BY THE PARTIES HERETO.

CONTRACTOR

CONTRACTOR NAME (if other than an individual, state whether a corporation, partnership, etc.)

Chabot-Las Positas Community College District

CONTRACTOR BUSINESS ADDRESS	CITY	STATE	ZIP
7600 Dublin Blvd	Dublin	CA	94568

PRINTED NAME OF PERSON SIGNING	TITLE
Ronald Gerhard	Vice Chancellor, Business Services

CONTRACTOR AUTHORIZED SIGNATURE	DATE SIGNED

STATE OF CALIFORNIA

CONTRACTING AGENCY NAME

California Department of Education

CONTRACTING AGENCY ADDRESS	CITY	STATE	ZIP
1430 N Street, Suite 2213	Sacramento	CA	95814

PRINTED NAME OF PERSON SIGNING	TITLE
Leisa Maestretti	Director, Fiscal & Administrative Services Division

CONTRACTING AGENCY AUTHORIZED SIGNATURE	DATE SIGNED

California Department of General Services Approval (or exemption, if applicable)

STATE OF CALIFORNIA - DEPARTMENT OF GENERAL SERVICES

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EXHIBIT A

SCOPE OF WORK

I.   GENERAL SCOPE:

The Contractor will continue to provide program services and support for the California Early Childhood Mentor program at 104 community colleges that provide mentoring services and support the practicum requirement, improve the quality of programs in local community, and provide incentives for retention of experienced classroom staff, as described herein.

II.   CONTRACT MONITORS:

The CDE assigns **Luis Rios Jr., 916-445-4820, lurios@cde.ca.gov,** as the State Contract Monitor to oversee this project. Said State Contract Monitor is not authorized by the State to make any commitments or make any changes which will affect the price, terms or conditions of this agreement without a formal contract amendment.

The Contractor assigns **Mary Anne Doan, 510-723-6625, mdoan@chabotcollege.edu** as the Contractor Contract Monitor to oversee this project. Said Contractor Contract Monitor is not authorized by the State to make any commitments or make any changes which will affect the price, terms or conditions of this agreement without a formal contract amendment.

Exhibit A

Chabot College is applying to continue implementation of the California Early Childhood Mentor Program as of July 1st, 2018. The Mentor Program was developed at Chabot in 1988 with the support of private foundations. It later became adopted as a state contract within the Quality Improvement projects of the California Department of Education Early Education Support Division in 1992 and has remained a contract in this Division to this day. 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 24 months; year one (8/1/18-6/30/19) is budgeted at $2,921,295.00 and year two (7/1/19-6/30/20) is budgeted at $2,921,295.00. Included are:
- Continued local support and services for all participating colleges
- Adjustment of the total pool of classroom Mentors to 701
- A stipend budget of $1,190,753.30 in program year one and a stipend budget of $1,131,329.65 in program year two. These stipends provide 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
- A focused effort to outreach to Tribal Communities to participate in the program
- A focused effort to administer and support Director Mentors from the Mentor Program Office in phases over the next two years
- A focused effort to develop an Advisory Council for the Mentor Program
- A focused effort to emphasize leadership training through the Early Leaders in Equity Seminars over the next two years.
- Training eighteen Director Mentors to reliability on the *Business Administration Scale year one, and the Program Administration Scale year two.*
- Chabot College overhead charges of $265,572.27 (10%) each program year for a grant total of $531,144.54 for the two-year contract.

Literature Review and Rationale

High Quality Early Care and Education

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).

However, even with the current heightened national focus on quality care—especially in connection with school readiness and closing the achievement gap—a 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 forty-two 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 in the planning stages 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 was initially supported by Race to the Top-Early Learning Challenge funding and based on seminal work done in 2009-10 and continued thereafter. (QRIS National Learning Network, 2015; California Early Learning Quality Improvement System (CAEL QIS) Advisory Committee Final Report, 2010; Governor's State Advisory Council on Early Learning and Care, 2013). At the time of this proposal through State Block grants for state Pre-schools, the Infant Toddler Block Grant and First 5 California funding through IMPACT, all counties in California are now actively building and/or refining QRIS in their county and participating in the Regional Hubs and statewide Quality Counts initiative. This work must be critically linked to long standing state-funded Quality-Improvement programs like the Mentor program to ensure that there is appropriate integration and alignment throughout the state of Quality Standards and practices. The Mentor program plays a unique role in Quality Counts, because 104 colleges in every region of the state participate in recruiting and retaining Mentor Teachers in community early childhood classrooms to provide quality practicum experiences. The Mentor program will continue to build upon and support recruitment of teachers from local Quality Counts programs who have obtained a quality rating of 4 or 5 on the Quality Continuum Framework Hybrid Rating Matrix, as quality practicum placements for student teachers. By also recruiting directors from Quality Counts programs, these Mentor Directors can assist local county programs to continue building exemplary leadership skills in Directors and Family Child Care Providers. Those just beginning to participate in a QRIS rating or those who are working on their Quality Improvement Plan through

QRIS and need some additional guidance, mentoring and leadership training will highly benefit from the skills and experience Director Mentors have to offer.

Early Childhood Teacher Qualifications and Quality

"Widely accepted research cited by the ZERO TO THREE Policy Center[3] confirms "Nurturing relationships are critical as the brain forms visual, language, motor and social-emotional connections – long before a child can talk. Knowing this, we, as properly informed educators, are poised to impact the lives of all children. Research shows that the key to children meeting and exceeding their full potential is **how** we help them learn. Three fundamental factors that facilitate proper brain development are: quality of environment, quality of interactions and quality of teachers. The third, and arguably most important element for maximizing a child's potential, is the consistent presence of highly trained teachers in the early years http://www.advanc-ed.org/source/understanding-why-how-research-improving-early-childhood-education

There are discussions underway at the Commission on Teacher Credentialing by its Child Development Permit Advisory Panel, focusing on implementing an Early Childhood Credential, as well as the efforts of Quality Counts in raising the bar on on-going teacher training towards an AA or BA in the Hybrid Matrix rating instrument, and in emphasizing on-going professional development. This has promoted statewide discussion of raising the required education levels of early care and education providers. 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 *decreased* by up to five percent between 2010 and 2015. In 2015, their wage was $15.25 per hour while that of "Child Care Workers," who care for children younger than four, was $11.61 (Center for the Study of Child Care Employment, 2016). 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). One of the benefits of becoming a Mentor Teacher within the CECMP is that there is a stipend for each hour of mentoring which does provide some additional compensation during their mentoring hours and encourages mentors to continue working in the field. Mentors increases their knowledge and skills in mentoring and leadership-based activities such as the

Mentor seminars, Community of Practice based learning, institutes and other training opportunities offered through their participation in the program, and also earn professional development hours for some of this work.

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. In addition, the 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.

Reflecting on ECE Adult Learning and Coach/Mentor Competencies, Equity in Leadership, and Succession Planning

New leadership has recently come on board the Mentor Program, after 29 years of a strong and steady model, but without much additional funding nor change in program structure in the last few years. These leadership changes have driven the need to closely examine the existing components of the California Early Childhood Mentor Program and identify program strengths as well as program gaps, or areas for necessary streamlining and improvement. In the next five years it is essential to strategically plan for how the CECMP can bridge the purpose and place it has had in the past within EESD's Quality Improvement programs and the purpose and place it has presently and into the future. The CECMP moving forward will continue to align itself with current best practices, forge new collaborations with other Quality Improvement programs, and fully support critical state education initiatives like QRIS, equity, adult learning and coach/mentor competencies, registry requirements, Transforming the Workforce Birth to Eight.

In a recent conversation with EESD staff, the new Director of CECMP was reminded that The California Early Childhood Mentor Program is the only state Quality Improvement Program focusing on Leadership development.

The discussions at the Mentor Program office around Leadership development as well as succession planning for all levels of leaders in ECE, has led to strategic planning sessions around strengthening this component within the structure of the California Early Childhood Mentor Program. A critical aspect of this planning is how to develop a continuum of leadership mentoring, training, and reflective practice from Mentor teacher to Director Mentor, while identifying missing pieces of this continuum (such as the place for retired Mentors, the Administrative Mentor or Leader Mentor, ex: Education Coordinators or administrators in large agencies and school districts who are not directors, but take leadership responsibility for the program at a mid-management level.) As this discussion has continued with some of our College Coordinators and other experts in the field, innovative ways to involve leaders of local, regional and State programs, policy and advocacy,(Leader

Mentors) who can mentor others for advancement opportunities, innovations, and succession planning is also being considered. The program is researching exemplary models that do have such a continuum.

The Early Childhood Leadership Compendium (Goffin, S.G. and Janke, M 2017), defines leadership in the following ways (through quotes from Leadership programs around the country),

- Leadership is seen as taking responsibility for the positive impact each teacher can have, incorporating best practices on a daily basis, strategizing advocacy efforts to improve program quality, and wearing the role model hat proudly, with a commitment to mentoring others

- Effective leadership involves reflection and inquiry and the ability to effectively listen to and communicate with multiple stakeholders to thoughtfully and creatively shape policy, advocacy, and practice in ECE.

- Leadership takes form in coordinated and equitable early learning systems at local, state, and federal levels.

Recently the Director of the CECMP participated as part of the Early Childhood Educator Competencies Advisory Board for the new Adult Learning and Coaching Mentoring Competencies being developed though WestEd and EESD. With newly defined competencies for adult learning and coaching/mentoring, and existing competencies under leadership, the CECMP sees a unique opportunity to embed these competencies into on-going and future work. The importance of Equity training is an essential thread running through these competencies. In the 2018 Report on California's Children, from Children Now, it states: "California policymakers must make sure that preparation, training, and ongoing professional development activities for all teachers and administrators are based on restorative, trauma-informed, and culturally responsive practices." (https://www.childrennow.org/files/7715/1613/3234/ChildrenNow_2018_ReportC ard.pdf)

Given the current national dialogue on expulsion, boys of color, and equity in the early childhood classroom and workforce, it is essential that a leadership continuum for the Mentor program continues to evolve with this emphasis. Leadership development will be at the forefront of planning and implementation over the next 5 years.

Taking an honest look at our classrooms and who is on the floor with the children and who is the Director, the ECE field requires teachers, directors and leaders who are reflective of the race, language and cultural backgrounds of the children and

have the skills necessary to promote values of diversity, equity, and inclusion in their programs. In a recent Supportive Environmental Quality Underlying Adult Learning (SEQUAL) study in Alameda California, by the Center for the Study of Child Care Employment results showed based on the teaching staff reported on in this survey, there appears to be some evidence of stratification in job title by race and ethnicity. Overall, assistant teachers were notably more likely to be people of color (78.4 percent) than teachers (64.3 percent) or teacher directors (61.3 percent). Teaching staff who were identified as Latina or Asian/Pacific Islander were more likely to work as assistant teachers than teachers or teacher directors, while those who were identified as white, non-Hispanic, were more likely to work as teachers or teacher directors than as assistant teachers (see Figure 3.4).

• Teaching staff who were identified as Latina represented 25.6 percent of the sample but constituted 32.3 percent of assistant teachers.

• Teaching staff who were identified as Asian/Pacific Islander represented 20.4 percent of the sample but constituted 26.4 percent of assistant teachers.

• Teaching staff who were identified as white, non-Hispanic, represented 33.1 percent of the sample but constituted 21.6 percent of assistant teachers. Assistant teachers, overall, more closely reflected the ethnic composition of the children. http://www.first5alameda.org/files/ece/2016_Alameda_Workforce_Study_FINALv 2.pdf 2016, Alameda County Early Care and Education Workforce Study, Center for the Study of Child Care Employment, University of California, Berkeley)

The CECMP staff believe that this study is reflective of many of our counties here in California, and although the CECMP does an excellent job of recruiting mentor teachers from diverse communities, the Director Mentor component has not flourished as well as expected. The emphasis in this proposal is to enhance this component through CECMP program office administration and also with a focus on equity and diversity in building leadership capacity in the field.

As current leaders in this field continue to retire or advance in their careers it is imperative that we put focused attention in building and growing exemplary future leaders in ECE. In the 2013 California Comprehensive Early Learning Plan, when discussing teacher training and on-going professional development the report said "Stakeholders further noted that capacity-building efforts in preparation and professional development should include efforts to address the need for more skilled leaders." (Governors State Advisory Council on Early Learning and Care, Sacramento, 2013)
(https://www.cde.ca.gov/sp/cd/ce/documents/compearlylearningplan2013.pdf")

Also in the conclusion of the Early Childhood Leadership Compendium Goffin states: "Surges in the field's knowledge base, escalating expectations for its practice, and expanding demands for accountability increasingly typify ECE's context. With this as 2017 Early Childhood Education Leadership Development Compendium, the field's backdrop, augmented by a newfound grasp of its current leadership development landscape, no longer can it be questioned whether more

systematic attention should be paid to the ECE field's leadership development capacity and to its ability to realize its aspirations for children and ECE as a field of practice." (Goffin, S.G. and Janke, M. 2017)

In order to create a pipeline of innovative, forward thinking, assertive and proactive early childhood leaders, we need communities of practice and training opportunities that emphasis social justice, equity, advocacy, policy and research. "Early childhood leaders work to build active and effective links between the early childhood setting and the community, translate research into practice, and think of the big picture to create change" (Jor'dan, Muñoz, Figlar, and Rust 2013; Kagan and Hallmark 2001).We need to grow leaders that reflect the rich demographic diversity in our communities and are prepared to become effective change agents working on behalf of more coordinated, cohesive, and equitable early learning systems across all ECE contexts.

As staff have examined models that reflect these practices, the Emerging Leaders for Equity Fellowship (See Pg.29 for full description and Appendix 5) which was piloted last year in Alameda County, stood out as the type of leadership community of practice and mentoring model that is representative of the focused leadership work the California Early Childhood Mentor Program seeks to highlight in the future of this program. Several of the participants from last year's Emerging Leaders in Equity Fellowship, with CECMP encouragement, have begun the Director Mentor or Mentor Teacher application process, and several participated in the PAS training offered by the CECMP. All four participants of the PAS training reached reliability and two are awaiting certification, which means that they can be utilized in Mentor Teacher selection of new Mentors.

The model itself utilizes Leader Mentors to assist in the monthly seminars with the participants in training, discussion and community of practice reflections. This mentoring approach aligns with the CECMP program structure. The model can fit within our current training and institute budget without additional funding at this time, and will also inform our strategic design regarding going deeper in professional development and leadership models for our Director Mentor component as it evolves through the program office. CECMP also sees the immersion of Equity topics in this design as something that could be utilized as specific modules for our ADMI Institute as well.

In collaborations with Julie Nicholson from WestEd (Emphasizing Social Justice and Equity in Leadership for Early Childhood: Taking a Postmodern Turn to Make Complexity Visible, 2017) and the originators of the Emerging Leaders for Equity, the Mentor program has identified that a Facilitators guide for this work would highly elevate the capacity of this work to be utilized throughout the state through the CECMP or other training programs. The first step in the two years of this proposal is to develop this guide and to implement a pilot for potential Director Mentors, or Mentor Teachers, or those already within the Mentor Program in

Alameda County, at Chabot College where the CECMP is housed. All Mentor Teachers and Director Mentors in Alameda County are currently part of Alameda County QRIS/Quality Counts, so this would set the stage for a leadership model that could be beneficial to other Quality Counts programs as the facilitator guide is piloted and evaluated. Topics contained within this seminar will also be modified for use in Director Mentor and Mentor Institutes and Seminars to more fully embed these concepts throughout the CECMP module (See pg. 29 for full description of the Emerging Leaders for Equity Pilot and 5 year potential plan for utilization of the facilitators guide and program implementation)

Scope of Work

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:

Year One 8/1/2018-6/30/2019

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 (ERS) 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 (ERS). 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 Mentoring 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 Department 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, professionalism and leadership skills. Funds designated for Instruction may be used to support faculty and Mentor Teachers to facilitate the meetings. Meetings should be designed to utilize reflective practice and Communities of Practice. 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.

Although we have seen this component grow slowly over the years, as the new Assistant Director and new Director have come on board this year, we have noticed that this program has been very under-utilized by the colleges participating in the Mentor program. Staff here at the Mentor Program office have come to the realization that many College Coordinators are neither recruiting, nor have they ever recruited Director Mentors for this component, partially because as a campus representative they are more focused on the Mentor component and its utility as an alternative practicum placement and partially because the stipends for all mentors are not separated out into a Mentor Teacher and Director Mentor category. There has been discussion at the state level with EESD regarding this underutilization and an acknowledgement that this component would be better served directly through the program office taking over administration of the Director Mentor component. The Assistant Director will take charge of this activity.

In year one (2018-2019) the Director Mentor component will remain mostly unchanged at the local area for those programs who have had an active Director Mentor component. Programs who did not have Director Mentors at the end of program year 2017-18 will be asked to suspend recruitment of Director Mentors until new guidelines for selection and recruitment are put into place. The CECMP Assistant Director will analyze each local area stipend budget and compose new stipend budgets for all programs. This year of grace will allow local programs to adjust to the change occurring in year two (2019-2020). Current practice has been that stipend budgets are given to all programs regardless the program having Director Mentors, so that they would have funds to accommodate Director Mentor

activities if they ever acquired one. Therefore, local programs who do not have Director Mentors have been allowed to use all mentor stipend funds for Mentor Teacher activities. This will no longer be allowed. It is a necessary change to ensure that funds are distributed equitably for both Mentoring components of the program.

