



**CALIFORNIA DEPARTMENT
OF EDUCATION**

TONY THURMOND
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

October 13, 2020

Douglas Roberts, Vice Chancellor, Business Services
Chabot-Las Positas Community College District
7600 Dublin Blvd.
Dublin, CA 94568

Subject: CN200131

Dear Douglas Roberts:

Please find attached an Agreement with the California Department of Education (CDE) ready for your signature. Please complete the following checked item(s) and return to the CDE Contracts, Purchasing, and Conference Services Office at the address listed below for further processing.

Please note the General Terms and Conditions for Standard Agreements (GTC) are available on the Internet at <https://www.dgs.ca.gov/OLS/Resources/Page-Content/Office-of-Legal-Services-Resources-List-Folder/Standard-Contract-Language>. However, if you do not have Internet capabilities, you may request a hard copy by contacting the Contracts, Purchasing, and Conference Services Office at the contact listed below.

X Standard Agreement (STD213)

The attached Standard Agreement (STD213) form is available to be signed via Adobe Acrobat digital signature. If you wish to use Adobe Acrobat digital signature, please have the authorized signatory use Adobe Acrobat to digitally sign the STD213. (Note: must use password protected Adobe Acrobat digital signature).

When submitting the Adobe digitally signed forms the authorized signatory must reply to the CDE's email and must include the following certifying statement:

"I am authorized to, and have approved, the attached documents for CN200131, and have not altered the forms attached."

If you wish to sign the STD213s with ink, please print out the STD 213s single-sided and have your authorized signatory sign with blue ink. Sign the first page of STD 213 and the additional three single STD 213s. The signed STD 213s must be mailed back to the CDE at the address below for processing.

X CA Civil Rights Certification (CO-005)

The attached CA Civil Rights Certification (CO-005) form is available to be signed via Adobe Acrobat digital signature. If you wish to use Adobe Acrobat digital signature, please have the authorized signatory use Adobe Acrobat to digitally sign the CO-005. (Note: must use password protected Adobe Acrobat digital signature).

When submitting the Adobe digitally signed forms the authorized signatory must reply to the CDE's email and must include the following certifying statement:

"I am authorized to, and have approved, the attached documents for CN200131, and have not altered the forms attached."

If you wish to sign the CO-005 with ink, please print out the CO-005 and have your authorized signatory sign with blue ink. The signed CO-005 must be mailed back to the CDE at the address below for processing.

X Contractor Certification Clauses (CCC 04/2017)

The attached Contractor Certification Clauses (CCC) form is available to be signed via Adobe Acrobat digital signature. If you wish to use Adobe Acrobat digital signature, please have the authorized signatory use Adobe Acrobat to digitally sign the CCC. (Note: must use password protected Adobe Acrobat digital signature).

When submitting the Adobe digitally signed forms the authorized signatory must reply to the CDE's email and must include the following certifying statement:

"I am authorized to, and have approved, the attached documents for CN200131, and have not altered the forms attached."

If you wish to sign the CCC with ink, please print out the CCC and have your authorized signatory sign with blue ink. The signed CCC must be mailed back to the CDE at the address below for processing.

X Federal Certifications (CO-007)

The attached Federal Certification (CO-007) form is available to be signed via Adobe Acrobat digital signature. If you wish to use Adobe Acrobat digital signature, please have the authorized signatory use Adobe Acrobat to digitally sign the CO-007. (Note: must use password protected Adobe Acrobat digital signature).

When submitting the Adobe digitally signed forms the authorized signatory must reply to the CDE's email and must include the following certifying statement:

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If you wish to sign the CO-007 with ink, please print out the CO-007 and have your authorized signatory sign with blue ink. The signed CO-007 must be mailed back to the CDE at the address below for processing.

X Federal Assurances

The attached Federal Assurances must be completed and signed. Only **wet ink original** signatures are acceptable at this time. Please print out the Federal Assurances and have your authorized signatory sign with blue ink. The signed Federal Assurances must be mailed back to the CDE at the address below for processing.

X Board Resolution/Minutes

Provide one copy of the board resolution/certified board minutes or excerpt of board minutes authorizing the signatory to sign on behalf of your entity.

This Agreement cannot be considered binding on either party until approved by appropriate authorized state agencies. No services should be provided prior to approval, as the State is not obligated to make any payments on any agreement prior to final approval. Expedient handling of this Agreement is appreciated.

Chabot-Las Positas Community College District
October 13, 2020
Page 4

Please return the signed documents to the following:

Mailing Address:

Contracts, Purchasing and Conference Services
California Department of Education
1430 N Street, Suite 2213
Sacramento, CA 95814-5901

E-mail (for Adobe digitally signed documents):

Contract Analyst: MiMorse@cde.ca.gov
Contract Manager: MLopez@cde.ca.gov

For inquiries regarding this Agreement, please contact the California Department of Education, Contracts, Purchasing and Conference Services by phone at 916-322-3050, or by e-mail at CONTRACTSOFFICE@cde.ca.gov.

