

Quality Counts Tuolumne

Raising the Quality of Early Learning and Care

Application for Funds: Quality Counts Coach

FY 19-20 through FY 22-23

FEB 15 '19 AM 11:24

Cover Sheet

Application Deadline February 15, 2019 by 5:00pm

Name of Applicant Organization: Tuolumne County Superintendent of Schools Office	
Mailing Address: 175 Fairview Lane, Sonora, CA 95370	
Contact Person: Cathy Parker	209 536-2010
e-mail: cparker@tcsos.us	Fax: 209 536-2003
Total Amount of Request for Four Fiscal Years: \$418,363.00	
Project Start Date: July 1, 2019	Project Completion Date: June 30, 2023

I authorize submission of this application:

<u>Cathy A. Parker</u>	<u>Tuolumne County Superintendent of Schools</u>
Name of authorized agency official	Name of agency/organization

<u>Superintendent</u>	<u>Cathy A. Parker</u>	<u>2/15/19</u>
Title of authorized agency official	Authorized Signature	Date

Please answer the following questions by typing your answers in the section below each question. Please strive for a balance between a complete answer and conciseness. Please see the guidelines for submission instructions and deadlines.

1. A required qualification is that the organization has an administrative structure that supports Human Resources related work, including arranging for supervision and oversight, as well as training and mentoring. Please give an overview of how the Coach will be supported in these areas. Please identify the individual(s) that will provide direct supervision, and a brief description of what this will look like (frequency, depth, etc.). How will training and mentoring take place?

Administrative Structure:

TCSOS has an established administrative structure that has worked with First 5 funded School Readiness Programs including Friendship School from 2003-2011 and the Social Emotional Learning Foundations (SELF) program from 2011-2019.

The County Superintendent, Cathy Parker, has a demonstrated history of supporting and coaching new staff members for over 17 years including training instructional coaches in all grade levels, developing innovative programs designed for unique populations, and was a cultural competence coach and trainer under the direction of Dr. Nolan Zane at UC Davis. Ms. Parker has worked to develop a rigorous supervisory oversight program for new administrators that includes training in supervision and evaluation and mentorship. Staff selected to lead this important work will be trained using this structure.

Lisa Rico, the Assistant Superintendent Business Services, and Diane Baumhover, the Director of LEA Services, have established practices to work with incoming staff to help navigate complex reporting requirements and will be available as needed to support the new staff.

Tracy Rasmussen, Director Human Resources, will provide mandated trainings and will provide assistance in developing skills under a mentorship program.

Training and Mentoring:

Diana Harford, Director School and District Support, will be the direct supervisor for staff. Diana has a 22-year record as a school site administrator that includes successful oversight of a parent preschool that is still operational in Tuolumne County. She has also demonstrated the skills needed to provide a coaching and mentorship experience that is based upon the "coach as a facilitator" model rather than the "coach as expert" model. This model is based upon the philosophy that individuals have the answers to problems within themselves and a coach serves as the facilitator for that problem-solving. It is uniquely designed to meet the needs of the individual selected which will include weekly check ins, targeted training sessions, observations at a variety of sites, debriefing of experiences, and accessing resources to improve their craft. Using the reflective practices model designed by Stanislaus County Office of Education, the mentorship will have a structure and expectation that reflective practices are implemented.

The retiring SELF program coordinator will return to work in the fall of 2019 under a CDE waiver to train the new Quality Counts coach. This training will include helping the coach develop relationships/linkages with community partners and early childhood educators. The former program coordinator will personally introduce the new coach to teachers and providers, attend coaching visits to provide training and support and attend required meetings with community partners. She will also provide trainings on how to use the CLASS, ECERS and ASQ-SE tools.

2. A required qualification is that the organization will provide systems and training to ensure culturally competent and respectful services. This position will be working primarily with ECE teachers and parents. What systems and training will your organization provide to ensure the employee is providing culturally competent and respectful services to these groups? What oversight will you employ to follow up to verify that these skills are being employed in the field?