In addition, in year one (2018-2019) the Coordinators with Director Mentors will be working with their current Director Mentors for the transition to the program office for the administration of the Director Mentor component beginning program year two (2019-2020). To aid in this transition in program year one the Assistant Director will form a Workgroup composed of current Director Mentors and Coordinators who have active Director Mentor components. Below is an outline of the activities to take place in program year one in preparation for the Director Mentor program to be administered by the program office beginning in program year two (2019-2020).

Initial planning and transition in year one (2018-2019): The Assistant Director will convene a workgroup consisting of CECMP Assistant Director, local Coordinators who had an active Director Mentor component as of 2017-18, and Director Mentors. This workgroup will be charged with the creation of the following changes to the Director Mentor Component. All changes will begin in program year two (2019-2020).

The CECMP Program office will create a selection process for Director Mentors with input by the workgroup. The new selection process will commence in program year two. The budget for the Director Mentor Component will be created by the CECMP Assistant Director. A description of the requirements of an Administrator Mentor role will be established by the CECMP Program office and presented to the workgroup for input before going into effect in year two.

A system of ongoing communication for Director Mentors with the program office will be established. The Mentor Program office will create a virtual Director Mentor Seminar that Director Mentors across the State can attend on a regular basis. Guidelines for receiving a Director Mentor in-service stipend will be created by the Assistant Director and the workgroup.

The Assistant Director will create policy and procedures for how for how Director Mentors will submit requests for mentoring and payment forms to the Mentor Program office.
The Assistant Director, with the workgroup, will plan out how the Director Mentors component will facilitate recruitment of new Director Mentors.
A plan for how Director Mentors will attend their local stakeholders' meetings and then communicate with their local Coordinator on a regular basis with the updates from these meetings. This ensures that a continued connection with local ECE priorities is communicated to Higher Education. The end result will be a strategic

plan for how Director Mentors can be utilized throughout the State to support EESD Quality Initiatives.

A plan will also be devised for how supplemental support grants may be applied for by local Coordinators to continue leadership development and support in their local communities. These funds will support the ongoing work that many local Coordinators have cultivated over the years in their local community to support leadership development via the Director Mentor Component. There will also be an examination of the current structure of the Coordinator rubric to establish a monetary amount for local Coordinators who actively assist and support the identification, recruitment, and selection of Director Mentors in their local area.

The characteristics of the activities described below only pertain to local Mentor Programs with active Director Mentor components at the end of program year 2017-18. These activities will only remain current through program year one (2018-2019) for these programs.

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. Potential applicants also have the option of viewing a pre-recorded informational session webinar so long as they have a Director Mentor viewing it with them to answer questions or clarify information as needed.

Those who are seriously considering applying have a choice of next steps: they can attend a Director Mentor Institute (DMI) and then apply to the Mentor Program or they can apply first and then attend the DMI. No Director Mentor may mentor protégé directors until s/he attends a full DMI. The DMI is offered as a regional, full-day training 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: Depending on the application sequence chosen, either in advance of or following completion of a DMI, qualified candidates may apply to their local Mentor Selection Committee during the annual selection process in year one if there is an active Director Mentor Program. 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, via the Director Mentor Directory on the program's website, 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. At the placement's conclusion, the Director Mentor and her/his protégé each provide written evaluation of the experience. As noted above only programs with active Director Mentor programs will receive funds for Director Mentor Stipends for program year 2018-19. As of program year 2019-20 all Director Mentor funds will be held at the program office for distribution and administration and not with a local Coordinator.

Director Mentoring Records: These stipends for hourly, short-term mentoring are designed primarily for Director Mentors to accompany potential applicants as they view the pre-recorded Informational Webinar and/or 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 parameters of the Director Seminar will remain in effect for program year one for local Mentor programs that had Director Mentors at the end of 2017-18 program year.

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, leadership, and professional development characterize both delivery modes. All costs are borne by the Mentor Program, including travel, lodging, trainers, etc.

Support and Innovation Funding: Local Mentor Programs with unique needs such as large geographical areas (e.g., College of the Redwoods, Mendocino, and 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. In addition to Large Area Programs, other Local programs may apply for support funding to support unique needs such as a large mentor pool that may need more than one seminar each month, or a seasoned mentor pool who may require different models of the seminar to take place each month. In addition, programs who had active Director Mentor component as of 2017-18 may apply for these funds to support ongoing Director mentor activities in their local area. These activities may include a local Director Mentor seminar, Director mentor conferences and workshops that are available for non- Director mentors in the local area to receive leadership skill building These 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 grant report: not submitting it is not an option. All local Programs may apply to the CECMP for up to $1,000 in additional funding each year for this grant, although priority for granting these funds will be given to programs which have successfully utilized them in prior year.

Innovation Grants will also be available to local Mentor Programs. Programs may apply to the CECMP for up to $1,000.00 in additional funding each year. These grants will be awarded based on the description of the innovative concept and or activity the local program is proposing. Priority will be given to concepts or ideas that support leadership, reflective practice and communities of practice beyond what they are currently doing in their local program.

In order to document when money is re-distributed in such a way and to provide a fair and equitable avenue for all programs to apply for additional funds, in the Spring as programs report in the 2nd quarter on the monies they have spent and which programs project sending money back unspent, funds will be re-distributed through this grant process. Programs in this category may apply to up to $1,000.00 with a fully justified proposal if funds are available.

Successful applications for Support and Innovation 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.

Leadership Training Through Early Learning Equity Leaders or EL2
(Formerly Emerging Leaders in Equity Fellowship or ELF)

From 2015-2017, Alameda County's General Services Agency (GSA) through the County Office of Education and the Local Planning Council was able to support a unique pilot, Emerging Leaders in Equity. This pilot evolved through a BUILD Fellowship that Neva Bandelow participated in and through the research of LaWanda Wesley of Alameda County's General Service Agency's Early Care and Education Planning Council and Julie Nicholson of WestEd regarding inequities in Early Childhood Leadership, and the need for additional training in Early Childhood communities of diversity to build leaders from the community, especially as Early Childhood Directors and Administrators retire and need to be replaced.

The pilot provided an 18 month Fellowship, which was a series of 6 hour seminars on Equity in Leadership for 12 Early Childhood professionals throughout Alameda County. Participants were selected to either be part of this cohort as a participant or as a Leader Mentor to the participants. Participants met one Saturday a month for the duration of the Fellowship. (A full description of the original program is in Appendix 5.)

The mentor program was able to collaborate on this effort in proposal year 2017-18th by discussing the CECMP leadership opportunities as a Director Mentor or Mentor Teacher with the Fellowship participants. By providing additional avenues through the California Early Childhood Mentor Program for continued leadership growth for the participants graduating from this program, several participants opted to apply as a Mentor Teacher or Director Mentor to continue their professional development commitment to sharing the leadership skills they acquired in this seminar with others in the ECE field. Four participants as new Director Mentors also were invited to the PAS training and were deemed reliable and two have turned in their paperwork to be certified and will be able to be part of selection committees to select new Mentor Teachers thus expanding their leadership capacity and adding value to the CECMP.

In the fall of 2017 the CECMP was approached by Neva Bandelow (ACOE), LaWanda Wesley (GSA, Early Care and Education Planning Council) and Julie Nicholson (evaluator and consultant to the project),(WestEd) to discuss possible collaboration between the CECMP and the Equity in Leadership founders to adopt this model in some format into the CECMP, developing a facilitators guide that could be utilized by the ECE field, and implementing an additional Emerging

Leaders in Fellowship 18 month seminar series as a pilot – first in Alameda County and then if additional funds could be solicited, in future years grow it out into other counties through the Mentor program. This iteration of the model will be called Early Learning Equity Leaders or EL2. In the original model, fellows paid an enrollment fee, but this fee was off set because of their participation in QRIS and AB212 stipends which could be utilized for professional development.

Funding has been identified from monies that are returned to the state each year from unused funding in local programs in the CECMP budget. The Mentor program is currently soliciting other funding sources to enhance or match these funds for future leadership activities related to EL2 in our next proposal cycle and within the next five years to explore a potential three term Leadership certificate model through Chabot College for those who participate in this Seminar Series/Fellowship. Future efforts will be pursued through appropriate channels to see if participation in the 18-month series could count towards the supervision and administration requirements for Site supervisors and Directors.

During Year One 2018-19 of this Seminar Series/Fellowship, the first three to six months will be planning, developing a training manual for a train the trainers training, and training of selected trainers/consultants. There will also be a recruitment and selection process for the fellowship and then the initial 6 months of the Seminar Series.

PAS and BAS Reliability Training.
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 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.

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To this end, in 2016-17, the Mentor Program subcontracted with the McCormick Center for Early Childhood Leadership to train eighteen center-based Director Mentors to reliability on the PAS tool and eighteen Large Family Child Care Director Mentors to reliability on the BAS tool.

In 2017-18 another PAS training was delivered. This training will continue in a limited manner this year 2018-19 as we will again subcontract with the McCormick Center to train eighteen Large Family Child Care Director Mentors to reliability on the BAS tool and will support the attendees' Application fee, lodging and all travel expenses within California state rates to become Certified BAS Assessors.

Selection of BAS 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 Director Mentors, includes the following:
- Attend the BAS Reliability Training and achieve 85% 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 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 BAS 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 BAS assessments, BAS Certification will be awarded. In addition to the certification, each candidate will receive a computer-generated, BAS 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.

The Mentor Program will support the recertification via webinar of up to 15 Director Mentors @ $150 for each recertification.

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. 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 all counties to build local capacity.

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. Examples are 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.

Beginning in year two (2019-2020) a Director Mentor Caucus will be established using the same format above for selection and communication. If funds allow then Director Mentors will be worked into the budget to attend the Annual CAEYC conference with all fees paid by CECMP.

Advisory Council. With the transition in leadership and looking to the CECMP's sister program CDTC which has an advisory council in place, CECMP will recruit and establish an Advisory Council by the fall of 2018. This Advisory Council will have representation from Coordinators, Director Mentors, Mentor Teachers, QRIS, community and state collaborators, and Luis Rios, the CECMP State Contract Monitor for the program.

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%) and one Director Mentor (1%) who self-identified as male, less than the national average of 4.15% (Men Teach, 2015).

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 (this was accomplished with positive reviews from attendees);
- Supporting local Selection Committees to make male recruitment a priority;
- Considering adding this to the criteria for Coordinator stipend augmentation

Strengthening Connections to Tribal Communities. In our continuing efforts to enhance diversity among all levels of program participation, we will explore avenues to increase awareness of—and involvement in—the program among Tribal Communities in California. Discussions will be held with Coordinators of community colleges serving Tribal Communities to investigate and share effective ways to reach out to these Communities to promote recruitment and selection of Mentor Teachers and Director Mentors from ECE programs serving this demographic as well as opportunities to become student mentees or protégé directors. Although initial discussions have begun in the 2017-18 proposal year and a Native American Director Mentor has been recruited from the Hoopa tribe in

Humboldt county through the College of the Redwoods, plans to work with the Rural Indian Health Board, Indian Head Start, and Coordinators at Colleges in close proximity to Indian Head Start and Native American Child Care programs is upcoming over the next two years.

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. As an example, the CECMP will continue a collaborative relationship with PACE (Professional Association for Childhood Educators) to co-sponsor community trainings as appropriate on topics such using *PAS* and *BAS* for improving program quality. In addition staff participate on PEACH (Partners for Education, Articulation, and Coordination through Higher Education) for Northern California, and have written a joint proposal for the upcoming CAEYC conference, provide leadership on the California Child Development Coalition, Local Planning Council, and Local QRIS Advisory Board, collaborate with CDTC on a variety of activities, and are continuing to dialogue with WESTEd and several County Offices of Education regarding potential collaborations for the future.

QRIS/Quality Counts There is variable awareness at the Coordinator level as to the extent that QRIS/Quality Counts has become the state initiative for Quality Standards. Many Coordinators are not connected to their local Quality Counts nor to the Regional Hub activity. This causes confusion with the selection of mentors within the community because up until recently, part of the charge of the Selection Committee was to assess the Mentors program using the ECERS assessments and those of PAS. The members of the selection committee are not certified as reliable on the ECERS-R, they only are familiar with the ECERS-R. They have not always felt comfortable accepting the ratings that have been given to the programs that are participating in Quality Counts, especially if they do an on-site observation and do not see the same results that are reflected on the ECERS and CLASS scores done during the QRIS assessment, and this causes a dis-connect between the statewide initiative for Quality standards and program ratings, and how Mentors are selected. It also leads to lack of support for Quality Counts within communities where these Coordinator's colleges are housed putting them at cross purposes with the momentum of the State Quality system in which they are an integral part. In part, it means that the Selection Process for the Mentor program needs some serious revision to reflect the current Quality Counts system and how that alters Selection Committee responsibilities, but it also points to a need for better informed Coordinators of the QRIS system.

In order to achieve the mandate of the CECMP prioritizing and utilizing Mentor Teachers from programs that are in Quality Counts and have already been rated

a quality program through a tier 4 or 5 rating on the Quality Continuum Framework Hybrid Rating Matrix, it is imperative that the CECMP Coordinators, have a strategy for becoming better informed about QRIS and its activities at the state, regional, and local community levels. This year the CECMP will collaborate with First 5 California and EESD to facilitate this through discussions and joint planning for information sharing. One idea that CECMP would like to propose is the selection of specific Coordinators and/or Director Mentors or Mentor Teachers who can act as liaisons between the Mentor program and Quality Counts. There are some Coordinators that are very involved in their local QRIS but for those who are not it would assist in buy-in and commitment to working in tandem with this important and long-term Quality initiative. The CECMP staff will facilitate with EESD and First 5 California, for these liaisons to be included in Regional Hub meetings, local consortia meetings, and as part of the State consortia meetings, if possible, to ensure that they build the relationships and are informed of Quality Counts activities on a regular basis. The Mentor program recognizes that one representative for each region may be challenging, but will work to utilize these representatives to report back to the rest of the Coordinators and Mentors so that the Coordinators are able to become more integrated and aligned with Quality Counts. In addition, the Director will work with EESD and California First 5 on developing some information webinars for Coordinators on QRIS.

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, as the Mentor program more fully integrates with QRIS and more fully collaborates with other Quality Improvement programs around the state.

Year Two 7/1/2019-6/30/2020

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 (ERS) 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 (ERS). 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 Mentoring 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 Department 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, professionalism and leadership skills. Funds designated for Instruction may be used to support faculty and Mentor Teachers to facilitate the meetings. Meetings should be designed to utilize reflective practice and Communities of Practice. 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.

Although we have seen this component grow slowly over the years, as the new Assistant Director and new Director have come on board this year, we have noticed that this program has been very under-utilized by the colleges participating in the Mentor program. Staff here at the Mentor Program office have come to the realization that many College Coordinators are neither recruiting, nor have they

ever recruited Director Mentors for this component, partially because as a campus representative they are more focused on the Mentor component and its utility as an alternative practicum placement and partially because the stipends for all mentors are not separated out into a Mentor Teacher and Director Mentor category. There has been discussion at the state level with EESD regarding this underutilization and an acknowledgement that this component would be better served directly through the program office taking over administration of the Director Mentor component. The Assistant Director will take charge of this activity.

New guidelines for selection and recruitment will be put into place in Year Two-beginning program year 2019-20). Moreover, all local programs will have their stipend budgets reduced beginning 2019-20 to return the Director Mentor funds back to the California Early Childhood Mentor Program office to be managed. The CECMP Assistant Director will allocate new stipend budgets for all programs in Year Two- program year 2019-20. Current practice has been that stipend budgets are given to all programs regardless the program having Director Mentors, so that they would have funds to accommodate Director Mentor activities if they ever acquired one. Therefore, local programs who do not have Director Mentors have been allowed to use all mentor stipend funds for Mentor Teacher activities. This will no longer be allowed. It is a necessary change to ensure that funds are distributed equitably for both Mentoring components of the program.

All current Director Mentors will be transitioned to the CECMP Program Office for the Administration of the Director Mentor component beginning program year two (2019-2020).

Implementation of Director Mentor Component Changes

All changes to the Director Mentor Component that were planned for in year one will now be put into effect in year two (2019-2020). Below is a list of each change that was designed in year one and is now ready for implementation in year two.

- The new Director Mentor selection process.
- New budget for the Director Mentor Component.
- The requirements of an Administrator Mentor role have been established by the CECMP Program office and presented to the workgroup for input in year one and will now be put into effect in year two.
- A system of ongoing communication for Director Mentors with the program office.
- The policy and procedures for how Director Mentors will submit mentoring requests and payment forms will be implemented.
- A virtual Director Mentor Seminar that Director Mentors across the State can attend on a regular basis.
- A Director Mentor in-service stipend

- The administration of recruitment efforts for new Director Mentors will be through the program office.
- Supplemental support grants will be available for local Mentor Coordinators who wish to hold a local Director Mentor Seminar in addition to the seminar offered by the program office. These funds will support the continued leadership development within a local community.
- A plan for how Director Mentors will remain connected to their local mentor program will be rolled out. Director Mentors will attend their local stakeholders' meetings and then communicate with their local Coordinator on a regular basis with the updates from these meetings. This way a continued connection with local ECE priorities is communicated to Higher Education. The end result will be a strategic plan for how Director Mentors can be utilized throughout the State to support EESD Quality Initiatives.