Sincerely,



Jaymi Brown, Manager
Contracts, Purchasing, and Conference Services

JB:mm
Attachment(s)

STATE OF CALIFORNIA - DEPARTMENT OF GENERAL SERVICES

STANDARD AGREEMENT

STD 213 (Rev. 04/2020)

AGREEMENT NUMBER CN200131	PURCHASING AUTHORITY NUMBER (If Applicable)
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1. This Agreement is entered into between the Contracting Agency and the Contractor named below:

CONTRACTING AGENCY NAME
California Department of Education

CONTRACTOR NAME
Chabot-Las Positas Community College District

2. The term of this Agreement is:

START DATE
July 1, 2020

THROUGH END DATE
June 30, 2021

3. The maximum amount of this Agreement is:
\$2,529,131.17

Two million five hundred twenty-nine thousand one hundred thirty-one dollars and seventeen 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	14
Exhibit B	Budget Detail and Payment Provisions	12
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 <https://www.dgs.ca.gov/OLS/Resources>

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 7600 Dublin Blvd.	CITY Dublin	STATE CA	ZIP 94568
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PRINTED NAME OF PERSON SIGNING Jonah Nicholas	TITLE Vice Chancellor, Business Services
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CONTRACTOR AUTHORIZED SIGNATURE	DATE SIGNED
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1430 N Street, Suite 2213

CITY

Sacramento

STATE

CA

ZIP

95814

PRINTED NAME OF PERSON SIGNING

Leisa Maestretti

TITLE

Director, Fiscal & Administrative Services Division

CONTRACTING AGENCY AUTHORIZED SIGNATURE

DATE SIGNED

CALIFORNIA DEPARTMENT OF GENERAL SERVICES APPROVAL

EXEMPTION (If Applicable)

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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, as described herein.

II. CONTRACT MONITORS:

The CDE assigns **Laura Bridges-Nieuwenhuyse**, **lbridgesnewhouse@cde.ca.gov**, **(916) 323-1340** 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**, **mdoan@chabotcollege.edu**, **(510) 723-6625** 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.

Chabot-Las Positas Community College District
California Early Childhood Mentor Program

EXHIBIT A

Scope of Work

Background

The California Early Childhood Mentor Program (CECMP) was jointly developed by Chabot Community College and the Center for the Child Care Workforce (formerly the Child Care Employee Project) in 1988 as a pilot project. It was originally established under private foundation funding offering a unique strategy to improve quality of early care and education through offering community placements of Early Childhood Education (ECE) student teachers in certified Mentor teacher programs within the community.

Chabot College was contracted with the California Department of Education's (CDE) Early Learning and Care Division (ELCD) as one of the State's Quality Projects. This program now serves community colleges throughout the state. (see appendix 1 - Mentor Combined Regions)

Due to COVID-19 travel restrictions, CECMP activities will be in virtual format until January 2021. Any on-site or in-person activity requires further justification and approval by the CDE Contract Monitor. Unless directed by the California Department of Education (CDE), the contractor cannot travel during the months of July, August, September, October, November and December without prior CDE approval. With COVID-19, it is expected that community college courses will be in virtual format for the 2020-2021 academic year. The contractor will ensure agreements with community colleges comply with COVID-19 guidelines, especially on local travel restrictions ordered by local public health officials.

The CDE is aware that the California Community College system is transitioning to distance learning courses throughout the state for the 2020-2021 academic year. The contractor will ensure each participating college complies with local public health policy regarding COVID-19.

Program Purpose

The four primary goals of CECMP are:

- To provide quality community placements for Community College ECE students in their final practicum with certified Mentor teachers. (Mentor Allocation and Total Stipend budget - Appendix 2 in Budget Narrative)
- To provide any Director in Early Childhood Education, who is seeking mentorship, a Certified Director Mentor. (Mentor Allocation and Total Stipend budget - Appendix 2 in Budget Narrative)

- To build workforce capacity in leadership skills through professional development which includes Community of Practice Monthly Seminars and yearly Institutes on topics reflecting best practices in the ECE field
- To encourage leadership opportunities in mentoring, training, facilitating, advocacy and community collaboration with compensation through stipends

(see: Timeline for activities) (see: Appendix 2 - Mentor Allocation and Total Stipend Budget)

The Mentor program supports a diverse workforce and diverse programs. These programs include family childcare, private centers, state pre-schools, and Head Starts in both rural and urban areas. Aligning with Quality Counts California (QCC), 50% of the CECMP certified Mentor Teacher or Director Mentor sites, including family childcare, have a quality rating through QCC, with 81% of those sites rating at a 4 or 5.

The CECMP also supports Dual Language Learners with 54% of our Mentors speaking a second language.

In the last two years the CECMP has been undergoing changes based on new leadership and a need to scrutinize the policies and practices that have been in operation for many years. In this process changes have been implemented in the overall quality and depth of the professional development opportunities from ECE topics that have been “tried and true” and that the field experiences at the level of conference workshops around the state to focusing on deeper and more advanced one and two-day seminar trainings reflecting the key initiatives in the state on topics such as Equity, Diversity, Inclusion, Trauma Informed Care and Practices. Changes to programming have also included building in on-line options to Director Mentor and Mentor certification training, and re-certification of Directors through an on-line Advanced Director Mentor Institute. These on-line options will continue to be offered in the FY20-21 program year. Other renovations to the program have included an updated and more efficient reimbursement site and system, a new and improved website, operational and fiscal changes to how local college budgets are allocated and monitored, and a greater emphasis on field visits and on-going webinars for Coordinators and Mentors to establish better patterns of accountability and quality assurance. This proposal year is a transition year as Quality Projects are more closely aligned with QCC as mandated by CDE.

Alignments and Collaborations with QCC, Resource and Referral Agencies (R and R's) and other Quality Programs

Community Mentoring

Although a portion of CECMP funds go to stipends for practicum placements for student teachers, the other portion of stipend funds is directly utilized for Community Mentoring. This mentoring will be used for collaborations with QCC work in local counties. The

**CHABOT-LAS POSITAS COMMUNITY
COLLEGE DISTRICT
CDE Agreement # CN200131**

following counties are utilizing the mentors in QCC work already and we will strengthen these partnerships: Shasta, Siskiyou, Butte, Humboldt, Contra Costa, Santa Rosa, Lake L.A. San Francisco, Alameda, Contra Costa, Orange. The Director and Coordinators from San Diego Regional area were invited to a partnership meeting last December to develop collaborations with the San Diego Office of Education, local R and R's and the Local Planning Councils (LPC) as they write their new Impact proposal this February.

