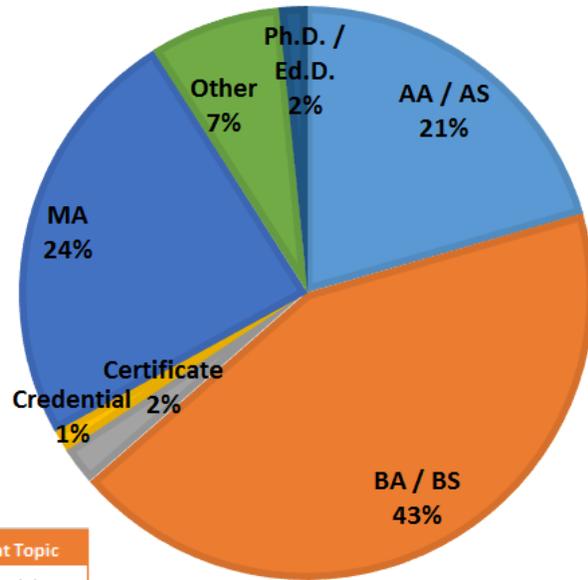


## 2018-2019 CECMP Quantitative Overview

### Quick Mentor Teacher Facts:

- 535 Mentor Teachers
- 148 10+ years with CECMP
- Average Stipend per Teacher \$2,087.00
- 44,612 Children Impacted
- 1,905 Students Mentored
- 238 QRIS Rated Sites, 58% of Total Sites
- 195/238 with QRIS Rating of 4-5, 47.6% of Total

### EDUCATION OF MENTORS & DIRECTOR MENTORS

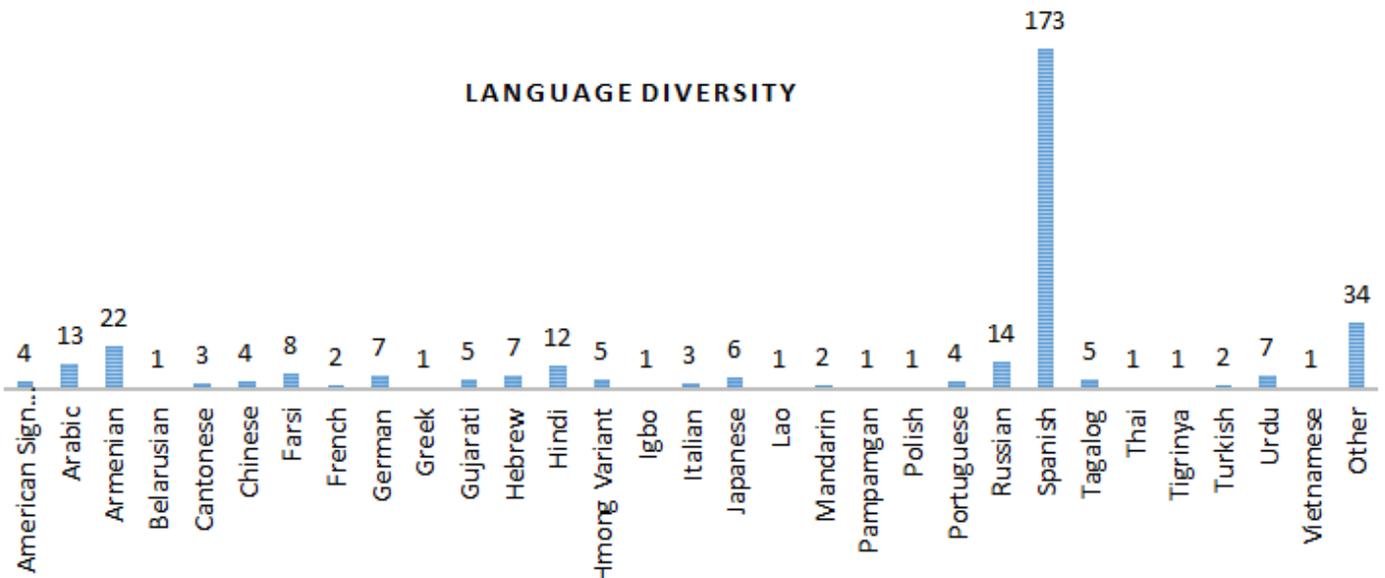


### Quick Director Mentor Facts:

- 113 Director Mentors
- 32 10+ years with CECMP
- Average Stipend per Director Mentor \$806
- 14,860 Children Impacted
- 57 Mentees
- 26 QRIS Rated Sites, 61.9% of Total Sites
- 20/26 with QRIS Rating of 4-5, 76.9% of Total