The roll out of new policies and procedures regarding the Director Mentor Component will begin in program year two (2019-2020) with the changes noted above in the bulleted list.

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. Potential applicants also have the option of viewing a pre-recorded informational session webinar so long as they have a Director Mentor viewing it with them to answer questions or clarify information as needed.

Those who are seriously considering applying have a choice of next steps: they can attend a Director Mentor Institute (DMI) and then apply to the Mentor Program or they can apply first and then attend the DMI. No Director Mentor may mentor protégé directors until s/he attends a full DMI. The DMI is offered as a regional, full-day training 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: Depending on the application sequence chosen, either in advance of or following completion of a DMI, qualified candidates may apply to the CECMP office 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, via the Director Mentor Directory on the program's website, and in other ways appropriate to the community. Protégé directors may apply directly to a Director Mentor or to program office. All placements, which must be pre-approved by the program office, 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. At the placement's conclusion, the Director Mentor and her/his protégé each provide written evaluation of the experience. All Director Mentor funds will be held at the program office for distribution and administration.

Director Mentoring Records: These stipends for hourly, short-term mentoring are designed primarily for Director Mentors to accompany potential applicants as they view the pre-recorded Informational Webinar and/or 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: The program office will develop and offer a Director Seminar to provide ongoing support and training for all Director Mentors. 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.

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, leadership, and professional development characterize both delivery modes. All costs are borne by the Mentor Program, including travel, lodging, trainers, etc.

Support and Innovation Funding: Local Mentor Programs with unique needs such as large geographical areas (e.g., College of the Redwoods, Mendocino, and 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. In addition to Large Area Programs, other Local programs may apply for support funding to support unique needs such as a large mentor pool that may need more than one seminar each month, or a seasoned mentor pool who may require different models of the seminar to take place each month. In addition, programs who had active Director Mentor component as of 2017-18 may apply for these funds to support ongoing Director mentor activities in

their local area. These activities may include a local Director Mentor seminar, Director mentor conferences and workshops that are available for non- Director mentors in the local area to receive leadership skill building These 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 grant report: not submitting it is not an option. All local Programs may apply to the CECMP for up to $1,000 in additional funding each year for this grant, although priority for granting these funds will be given to programs which have successfully utilized them in prior year

Innovation Grants will also be available to local Mentor Programs. Programs may apply to the CECMP for up to $1,000.00 in additional funding each year. These grants will be awarded based on the description of the innovative concept and or activity the local program is proposing. Priority will be given to concepts or ideas that support leadership, reflective practice and communities of practice beyond what they are currently doing in their local program.

In order to document when money is re-distributed in such a way and to provide a fair and equitable avenue for all programs to apply for additional funds, in the Spring as programs report in the 2nd quarter on the monies they have spent and which programs project sending money back unspent, funds will be re-distributed through this grant process. Programs in this category may apply to up to $1,000.00 with a fully justified proposal if funds are available.

Successful applications for Support and Innovation 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.

Leadership Training Through Early Learning Equity Leaders or EL2
(Formerly Emerging Leaders in Equity Fellowship or ELF)

From 2015-2017, Alameda County's General Services Agency (GSA) through the County Office of Education and the Local Planning Council was able to support a unique pilot, Emerging Leaders in Equity. This pilot evolved through a BUILD Fellowship that Neva Bandelow participated in and through the research of LaWanda Wesley of Alameda County's General Service Agency's Early Care and Education Planning Council and Julie Nicholson of WestEd regarding inequities in Early Childhood Leadership, and the need for additional training in Early Childhood communities of diversity to build leaders from the community, especially as Early Childhood Directors and Administrators retire and need to be replaced.

The pilot provided an 18 month Fellowship, which was a series of 6 hour seminars on Equity in Leadership for 12 Early Childhood professionals throughout Alameda County. Participants were selected to either be part of this cohort as a participant or as a Leader Mentor to the participants. Participants met one Saturday a month for the duration of the Fellowship. (A full description of the original program is in Appendix 5.)

The mentor program was able to collaborate on this effort in proposal year 2017-18th by discussing the CECMP leadership opportunities as a Director Mentor or Mentor Teacher with the Fellowship participants. By providing additional avenues through the California Early Childhood Mentor Program for continued leadership growth for the participants graduating from this program, several participants opted to apply as a Mentor Teacher or Director Mentor to continue their professional development commitment to sharing the leadership skills they acquired in this seminar with others in the ECE field. Four participants as new Director Mentors also were invited to the PAS training and were deemed reliable and two have turned in their paperwork to be certified and will be able to be part of selection committees to select new Mentor Teachers thus expanding their leadership capacity and adding value to the CECMP.

In the fall of 2017 the CECMP was approached by Neva Bandelow (ACOE), LaWanda Wesley (GSA, Early Care and Education Planning Council) and Julie Nicholson (evaluator and consultant to the project),(WestEd) to discuss possible collaboration between the CECMP and the Equity in Leadership founders to adopt this model in some format into the CECMP, developing a facilitators guide that could be utilized by the ECE field, and implementing an additional Emerging Leaders in Fellowship 18 month seminar series as a pilot – first in Alameda County and then if additional funds could be solicited, in future years grow it out into other counties through the Mentor program. This iteration of the model will be called Early Learning Equity Leaders or EL2. In the original model, fellows paid an enrollment fee, but this fee was off set because of their participation in QRIS and AB212 stipends which could be utilized for professional development.

Funding has been identified from monies that are returned to the state each year from unused funding in local programs in the CECMP budget. The Mentor program is currently soliciting other funding sources to enhance or match these funds for future leadership activities related to EL2 in our next proposal cycle and within the next five years to explore a potential three term Leadership certificate model through Chabot College for those who participate in this Seminar Series/Fellowship. Future efforts will be pursued through appropriate channels to see if participation in the 18 month series could count towards the supervision and administration requirements for Site supervisors and Directors.

Because this is an 18 month program, year two, 2019-20 will include 12 months of seminar work and a culminating activity at the end of the Seminar Series/Fellowship work.

PAS Reliability Training.
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 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.

To this end, in 2016-17, the Mentor Program subcontracted with the McCormick Center for Early Childhood Leadership to train eighteen center-based Director Mentors to reliability on the PAS tool and eighteen Large Family Child Care Director Mentors to reliability on the BAS tool.

In 2017-18 another PAS training was delivered. This training will continue in a limited manner. In Year Two, 2019-20, we will again subcontract with the McCormick Center 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.

Selection of the center-based 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.

The Mentor Program will support the recertification via webinar of up to 15 Director Mentors @ $150 for each recertification.

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. 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 all counties to build local capacity.

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.

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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. Examples are 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.

Beginning in year 2019-20 a Director Mentor Caucus will be established using the same format above for selection and communication. If funds allow then Director Mentors will be worked into the budget to attend the Annual CAEYC conference with all fees paid by CECMP.

Advisory Council.
In 2019-20 the advisory council will continue. This Advisory Council will have representation from Coordinators, Director Mentors, Mentor Teachers, QRIS, community and state collaborators, and CDE Contract Monitor, the CECMP State Contract Monitor for the program.

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%) and one Director Mentor (1%) who self-identified as male, less

than the national average of 4.15% (Men Teach, 2015).

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 (this was accomplished with positive reviews from attendees);
- Supporting local Selection Committees to make male recruitment a priority;
- Considering adding this to the criteria for Coordinator stipend augmentation

Strengthening Connections to Tribal Communities. In our continuing efforts to enhance diversity among all levels of program participation, we will explore avenues to increase awareness of—and involvement in—the program among Tribal Communities in California. Discussions will be held with Coordinators of community colleges serving Tribal Communities to investigate and share effective ways to reach out to these Communities to promote recruitment and selection of Mentor Teachers and Director Mentors from ECE programs serving this demographic as well as opportunities to become student mentees or protégé directors. Although initial discussions have begun in the 2017-18 proposal year and a Native American Director Mentor has been recruited from the Hoopa tribe in Humboldt county through the College of the Redwoods, plans to work with the Rural Indian Health Board, Indian Head Start, and Coordinators at Colleges in close proximity to Indian Head Start and Native American Child Care programs is upcoming over the next two years.

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. As an example, the CECMP will continue a collaborative relationship with PACE (Professional Association for Childhood Educators) to co-sponsor community trainings as appropriate on topics such using *PAS* and *BAS*

for improving program quality. In addition staff participate on PEACH (Partners for Education, Articulation, and Coordination through Higher Education) for Northern California, and have written a joint proposal for the upcoming CAEYC conference, provide leadership on the California Child Development Coalition, Local Planning Council, and Local QRIS Advisory Board, collaborate with CDTC on a variety of activities, and are continuing to dialogue with WestEd and several County Offices of Education regarding potential collaborations for the future.

QRIS/Quality Counts There is variable awareness at the Coordinator level as to the extent that QRIS/Quality Counts has become the state initiative for Quality Standards. Many Coordinators are not connected to their local Quality Counts nor to the Regional Hub activity. This causes confusion with the selection of mentors within the community because up until recently, part of the charge of the Selection Committee was to assess the Mentors program using the ECERS assessments and those of PAS. The members of the selection committee are not certified as reliable on the ECERS-R, they only are familiar with the ECERS-R. They have not always felt comfortable accepting the ratings that have been given to the programs that are participating in Quality Counts, especially if they do an on-site observation and do not see the same results that are reflected on the ECERS and CLASS scores done during the QRIS assessment, and this causes a dis-connect between the statewide initiative for Quality standards and program ratings, and how Mentors are selected. It also leads to lack of support for Quality Counts within communities where these Coordinator's colleges are housed putting them at cross purposes with the momentum of the State Quality system in which they are an integral part. In part, it means that the Selection Process for the Mentor program needs some serious revision to reflect the current Quality Counts system and how that alters Selection Committee responsibilities, but it also points to a need for better informed Coordinators of the QRIS system.
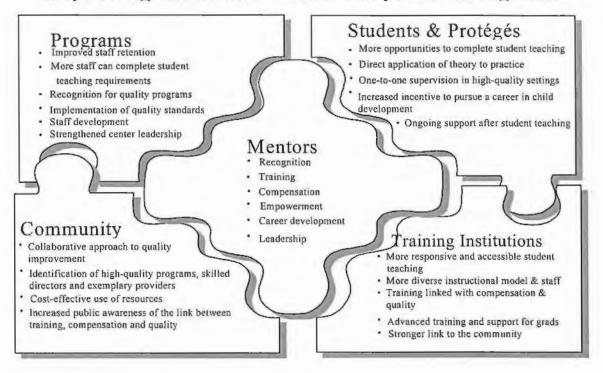
In order to achieve the mandate of the CECMP prioritizing and utilizing Mentor Teachers from programs that are in Quality Counts and have already been rated a quality program through a tier 4 or 5 rating on the Quality Continuum Framework Hybrid Rating Matrix, it is imperative that the CECMP Coordinators, have a strategy for becoming better informed about QRIS and its activities at the state, regional, and local community levels. This year the CECMP will collaborate with First 5 California and EESD to facilitate this through discussions and joint planning for information sharing. One idea that CECMP would like to propose is the selection of specific Coordinators and/or Director Mentors or Mentor Teachers who can act as liaisons between the Mentor program and Quality Counts. There are some Coordinators that are very involved in their local QRIS but for those who are not it would assist in buy-in and commitment to working in tandem with this important and long-term Quality initiative. The CECMP staff will facilitate with EESD and First 5 California, for these liaisons to be included in Regional Hub meetings, local consortia meetings, and as part of the State consortia meetings, if possible, to ensure that they build the relationships and are informed of Quality

Counts activities on a regular basis. The Mentor program recognizes that one representative for each region may be challenging, but will work to utilize these representatives to report back to the rest of the Coordinators and Mentors so that the Coordinators are able to become more integrated and aligned with Quality Counts. In addition, the Director will work with EESD and California First 5 on developing some information webinars for Coordinators on QRIS.

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, as the Mentor program more fully integrates with QRIS and more fully collaborates with other Quality Improvement programs around the state.

Program History

Improving Child Care - How the pieces fit together

Programs
- Improved staff retention
- More staff can complete student teaching requirements
- Recognition for quality programs
- Implementation of quality standards
- Staff development
- Strengthened center leadership

Students & Protégés
- More opportunities to complete student teaching
- Direct application of theory to practice
- One-to-one supervision in high-quality settings
- Increased incentive to pursue a career in child development
- Ongoing support after student teaching

Mentors
- Recognition
- Training
- Compensation
- Empowerment
- Career development
- Leadership

Community
- Collaborative approach to quality improvement
- Identification of high-quality programs, skilled directors and exemplary providers
- Cost-effective use of resources
- Increased public awareness of the link between training, compensation and quality

Training Institutions
- More responsive and accessible student teaching
- More diverse instructional model & staff
- Training linked with compensation & quality
- Advanced training and support for grads
- Stronger link to the community

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, two in 2007-08, six in 2009-2010, two in 2010-11 and one more

in 2015-16 (three colleges became inactive in 2012-13 but reactivated in 2013-14). 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 twelve years under Child Care and Development Block Grant funding:

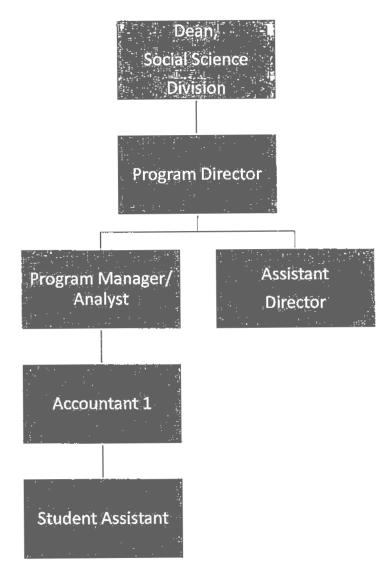| Measure	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Colleges	93	93	95	95	101	103	103	100	103	103	104	104
Mentors	635	669	660	683	701	686	646	606	582	579	568	540
Practicum Placements	1840	2062	1832	2075	2153	2095	1989	1794	1737	1804	1795	1672
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	3.1
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	$1,770
NAEYC-accredited centers	253	253	228	175	152	135	135	131	140	130	120	112
Director Mentors	118	113	120	126	135	147	145	138	139	144	139	138
Protégés placed w/ Director Mentors	75	64	63	85	64	75	68	72	79	74	84	67
Stipend per Dir. Mentor (av.)	$347	$348	$302	$521	$531	$581	$491	$717	$808	$734	$706	$675

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.

- Accountant 1: (please note this is a program change) this program has previously had an office manager, but it has been determined that an accounting professional is essential to the financial responsibilities this program has in contracting with EESD. This program cannot financially support both positions, nor does it appear that many of the higher level functions of the Office Manager position are needed by this office, therefore the Office Manager Position will be replaced with the Accountant 1 Position. The Accountant 1, under general supervision, perform a variety of professional level accounting duties involved in preparing, maintaining, analyzing, verifying, and reconciling financial transactions, statements, records, and reports; participate in fiscal year budget preparation; and provide highly responsible staff assistance to assigned management staff.

- Student Assistant: A part-time Student Assistant is responsible for filing, copying, collating meeting packets and other general office work as assigned by the CECMP staff.

- Consultants: Although there was no funding allotted for consultants in the last proposal, with both a New Director and an Assistant Director on board, there has been a systematic review of all policies, processes and procedures of the mentor program as well as strategic planning sessions, in house, and preliminary surveys to coordinators. This assessment of program strengths and needs have identified several key areas of upgrade and improvements that will need the help of consultants, including a re-design of the reimbursement site, a facilitators manual for the Equity in Leadership Seminar and facilitating that fellowship, and an updated program evaluation that incorporates Results Based Accountability. In addition, the video outreach project recently submitted to EESD for approval will need some editing changes that will require some additional consultation and services. As funding permits, consultants, will continue to develop program materials and provide assistance on further refinement of the reimbursement site upgrades, Mentor training efforts and program implementation and quality improvements.