Mentors work in their local communities with Directors, Family Child Care Home (FCCH) providers, provide trainings when local QCC and R and R agencies do not have their own funds for this, and in many QCC's operate their Director Roundtables. Many of the Mentor Program Director Mentors and Mentor teachers have obtained certifications in CSEFEL Teaching Pyramid, Beginning Together, PITC, ERS, CLASS, DRDP, ASQ, and the Community of Practice Model (CoP). These Mentors support the work of QCC in their capacity as Mentors and are well equipped with these other certifications. The CECMP is surveying all Mentors and Director Mentors who are trainers or assessors in any of these tools and will make available to QCC Regional Hubs this information. The CECMP utilizes tools such as SurveyMonkey to conduct these surveys, and the survey and the results will be shared with the CDE Contract Monitor. The CECMP can pay these Mentors stipends for work that they might do in conjunction with QCC.

In these places, Director Mentors and Mentors work as trainers, certified assessors, facilitating Director Roundtables for the region, supporting local QCC conference and collaborating with R and R's and CPIN as trainers, and coaching.

In years past it has been suggested that the CECMP only select coaches from four and five QCC rated programs. Although the CECMP would like to honor this request, this is an issue of equity as there is not enough money at this time in the QCC system for all programs to participate. The CECMP has Mentors from all types of programs and has been a pioneer in including Large Family Home Providers in their quality certification process which includes observation, a BAS assessment and an ERS by an outside observer. It is the intention of the CECMP to align every local Mentor program with Quality Counts California, and collaborating with Consortia members by reaching out to and being invited and included in Hub and local consortia meetings to offer the services of mentoring to QCC programs. One initial thought is thought-partnering around how our FCC Director Mentors might be available for FFN's in their community for CoP's or individual mentoring.

Professional Development

Over the years, the professional development opportunities within the Mentor program have included some key components that will be modified in this proposal to support QCC alignments. These include the two components described below.

- Institutes: The Mentor program has facilitated an Advanced Director Institute and a Mentor Institute annually-

- Seminars: The Mentor program has established Community of Practice(CoP) (BUILD Learning Table) seminars with a trained facilitator that meet monthly in every college participating in the program, that Mentors are required to attend. The purpose of these seminars is to build a supportive ECE community and enhance reflective practice in their mentoring skills. In addition, Mentors are required to be proficient in the Foundations and Frameworks, and discuss a variety of ECE topics focusing on strategies in mentoring teachers (topics include: Dual Language Learners, Inclusion, Equity). Mentors receive stipends for attendance.

In the FY20-21 program year the Mentor Program will continue to offer the Adult Supervision Course unit bearing course offered by each participating college prior to becoming a certified mentor as this is something Mentors can also use for their permits and is essential to their work as a Mentor.

With virtual format, the CECMP will make every effort to align the rest of their professional development activities with Quality Counts California. This will entail a shift from Mentor and Advanced Director Institutes to Leadership Institutes which directly align with QCC Initiatives. Therefore, the CECMP will collaboratively plan with the QCC programs in two areas of the state to hold two joint Quality Counts California/CECMP Leadership Institutes for QCC participants and Mentors on topics prioritized by Quality Counts. Institutes provide a one to two-day in-depth virtual training on a single topic with a key speaker/facilitator/trainer that shares current practices, and brings participants into interactive activities and action planning for practical application when they return to their own programs. Mentors in these local areas will also be available for follow-up mentoring for these virtual trainings should local QCC programs request them.

One of these Institutes will be in the far North with Shasta County QCC and inviting participants from the surrounding counties. In the Northern region there are also several tribal programs that will be included in the planning, implementation and participation process. It is expected that in-person trainings will be in accordance with local public health officials and COVID-19 guidelines. Due to COVID-19 and California's shelter-in-place order, the in-person Institutes may be cancelled or changed to a virtual meeting at the discretion of the CDE. Therefore, any announcement for the event must state that the event may be in-person, virtual, or both. The CDE cannot reimburse the Contractor for any cancellation fees, deposit or pre-payments under any circumstances, even if the CDE decides to cancel the event.

Due to local COVID-19 guidelines, these trainings will occur in the Spring of 2021.

The other Institute will be in the Central Valley with Fresno QCC for Central Valley participants. These are both areas of the state that are considered rural or semi-rural and give the CECMP opportunities to serve areas of the state that may have less resources than urban areas.

Communities of Practice

Although the Mentor program has had Community of Practice seminars as a major component of the CECMP program throughout the program's long history, in aligning with QCC, in the FY20-21 year the CECMP will work with local QCC's to transition the Mentor COP seminars into the COP offered under QCC through Florida University in further efforts to align the CECMP program with QCC.

As mentioned in the beginning of this proposal, 50% of our Mentor Teachers are participating in QCC. This means that Student teachers are being placed in 4- and 5-star programs in which they can learn about an ECERS, FDCERS, ITERS, CLASS, ASQ, DRDP and other tools as they are applied within the program setting. They learn about quality from this perspective often reinforcing what their college Instructors have discussed with them in their college courses. In addition, Director Mentors trained in the PAS and BAS can mentor Directors in QCC and other programs in Administration and business skills needed as a Director or child care owner.