Director Mentor Events	Year	Professional Development Topic
Business Administration Scale	2019	Administration and Supervision
Director Mentor Institute	2019	Culture, Diversity, and Equity
Virtual Advanced Director Mentor Institute	2019	Culture, Diversity, and Equity
Advanced Director Mentor Institute	2018	Culture, Diversity, and Equity
Director Mentor Institute	2018	Culture, Diversity, and Equity
Program Administration Scale	2018	Administration and Supervision
Virtual Advanced Director Mentor Institute	2018	Trauma Informed Care
Advanced Director Mentor Institute	2017	Reflective Supervision
Business Administration Scale	2017	Administration and Supervision
Director Mentor Institute	2017	Culture, Diversity, and Equity
Virtual Advanced Director Mentor Institute	2017	Reflective Practice
Mentor Teacher Events	Year	Professional Development Topic
Mentor Institute	2019	Culture, Diversity, and Equity
Mentor Institute	2018	Reflective Practice
Mentor Institute	2017	Trauma Informed Care

### LANGUAGE DIVERSITY





## 2018-2019 CECMP Qualitative Overview

"I've had maybe 50 plus students over the years, and I love that I'm FCC and they're blown away how amazing it is. A lot of people want to work with babies and little ones, and that's who are in my program. It's very important to me for people to have a good perception of FCCH, because there are a lot of wonderful programs out there that are doing wonderful things with their children and families"

- Catherine Scott, Mentor Teacher, Director Mentor and Steering Committee Member, QCC (5 Rating)

"I would like to see the Quality Start Programs throughout the state take advantage of more peer mentoring. I'm a part of the Quality Start Program. I participated in Steps to Excellence, Race to the Top and now Quality Start. The coaches are great, but most of them have not worked in the classroom, have not worked in FCCH. To have a program like the Mentor Program that's already out there doing wonderful things, why not let us set up groups and cohorts within our community where we do peer one on one mentoring...I'd like to see the State take advantage because there's so many of us, so wonderful, willing to share years of experience, because experience is the best teacher..."

- Catherine Scott, Mentor Teacher, Director Mentor and Steering Committee Member, QCC (5 Rating)

"...the Mentor Program is so valuable. I don't think I would have become the educator that I've become, or the leader now that I am without being a part of the Mentor Program. It helped me find my footing of who I am as a leader in the field of Early Education and what I could give back."

-Sonia Semana, Mentor Teacher, NOW Lab School Director at 4 Star Program

"I was able to use the Stipend not only to grow in my own profession, but to gain more information that I then shared with my colleagues at work, and the Mentees that I was working with."

-Sonia Semana, Mentor Teacher, NOW Lab School Director at 4 Star Program

"The Mentor Program has made me more aware of the importance of having a professional network. The value of having a voice in [areas] that I've been worried about in the field of education, like curriculum, connecting with families, [and] helping children with disabilities."

-Sonia Semana, Mentor Teacher, NOW Lab School Director at 4 Star Program

"I worked at two Reggio-inspired schools. And that was really because of what I saw Sonia accomplish in her classroom and just the growth and development of the children under her care and tutelage. It was just so inspiring, and I just couldn't imagine working in a different setting."

-Jennifer Crawford, Mentee

"If I'm going to be a positive male role model, and I want my mentees to be educationally sound, then I need to have my own education as well. That was what eventually led me to getting my BA and teaching credential at Cal State LA. And then eventually getting my Masters at USC and now it's on to the next chapter, and hopefully getting a doctorate degree."

-Jorge Ramirez, Mentor Teacher, LA Unified School District, QCC Site



## 2018-2019 CECMP Annual Report

### Executive Summary

The California Early Childhood Mentor Program completes the 2018-2019 year with the following accomplishments:

1. Completion of “The Mentor Teacher/Adult Supervision,” a classroom supervision course, by 89 of the 111 students who enrolled;
2. Training of 75 new Mentor Selection Committee members to conduct program quality reviews with Environment Rating Scales (ECERS-R, ITERS-R, SACERS, FCCERS-R), the *Program Administration Scale* and the *Business Administration Scale*;
3. Conducting quality reviews on 190 sites;
4. Selecting a total of 535 Classroom Mentors;
5. Selecting a total of 113 Director Mentors;
6. Holding Mentor Seminars and Director Seminars at 39 local programs;
7. Mentoring 1,764 practicum students, 23 post-practicum teachers, 118 Early Childhood students, 39 Infant/Toddler and Family Child Care Home providers in the community, and 57 protégé directors;
8. Paying \$1,116,558 in stipends to classroom Mentors for mentoring and professional development;
9. Paying \$91,117 in stipends to Director Mentors for mentoring protégé directors;
10. Offering an Advanced Director Mentor Institutes attended by 36 Director Mentors, and VADMI attended by 35 Director Mentors;
11. Hosting the Twenty-fifth Annual Mentor Institute at University of California Berkeley located in Northern California, attended by 100 Mentor Teachers;
12. Holding two on-ground Director Mentor Institutes, attended by 22 Directors;
13. Holding an online Director Mentor Institute, attended by 15 Directors;
14. Providing funding to support Mentor Teacher/Adult Supervision classes at 9 colleges;
15. Providing supplemental support for 10 large area programs;
16. Providing supplemental support for 12 programs to enhance their Director Mentor component.
17. Providing certification for 17 participants for the Program Administration Scale (PAS) & Business Administration Scale (BAS)
18. Program supported a year-long pilot in Alameda County for the Emerging Leaders in Equity Fellowship. Director Mentors and those qualifying to become Director Mentors applied and were selected for this Fellowship. 13 Emerging Leaders in Equity Fellows and three Emerging Leader Mentors have been participating. At the time of this report, they are halfway through their program which continues through June 2020

Program Impact									
Classroom Mentors									
Class-room Mentors	Students trained in supervision/mentoring	Practicum students mentored	Teachers mentored following practicum	Individual ECE students mentored	Class-rooms affected	Children affected	Co-workers affected	Selection Committee Members	Total stipend per classroom Mentor (av.)
535	89	1,764	23	118	4,140	44,612	10,146	671	\$2,087
Director Mentors									
Director Mentors	Directors trained in mentoring	Protégé directors mentored	Classrooms affected	Children affected	Co-workers affected	Total stipend per Director Mentor (av.)			
113	37	57	656	14,860	2,590	\$806			

Classroom Mentors reported a fairly low average annual turnover rate of 14.2% in their centers. 80.7% of the Mentors indicated that their career goals had been changed by participating in the Mentor Program, and anecdotal evidence indicated that Mentors were empowered by their experiences.

Mentor Coordinators reported a positive impact on community college early childhood training programs. The provision of additional instruction funds enabled colleges to offer courses to improve the supervision skills of experienced teachers. Instructional capacity was also increased by the ability to offer students the Mentor placement option for completion of student teaching requirements; 47.9% of the Coordinators stated that they expect the number of students who complete the practicum to increase with the addition of the Mentor option. Students and Mentors who worked in the same centers accounted for 4.5% of the placements, thus allowing the student to complete the practicum requirement while on the job. The program added a layer of diversity to college training programs both ethnically and in the expanded second-language abilities we bring to the training effort. CECMP reflects 49% People of Color being represented among our Mentors and Director Mentors.

<b>Measure</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
Colleges	103	104	104	104	102
Mentors	579	568	540	562	535
Practicum Placements	1804	1803	1678	1753	1764
Total Placements per Mentor (av.)	3.1	3.2	3.1	3.1	3.3
Stipend per Mentor (av.)	\$1,727	\$1,987	\$2,061	\$1,984	\$2,087
NAEYC-accredited centers	130	118	112	113	114
QRIS-Rated Sites		174	229	256	258
QRIS Tier Rating (av.)		4	4	4	4.1
Director Mentors	144	139	139	137	113
Protégés placed w/ Director Mentors	74	85	75	62	57
Stipend per Dir. Mentor (av.)	\$734	\$710	\$739	\$750	\$806
QRIS-Rated Sites		36	38	39	26
QRIS Tier Rating (av.)		3.8	4	4	4.2

Short- and long-term program goals include the following:

- Continue program operation at every college wishing to participate;
- Increase opportunities for practicum students to complete course requirements with a diverse pool of Mentors;
- Enable Mentors to provide continued support to student teachers following the practicum;
- Enable Mentors to provide support to Early Childhood students—including dual language learners (DLL) and those taking online classes—in completing their academic goals;
- Support Mentors as they take on increased leadership roles in their colleges and communities;
- Provide support and training for directors;
- Support leadership development in early childhood education;
- Promote collaboration with local Quality Counts California Consortia;
- Improve program operations as needed;
- Increase public awareness of the Mentor Program and outreach for all activities; and
- Increase equity access, diversity and inclusion in all program activities.