This is our Organizational Chart for this program

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              │      Dean,       │
              │  Social Science  │
              │     Division     │
              └────────┬────────┘
                       │
              ┌────────┴────────┐
              │ Program Director │
              └────────┬────────┘
           ┌───────────┴───────────┐
  ┌────────┴────────┐     ┌─────────┴───────┐
  │ Program Manager/ │     │   Assistant     │
  │     Analyst      │     │   Director      │
  └────────┬────────┘     └─────────────────┘
           │
  ┌────────┴────────┐
  │  Accountant 1   │
  └────────┬────────┘
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  ┌────────┴────────┐
  │ Student Assistant│
  └─────────────────┘
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Where We Are: 104 Community Colleges

Alameda Regional
  (Chabot, Las Positas, Merritt, Ohlone)
Allan Hancock
Antelope Valley
Butte
Cabrillo
Central Valley Regional
  (Clovis, Reedley)
Cerritos/ Rio Hondo Regional
  (Cerritos, Rio Hondo)
Cerro Coso
City College of San Francisco
College of the Canyons
College of the Desert
College of Marin
College of the Redwoods
College of the Sequoias
College of the Siskiyous
Columbia
Contra Costa
Copper Mountain
Cuesta
Diablo Valley
East LA
El Camino/Compton Regional
  (Compton, El Camino)
Feather River
Foothill Regional
  (Chaffey, Citrus, Glendale, Mt. San
   Antonio, Pasadena City)
Fresno
Gavilan
Hartnell
High Desert Regional
  (Barstow, Victor Valley)
Imperial Valley
Kern County Regional
  (Bakersfield, Taft)
Lake Tahoe
Lassen
Long Beach
Los Angeles City
Los Angeles Harbor
Los Angeles Mission
Los Angeles Pierce
Los Angeles Valley

Los Medanos
Los Rios Regional
  (American River, Cosumnes River, Folsom Lake,
   Sacramento City)
Mendocino
Merced
Mira Costa
Modesto
Monterey Peninsula
Moorpark
Mt. San Jacinto
Napa
Orange Regional
  (Fullerton, Irvine Valley, Orange Coast, Saddleback,
   Santa Ana, Santiago Canyon)
Oxnard
Palo Verde
Palomar
Porterville
Riverside
San Diego Regional
  (Cuyamaca, Grossmont, San Diego City, Mesa,
   Miramar, Southwestern)
San Joaquin Delta
San Mateo Colleges Regional
  (Canada, Skyline)
Santa Barbara
Santa Clara County Regional
  (DeAnza, Foothill, Mission, San Jose, West
   Valley)
Santa Monica
Santa Rosa
Shasta
Sierra
Solano
SWAT (Southwest, West and Trade) Regional
  (Los Angeles Southwest, Los Angeles Trade Tech,
   West Los Angeles)
The Valley/Crafton Regional
  (Crafton Hills, San Bernardino)
Ventura
West Hills Coalinga
West Hills Lemoore
Yuba District Regional
  (Woodland, Yuba)

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/EESD via phone, mail and electronically. Continue to mediate between individual colleges and the CDE/EESD

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. Review current evaluation practices and make quality improvement upgrades to the evaluation process guided by the model of results based accountability. 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, phase in, and coordinate a state administered Director Mentor program that replaces the current local model.
14. Develop and coordinate a limited number of Director Mentor Information Sessions and Institutes via webinar and/or at various locations throughout the state.
15. Develop and coordinate at least two annual Advanced Director Mentor Institutes, via an in-person format and/or via webinars.
16. Establish community standards for the quality of early childhood programs including collaboration and alignments with the state Quality Counts program.
17. Develop and coordinate leadership training beyond the Director Mentor with the Leadership in Equity symposium, and work to support local efforts for Leadership training and succession planning.
18. Support partnerships between participating community colleges and Early Childhood programs in their communities, especially with QRIS Quality Counts
19. Provide ongoing resources for the support of the community college programs by disseminating materials, publications, etc. that may be made available.
20. Coordinate and assess satisfaction with the CECMP at community colleges across California.
21. As of program year two (2019-20) the Assistant Director of the Mentor Program will manage the Director Mentor Component of the program.

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- this will be brought back to the responsibilities of the program office in the next two years). There will be funds available through supplemental support grants for a select number of local programs who wish to continue to support an ongoing local 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 CECMP.

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 CECMP.

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-there will be a process developed by the program office with criteria for how this is accomplished in the future for program year 2019-20)

4. Modify and distribute Mentor and Director Mentor applications and Re-Certification applications and establish appropriate application deadlines. Director Mentor application process will be revamped for program year two (2019-20).

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- please note that these may be slightly modified as this program comes back to the state Mentor office)

  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- this will return to the program office in program year two (2019-20).

12. Provide Mentor and Director Seminar facilitators with the *Growing Leaders In-Service Training Resource Guide* and other necessary instructional materials. Beginning year two (2019-20) this guideline will only be in place for local programs who choose to continue holding a Director Mentor seminar.

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 being made available for Director Mentor Placement Contracts in program year one (2018-19) only as this responsibility will shift to the program office in the next program year.

26. Approve individual Director Mentor contracts for Director Mentoring Record activities. A unique type of stipend is available for Director Mentoring Record hours for program year one (2018-19) only. As stated above the approval of Director Mentor stipends will be switched to the program office beginning program year two (2019-20). 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.* for program year one (2018-19) only. These are all responsibilities that will return to the State Mentor office in the second year of this proposal.

27. 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; explaining that enrolling in the Early Care

and Education Workforce Registry is required; 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.)

28. 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; explaining that enrolling in the Early Care and Education Workforce Registry is required; and requiring their completion.

29. Serve, if requested and willing, as a Field Trainer for regional trainings.

Payments

30. Administer budget as detailed in the college's Letter of Agreement as required. Authorize all payments.

31. 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.

32. Apply to the CECMP office at Chabot College for, and utilize Supplemental Support Funding unique local program needs and innovation grants.

33. Apply to the CECMP office at Chabot College for, and utilize Supplemental Support Funding (may also still apply for Director Mentor funding if they had a Director Mentor component at their local area at the end of program year 2017-18.

34. Provide full reporting on the use of any Supplemental Support and Innovation Funding.

Evaluations

35. Facilitate program evaluation.

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

Agreements and Reports

37. 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.

38. Acknowledge that the Coordinator's payment may be withheld and/or reduced if reporting is not accomplished in a timely manner.

Mentor Program Meetings

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

Maintaining Records

41. 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.
42. 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 CECMP.
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
For program year one 2018-19 only

1.   Programs with Director Mentors at the end of 2017-18 program year. Beginning in in program year two (2019-2020) these requirements will only apply to local programs who apply for supplemental funding to support a Director Mentor seminar.)

2.   Director Seminar Facilitators shall:

      •   Plan curriculum for the Director Seminar with appropriate individualization for each participant.

      •   Work with the Mentor Coordinator and other interested parties to see that the Seminar addresses relevant and timely issues.

      •   Plan Director Seminar curriculum and activities to complement activities and objectives of existing directors' groups.

      •   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; explaining that enrolling in the Early Care and Education Workforce Registry is required; and strongly encouraging their completion.

- 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 enroll in the Early Care and Education Workforce Registry and 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

(enrolling in the Early Care and Education Workforce Registry is required).

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 (enrolling in the Early Care and Education Workforce Registry is required).

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 (enrolling in the Early Care and Education Workforce Registry is required).
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 (enrolling in the Early Care and Education Workforce Registry is required).

7. Complete an EESD Professional Development Profile for any professional development they receive from the Mentor Program (enrolling in the Early Care and Education Workforce Registry is required).

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 (enrolling in the Early Care and Education Workforce Registry is required).

R. Responsibilities of Mentor Selection Committee Members
These responsibilities as pertaining to the selection of Director Mentors will be changed as of program year two (2019-2020).
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 leadership training 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 and those participating in the state Quality Counts QRIS. Community college will be expected to work with their local QRIS lead in all recruitment efforts and whenever possible include them on their selection committee. 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.

Campus Coordinators will have the opportunity to attend a Fall Coordinators' meeting held in conjunction with the annual California Association for the Education of Young Children (CAAEYC) Professional Development Forum: Retreat for ECE Trainers, Coaches, and Faculty held jointly by CDE/EESD and CAAEYC. The PD Forum brings those who administer both the CDTC/CECMP programs locally, into contact with other PD providers – including those funded by the CDE/EESD – who address various aspects of workforce development and quality improvement. CDTC/CECMP Coordinators will attend a meeting on the preview day to the PD Forum. Coordinators will help plan and provide input for meeting topics. Topics may include support for engaging and supporting students on campus, how CDTC and CECMP Coordinators can align student services, reimbursement processes, working with local partners to share resources available to the ECE field such as Child Development Permits, and providing higher education and ECE related state updates to faculty.

This plan provides the opportunity for Coordinators to attend a meeting focused on their specific duties and role as Coordinators and provides an incentive to engage in dialog relevant to local issues and initiatives by attending the CDE/EESD and CAAEYC PD Forum. Due to the cost to attend the full PD Forum, Coordinators will be fully reimbursed by CDTC and/or the CECMP to attend the Coordinators' meeting and the two-day PD Forum (Thursday – Saturday) permitting availability of funds. Attendance will not be required, but highly encouraged.

As part of our continuing collaboration with other EESD-funded programs, the CDTC will work closely with the California Early Childhood Mentor Program (CECMP) to maximize the impact of public funding on quality improvement efforts in the child development field. Since 44 of the current 112 CECMP Mentor Coordinators and Co-Coordinators also serve as CDTC Campus Coordinators.

Cost permitting, Coordinators will have the opportunity to meet regionally at college campuses in the spring.

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* (especially as we are developing a cadre of Director Mentors who are trained to reliability on these tools) to support administrators of programs in all counties operating a QRIS to improve the quality of their programs in accordance with the Tiers designated in the Quality Continuum Framework. The CECMP program 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 including the new Adult Learning and coaching competencies into professional development activities and program training materials.

The program will continue to participate in the Training Portal initiative (Registry) (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 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. Registration in the Early Care and Education Workforce Registry is a prerequisite to being able to complete the Profile.

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 including planning and training as part of a succession plan for current reimbursement site contractors.
- 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. If the current video project which has just been completed in 2017 is approved in part of in whole by CDE-approved web technology standards, and after the requested edits have been made, then this will replace the video currently being described here in the next fiscal cycle of this proposal.

Data Collection

The CECMP 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 practice 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.

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Appendices

Appendix 1   Annual Timeline

Appendix 2   Mentor Allocation and Total Stipend Budget-two charts (8/1/18 – 6/30/20)

Appendix 3   Mentor Combined Regions

Appendix 4   Emerging Leaders for Equity Fellowship Pilot- Original Description

Appendix 5   Accountant 1 Job Description

Appendix 1 – Timeline

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Issue Letters of Agreement to all colleges		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	
PAS Reliability Training							X					

Appendix 2 – Mentor Allocation and Total Stipend Budget by Program,
(8/1/18-6/30/19)

Program	Total Mentors	Total Stipend Budget for Mentors and Director Mentors
Alameda Regional (Chabot, Las Positas, Merritt, Ohlone)	31	$51,758.00
Allan Hancock	2	$3,396.00
Antelope Valley	8	$13,584.00
Butte	12	$20,376.00
Cabrillo	7	$11,886.00
Central Valley Regional (Clovis, Reedley)	14	$23,772.00
Cerritos/ Rio Hondo Regional (Cerritos, Rio Hondo)	15	$25,470.00
Cerro Coso	0	$3,520.00
City College of San Francisco	17	$28,866.00
College of the Canyons	9	$15,282.00
College of the Desert	9	$15,282.00
College of Marin	4	$6,792.00
College of the Redwoods	7	$11,886.00
College of the Sequoias	6	$10,188.00
College of the Siskiyous	10	$16,980.00
Columbia	9	$15,282.00
Contra Costa	8	$13,584.00
Copper Mountain	2	$3,396.00
Cuesta	14	$23,772.00
Diablo Valley	10	$16,980.00
East Los Angeles	15	$25,470.00
El Camino/Compton Regional (Compton, El Camino)	14	$23,772.00
Feather River	6	$10,188.00
Foothill Regional (Chaffey, Citrus, Glendale, Mt. San Antonio, Pasadena City)	32	$53,456.00
Fresno	17	$28,866.00
Gavilan	4	$6,178.00
Hartnell	3	$5,094.00
High Desert Regional (Barstow, Victor Valley)	10	$16,980.00
Imperial Valley	2	$3,396.00
Kern County Regional (Bakersfield, Taft)	16	$27,168.00
Lake Tahoe	4	$6,794.00
Lassen	2	$3,396
Long Beach	8	$13,584.00
Los Angeles City	21	$35,658.00
Los Angeles Harbor	16	$27,168.00

Los Angeles Mission	10	$16,980.00
Los Angeles Pierce	7	$11,886.00
Los Angeles Valley	12	$20,376.00
Los Medanos	13	$22,074.00
Los Rios Regional (American River, Cosumnes River, Folsom Lake, Sacramento City)	11	$18,678.00
Mendocino	7	$11,886.00
Merced	12	$20,376.00
MiraCosta	10	$16,980.00
Modesto	3	$5,094.00
Monterey Peninsula	2	$3,396.00
Moorpark	12	$20,376.00
Mt. San Jacinto	10	$16,980.00
Napa	4	$6,794.00
Orange Regional	17	$28,866.00
Oxnard	7	$11,886.00
Palo Verde	2	$3,396.00
Palomar	6	$10,188.00
Porterville	3	$5,094.00
Riverside	4	$6,794.00
San Diego Regional (Cuyamaca, Grossmont, Mesa, Miramar, San Diego City, Southwestern)	26	$43,268.00
San Joaquin Delta	9	$15,282.00
San Mateo Colleges Regional (Canada, Skyline)	16	$27,168.00
Santa Barbara	2	$3,396.00
Santa Clara County Regional	11	$35,392.00
Santa Monica	24	$40,752.00
Santa Rosa	7	$11,886.00
Shasta	16	$27,168.00
Sierra	9	$15,282.00
Solano	3	$5,094.00
SWAT (Southwest, West and Trade) Regional (Los Angeles Southwest, Los Angeles Trade Tech, West Los Angeles)	11	$18,678.00
The Valley/Crafton Regional San	8	$13,584.00
Ventura	2	$3,396.00
West Hills College Coalinga	4	$6,792.00
West Hills College Lemoore	2	$3,396.00
Yuba District Regional (Woodland Hills, Yuba)	25	$42,899.30
Totals	**701**	**$1,190,753.30**

Appendix 2 – Mentor Allocation and Total Stipend Budget by Program, *(7/1/19-6/30/20)*

Program	Total Mentors	Total Stipend Budget for Mentors
Alameda Regional (Chabot, Las Positas, Merritt, Ohlone)	31	$43896.00
Allan Hancock	2	$2,832.00
Antelope Valley	8	$11,328.00
Butte	12	$16,992.00
Cabrillo	7	$9,912.00
Central Valley Regional (Clovis, Reedley)	14	$19,824.00
Cerritos/ Rio Hondo Regional (Cerritos, Rio Hondo)	15	$21,240.00
Cerro Coso		$3,520.00
City College of San Francisco	17	$24,072.00
College of the Canyons	9	$12,744.00
College of the Desert	9	$12,744.00
College of Marin	4	$5,664.00
College of the Redwoods	7	$9,912.00
College of the Sequoias	6	$8,496.00
College of the Siskiyous	10	$14,160.00
Columbia	9	$12,744.00
Contra Costa	8	$11,328.00
Copper Mountain	2	$2,832.00
Cuesta	14	$19,824.00
Diablo Valley	10	$14,160.00
East Los Angeles	15	$21,240.00
El Camino/Compton Regional (Compton, El Camino)	14	$19,824.00
Feather River	6	$8,496.00
Foothill Regional (Chaffey, Citrus, Glendale, Mt. San Antonio, Pasadena City)	32	$45,312.00
Fresno	17	$24,072.00
Gavillan	4	$6,178.00
Hartnell	3	$4,248.00
High Desert Regional (Barstow, Victor Valley)	10	$14,160.00
Imperial Valley	2	$2,832.00
Kern County Regional (Bakersfield, Taft)	16	$22,656.00
Lake Tahoe	4	$5,664.00
Lassen	2	$11,328.00
Long Beach	8	$11,328.00
Los Angeles City	21	$29,736.00
Los Angeles Harbor	16	$22656.00

Los Angeles Mission	10	$14,160.00
Los Angeles Pierce	7	$9,912.00
Los Angeles Valley	12	$16,992.00
Los Medanos	13	$18,408.00
Los Rios Regional	11	$15,576.001
(American River, Cosumnes River, Folsom Lake, Sacramento City)		
Mendocino	7	$9,912.00
Merced	12	$16,992.00
MiraCosta	10	$14,160.00
Modesto	3	$4,248.00
Monterey Peninsula	2	$2,832.00
Moorpark	12	$16,992.00
Mt. San Jacinto	10	$14,160.00
Napa	4	$5,664.00
Orange Regional	17	$24,072.00
(Fullerton, Irvine Valley, Orange Coast, Saddleback, Santa Ana, Santiago		
Oxnard	7	$9,912.00
Palo Verde	2	$2,832.00
Palomar	6	$8,496.00
Porterville	3	$4,248.00
Riverside	4	$5,664.00
San Diego Regional	26	$36,816.00
(Cuyamaca, Grossmont, Mesa, Miramar, San Diego City, Southwestern)		
San Joaquin Delta	9	$12,744.00
San Mateo Colleges Regional	16	$22,656.00
(Canada, Skyline)		
Santa Barbara	2	$2,832.00
Santa Clara County Regional (DeAnza, Foothill, Mission, San Jose, West Valley)	11	$29,222.00
Santa Monica	24	$33,984.00
Santa Rosa	7	$9,912.00
Shasta	16	$22,646.00
Sierra	9	$12,744.00
Solano	3	$4,248.00
SWAT (Southwest, West and Trade) Regional	11	$15,576.00
(Los Angeles Southwest, Los Angeles Trade Tech, West Los Angeles)		
The Valley/Crafton Regional San Bernardino	8	$11,328.00
(Crafton Hills, San Bernardino)		
Ventura	2	$2,832.00
West Hills College Coalinga	4	$5,664.00
West Hills College Lemoore	2	$2,832.00
Yuba District Regional	25	$35,495.07
(Woodland Hills, Yuba)		
Totals	**701**	**$992,711.07**
Director Mentor Component	**141**	**$138,618.58**
Grand total for Stipends		**$1,131,329.65**

Appendix 3 – Mentor Combined Regions

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

Appendix 4- Emerging Leaders in Equity- Original Pilot Description

Alameda County's Emerging Leaders Fellowship in Early Care and Education: A Professional Development Opportunity to Achieve Racial Equity and Systems Change

Invitation: A Groundbreaking Opportunity in Leadership Development

"I was promoted to a leadership position, but never had any formal training. No one ever supported my understanding of values, ethnicity, culture, and social justice or even what leadership means. We need to have these skills and understanding to be effective leaders." – **Alameda County ECE Site Supervisor**

The Alameda County Early Care and Education Program wishes to identify 10-12 individuals to participate in the inaugural Emerging Leaders Fellowship, part of a ground breaking project to build a national model for racial equity in Early Care and Education (ECE). Applicants should be interested in leading efforts for equity and demonstrate a strong desire to increase their knowledge, skills, and understanding of leadership and management relevant to today's early childhood professional communities. The Fellowship will provide individuals seeking to prepare themselves for advanced ECE leadership a rich learning experience grounded in racial equity, social justice and values identification.