Equity and Access

Strengthening Connections to Tribal Communities

During the 2019-20 year the Director has attended Rural Indian Health Board meetings and Tribal Childcare meetings to discuss the Mentor program and to learn about needs of Tribal programs in their local childcare and Indian Head Start programs. College of the Desert is one CECMP program working on these collaborations, and are in a unique position because some of the Mentors there already work with the tribe in other capacities. They also have a strong group of excellent Family childcare providers which could serve as advisors for tribal family child care homes. In Humboldt county, several tribal mentor teachers from the Hoopa tribe have been recruited and discussions are in progress for these teachers to assist in outreach to neighboring tribal programs who may need mentors or would like to become a mentor or a Director mentor. The CECMP is particularly interested in recruiting Family Childcare providers who could mentor other FCC providers in their tribe. The Rural Indian Health Board has expressed a desire for the Mentor program to build out and provide a Director Mentor Leadership training toward certification of their Directors. Further planning will take place toward that goal in being implemented in 20-21 and exploring other needs of tribal programs such as developing college credit coursework in ECE which is accessible locally to tribes. The Director has utilized this model in New Mexico and Arizona in bringing ECE coursework directly to the tribes utilizing an Instructor who is also Native American and this has been a highly successful approach. This could start with the Adult Supervision Course, but whatever is chosen must reflect the needs of the tribe requesting the coursework.

Equity and Leadership Training

During the 2018-2020 contract years the CECMP has brought 15 Directors, Director Mentors and Teachers through an Equity in Leadership Fellowship which meets monthly. The fellows and Mentors for this activity were recruited from three QCC

programs in the Bay area region, and all have the capacity to travel to other counties to share their knowledge and experience. This fellowship has focused on preparing participants in both management and leadership skills and dispositions through in-depth, inquiry-based learning. The fellows are developing a deeper understanding of implicit bias, racial inequities, school expulsions, and other equity issues based on race, systemic disparities, and the impact of structural, institutional, interpersonal and personal forms of oppression on children, families and communities and the workforce that serves them.

As these fellows and their Mentors finish this fellowship in June 2020, they will be primed and ready with training and leadership skills as Director Mentors for the ECE workforce in the areas of implicit bias, prevention of school expulsions and working with teachers and providers around the above issues. All 15 participants, as specialized Mentors, will be available as requested by ECE programs to continue this important work.

Dual Language Learners Initiative

As the CDE has made this one of their priorities, and the Mentor program is committed to supporting a diverse workforce that is representative of the children and families that it serves, the Mentor program will build several strategies into this years' proposal to support these efforts. They will include:

- Recruiting as many Mentors as possible using listserv to attend the on-line course on DLL offered by Channel Islands.
- Encourage Mentors to participate in any local DLL trainings that are offered through their local QCC

Inclusion Grant for PD

During the 2019-2020 contract year, the CECMP has been working in conjunction with the Alameda County Office of Education as part of the Inclusion Collaborative. Mentors in Alameda county have taken part in Inclusion training and assisted with an Inclusion conference. The Inclusion Collaborative has partnered with eight school districts in Alameda county to apply for the next level of funding for PD. Should the grant be awarded to these districts, Mentors will take part in the trainings offered by the CDE and several of the suggested trainings to become specialized mentors that Alameda county can use for this important Inclusion Initiative. The Mentor program will work to find a way to collaborate with other Counties that might be receiving this grant as there are mentors in every region of the state who work in conjunction with programs that are inclusive and have specialized skills in this area.

Recruitment of Male Mentors and Director Mentors

Recruitment of men will continue to be encouraged in local Mentor programs within CECMP. Several men are participating in the Equity in Leadership Fellowship and will become Director Mentors in the next year. We have recently completed some video footage of men in the field interviews that will be highlighted on the CECMP website over the next proposal year.

Workforce Development

The Mentor program builds workforce capacity through its continuum of leadership opportunities from mentoring to Director Mentor to training and facilitation. The byproduct of being a Mentor, as shown in Mentor Program data over the past 20 years, is that those that are in the CECMP have been a Mentor for an average of 10 years, have continued to move up the career ladder and about half are at a BA or higher. They have also moved from Teachers to Directors to Administrators and some have gone on to get their Ph.D. The Mentors are workforce role models and many of them say it is because of the Mentor program that they stay in the field. They also emphasize that it is because of the PD they are offered and the stipends that they continue to move forward in their education. The CECMP would like to provide units for the Institutes that the Mentors attend and will be working with local colleges in this proposal year to make this possible. As we continue to develop new members of the ECE workforce, it is important to understand that over half of all ECE students rely on the alternative placements afforded by the Mentor program to complete their last practicum before receiving their permits or AA degrees and for the last several years the demand for these practicum placements has increased.

Data

The Mentor Program does an annual satisfaction survey and complies with the data requests and requirements of CDE. The Assistant Director participates in the Work Force registry calls and is working on all Mentors registering in the WFR. The Mentor program is willing to comply with any additional data not required by CDE that might be useful to the statewide system of Quality Counts California as directed by CDE, ECLD.

**CHABOT-LAS POSITAS COMMUNITY
COLLEGE DISTRICT
CDE Agreement # CN200131**

**Timeline
July 1, 2020 – June 30, 2021**

Activity	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Issue Letters of Agreement to all colleges*			X*									
Coordinators' Meeting/Webinars		X						X	X			
QRIS-Mentor Collaboration Institutes**								X	X			
Monthly Reporting	X	X	X	X	X	X	X	X	X	X	X	X
Quarterly Reporting			X			X			X			
Annual Reporting												X
Mentor Seminars**			X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
Director Mentor Seminars**				X*			X*			X*		

*Pending receiving signed contract from CDE

** All seminars and institutes will be virtual until further notice from CDE.

Appendices

Appendix 1 Mentor Combined Regions

Appendix 2 Mentor Allocation and Total Stipend Budget (7/1/20 – 6/30/21) (See Exhibit B - Budget Narrative)

Appendix 1 – Mentor Combined Regions

ELCD 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	



Mary Anne Doan

Objective

To utilize my executive management, program / curriculum design and delivery, community collaboration and facilitation, intercultural communication, and training and technical assistance expertise to design, implement, deliver and implement quality continuous improvement as Mentor Program Director

Skills

- Demonstrable project management experience with complex, multifaceted programs and services resulting in measurable successes and program growth
- Operationalizing, reflectively supervising, and mentoring high-performance, collaborative, multi-cultural, constructive teams
- Budgets and fiscal oversight, contract negotiation, design, execution, monitoring
- Grant writing and fund development and execution, state /federal reporting and accountability
- Designing and managing complex, innovative systems and programs in education/ human services
- Cross cultural communication and sensitive interpersonal skills
- Advocacy/public policy strategic planning through county, regional, state collaboration
- College course/ curriculum design, teaching, training, technical assistance, coaching and mentoring

Relevant Experience

Administrator - Quality Rating and Improvement Systems First 5 Alameda County 2012-present

- Designed, developed, implemented, supervised, monitored and evaluated the ECE Quality Rating and Improvement System for Alameda County
- Represented and delivered expert input to State Dept. of Ed (EESD), First 5 California, and Bay area regional workgroups/ policy groups
- Facilitated and convened county stakeholders, advisory and leadership teams, focus groups

Major Accomplishments

- Grew program from 17 sites to 225 participating sites
- Built leadership team of six with two departments, two agencies, to leadership team of fourteen from four in house departments and four agencies

Director

Emeryville Child Development Center 2011-2012

Directed State Funded Child Development Center with six classrooms and 30 staff for children B-5



Mary Anne Doan

Program Officer – Pro Literacy 2008-2010

- Co-developed (with tribal and country communities and leaders) culturally relevant, responsive home-based and classroom models for children in ECE, and family literacy communities of practice for First Nation/ Native American tribal programs, and in Rwanda and India.
- On-boarded, trained, coached, and provided on-going mentoring, and technical assistance to country coordinators/ team leaders through conference calls, webinars, and site visits.
- Co-partnered with local, state, community, country and international leaders, organizations and foundations for strategic planning, cultural recommendations, and sustainable funding

Executive Director

4C's of Sonoma County 2006-2008

- Executive administration of medium-sized non-profit with annual budget of 13 million, supervised over 100 employees, managed a board of 15, 13 State funded CD centers, Resource and Referral, Child Care Food program, Voucher AP program, training and mentor programs

Director- Quality Improvement Center- Region IX Head Start

Sonoma State University-California Institute on Human Services 2000-2005

- Directed Head Start Regional training and technical assistance program serving California, Nevada, Arizona, Hawaii and the Outer Pacific supervising 10 out-stationed staff.
- Developed workshops, institute, training events training and curriculum manuals and materials for Head Start providers including leadership Institutes and mentorship programs for Directors

Lead Professor and Program Director- ECE, Education and Special Education

Shoreline Community College 1996-1998

Education

University of Oregon- 1979

Post graduate work in Organizational Development and Counseling Psychology

Western Oregon University-1976

M.S. Education- ECE/Spec. Education

C. S. U., Northridge-1974

B.S- Child Development

Service

- Communication Workgroup- EESD /First 5 California
- ECELPC Steering Committee
- ECE Competencies- Adult Learning / Coaching Advisory Committee
- Regional Hub Governance and Planning Committee

Laura Reno

QUALIFICATIONS

Experienced professional with increasing responsibilities in human services with emphasis on early care and education programs. Demonstrated competence in interpersonal communication, program planning, implementation, and evaluation. Proficient in program coordination, staff training, and supervision. Adept at performing tasks which require attention to detail. Strong analytical and decision making skills and organizational ability. Rated for excellence by current and past employers.

EDUCATION

2008-2009 **MA, Education**, program emphasis in Leadership in Early Childhood, Mills College
Oakland, CA

1975-1979 **BA, Human Development**, California State University East Bay, Hayward, CA

1973-1975 General Education, Merritt College, Oakland CA

1995 **Life Children's Center Supervision Permit**, State of California Office of Teacher
Credentialing

EMPLOYMENT

8/2019-10/2019 **Interim Program Director**, Chabot College Early Childhood Lab School
Hayward, CA
Served as interim program director during director's extended leave of absence. Provided overall management of campus laboratory school program. Responsible for daily program oversight and supervision of program staff including classroom scheduling. Maintained documentation and reporting requirements for public funders including CDE, Head Start partnership, and state food program. Collaborated and coordinated efforts with ECD faculty and dean. Attended administrative meetings within college district. Began licensing process for program expansion and updated staff files to fully comply with state licensing requirements. Developed relationships with all program stakeholders.

1987-present **Early Childhood Education Faculty**, Las Positas College
Livermore, CA
Part time professor for ECE department. Teaching experiences include Practicum (lecture/lab), ECE Administration, and Adult Mentoring and Supervision. Coordinated student laboratory placements with campus lab school and mentor sites within the California Early Childhood Mentor Program.