Overview: Institutional Systems Change: Who is Leading Early Care and Education Programs?

In the April 15, 2015 issue of the Atlantic, *"Are Americans Really Champions of Racial Equality?"* author Maribel Morey questions our nation's progress towards achieving racial equity: "Americans today are quite aware of racial discrimination, but even a half-century after the civil rights movement, still uncertain how to address it." She adds: "the public conversation on race continues to rely on an approach grounded more in wishful thinking than in hard fact." In Alameda County, California, the Early Care and Education Program is committed to taking steps to address this issue, especially as it applies to leadership in our field of Early Care and Education

(ECE). We are currently accepting applications for the first Emerging Leaders Fellowship in Early Care and Education. This fellowship is designed to help prepare the next generation of ECE supervisors and administrators serving children 0-5 and their families. Our hope is to disrupt the status quo to ensure that the ECE leadership in Alameda County reflects and values the diverse population of children birth to five years of age and their families.

Alameda County is a County rich in diversity and culture. Based on the 2014 Census, 33% identify as White, 29% as Asian, 23% Hispanic, 12% as Black or African American and 2% as Native American, Native Hawaiian or Other Pacific Islander. Diversity of the 115,179 children in Alameda County under the age of five, is even greater. However, the diversity of our County and our young children is not often reflected in leadership roles in ECE. In 2014, the Center for the Study of Child Care Employment at UC Berkeley found diverse communities and cultures were poorly represented in director, supervisor, and other leadership positions.

Who Should Apply

This application is open to emerging leaders who have at least three years of experience working

in the field of Early Care and Education as lead teachers, or less than five years of experience as site supervisors or directors. Fellows will be supported by facilitators, as well as by consultants who have knowledge of racially diverse communities, and/or have programs or practices that have demonstrated positive outcomes for young children, their families, and the workforce. The Fellowship is seeking professionals who are prepared to examine the complexities of ECE in diverse cultures and communities. Fellows must be comfortable sharing their own experiences and questions – and in learning from colleagues and experts in the ECE field.

Goal of the Emerging Leaders Fellowship

The goal of this fellowship is to prepare emerging leaders from diverse backgrounds to meet the modern day challenges faced by ECE programs. Its objectives are for Fellows to:

- Develop deep understanding of racial inequities and disparities and the impact of such institutional barriers on children, families and communities;
- Strengthen participants' leadership and management skills through in-depth, inquiry-based learning.

Fellowship Commitment

Applicants must be working at an Alameda County agency at least 30 hours per week. Also, you must work directly with children 0-5 or supervise individuals who do.

If accepted, you will be required to submit an agreement form signed by both you and your supervisor committing to the following:

- Fully participate in the initial orientation session July 19 and 20 in Livermore at the historic Ravenswood Conference Site. The two-day experience will:
- Foster community within the overall group;
- Build background knowledge in leadership development;
- Grow an equity-focused community of practice;
- Build equity consciousness;
- Support Fellows to consider their own values and beliefs in context to themselves as leaders; and
- Begin to identify specific areas of interest and learning.
- Fully participate in the 18 month Fellowship from 8:30am to 1:00pm on the dates below.

o August 6, 2016	o February 4, 2017	o August 5, 2017
o September 10, 2016	o March 4, 2017	o September 2, 2017
o October 1, 2016	o April 1, 2017	o October 7, 2017
o November 5, 2016	o May 6, 2017	o November 4, 2017
o December 3, 2016	o June 3, 2017	
o January 7, 2017	o July 1, 2017	

- Participate in the closing full day celebration at Ravenswood Historic Park, December 6, 2017.
- Develop a leadership portfolio based upon session learning and activities.
- Complete brief readings and journaling assignments.

- Set individual learning goals and actively work to achieve them, and periodically report updates to the Alameda County Early Care and Education Planning Council (ACECPC).
- Contribute to a safe and trusting learning environment for self and peers by respecting and honoring the need for confidentiality and differences of opinion, learning style, ethnicity, sexual orientation, gender identity, creed, and class.
- Participate in up to four, 30 minute interviews (by phone or in person) over the course of the Fellowship for purposes of research and evaluation to monitor the program's progress towards meeting individual and project goals.
- Participants must have their supervisor's approval and release time from work (if applicable) for the orientation and closing retreats.
- Permit the use of participant photographs on websites, both a headshot and candid photos from events, and quotes regarding program experiences and participation.

Application Requirements:
If accepted, you will be required to submit the following:
- A Fellowship Commitment signed by both you and your supervisor.
- A fee* to offset costs.
  o $500 program fee due upon acceptance to the Institute

*If your agency participates in Quality Counts, funds received may be used to cover the fee with approval from Quality Counts staff at the County's ECE Program or First 5 Alameda County.
If you anticipate any challenges or barriers to participating in the Fellowship before submitting an application, please contact us to discuss. Some common challenges may include:
- I don't think I'll be able to pay the participation fee
- I don't think I'll be able to get my supervisor's support to participate
- I already know I can't commit to one of the fellowship dates

Please contact Neva Bandelow at neva.bandelow@acgov.org for any immediate questions you have about participation.
Administrators and Supervisors Element
Current Site Supervisors and Administrators with five or more years of experience are encouraged to apply to the Fellowship as mentors. Ideal mentors demonstrate a commitment to examining and questioning one's own personal assumptions and institutional and structural policies and practices. Mentors will work collaboratively to develop a blueprint to promote early childhood systems that are explicitly and measurably equitable and excellent for all children – including but not limited to advancing chance through succession planning to Applicants do not need to support an emerging leader from their own agency (although preferred).
Mentor Commitment:
- Attend the second day of the Opening Retreat on July 20th, and provide key leadership insights to Fellows.
- Attend Fellowship meetings every other Saturday beginning July 30 from 8:30am - 12:30pm;

o   September 10, 2016   o   March 4, 2017   o   September 2, 2017

o   November 5, 2016   o   May 6, 2017   . o   November 4, 2017

o   January 7, 2017   o   July 1, 2017

- Attend the Closing celebration December 6, 2017.
- Pay a $250 program fee* to offset costs due upon acceptance to the Fellowship.

*If your agency participates in Quality Counts, funds received may be used to cover the fee with approval from Quality Counts staff at the County's ECE Program or First 5 Alameda County.

Overview of the Fellowship:

The Fellowship will be co-facilitated by Neva Bandelow and LaWanda Wesley. Neva and LaWanda both have a long history in the ECE field and work at Alameda County's ECE Program.

Neva Bandelow works at the Alameda County Early Care and Education Program as the Planning Council Coordinator and Quality Improvement Program Manager. Her career in ECE has spanned over 25 years. Besides her work at the Council, she serves as adjunct faculty at local community colleges where she teaches students on topics focused on equity, diversity and teaching practice. Neva's work also provides her with opportunities to travel across the country, meeting populations while facilitating trainings focusing on quality teacher/child interactions. Neva is passionate in raising equity issues and is honored to be serving with colleagues across the nation on these critical policy needs. Neva holds a Bachelor's Degree in Liberal Studies, Early Childhood Education, Human and Community Services, and a Master of Arts degree in 21st Century Leadership.

LaWanda Wesley is the Quality Improvement Navigator for Alameda County's Quality Counts QRIS initiative. Prior to joining Alameda County in June 2015, she spent 10 years with Child Development, Inc., as the Northern California Program Resource Manager. She has a long-standing history as a collaborator on major early childhood education initiatives funded by the California Department of Education, Early Education Support Division. She is a former adjunct faculty instructor at Consumnes River College in Sacramento, Ca. While at the California Association for the Education of Young Children (CAEYC), she served as the Director for the state funded *Prekindergarten Learning and Development Guidelines Training Project*. This project affected over 52,000 children statewide who received direct services from trained preschool practitioners. Most recently, she graduated from Drexel University (June 2015), earning a doctoral degree in Educational Leadership and Management with a concentration in Higher Education. Child Care Exchange, a national early childhood leadership childhood organization, has recognized LaWanda as one of the emerging leaders in the country. She is personally and professionally moved by issues of equity and social justice. She is dedicated to changing the lives of all children, especially those from communities of color, poverty, and furthest reach from opportunity.

Sample Fellowship Topics:

- Envisioning the Future as an ECE Leader
- Confronting Realities of Injustice
- The Evolution of Transformational Leadership
- Defining Equity, Social Justice and Leadership
- Succession Planning for the ECE Profession
- How Do K-12 Social Justice Leadership and Early Childhood Inform Each Other?

EXHIBIT B

BUDGET DETAIL AND PAYMENT PROVISIONS

I. INVOICING AND PAYMENT:

For services satisfactorily rendered, and upon receipt and approval of the invoices, the State agrees to compensate the Contractor for actual expenditures incurred in accordance with the rates specified herein, which is attached hereto and made a part of this agreement.

Invoices shall include the **Agreement Number CN180198** and shall be submitted in arrears, not more frequently than monthly in duplicate to:

> **California Department of Education**
> **Early Care and Learning Support Division**
> **1430 N Street, Suite 3410**
> **Sacramento, CA 95814**
> **Attention: Luis Rios Jr.**

II. PAYMENT:

Payment will be made in accordance with, and within the time specified in, Government Code Chapter 4.5, commencing with Section 927.

III. BUDGET CONTINGENCY CLAUSE (Rev. 9/12):

A. It is mutually understood between the parties that this Agreement may have been written before ascertaining the availability of congressional or legislative appropriation of funds, for the mutual benefit of both parties in order to avoid program and fiscal delays that would occur if the Agreement were executed after that determination was made.

B. This Agreement is valid and enforceable only if sufficient funds are made available to the State by the United States Government or the California State Legislature for the purpose of this program. In addition, this Agreement is subject to any additional restrictions, limitations, conditions, or any statute enacted by the Congress or the State Legislature that may affect the provisions, terms or funding of this Agreement in any manner.

C. It is mutually agreed that if the Congress or the State Legislature does not appropriate sufficient funds for the program, this Agreement shall be amended to reflect any reduction in funds.

D. Pursuant to GC, Section 927.13, no late payment penalty shall accrue during any time period for which there is no Budget Act in effect, nor on any payment or refund that is the result of a federally mandated program or that is directly dependent upon the receipt of federal funds by a state agency.

E. CDE has the option to terminate the Agreement under the 30-day termination clause or to amend the Agreement to reflect any reduction in funds.

IV.   TRAVEL:

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 regulation.

V.   PRIOR APPROVAL OF OUT-OF-STATE TRAVEL:

All out-of-state travel by the Contractor or subcontractor(s) for purposes of this agreement is subject to prior written approval by the CDE Contract Monitor specified in this agreement.

VI.   BUDGET ADJUSTMENTS (Rev. 9/14):

Contractor may make minor adjustments to the budget by diverting surplus funds in one line item to other line items; provided, however, that: i) Contractor may use no more than ten percent (10%) from one single line item to defray allowable direct costs under other budget line items within the same fiscal year; ii) the adjustment is documented in the "Ten Percent No-Cost Budget Adjustment" Form (CO-230); iii) the CDE Contract Monitor and a CDE Division Director approves the CO-230 in advance; and iv) the adjustment can be done only one time per fiscal year and cannot exceed ten percent (10%) of a single line item. Requests for budget adjustments must be submitted to the CDE Contract Monitor via email and a copy of the signed CO-230 must accompany any invoice for which the adjustment is applicable. Contractor may not make any adjustments until formal prior written approval has been obtained from the CDE Contract Monitor and CDE Division Director, through this CO-230 process.

Any other budget adjustment (i.e., more than 10%, multiple line items, etc.) requires a formal contract amendment and approval by the State Department of General Services, if applicable.

Rates may not be increased through any type of budget adjustment.

Ten Percent No-Cost Budget Adjustment	CDE Contract Number:

Contractor Name: Chabot-Las Positas Community College District

Contractor Contract Monitor: Ronald Gerhard

Email Address: rgerhard@clpccd.org   Phone Number: 925-485-5253

CDE Division Name: Chabot College

CDE Contract Monitor: Mary Anne Doan

Email Address: mdoan@chabotcollege.edu   Phone Number: 510-726-6625

Justification For Change:

Instructions: Contractor may make minor adjustments to the budget by diverting surplus funds in one line item to other line items; provided, however, that: i) Contractor may use no more than ten percent (10%) from one single line item to defray allowable direct costs under other budget line items within the same fiscal year; ii) the adjustment is documented in this "Ten Percent No-Cost Budget Adjustment" Form CO-230; iii) the CDE Contract Monitor and a CDE Division Director approves the CO-230 in advance; and iv) the adjustment can be done only one time per fiscal year and cannot exceed ten percent (10%) of a single line item. Requests for budget adjustments must be submitted to the CDE Contract Monitor via email and a copy of the signed CO-230 must accompany any invoice for which the adjustment is applicable. Contractor may not make any adjustments until formal prior written approval has been obtained from the CDE Contract Monitor through this CO-230 process.

Any other budget adjustment (i.e., more than 10%, multiple line items, etc.) requires a formal contract amendment and approval by the State Department of General Services, if applicable. Rates may not be increased through any type of budget adjustment.

Fiscal Year	Line Item(s)*	Original Total*	Proposed (+/-)	Revised Total
TOTAL			$0.00	$0.00

*Line Items and original totals must match those listed in the original budget

On behalf of the Contractor, I certify that the changes listed above have no impact on the scope of work and agree to provide services as stated in the contract on this date. I also agree to incorporate the changes listed above into any subsequent amendment.

Contractor Contract Monitor: _____ Date: _____

As the CDE Contract Monitor, I certify that the changes listed above have no impact on the scope of work and services will continue as stated in the contract. I will ensure that the changes listed above will be incorporated into any subsequent amendment.

CDE Contract Monitor: _____ Date: _____

CDE Division Director: _____ Date: _____

Print Name: _____

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This form must accompany any invoice for which the adjustment is applicable

This proposal is for 24 months:
Program Year One (8/1/18-6/30/19) for $2,921,295.00
Program Year Two (7/1/19-6/30/20) for $2,921,295.00
For a grand total of $5,842,590.00.

Budget Summary	Year One 2018-2019	Year Two 2019-2020
Expenditure Description		
ADMINISTRATION		
Personnel		
Program Director	$151,720.90	$156,272.53
Assistant Director	$113,556.68	$122,811.55
Program Manager/Analyst	$83,287.61	$85,786.24
Accountant I	$72,222.53	$76,192.19
Student Assistants	$1,180.84	$1,180.84
Subtotal – Benefited Positions	**$421,968.56**	**$442,243.35**
Benefits	$167,774.92	$221,121.67
Consultants	$17,500.00	$17,500.00
Subtotal - Personnel	**$607,243.48**	**$680,865.02**
Other Operating Expenses		
Postage	$3,828.12	$3,828.12
General Supplies	$5,298.00	$5,208.00
Printing/copying	$504.00	$504.00
Travel	$11,954.56	$11,954.56
Computer Support	$52,125.00	$52,125.00
Office Equipment	$1,200.01	$1,200.00
Subtotal - Other Operating Expenses	**$74,909.69**	**$74,819.56**
LINE ITEM TOTAL FOR ADMINISTRATION	**$682,153.17**	**$755,684.58**
LOCAL ASSISTANCE		
Supplemental Support Grants	$20,000.00	$20,000.00
Instruction, Training, and Institutes	$317,825.26	$303,717.50
Materials, Supplies, Printing and Copying	$18,480.00	$18,480.00
Stipends and Honorariums	$1,617,264.30	$1,557,840.65
LINE ITEM TOTAL FOR LOCAL ASSISTANCE	**$1,973,569.56**	**$1,900,038.15**
Subtotals	**$2,655,722.73**	**$2,655,722.73**
Overhead (10%)	**$265,572.27**	**$265,572.27**
TOTAL PROGRAM EXPENDITURE	$2,921,295.00	$2,921,295.00

Budget Narrative Year One (8/1/18-6/30/19)

<u>**Administration**</u>

<u>**Personnel**</u>

Program Director (Mary Anne Doan)	A fulltime administrative position at an annual salary of $151,720.90
Assistant Director (Michelle St. Germaine)	A fulltime administrative position at an annual salary of $113,556.68
Program Manager/Analyst	A fulltime classified position at an annual salary of $83,287.61
Accountant I	A fulltime classified position at an annual salary of $72,222.53
Student Assistants	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 $1,180.84
Benefits	Program Director, Assistant Director, Program Manager/Analyst, Accountant 1 and Student Assistants. These include Health & Welfare, PERS, FICA, Medicare, WCI, SUI and "Consolidated Benefits." They have been calculated as an aggregate of budgeted salaries and wages at $167,774.92
Consultants	Consultants will be paid at a rate of no more than $50.00 per hour and not to exceed **$17,500.00**

Subtotal for Personnel $607,243.48

<u>**Other Operating Expenses**</u>

Postage	This covers the costs of mailings @ **$319.01 per month**, including: 1) regular communications to the local programs including over 1,600 participants; 2) mailing of 5,000 recruitment flyers for the Director Mentor Institutes and informational sessions to directors and site supervisors around the state; 3)

mailing materials to those seeking program information; 4) mailing materials to attendees of the Director Mentor Online Information Sessions; 5) mailing of CDE materials to program participants as requested; 6) Mailing conference/meeting materials for CECMP presentations/meetings to conference/meeting venues as needed; 7) other mailings as needs arise. Where possible, all mailings will be done via email to minimize costs.

Total: $3,828.12

General Supplies

This includes all office supplies and meeting materials **@ $441.50 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; 3) two Director Mentor Institutes for 80 attendees; 4) the Mentor Institute for 104 Mentor Teachers; 5) one Advanced Director Mentor Institute for 40 attendees; 6) 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, Eventbrite, Caspio and other online resources.

Total: $5,298.00

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 for40 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; orientation meetings for prospective and new Coordinators and visiting local mentor programs to support the development of Director Mentor recruitment and retention. 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; Field Trainers' travel and Consultant travel. All reimbursements will be made at state rates according to state rules

Total Travel for Program Staff: $11,954.56

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 **$9,500.00** 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 **$3,000.00** for designing and updating online forms and to maintain, upgrade and enhance the Mentor Program website.

Total: $52,125.00

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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: $1,200.01

Subtotal Operating Expenses $74,909.69

Local Assistance

Supplemental Support Grants

Local Mentor Program Grants of up to $1,000.00 each will be made available to Local Mentor Programs. These additional funds may be used to support additional Mentor Courses, Mentor Seminars, and Director Mentor Seminars, recruit attendees for informational webinars and/or for local Mentor activities, support additional outreach efforts to recruit Mentors, or strengthen the local Mentor Seminar. 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 10 Mentor Programs may be granted this funding within the maximum possible total for all such grants of $10,000.00 Priority will be given to those programs already successfully utilizing these funds.

As of program year two (2019-2020) these funds may only be applied for by local Mentor Programs to hold specific Director Mentor Activities. These activities may include: local Director Conference or Workshop, support of a local Director meeting, and or for specific Director Mentor related activities. No longer will recruitment and retention grants be supplied to the local area due to the Mentor program office overseeing recruitment and retention of Director Mentors as of program year two.

Innovation Grants of up to $1,000.00 will also be available to local Mentor Programs with the maximum possible of grants awarded to be $ 10,000.00. These grants will be awarded based on the description of the innovative concept and or activity the local program is proposing. Priority will be given to concepts or ideas that support leadership, reflective practice and communities of practice beyond what they are currently doing.

Total: $20,000.00

The Supplemental Supports Grants are made available to offer local Mentor programs unique local area support opportunities. Funds permitting, the contractor will ensure funds are applied to, supplementary grants and innovation grants. The contractor may use expenditures in any of the categories herein to maximize efficiently the use the allocated funds.

Instruction, Training and Institutes

Instruction

Each of 55 single-college programs is allocated **$1,805.00** for Instruction, and each of 15 regional programs is allocated **$2,632.00**.

Total: $138,755.00

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 9 courses will be funded:9 additional 2-unit Adult Sup courses @$1,584.00 **$14,256.00**

Total: $153,011.00

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 per Diem 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

Mentor Institute

The twenty-eighth annual Mentor Institute will be held June, 2019. Up to 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 and 3 Mentor Staff @ $366.00 each.**

This aggregate includes lodging, per diem, travel, facility rental and trainers. Travel, lodging, per diem and reimbursements will be at state rates.

Total: $39,162.00

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, per diem, facilities, trainers, etc.) will be borne by the Mentor Program. The calculation is based on **40 Director Mentors and 3 Mentor Staff @ $500.00 each**. Travel, lodging, per diem and reimbursements will be at state rates.   Costs for trainers for the webinar sessions are
$1,200.00 (**four webinar sessions @ $300/session**).

Total: $22,700.00

Early Leaders in Equity Seminar

The Early Leaders in Equity Seminar will be conducted over the two-year contract. However, for ease of understanding the costs have been broken down into each program year.

Inaugural Seminar will include the costs for 12 participants, EL2 Faculty, and the CECMP Director. The budget includes funds for the venue, per diem, lodging, and travel costs for four facilitators, four facilitator stipends. This breaks down into a cost of $360.44 per person (12 participants and the CECMP Director.) All reimbursements will be in accordance with State rates.

Total of $4,685.72

17 Monthly full day Seminars spread out over the two-year contract. These seminars include per diem for breakfast and lunch, materials, facilitator stipend and travel costs. These costs are $722.32 per person (12 participants and CECMP Director.)

Total of $9,389.90

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Final Seminar will be a recognition of completers of the seminar and costs will include materials, per diem, and venue costs.

Total of $924.38

The grand total for the Emerging Leaders Seminar is $30,000.00 this is divided for each program year. Program year 2018-19 total is $15,000.00.

PAS/ BAS Reliability Training

PAS and BAS reliability training will alternate between program years. BAS training will be held year one.

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 a conference venue to host the training. The training (including room, AV, etc.), lodging and per diem for the participants will take place onsite at the venue. All prices are approximate and subject to change.

BAS Training	
Item	Amount
Trainers' Fee	$16,000.00
Trainers' Travel	$5,020.00
BAS Assessor Certification Application Fee (12 FCCH Director Mentors @ $150 each)	$1,800.00
Participant Materials Fee (12 FCCH Director Mentors @ $50 each)	$600.00
Meeting Room, Lodging and Meals (combined package @ $198.68/day for 12 Director Mentors and 1 Mentor staff facilitator for four nights @ $196.68/day)	$10,331.36
Participants' Travel (airfare, mileage, parking, tolls, etc. @ $300 for 12 Director Mentors and 1Mentor staff	$3,900.00

Total Training, Meeting Room and Travel, BAS Reliability Training: $37,651.36

PAS and BAS Recertification for Current Certified Director Mentors up for Recertification	
Recertification Fee, PAS	$150.00
Recertification Fee, BAS	$150.00

Total Recertification, PAS and BAS: $2,250.00

Total Trainers, Meeting Room and Travel, /BAS Reliability Training and Recertification fees: $39,901.36

Coordinators Fall Forum Training

Faculty Campus Coordinators will attend a mandatory CECMP Business Webinar in September 2018. The CDTC/CECMP Fall Coordinator Meeting will take place in conjunction with the annual Fall Professional Development Forum: Professional Development Retreat for ECE Trainers, Coaches, and Faculty held jointly by EESD and CAAEYC. The CDTC and CECMP Coordinators will have the opportunity to attend the Fall Coordinator Meeting and the full Professional Development Forum. Travel will be fully reimbursed to Coordinators permitting availability of funds. Attendance to the CDTC/CECMP Fall Meeting and CAAEYC Professional Development Forum is not mandatory, but highly encouraged. The projected travel cost for the Coordinator attendance is charted below.

Travel costs, airfare, Forum registration, hotel accommodations, per diem, and meeting costs have been calculated as follows- 30 Coordinators all expenses paid to attend the CAEYC Fall forum each program year which will include a half-day session exclusive for Coordinators of the Mentor Program and the California Child Development Training Consortium. Included are the aggregate costs for 30 Coordinators and three staff from the Mentor Program to attend each year.

Who	Item	Cost Each	Cost Total per year
30 Coordinators and 3 Mentor Program Staff	Lodging, Travel, Per diem**, Registration	$1,265.18	$41,750.90

Total for Fall Coordinators' Meeting: $41,750.90

**Depending on individual travel schedules, Coordinators might claim up to four meals/per diem (one breakfast @$7.00, one lunch @ $11.00, and three

dinners @ $23.00 each). Although each Coordinator could submit travel claims for a total of $87.00 for the five meals/per diem, 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 per diem per Coordinator and Mentor Program Staff member.

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

The Instruction, training and institutes are made available to offer participants professional development opportunities and activities. Funds permitting, the contractor will ensure funds are applied to, seminars, institutes and instruction. The contractor may charge expenditures in any of the categories herein to maximize efficiently the use the allocated funds.

Total for Instruction, Training, and Institutes: $317,825.26

Materials, Supplies, Printing and Copying

Materials for Mentors	55 single-college programs @ $101.00	$5,555.00
	7 Regional Programs [2 colleges each] @ $202.00	$1,414.00
	2 Regional Programs [3 colleges each] @ $303.00	$ 606.00
	2 Regional Programs [4 colleges each] @ $404.00	$ 808.00
	2 Regional Program [5 colleges each] @ $505.00	$1,010.00
	2 Regional Programs [6 colleges each] @ $606.00	$1,212.00

Total: $10,605.00

Printing/Copying	Each program is allocated the following:
	105 colleges @ $75.00 **Total $7,875.00**

The Materials, printing/copying are made available to offer local programs support in these areas. Funds permitting, the contractor will ensure funds are applied to, Materials and printing/copying. The contractor may charge expenditures in any of the categories herein to maximize efficiently the use the allocated funds.

Total for Materials, Supplies, Printing and Copying $18,480.00

Stipends and Honorariums

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**
1 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 22,500.00

Total for Coordinators: $304,700.00

Mentor Stipends

The total stipend budget ($1,190,753.30) 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 one Mentors are budgeted for stipends that include:

- Mentoring of college practicum students (@ $6/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 teachers 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 $1,190,753.30
Selection Committee Honoraria

Each program is allocated the following:

55 single-college programs @ 1,675.00
(10 members each) $92,125.00

8 Regional Programs [2 colleges each] @ $1,675.00
      (12 members each)
                                                     $13,400.00
1 Regional Program [3 colleges each] @ $2,010.00
      (13 members each)
                                                     $2,010.00
2 Regional Programs [4 colleges each] @ $2,180.00
(14 members each)
                                                     $4,360.00
1 Regional Program [5 colleges each] @ $2,347.00
      (15 members each)
                                                     $2,347.00
3 Regional Programs [6 colleges each] @ $2,523.00
      (16 members each) $7,569.00

Total: $121,811.00

The Stipends and Honorariums are made available to offer local programs support in these areas. Funds permitting, the contractor will ensure funds are applied to, Stipends and Honorarium. The contractor may charge expenditures in any of the categories herein to maximize efficiently the use the allocated funds.

Grand total for Stipends and Honorariums for 2018-19 is: **$1,617,264.30**

Budget Narrative Year Two (7/1/19-6/30/20)

Administration

Personnel

Program Director (Mary Anne Doan)	A fulltime administrative position at an annual salary of $156,272.53
Assistant Director (Michelle St. Germaine)	A fulltime administrative position at an annual salary of $122,811.55
Program Manager/Analyst	A fulltime classified position at an annual salary of $85,786.24.
Accountant I	A fulltime classified position at an annual salary of $76,192.19

Student Assistants

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 **$1,180.84**

Benefits

Program Director, Assistant Director, Program Manager/Analyst, Accountant 1 and Student Assistants. These include Health & Welfare, PERS, FICA, Medicare, WCI, SUI and "Consolidated Benefits." They have been calculated as an aggregate of budgeted salaries and wages at**$221,121.68**

Consultants

Consultants will be paid at a rate of no more than $50.00 per hour and not to exceed **$17,500.00**

Subtotal for Personnel $680,865.03

Other Operating Expenses

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 5,000 recruitment flyers for the Director Mentor Institutes and informational sessions to directors and site supervisors around the state; 3) mailing materials to those seeking program information; 4) mailing materials to attendees of the Director Mentor Online Information Sessions; 5) mailing of CDE materials to program participants as requested; 6) Mailing conference/meeting materials for CECMP presentations/meetings to conference/meeting venues as needed; 7) 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 **$434.00 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, Eventbrite, Caspio and   other online resources. **Total: $5,208.00**

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; orientation meetings for prospective and new Coordinators and visiting local mentor programs to support the development of Director Mentor recruitment and retention. 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; Field Trainers' travel and Consultant travel. All reimbursements will be made at state rates according to state rules.

Total Travel for Program Staff: $11,954.56

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 **$9,500.00** 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 **$3,000.00** for designing and updating online forms and to maintain, upgrade and enhance the Mentor Program website.

Total: $52,125.00

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: $1,200.00

Subtotal Operating Expenses $74,819.56

Local Assistance

Supplemental Support Grants

Local Mentor Program Grants of up to $1,000.00 each will be made available to Local Mentor Programs. These additional funds may be used to support additional Mentor Courses, Mentor Seminars, and Director Mentor Seminars, recruit attendees for informational webinars and/or for local Mentor activities, support additional outreach efforts to recruit Mentors, or strengthen the local Mentor Seminar. 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 10 Mentor Programs may be granted this funding within the maximum possible total for all such grants of $10,000.00 Priority will be given to those programs already successfully utilizing these funds.

As of program year 2019-2020 these funds may only be applied for by local Mentor Programs to hold specific Director Mentor Activities. These activities may include: local Director Conference or Workshop, support of a local Director meeting, and or for specific Director Mentor related activities. No longer will recruitment and retention grants be supplied to the local area due to the Mentor program office overseeing recruitment and retention of Director Mentors as of program year 2019-20.

Innovation Grants of up to $1,000.00 will also be available to local Mentor Programs with the maximum possible of grants awarded to be $ 10,000.00. These grants will be awarded based on the description of the innovative concept and or activity the local program is proposing. Priority will be given to concepts or ideas that support leadership, reflective practice and communities

of practice beyond what they are currently doing.

Total: $20,000.00

The Supplemental Supports Grants are made available to offer local Mentor programs unique local area support opportunities. Funds permitting, the contractor will ensure funds are applied to, supplementary grants and innovation grants. The contractor may use expenditures in any of the categories herein to maximize efficiently the use the allocated funds.

Instruction, Training and Institutes

Instruction

Each of 55 single-college programs is allocated **$1,188.00** for Instruction, and each of 15 regional programs is allocated **$2,632.00**.

Total: $104,820.00

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 12 courses will be funded:
12 additional 2-unit Adult Sup courses @$1,584.00
$19,008.00

Subtotal: $123,828.00

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 per Diem 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

Mentor Institute

The twenty-seventh annual Mentor Institute will be held June, 2018. Up to 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 up to**104 Mentors and 3 Mentor Staff @ $366.00 each**. This aggregate includes lodging, per diem, travel, facility rental and trainers. Travel, lodging, per diem and reimbursements will be at state rates.

Total: $39,162.00

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, per diem, facilities, trainers, etc.) will be borne by the Mentor Program. The calculation is based on **40 Director Mentors and 3 Mentor Staff @ $500.00 each**. Travel, lodging, per diem and reimbursements will be at state rates. Costs for trainers for the webinar sessions are $1,200.00 (**four webinar sessions @ $300/session**).

Total: $22,700.00

Early Leaders in Equity Seminar

The Early Leaders in Equity Seminar will be conducted over the two-year contract. However, for ease of understanding the costs have been broken down into each program year.

Inaugural Seminar will include the costs for 12 participants, EL2 Faculty, and the CECMP Director. The budget includes funds for the venue, per diem, lodging, and travel costs for four facilitators, four facilitator stipends. This breaks down into a cost of $360.44 per person (12 participants and the CECMP Director.) All reimbursements will be in accordance with State rates.

Total of $4,685.72

17 Monthly full day Seminars spread out over the two-year contract. These seminars include per diem for breakfast and lunch, materials, facilitator stipend and travel costs. These costs are $722.30 per person (12 participants and CECMP Director.)

Total of $9,389.90

Final Seminar will be a recondition of completers of the seminar and costs will include materials, per diem, and venue costs.

Total of $924.38

The grand total for the Early Leaders in Equity Seminar is $30.000 for the total 24-month contract. For 2019-20 the total is $15,000.00

PAS/ BAS Reliability Training
PAS Reliability Training

PAS 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 a conference venue to host the training. The training (including room, AV, etc.), lodging and per diem for the participants will take place onsite at the venue. All prices are approximate and subject to change.

PAS Reliability Training	
Item	Amount
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	$20,000.00
Trainers' Travel: Total travel days for Trainers is six days for two Trainers	$5,580.00
PAS Assessor Certification Application Fee (18 center-based Director Mentors @ $150 each)	$2,700.00
Participant Materials Fee (18	$900.00

center-based Director Mentors @ $50 each)	
Meeting Room, Lodging and Meals (combined package @ $198.68/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 and from the Airport. The rate is calculated at $196.68 x 19 people x 5 days/nights = $18,685.00	$18,874.60
Participants' Travel (airfare, mileage, parking, tolls, etc. @ $300 for 18 Director Mentors and 1 Mentor staff member.)	$5,700.00
Stipend for attending the training: $54 each for 18 Director Mentors	$972.00

Total Trainers, Meeting Room and Travel, PAS Reliability Training:$54,726.60

PAS/BAS Recertification	
Recertification Fee for Up to 15 Director Mentors @ $150 each	$2,250.00

Total Recertification, PAS/BAS: $2,250.00

Grand total for PAS Reliability Training is $54,976.60

Coordinators Fall Forum Training

Faculty Campus Coordinators will attend a mandatory CECMP Business Webinar in September 2018. The CDTC/CECMP Fall Coordinator Meeting will take place in conjunction with the annual Fall Professional Development Forum: Professional Development Retreat for ECE Trainers, Coaches, and Faculty held jointly by EESD and CAAEYC. The CDTC and CECMP Coordinators will have the

opportunity to attend the Fall Coordinator Meeting and the full Professional Development Forum. Travel will be fully reimbursed to Coordinators permitting availability of funds. Attendance to the CDTC/CECMP Fall Meeting and CAAEYC Professional Development Forum is not mandatory, but highly encouraged. The projected travel cost for the Coordinator attendance is charted below.