1986-2019 **Executive Director**, LLESA Children's Center, LFS, Inc.
Livermore, CA
Responsible for initial startup and ongoing management of employer supported child development program for employees of LLNL serving up to 100 children from newborn through 12 years of age. Supervised and led professional development for up to 30 employees. Prepared and monitored annual budget. Implemented ongoing marketing strategies to maintain full enrollment and healthy wait list. Led program's implementation of PITC principles and practices, emergent curriculum practices program wide, successful NAEYC Accreditation, and ongoing participation in Alameda County First 5 Quality Counts Program. Worked directly with governing board of directors and parent advisory council. Maintained working knowledge of ECE trends, community services, and resources. Program served as lab site for Las Positas

College practicum students for 20 years.

- 1981-1986 **Director**, The Salvation Army Booth Child Development Center
Oakland, CA
Responsible for overall operations of a state-funded program serving 50 at risk children and their families. Trained and supervised a staff of 25. Prepared budgets and governmental reports. Taught parenting classes to new and expectant teen parents. Maintained working knowledge of community resources.
- 1980-1981 **Director/Teacher**, Golden Gate University Child Development Center
San Francisco, CA
Responsible for overall operations of a university-based child development center serving infants, toddlers, and preschoolers. Developed and implemented curriculum with children. Worked with a parent advisory board. Trained and supervised staff.
- 1979-1980 **Resident Counselor**, Ulrey Homes, Inc.
Hayward, CA
Responsible for supervision and guidance of 6 at risk adolescents in a group home setting. Interfaced with community agencies to promote a coordinated case management approach for clients.
- 1974-1979 **Head Teacher**, Booth Child Development Center
Oakland, CA
Planned and implemented curriculum for culturally diverse children from infancy through 4 years of age. Trained and supervised teaching staff. Conducted parent education classes and conferences with families.

PROFESSIONAL AFFILIATIONS

- California Early Childhood Mentor Program-Alameda Regional Coordinator, director mentor, selection committee member, seminar facilitator
- California Commission on Teacher Credentialing- professional growth advisor
- Directors of the Valley-director seminar facilitator
- Las Positas College/ROP Early Childhood Education Advisory Board-member
- NAEYC-member

REFERENCES

Furnished Upon Request

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 CN200131** and shall be submitted in arrears, not more frequently than monthly in duplicate to:

**California Department of Education
Early Learning and Care Division
1430 N Street, Suite 3410
Sacramento, CA 95814
Attention: Laura Bridges-Nieuwenhuys**

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 (If applicable):

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 (If applicable):

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:

Contractor Contract Monitor:

Email Address:

Phone Number:

CDE Division Name:

CDE Contract Monitor:

Email Address:

Phone Number:

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: _____

Budget Summary

This proposal is for 12 months: July 1, 2020- June 30, 2021

For a grand total of \$2,529,131.17

Personnel

Program Director (Mary Anne Doan)	\$167,367.88
Assistant Director (Laura Reno)	\$134,036.53
Program Analyst (Christie Verarde)	\$91,877.06
Accountant Technician (Catrina Hughes)	\$56,056.14
Benefits	\$175,946.00
Consultants	\$8,000.00
Subtotal-Personnel	\$633,283.61

Other Operating Expenses

Postage	\$3,792.36
General Supplies	\$5,159.28
Printing/Copying	\$499.32
Travel	\$11,842.79
Computer Support	\$52,125.00
Office Equipment	\$1,188.79
Subtotal-Other Operating Expenses	\$74,607.54

Total ADMINISTRATION \$707,891.15

LOCAL ASSISTANCE

Collaborative Leadership Institutes, Instruction & Training	\$173,828.00
Materials, Supplies, and Printing/Copying	\$18,207.00
Stipends & Honorariums	\$1,399,284.00

Total LOCAL ASSISTANCE \$1,591,319.00

TOTAL EXPENDITURES \$2,299,210.15

Indirect Costs/Overhead (10%) \$229,921.02

GRAND TOTAL \$2,529,131.17

Budget Narrative

ADMINISTRATION

PERSONNEL

1. Program Director (Mary Anne Doan) \$167,367.88
A fulltime administrative position at an annual salary.
2. Assistant Director Laura Reno \$134,036.53
A fulltime administrative position at an annual salary.
3. Account Technician Catrina Hughes \$56,056.14
A fulltime administrative position at an annual salary.
4. Program Analyst Christie Verarde \$91,877.06
A fulltime administrative position at an annual salary.
5. BENEFITS \$175,946.00
Program Director, Assistant Director, Program Analyst. These include Health & Welfare, PERS, FICA, Medicare, WCI, SUI and "Consolidated Benefits." They have been calculated per Chabot College's Benefits Calculator based on Salary.
6. Consultants \$8,000.00
Consultants will be paid at a rate of no more than \$50.00 per hour and not to exceed total.

Subtotal for Personnel \$633,283.61

OPERATING EXPENSES

1. \$3,792.36
Postage This covers the costs of mailings @ \$316.03 per month, including:
 - 1) regular communications to the local programs including over 1,600 participants;
 - 2) mailing materials to those seeking program information;
 - 3) mailing materials to attendees of the Director Mentor Online Information Sessions;
 - 4) mailing of CDE materials to program participants as requested;
 - 5) Mailing conference/meeting materials for CECMP presentations/meetings to conference/meeting venues as needed;
 - 6) other mailings as needs arise. Where possible, all mailings will be done via email to minimize costs.
2. General Supplies \$5,159.28

This includes all office supplies and meeting materials @\$429.94 per month.

Meetings include:

- 1) Conference presentations, such as the CAEYC Annual Conference for 300 workshop attendees;
- 2) Other meetings as needs arise.
- 3) Fees for SSL Certificate renewal for the program's website and use of Survey Monkey, Eventbrite, Caspio and other online resources.