Travel costs, airfare, Forum registration, hotel accommodations, per diem, and meeting costs for the Coordinator Fall Forum training have been calculated as follows- 30 Coordinators all expenses paid to attend the CAEYC Fall forum each program year which will include a half-day session exclusive for Coordinators of the Mentor Program and the California Child Development Training Consortium. Included are the aggregate costs for 30 Coordinators and three staff from the Mentor Program to attend each year

Who	Item	Cost	Cost Total per
30 Coordinators and 3 Mentor Program Staff	Lodging, Travel, Per diem**, Registratio n	$1,265.1 8	$41,750.90

Total for Fall Coordinators' Meeting: $41,750.90

**Depending on individual travel schedules, Coordinators might claim up to four meals/per diem (one breakfast @ $7.00, one lunch @ $11.00, and three dinners @ $23.00 each). Although each Coordinator could submit travel claims for a total of $87.00 for the five meals/per diem, 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 per diem per Coordinator and Mentor Program Staff member.

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

In order to maximize full expenditure of funds within a related category the activities listed under the budget category of ***Instruction, Training, and Institutes*** that are not fully expended in a particular activity may be used by another activity within the Instruction, Training and Institutes category.
Total for Instruction, Training, and Institutes: $303,717.50

Materials, Supplies, Printing and Copying

Materials for Mentors	55 single-college programs @ $101.00	$5,555.00
	7 Regional Programs [2 colleges each] @ $202.00	$1,414.00
	2 Regional Programs [3 colleges each] @ $303.00	$ 606.00
	2 Regional Programs [4 colleges each] @ $404.00	$ 808.00
	2 Regional Program [5 colleges each] @ $505.00	$1,010.00
	2 Regional Programs [6 colleges each] @ $606.	$1,212.00
		Total: $10,605.00

Printing/Copying   Each program is allocated the following:
105 colleges @ $75.00   **Total $7,875.00**

The Materials, printing/copying are made available to offer local programs support in these areas. Funds permitting, the contractor will ensure funds are applied to, Materials and printing/copying. The contractor may charge expenditures in any of the categories herein to maximize efficiently the use the allocated funds.

Total for Materials, Supplies, Printing and Copying $18,480.00
Stipends and Honorariums

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**
1 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 of: $22,500.00

Total for Coordinators: $304,700.00

Mentor Stipends

The total stipend budget ($1,131,329.65) 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 one Mentors are budgeted for stipends that include:
•   Mentoring of college practicum students (@ $6/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 teachers 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.

In-Service Training Stipend a $250.00 for attending the Director Mentor Seminar led by the program office.

If funds permit a stipend will be provided to Mentor Caucus members at no more than $500.00 for the program year.

Subtotal for Mentor Stipends is $1,131,329.65

Selection Committee Honoraria
Each program is allocated the following:

55 single-college programs @ $1,675.00
(10 members each) $92,125.00
8 Regional Programs [2 colleges each] @ $1,675.00
(12 members each) $13,400.00
1 Regional Program [3 colleges each] @ $2,010.00
(13 members each) $2,010.00
2 Regional Programs [4 colleges each] @ 2,180.00
(14 members each) $4,360.00
1 Regional Program [5 colleges each] @ $2,347.00
(15 members each) $2,347.00
3 Regional Programs [6 colleges each] @ 2,523.00
(16 members each) $7,569.00

Total: $121,811.00

Stipends and Honorariums total for 2019-20 **$1,557,840.65**

The Stipends and Honorariums are made available to offer local programs support in these areas. Funds permitting, the contractor will ensure funds are applied to, Stipends and Honorarium. The contractor may charge expenditures in any of the categories herein to maximize efficiently the use the allocated funds

EXHIBIT D

SPECIAL TERMS & CONDITIONS

I. **RESOLUTION OF DISPUTES:**

If the Contractor disputes any action by the CDE Contract Monitor arising under or out of the performance of this contract, the Contractor shall notify the CDE Contract Monitor of the dispute in writing and request a claims decision. The CDE Contract Monitor shall issue a decision within 30 days of the Contractor's notice. If the Contractor disagrees with the CDE Contract Monitor's claims decision, the Contractor shall submit a formal claim to the Superintendent of Public Instruction or the Superintendent's designee. The decision of the Superintendent shall be final and conclusive on the claim unless the decision is arbitrary, capricious, or grossly erroneous or if any determination of fact is unsupported by substantial evidence. The decision may encompass facts, interpretations of the contract, and determinations or applications of law. The decision shall be in writing following an opportunity for the Contractor to present oral or documentary evidence and arguments in support of the claim. The Contractor shall continue with the responsibilities under this Agreement during any dispute.

II. **RIGHT TO TERMINATE:**

The State reserves the right to terminate this agreement subject to 30 days written notice to the Contractor. Contractor may submit a written request to terminate this agreement only if the State should substantially fail to perform its responsibilities as provided herein.

However, the agreement can be immediately terminated for cause. The term "for cause" shall mean that the Contractor fails to meet the terms, conditions, and/or responsibilities of the contract. In this instance, the contract termination shall be effective as of the date indicated on the State's notification to the Contractor.

This agreement may be suspended or cancelled without notice, at the option of the Contractor, if the Contractor or State's premises or equipment are destroyed by fire or other catastrophe, or so substantially damaged that it is impractical to continue service, or in the event the Contractor is unable to render services as a result of any action by any governmental authority.

III. **ICT ACCESSIBILITY REQUIREMENTS (05/2018):**

Unless the scope of work expressly provides that the CDE shall be responsible for all 508 compliance:

A. Contractor shall, in accordance with California Government Code section 11135 (which requires state agencies to comply with Section 508 of the federal Rehabilitation Act of 1973 (Section 508)), ensure that any and all Information and Communications Technology (ICT) deliverables developed, procured, or

1

maintained as a result of this contract shall comply with state and federal accessibility requirements, including: (i) the California Department of Education's (CDE) Web Content Accessibility Guidelines (WCAG) 2.0 at the AA level found at: http://www.w3.org/TR/WCAG20/, (ii) the CDE's Web Standards found at: https://www.cde.ca.gov/re/di/ws/webstandards.asp, and (iii) the CDE's Web Application Review Team (WebART) review process found at: https://www.cde.ca.gov/re/di/ws/webartproc.asp.

B.   The definition of "Information and Communications Technology" or "ICT" includes but is not limited to: computer hardware, software, cloud services, websites, web content, web or mobile application, office documents (e.g., MS Word, MS Excel, MS PowerPoint, PDF), multimedia, social media, email, and electronic devices.

C.   Contractor shall employ a section 508 compliance expert with qualifications and experience acceptable to the CDE to: (i) advise Contractor during ICT deliverable development, and (ii) certify in writing on behalf of Contractor that the ICT deliverables are fully compliant with the standards in subsection A above and Section 508 prior to submission to, or use by, the CDE. Such certification shall also include a statement describing precise methods by which compliance was determined, along with the results of testing. The Contractor is responsible for any costs associated with breach of such certification.

D.   Upon CDE's request, the Contractor must provide to the CDE all source files for ICT deliverables to the CDE for the purpose of improving accessibility. This may include non-proprietary code, unedited pictures and video, and original documents prior to PDF conversion among others.

EXHIBIT E
ADDITIONAL PROVISIONS

I. CONTRACTS FUNDED BY THE FEDERAL GOVERNMENT:

It is mutually understood between the parties that this contract may have been written before ascertaining the availability of congressional appropriation of funds, for the mutual benefit of both parties, in order to avoid program and fiscal delays which would occur if the contract were executed after that determination was made.

This contract is valid and enforceable only if sufficient funds are made available to the State by the United States Government for the Fiscal Year(s) covered by this agreement for the purposes of this program. In addition, this contract is subject to any additional restrictions, limitations, or conditions enacted by the Congress or any statute enacted by the Congress, which may affect the provisions, terms, or funding of this contract in any manner.

It is mutually agreed that if Congress does not appropriate sufficient funds for the program, this contract shall be amended to reflect any reduction in funds.

The department has the option to void the contract under the 30-day termination clause or to amend the contract to reflect any reduction of funds.

The recipient shall comply with the reporting requirements set forth in *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, 2 CFR* Part 200.

II. STAFF REPLACEMENTS:

The Contractor will be required to obtain prior approval from the CDE Contract Monitor before changing professional project personnel.

III. PRIOR APPROVAL:

A. The Contractor shall obtain prior written approval from the CDE Contract Monitor for any purchase or subcontract exceeding two thousand five hundred dollars ($2,500.00). The approval request shall contain all particulars necessary for evaluation of the necessity or desirability of incurring such costs and the reasonableness of the cost. Three competitive quotations must be submitted or adequate justification provided in the absence of bidding.

B. The Contractor shall obtain prior written approval for the location, costs, dates, agenda, instructors, instructional materials and attendees at training seminars, workshops or conferences and any publicity or educational materials to be made available for distribution.

IV.   **ACKNOWLEDGMENT:**

The Contractor shall acknowledge the support of the CDE when publicizing the work performed under this agreement. Materials developed with contract funds shall contain an acknowledgement of the use of State funds in the development of materials and a disclaimer that the contents do not necessarily reflect the position or policy of the CDE.

V.   **EQUIPMENT AND SUPPLIES:**

Equipment purchased under the provisions of this agreement is the property of the State and shall be used for its intended purpose during the term of this agreement. An inventory of all equipment purchased under this agreement shall be maintained. After the term of this agreement, the equipment shall be disposed of in accordance with instructions from the CDE Contract Monitor. Supplies not fully consumed in the performance of this agreement are the property of the State and shall be disposed of in accordance with instructions from the CDE Contract Monitor.

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, ☐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 proceeding 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);

(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)

Address: 7600 Dublin Blvd.   City: Dublin
State: CA   Zip Code: 94568

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

(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

a. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with he grant, and

b. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, 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 numbers(s) of each affected grant.

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

NAME OF APPLICANT: Chabot Las Positas Communiyt College District   CONTRACT: CN180198

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE:
Vice Chancellor of Business Services, Ronald Gerhard

SIGNATURE: DATE:

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	TITLE
	Vice Chancellor, Business Services
APPLICANT ORGANIZATION	DATE SUBMITTED
Chabot-Las Positas Community College District	

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

AGREEMENT

CALIFORNIA EARLY CHILDHOOD MENTOR PROGRAM

This Agreement is being executed as of December 5, 2018, for the contract term beginning August 1, 2018, entered into by and between: the Chabot-Las Positas Community College District (CLPCCD), hereinafter known as the "District," on behalf of its California Early Childhood Mentor Program, hereinafter known as the "Mentor Program," and (Insert Name of Community College), hereinafter known as "Contractor."

This agreement is entered into through the Chabot-Las Positas Community College District Board of Trustees approval process, pursuant to Agenda Item (Insert item number) for Tuesday, December 4, 2018.

    Appropriation or Grant Number   CN180198

RECITALS:

Whereas, the Chabot-Las Positas Community College District has applied for and has received a grant from the California State Department of Education for the purposes of operating a Mentor Program; and

Whereas, the CLPCCD has received authorization from its Board of Trustees to enter into agreements with California community colleges to provide such services as: coordinating and offering an adult supervision course and seminars for mentors and directors; coordinating and developing mentoring programs; offering honoraria for faculty working with the college mentoring program; providing books and other instructional materials for mentors; and printing and copying mentor materials.

Now, therefore, the parties agree as follows:

1.   **TERM**: The term of this Agreement shall commence on August 1, 2018 and terminate June 30, 2019 except as otherwise set forth in this agreement.

2.   **SERVICES TO BE RENDERED BY CONTRACTOR**: The services to be rendered are incorporated by reference as in attachment A. If any terms of the attachment and this Agreement are in conflict, this Agreement shall prevail.

3.   **PAYMENT**: Invoice to be submitted and payment as a stipend to be made by District to Contractor shall be as set forth in Attachment A.

4.   **INDEPENDENT CONTRACTOR**: The parties agree that with regard to this Agreement, Contractor is an independent contractor and not an employee of the District.

Any terms in this Agreement or its attachments referring to direction from the District shall be construed as providing for direction as to policy and the result of work only, and not as to the means by which such a result is obtained.

5.   **EXPENSES FOR EQUIPMENT, TOOLS, MATERIALS OR SUPPLIES**: Contractor shall supply, at no cost or charge to District, all equipment, tools, materials, and/or supplies to accomplish the services agreed to be performed unless otherwise provided in this agreement; District shall not be liable to Contractor for any expenses paid or incurred by Contractor not provided for in this agreement unless otherwise agreed to in advance in writing.

6.   **ASSIGNMENT**: Contractor shall not assign this Agreement nor the consideration payable under this Agreement without the written consent of the District.

7. **TERMINATION**: District may terminate this Agreement for District's convenience and without cause at any time by giving the other parties written notice of such termination. The notice shall specify the date upon which the termination becomes effective. In the event of such termination, Contractor shall be paid for his/her services that have been performed to the satisfaction of the District under this Agreement, up to the date of termination. Any payment by District shall be conditioned on Contractor providing to the District any and all materials required by District related to the services rendered.

8. **WRITTEN NOTICE**: All notices required or permitted to be given by this Agreement shall be deemed given when personally delivered to the recipient thereof or two (2) days after it has been mailed by certified mail, return receipt requested, postage prepaid, and addressed to the parties.

Any party by a written notice to the other parties may change the address of notice or the names of the persons or parties to receive written notice.

9. **GOVERNING LAW**: This Agreement shall be construed in accordance with and governed by the laws of the State of California. Venue for all litigation relative to the formation, interpretation, and performance of the Agreement shall be in Dublin, California.

10. **SEVERABILITY**: If any term, provision, covenant, or condition of the Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the rest of the Agreement shall remain in full force and effect and in no way shall be affected, impaired, or invalidated.

11. **NON-WAIVER**: The failure of any party to exercise any of its rights under this Agreement for a breach thereof shall not be deemed to be a waiver of such rights or a waiver of any subsequent breach.

12. **NO AUTHORITY TO BIND DISTRICT**: Contractor has no authority to enter into contracts or agreements on behalf of District. This Agreement does not create the relationship of agent, servant, employee, partnership or joint venture with the District.

13. **AMENDMENTS**: No amendment to this Agreement shall be effective unless it is in writing and signed by all parties.

14. **CONFLICT OF INTEREST**: Contractor states that it is familiar with provisions of Section 87100 et seq. of the Government Code and certifies that it does not know of any facts which constitute a violation of said provisions. In the event contractor receives any information subsequent to execution of this Agreement which might constitute a violation of said provisions, Contractor agrees it shall notify District of such information.

15. **DAMAGES**: Contractor shall be responsible for any and all damages resulting in whole or in part from Contractor's acts or omissions.

16. **INDEMNIFICATION**: District agrees to defend and indemnify and hold harmless Contractor, its Board of Trustees, officers, agents, and employees, individually and collectively, from and against all claims, liabilities, obligations and causes of action of whatever kind arising in any manner whatsoever out of or in connection with the acts or omissions of District, its Board of Trustees, officers, agents, and employees.

Contractor agrees to defend and indemnify and hold harmless District, its Board of Trustees, officers, agents, and employees, individually and collectively, from and against all claims, liabilities, obligations and causes of action of whatever kind arising in any manner whatsoever out of or in connection with the acts or omissions of Contractor, its Board of Trustees, officers, agents, and employees.

Contractor's obligations under this section 16 shall survive the termination of this Agreement.

17. **COMPLIANCE WITH LAWS AND REGULATIONS**: Contractor shall keep informed of all laws and governmental regulations that may affect its obligations. It shall observe and comply with, and shall cause all its agents, employees, consultants, and subcontractors to observe and comply with all said laws and regulations, including obtaining business permits and licenses that may be required to carry out the work to

be performed under this Agreement, including all applicable provisions for subrecipient monitoring of federal funding awards.

18.   **LIABILITY OF DISTRICT**: District's obligations under this Agreement shall be limited to the payment of the compensation as provided for in Section 3 of this Agreement but shall also include activities as provided for in Attachment A. Notwithstanding any other provision of this Agreement, in no event shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits, arising out of or in connection with this Agreement or the services performed in connection with this Agreement.