3. Printing/copying \$499.32
Reports, written communications and program materials will be paid for out of this account @ \$41.61 per month. Items include:

- 1) Regular communications to the local programs including over 1,500 participants;
- 2) Materials for those seeking program information;
- 3) Duplication of other printed materials as needs arise.

4. Travel for Program Staff: \$11,842.79

Due to COVID-19 travel restrictions, CECMP activities will be in virtual format until January 2021. Any on-site or in-person activity requires further justification and approval by the CDE Contract Monitor. Unless directed by the California Department of Education (CDE), the contractor cannot travel during the months of July, August, September, October, November and December without prior CDE approval. With COVID-19, it is expected that community college courses will be in virtual format for the 2020-2021 academic year. The contractor will ensure agreements with community colleges comply with COVID-19 guidelines, especially on local travel restrictions ordered by local public health officials.

The CDE is aware that the California Community College system is transitioning to distance learning courses throughout the state for the 2020-2021 academic year. The contractor will ensure each participating college complies with local public health policy regarding COVID-19.

This covers travel costs for program staff to attend meetings, state conferences and hearings, and conduct field visits to the colleges and collaboration meetings with Quality Counts programs. Institute Trainers' travel and Consultant travel. All reimbursements will be made at state rates according to state rules.

5. Computer Support \$52,125.00

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 ELCD; 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 ELCD 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.

6. Office Equipment \$1,188.79
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.

Subtotal Operating Expenses \$74,607.54

ADMINISTRATION TOTAL: \$707,891.15

LOCAL ASSISTANCE

COLLABORATIVE LEADERSHIP INSTITUTES, INSTRUCTION & TRAINING

1. Instruction \$123,828.00

Due to COVID-19 travel restrictions, CECMP activities will be in virtual format until January 2021. Any on-site or in-person activity requires further justification and approval by the CDE Contract Monitor. Unless directed by the California Department of Education (CDE), the contractor cannot travel during the months of July, August, September, October, November and December without prior CDE approval. With COVID-19, it is expected that community college courses will be in virtual format for the 2020-2021 academic year. The contractor will ensure agreements with community colleges comply with COVID-19 guidelines, especially on local travel restrictions ordered by local public health officials.

The CDE is aware that the California Community College system is transitioning to distance learning courses throughout the state for the 2020-2021 academic year. The contractor will ensure each participating college complies with local public health policy regarding COVID-19.

Each of 44 single-college programs is allocated \$1,485.00 for Instruction, and each of 15 regional programs is allocated \$2,632.00 totaling \$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 totaling \$19,008.00.

- 2. Quality Counts California and CECMP Collaborative Leadership Institutes \$50,000.00

Two Quality Counts California/CECMP Leadership Institutes for QCC participants and Mentors on topics prioritized by Quality Counts. One will be in the North in Shasta County and the other in the Central part of the State in Fresno County. The cost of these events will include payment for keynote speakers/facilitators, venues and materials. All will be at state rates. Pending CDE approval, CECMP will carry out this activity virtually. Due to local COVID-19 guidelines, these trainings will occur in the Spring of 2021.

Subtotal Instruction, Training, and Institutes: \$173,828.00

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.

MATERIALS, SUPPLIES, PRINTING & COPYING

- 1. Materials for Mentors \$10,302.00
 - 1) 44 Single College Programs @ \$126.25 totaling \$5,555.00
 - 2) 7 Regional Programs (2 Colleges each) @ \$202.00 totaling \$1,414.00
 - 3) 2 Regional Programs (4 Colleges each) @ \$404.00 totaling \$808.00
 - 4) 2 Regional Programs (5 Colleges each) @ \$505.00 totaling \$1,010.00
 - 5) 2 Regional Programs (6 Colleges each) @ \$606.00 totaling \$1,212.00
 - 6) 1 Regional Programs (3 Colleges each) @ \$303.00 totaling \$303.00

- 2. Printing/Copying for Mentors \$7,905.00
Each of the 93 Colleges are budgeted \$85 for Printing and Copying for the year.

Subtotal for Materials, Supplies, Printing and Copying \$18,207.00

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.

STIPENDS & HONORARIUMS

1. Coordinator Stipends \$211,344.00
 - 1) 44 single-college program Coordinators @\$2,806.00 (128 hours per year) = \$123,464.00
 - 2) 8 Regional Coordinators [2 colleges each] @ \$3,875.00 (185 hrs. per year) = \$31,000.00
 - 3) 1 Regional Coordinators [3 colleges each] @ \$4,718.00 (230 hrs. per year) = \$4,718.00
 - 4) 2 Regional Coordinators [4 colleges each] @ \$5,281.00 (260 hrs. per year) = \$10,562.00
 - 5) 2 Regional Coordinators [5 colleges each] @ \$5,581.00 (276 hrs. per year) = \$11,162.00
 - 6) 2 Regional Coordinators [6 colleges each] @ \$5,844.00 (290 hrs. per year) = \$11,688.00
 - 7) 50 single-college Coordinators within a Region @ \$375.00 (20 hrs. per year) = \$18,750.00
 - 8) Total = \$ 211,344.00

2. Mentor Teacher Stipends \$1,157,940.00

The total stipend budget includes the stipends as follows:

Please note: Each individual college is given a specific amount for these Mentor Teacher stipends through their Letter of Agreement. It is up to the individual college to assign hours for each Mentor Teacher, which results in how many hours a Mentor works and their subsequent total amount of stipend. We determined the amount awarded each Mentor Program based on the number of Mentor Teachers they had in January 2020 and multiplied that number by \$1,588.00. This was derived by using the highest possible practicum payment (216 hours x \$6 per hour and adding an additional \$292). Please see Appendix 2 below for reference.