19.   **NON-DISCRIMINATION CLAUSE**: During the performance of this Agreement, District and Contractor shall not unlawfully discriminate, harass or allow harassment against any employee or applicant for employment because of sex, race, color, ancestry, religious creed, national origin, disability (including HIV and AIDS), medical condition (cancer), age, marital status, denial of family and medical care leave and denial of pregnancy disability leave. District and Contractor shall insure that the evaluation and treatment of their employees and applicants for employment are free from such discrimination and harassment. District and Contractor shall comply with the provisions of the Fair Employment and Housing Act (Government Code Section 12900 et seq.) and the applicable regulations promulgated thereunder (California Code of Regulations, Title 2, Section 7285.0 et seq.). The applicable regulations of the Fair Employment and Housing Commission implementing Government Code Section 12990 (a-f) set forth in Chapter 5 of Division 4 of Title 2 of the California Code of Regulations are incorporated into this contract by reference and made a part hereof as it set forth in full. District and Contractor shall give written notice of their obligations under this clause to labor organizations with which they have a collective bargaining or other agreement.

20.   **BUDGET CONTINGENCY**: This Agreement is valid and enforceable only if sufficient funds are made available to the State by the United States Government or the California State Legislature for the Fiscal Year(s) coved by this Agreement for the purpose of this program. In addition, this Agreement is subject to any additional restrictions, limitations, conditions or any statute enacted by the Congress or the State Legislature that may affect the provisions, terms or funding of this Agreement in any manner.

21.   **ENTIRE AGREEMENT/MODIFICATION**: This writing sets forth the entire Agreement between the parties, and supersedes all other oral or written provisions. This Agreement may be modified only by a written document executed and approved in the same manner as this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the date specified immediately adjacent to their signatures below.

"District"   "Contractor"

By: _____   By: _____
Signature of CLPCCD person authorized to execute agreement   Signature

Print Name: Ronald Gerhard   Print Name: _____

Title: Vice Chancellor of Business Services   Title: _____

Date: _____   Address: _____

                                                    _____

                                                    Date: _____

Recommended By:

Signature: _____

Print Name: Mary Anne Doan

Title: Director, California Early Childhood Mentor Program

Address: 25555 Hesperian Blvd.

_____Hayward, CA 94545

Date: _____

Attachment A
Insert Name of Community College
August 1, 2018 – June 30, 2019

A. Chabot-Las Positas Community College District on behalf of the California Early Childhood Mentor Program shall provide the following resources for implementation of the Contractor's program, subject to the District's approval:

1. Updated materials and assistance to facilitate implementation of the program including a *Program Manual*, an In-Service Training Resource Guide, reporting forms and one-on-one technical assistance.

2. Travel expenses for the Contractor's Local Coordinator to attend statewide meetings to discuss program elements, the status of implementation and materials. Travel expenses must be within state guidelines and limits as specified in the *Program Manual* and as may reasonably be revised by the District.

3. $«Instruction» for instructional costs related to the offering of a Mentor Seminar and a Director Seminar, as described in the *Program Manual*. The Coordinator may make a written request to the District for an additional $1,584 maximum to offer the Mentor Teacher/Adult Supervision Course in the 2018-2019 contract year.

4. $«Coord_Stipend» for the Contractor's Local Coordinator to implement and develop the program, arrange for the course offering, recruit prospective Mentors, appoint a Selection Committee, coordinate the selection process, place student teachers with Mentors and approve Post-Practicum, Individual Student Mentoring, Mentoring Record, Birth to Three/FCCH Mentoring Record, Director Mentor, Director Mentoring Record, and Birth to Three/FCCH Director Mentoring Record placements. The Contractor's Coordinator may be paid directly by the Chabot-Las Positas Community College District in the sole discretion of the District. The District reserves the right to withhold and/or reduce the Coordinator payment if responsibilities listed in Section B are not fulfilled in a timely manner.

5. Up to $2,500 for a $250 honorarium per person for up to 10 Selection Committee Members to meet to review applications, visit and evaluate applicants' teaching practices and classroom environment with the appropriate Harms and Clifford scale, visit and evaluate Director Mentor applicants' leadership and management skills with the *Program Administration Scale* (PAS) or the *Business Administration Scale* (BAS), check references and make final decisions on qualified classroom Mentors and Director Mentors. Committee Members may be paid directly by the Chabot-Las Positas Community College District in the sole discretion of the District.

6. $«Total_Stipend_Support» in stipend support for «M_1718_Mentors» Mentors and all selected Director Mentors. **Selecting Director Mentors and supporting their placements with protégés is a requirement of the Mentor Program.** All stipends will be paid directly by the Chabot-Las Positas Community College District and calculated according to the formula and procedures currently described in the *Program Manual* and as may reasonably be revised by the District. Stipends are for the following purposes:
    *   Practicum placement(s) for mentoring practicum students placed with Mentors
    *   Post-Practicum Stipend(s) to support Mentors for continued mentoring of protégés who were former practicum students placed with Mentors

- Individual Student Mentoring Contract(s) to support pairing a Mentor with an Early Childhood Education student for non-course based contact time
- Mentoring Record Hour(s) to support Mentors as they offer hourly mentoring services
- Birth to Three/FCCH Mentoring Record Hour(s) to support Mentors as they offer hourly mentoring services for Infant/Toddler and Family Child Care teachers and providers
- In-Service Training stipends for Mentors for fulfilling the In-Service training requirements as set forth in the *Program Manual*
- Director Mentor Placement(s) to support Director Mentors for mentoring of protégé directors
- Director Mentoring Record Hour(s) to support Director Mentors as they meet protégé directors' and Director Mentor applicants' needs for short-term, hourly mentoring
- Birth to Three/FCCH Director Mentoring Record Hour(s) to support Director Mentors as they offer hourly mentoring services for Infant/Toddler directors and Large Family Child Care providers

7. $150 for materials for Mentors and Director Mentors (books, Environment Rating Scales, instructional materials, etc.) and/or printing and copying costs for program implementation or Mentor materials. Coordinators may be reimbursed directly by the Chabot-Las Positas Community College District in the sole discretion of the District, or through their local college.

B. Contractor as a college agrees to designate a Local Coordinator. The Coordinator shall be responsible for the following activities:

Selection and Re-Certification
1. Promoting the program on campus and in the community.

2. Enrolling teachers and providers in the Mentor Teacher/Adult Supervision Course, based on the syllabus provided in the *Program Manual* and as may reasonably be revised by the District. The Contractor as a college agrees to enroll students and to issue credit. The Contractor also agrees that it will accrue no ADA when instructional costs are reimbursed. Students pay tuition if they are receiving credit.

3. Recruiting qualified child care providers and directors from the community who may be interested in becoming Mentors.

4. Modifying and distributing Mentor and Director Mentor applications and establishing appropriate application deadlines as currently described in the *Program Manual* and as may reasonably be revised by the District.

5. Assuring compliance with selection criteria for Mentor Teachers and Director Mentors as set forth in Sections D and E below.

6. Adhering to the Policy on the Mentor Option in Campus Labs as currently described in the *Program Manual* and as may reasonably be revised by the District.

7. Modifying and distributing Mentor and Director Mentor Re-Certification applications, and establishing appropriate application deadlines as currently described in the *Program Manual* and as may reasonably be revised by the District.

8. Appointing a Selection Committee of up to «SCM» members. The Selection Committee shall include community college instructors, center directors, teachers and other child care practitioners who represent all sectors of the regional child development community (e.g., Head Start,

preschool, subsidized, non-profit), a representative from the local QRIS, other Early childhood professionals as needed such as an R and R representative, or from an advocacy group such as the Local Planning Council, etc. The Selection Committee should reflect the diversity of program types, ethnicities and language capacities in the community.

9. Training Selection Committee Members in the use of the 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 *Family Child Care Environment Rating Scale-Revised* (FCCERS-R). Training Selection Committee Members in the use of the *Program Administration Scale* (PAS) and the *Business Administration Scale* (BAS).

10. Serving as a Selection Committee Member as currently described in the *Program Manual* and as may reasonably be revised by the District. Such service is *optional* for local college or Regional Coordinators but **mandatory** for college Coordinators in a Region.

11. Scheduling meetings for the Selection Committee to review Mentor and Director Mentor applications, evaluate applicants' centers or classroom sites, and to make final selections by **May 1st of each contract year**.

12. Notifying all New and Re-Certification applicants to inform them of final decisions as soon as possible after the final Selection Committee meeting.

13. Petitioning the District in writing that Mentor pool size be increased in an academic year. In such cases, determination will be made by Mentor Program staff based on current statewide allocations and student placement rates at the local college.

14. Maintaining eligibility requirements for Mentor Teachers in accordance with program policy as currently described in the *Program Manual* and as may reasonably be revised by the District.

15. Maintaining eligibility requirements for Director Mentors in accordance with program policy as currently described in the *Program Manual* and as may reasonably be revised by the District.

Professional Growth
16. Facilitating or arranging for facilitation by Mentors or Director Mentors with at least 3 years of experience with the program (for leadership development purposes) of a 1-2 unit credit-optional monthly Seminar for Mentors, to combine reflective community of practice, discussions of issues they confront in supervising student teachers with further study of supervision issues, combined with further study of supervision, leadership and mentoring skills.

17. Facilitating or arranging for facilitation on a rotating basis with Director Mentors with at least 3 years of experience with the program (for leadership development purposes) of a 1-2 unit credit-optional monthly Seminar for directors to study administrative issues, quality improvement strategies, leadership development and mentoring issues.

18. Providing Mentor and Director Seminar Instructors with Mentor and leadership materials such as the *Growing Leaders In-Service Training Resource Guide*, or other current instructional materials as supplied by the District.

19. Ensuring that facilitators for the Mentor and Director Seminars are regularly evaluated in accordance with college policies.

20. Supporting Mentor In-Service Training activities with Mentor materials and other appropriate funding where available.

Placements and Stipend Activities

21. Working 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.

22. Providing the District with official course outlines for all courses in which students may be placed with Mentors.

23. Placing students with Mentors, acting as intermediary between the student and Mentor, and monitoring the Mentors' work. The college agrees to offer the placement with a Mentor as an alternative to the existing practicum course(s).

24. Overseeing student placements with Mentors to ensure only one student will be in the Mentor's classroom at a time.

25. Approving the following as currently described in the *Program Manual* and as may reasonably be revised by the District:

   - Mentor-protégé contracts for Post-Practicum placements;
   - Mentor-student contracts for Individual Student Mentoring;
   - Hourly Mentoring Record stipends for short-term mentoring services;
   - Hourly Birth to Three/FCCH Mentoring Record stipends for short-term mentoring services for Infant/Toddler and Family Child Care teachers and providers;
   - Director Mentor-protégé director contracts for Director placements;
   - Hourly Director Mentoring Record stipends for short-term mentoring services;
   - Hourly Birth to Three/FCCH Director Mentoring Record stipends for short-term mentoring services for Infant/Toddler directors and Large Family Child Care providers

26. Serving, if requested and willing, as a Field Trainer as currently described in the *Program Manual* and as may reasonably be revised by the District.

Payments
27. Submitting the signed **Designation of Coordinator form** and this signed **Letter of Agreement** to the District no later than December 1st of each contract year. Acknowledging that the Coordinator's stipend and any reimbursements due to the college will be withheld until these signed documents are received by the Mentor program.

28. Maintaining records of all costs and disbursements and reporting these monthly to the District in a timely and accurate manner within thirty days of expenditures. Pay may be docked in the following years' **Letter of Agreement** for all late paperwork.

29. Making and enforcing deadlines with all Mentors and Mentor Directors for dates when their forms must be submitted to the Coordinator

30. Submitting all forms approving the placement within 30 days of placement beginning.

31. Submitting authorizations to pay all stipends within 30 days following the end of the placement.

32. Submitting all fiscal reporting and requests for reimbursement to the District no later than **June 1st of each contract year**.

33. Submitting all requests for reimbursement to the District no later than **June 13th of each contract year**.

34. Acknowledging that the Coordinator's payment may be withheld and/or reduced if reporting is not accomplished in a timely manner, and may be reflected in following year's budget.

35. Applying for and utilizing Additional Funding to Support Instructional Costs for an Adult Supervision Course if appropriate.

36. Applying for and utilizing Supplemental Support Funding for Large Area, Director Mentor Funding for Director Mentor Seminars if appropriate.

37. Applying for and utilizing Innovative funding for leadership, professional development or communities of practice activities if appropriate.

38. Providing full reporting on the use of any Supplemental Support Funding as currently described in the *Program Manual* and as may reasonably be revised by the District. Reports are due by June 1st of the contract year.

Evaluations
39. Facilitating program evaluation.

40. Requiring completion of Student Evaluation of Mentor Teacher, Director Mentor Contract Self-Evaluation, and Director Mentor Contract Evaluation: Protégé, Birth to Three/FCCH Mentoring Record Protégé Evaluation, Birth to Three/FCCH Director Mentoring Record Protégé Evaluation, and Director Seminar Evaluation Forms by program participants.

Agreements and Reports
41. Completing and submitting to the District Quarterly Reports as follows:
   - First Quarter: August 1 to October 31, due **October 31st of each contract year**
   - Second Quarter: November 1 to January 31, due **January 31st of each contract year**
   - Third Quarter: February 1, to April 30, due **April 30th of each contract year**

42. Completing and submitting to the District all Annual Reporting materials on or before **June 1st of each contract year**.

Mentor Program Meetings
43. Attending all required Coordinator meetings and/or being responsible for acquiring and understanding the information and materials presented at these meetings.

44. Facilitating the selection of eligible participants for the annual Mentor Institute.

Maintaining Records
45. Keeping records on each Mentor's placement history, student evaluations of the Mentor, the Mentor's application and re-certification, and stipend amounts. Keeping comparable records for each Director Mentor.

46. Maintaining program data and records in archives for five years.

C. Contractor will designate an instructor who will be responsible for teaching the Mentor Teacher/Adult Supervision Course, a 2-unit course on adult supervision skills for Mentor candidates, based on a course syllabus included in the *Program Manual* and as may be reasonably revised by the District.

D. Contractor shall insure that Classroom Mentor applicants shall complete the following requirements in order to be considered for selection:

   1. A college level Early Childhood training program that included an Early Childhood practicum supervised by a college instructor for credit. Candidates must submit a transcript proving completion of this requirement.

2. The two-unit Mentor Teacher/Adult Supervision Course, as described in Sections B.2 and C in this Attachment.

3. Two years of experience as a classroom teacher or family child care provider.

4. Eligibility for the Master Teacher Level, or higher, of the California Child Development Permit.

5. The Mentor Application (see *Program Manual)* which includes information on the applicant's educational background and experience, a personal statement, a transcript proving completion of the practicum as part of her/his Early Childhood education, a QRIS Tier Rating (where applicable), and the Harms and Clifford rating sheet from her/his self-review. The Application also includes a "supervisor's agreement" to support the candidate's application and participation as a Mentor. As public elementary school teachers have their own mentoring program, they are not eligible to participate in the California Early Childhood Mentor Program.

6. A site review of the center's National Association for the Education of Young Children (NAEYC) accreditation status by members of the Mentor Selection Committee and direct observation of teaching practices, or completion of a site review and self study using the appropriate Harms and Clifford Scale (ECERS-R, ITERS-R, SACERS or FCCERS-R). For those programs who have a current QRIS ECERS-R, ITERS-R, or FCCERS-R done in the last 13 months, the Harms and Clifford assessment by Mentor Selection Committee shall be waived. For this waiver, only the QRIS assessment may be used.

7. If the applicant has this assessment with an acceptable score, and the site has a QRIS current 4 or 5 QRIS rating, and passes all the other criteria, this applicant has priority over other applicants as part of the agreement between EESD and the California Early Childhood Mentor Program.

E. Contractor shall ensure that Director Mentor applicants shall complete the following requirements in order to be considered for selection:

1. Three years of experience as a director or site supervisor in a child development program (current or prior).

2. Successful completion of a Director Mentor Information Session Webinar and a Director Mentor Institute as currently described in the *Program Manual* and as may be reasonably revised by the District. The Director Mentor Applicant may apply prior to attending DMI but must have completed it before mentoring can take place.

3. The Director Mentor Application (see *Program Manual)* which includes information on the applicant's educational background, experience, statement of program philosophy, selection of items for *Program Administration Scale* (PAS) or *Business Administration Scale* (BAS) review, a QRIS Tier Rating (where applicable), and references.

4. Completion of a *Program Administration Scale* (PAS) or *Business Administration Scale* (BAS) interview by members of the Mentor Selection Committee. A site review of the applicant's worksite (if applicable).

5. If the applicant participates in QRIS and has a current 4 or 5 QRIS rating, and passes all of the above criteria, this applicant has priority over all other applicants as part of the agreement between EESD and the California Early Childhood Mentor Program.

F. Contractor agrees to provide the following resources for implementation of the program:

1. Facilities for the Mentor Teacher/Adult Supervision Course, Selection Committee training and meetings, the Mentor Seminar and the Director Seminar as currently described in the *Program Manual* and as may be reasonably revised by the District.

2. Funds for program costs in excess of amounts provided in Section A of this agreement.

G. Contractor agrees that in cases where active Mentors or Director Mentors from other Regional or Local Mentor Programs wish to apply to this college's program, acceptance and selection will be at the discretion of this college's Selection Committee based on space availability and other selection criteria.

H. District reserves the right to withdraw the resources listed in Section A for non-performance of activities and requirements listed in Sections B through G. Written notice of such withdrawal—and a procedure and timeline to appeal such a decision—will be provided to Contractor. Under some circumstances a program may be put on written probationary notice for six months to one year, and a determination will be made after performance is reviewed if resources will be withdrawn.