Stipends for Classroom Mentors are prioritized to support the practicum course at each community college. If funds remain, the Mentor teachers will be available to assist their local Quality Counts program to support the workforce community.

630 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.).

3. Stipends for Director Mentors \$30,000.00

The Director Mentors are managed through the CECMP office staff rather than the individual colleges. The sum below represents the total amount held aside to support Director Mentors, but the amount each Director Mentor will receive is based on the individual QRIS counties requests and needs for Director Mentors. This means that hours will be determined based upon requests and need with amounts being equally distributed as much as possible through a written request process. Director Mentors will be available to Quality Counts California to assist in supporting the early childhood workforce in each local community.

- 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 Stipends & Honorariums \$1,399,284.00

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.

LOCAL ASSISTANCE TOTAL \$1,591,319.00

If funds remain in any category, they may be used to increase the final professional growth (Mentor Seminars) stipend for Mentor Teachers.

TOTAL EXPENDITURES (ADMINISTRATION + LOCAL ASSISTANCE) \$2,299,210.15

+ INDIRECT COSTS (10%) \$229,921.02

GRAND TOTAL \$2,529,131.17

Appendix 2: Mentor Allocation and Total Stipend Budget (7/1/20 – 6/30/21)

Name of Local Mentor Program	Number of Mentor Teachers	Mentor Teacher Stipends	Seminar Payments
Alameda Regional	28	\$44,464.00	\$7,000.00
Antelope Valley College	6	\$9,528.00	\$1,500.00
Butte Community College	9	\$14,292.00	\$2,250.00
Cabrillo College	7	\$11,116.00	\$1,750.00
Central Valley Regional	12	\$19,056.00	\$3,000.00
Cero Coso College	8	\$12,704.00	\$2,000.00
Cerritos/Rio Hondo Regional	9	\$14,292.00	\$2,250.00
City College of San Francisco	13	\$20,644.00	\$3,250.00
College of Marin	3	\$4,764.00	\$750.00
College of the Canyons	10	\$15,880.00	\$2,500.00
College of the Desert	8	\$12,704.00	\$2,000.00
College of the Redwoods	12	\$19,056.00	\$3,000.00
College of the Sequoias	6	\$9,528.00	\$1,500.00
College of the Siskiyou's	7	\$11,116.00	\$1,750.00
Columbia College	10	\$15,880.00	\$2,500.00
Contra Costa Community College	6	\$9,528.00	\$1,500.00
Diablo Valley College	9	\$14,292.00	\$2,250.00
East Los Angeles Community College	14	\$22,232.00	\$3,500.00
El Camino/Compton Regional	11	\$17,468.00	\$2,750.00
Feather River College	3	\$4,764.00	\$750.00
Foothill Regional	26	\$41,288.00	\$6,500.00
Fresno City College	18	\$28,584.00	\$4,500.00
Gavilan College	3	\$4,764.00	\$750.00
Hartnell College	2	\$3,176.00	\$500.00
High Desert Regional Mentor Program	9	\$14,292.00	\$2,250.00
Kern County Regional	24	\$38,112.00	\$6,000.00
Lake Tahoe	3	\$4,764.00	\$750.00
Long Beach City College	4	\$6,352.00	\$1,000.00
Los Angeles City College	22	\$34,936.00	\$5,500.00
Los Angeles Harbor College	13	\$20,644.00	\$3,250.00
Los Angeles Mission College	8	\$12,704.00	\$2,000.00
Los Angeles Pierce	8	\$12,704.00	\$2,000.00
Los Angeles Valley College	10	\$15,880.00	\$2,500.00
Los Medanos College	9	\$14,292.00	\$2,250.00
Los Rios Regional	11	\$17,468.00	\$2,750.00
Merced College	11	\$17,468.00	\$2,750.00

Name of Local Mentor Program	Number of Mentor Teachers	Mentor Teacher Stipends	Seminar Payments
Mira Costa College	9	\$14,292.00	\$2,250.00
Modesto College	1	\$1,588.00	\$250.00
Moorpark College	15	\$23,820.00	\$3,750.00
Mt. San Jacinto College	10	\$15,880.00	\$2,500.00
Napa Valley College	8	\$12,704.00	\$2,000.00
Orange Regional	20	\$31,760.00	\$5,000.00
Oxnard College	5	\$7,940.00	\$1,250.00
Palomar College	4	\$6,352.00	\$1,000.00
Porterville College	1	\$1,588.00	\$250.00
Riverside Community College	3	\$4,764.00	\$750.00
San Diego Regional	32	\$50,816.00	\$8,000.00
San Joaquin Delta College	12	\$19,056.00	\$3,000.00
San Mateo Colleges Regional	14	\$22,232.00	\$3,500.00
Santa Clara County Regional	18	\$28,584.00	\$4,500.00
Santa Monica College	29	\$46,052.00	\$7,250.00
Santa Rosa Junior College	9	\$14,292.00	\$2,250.00
Shasta College	10	\$15,880.00	\$2,500.00
Sierra College	8	\$12,704.00	\$2,000.00
Solano College	3	\$4,764.00	\$750.00
SWAT (Southwest	8	\$12,704.00	\$2,000.00
The Valley/Crafton Regional	6	\$9,528.00	\$1,500.00
West Hills Coalinga	4	\$6,352.00	\$1,000.00
Yuba District Regional	29	\$46,052.00	\$7,250.00
	630	\$1,000,440.00	\$157,500.00
			\$1,157,940.00

Regional Programs Highlighted

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 maintained as a result of this contract shall comply with state and federal

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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.