Culturally Competent and Respectful Services:

According to the Tuolumne County Superintendent of Schools' mission and vision, "The educational process should provide each individual the opportunity to appreciate the contributions of all cultural heritages." Additionally, the mission and vision states, "The inherent worth of each individual must be of highest consideration in the educational process." TCSOS is committed to cultural competence and respectful services that has not only been demonstrated over the past years by the SELF Coordinator's exemplary awareness and respect for all partners, children, and parents, but throughout the organization itself.

The current Superintendent has worked closely with Dr. Nolan Zane and his team at UC Davis in the field of cultural competence and these ideas and practices have been infused throughout the TCSOS organization. As a county office of education primarily working with the most at-risk students, trainings include trauma informed practices, suicide prevention training, multi-tiered system of supports (MTSS), cultural nuanced learning, English learner support, trainings regarding inclusive practices, and restorative practices. While some of these services are not directly related to the work of First Five or this particular position, it does demonstrate that there is a culture of respect and inclusivity that permeates the organization. TCSOS has a well-established history of working with multiple agencies including ECE in a respectful, collaborative manner with established partnerships that include Columbia College, ICES, Head Start, and the Local Childcare Planning Council to name a few.

Oversight in the Field:

As part of the oversight provided by the coach and direct supervisor, the tool utilized during the employee's training period and throughout their tenure is based upon the work of the WestEd and the Leadership Standards of Everyday Work which provides practical tools for putting theoretical ideas into practice. Using this tool, the coach and direct supervisor, both trained in mentorship and coaching, will engage in reflective practices with the staff person selected to lead this work. Field observations will focus on areas of strength and opportunities for growth. The rubrics generated using the tool will help guide identification for opportunities for improvement.

3. A required qualification is that the organization has a track record of working collaboratively and effectively with First 5 and community partners. It will also be important for the Coach to make effective community linkages. Please briefly describe your plan to ensure that the Coach makes these linkages. Please list what you feel are the important local, regional and state linkages that the new employee be made aware of and be connected to. Who at your organization will ensure that the Coach is aware of these and has made connections?

Community Linkages:

As a well-established educational entity in Tuolumne County, TCSOS has already developed strong relationships and linkages with First 5 and community partners. The retiring SELF program coordinator will stay on to help the Quality Counts Coach form these linkages and train him/her on pertinent responsibilities within each organization. Additionally, the Local Child Care Planning Council provides its own orientation and training and the coach would participate in this training through Infant Child

Enrichment Services. The success of the Quality Counts Coach program depends on working collaboratively, not only with teachers/providers and administrators, but also being strongly connected in the community. TCSOS is highly vested in this community and has sustained these critical linkages for many years. These partnerships are crucial to the success of this program.

Already Established Important Local, Regional and State Linkages:

- ATCAA Head Start
- Belleview Preschool
- California Department of Education-Early Education and Support Division
- California Preschool Instructional Network (CPIN)
- California Teaching Pyramid (CA CSEFEL)
- Center of the Social Emotional Foundations for Early Learning
- Columbia College
- Columbia College Child Development Advisory Committee
- Columbia College Early Childhood Apprenticeship program
- Columbia College Mentor Teacher Selection Committee
- Early Start
- Family Child Care Providers
- First 5 Region 3 Danielle Singley
- Infant Child Enrichment Services (ICES) Child Care Resource and Referral and Raising Healthy Families
- Private Preschools
- QRIS Consortium
- Smile Keepers
- Tuolumne County Behavioral Health
- Tuolumne County Local Child Care Planning Council
- Tuolumne County SELPA
- Valley Mountain Regional Center

4. A required qualification is that the organization will provide resources for office space, computer, related office equipment, and IT technical assistance for an employee doing this work.

- a. If you can meet this requirement, check the YES box. YES ☒
- b. If you cannot meet this requirement, check the NO box and explain further. NO ☐

Further explanation, if your answer is NO:

5. What other in-kind resources, in addition to those you listed in your response to question #1, can you provide to support the individual who fills this position? For example, training provided by your organization, access to an organization's vehicle, peer support, or any other in-kind resources that you are aware of?

In-Kind Resources:

TCSOS has multiple in-kind resources that we provide to our partner agencies. In addition to the workspace, computer, related office equipment, and fiscal support, the employee will have access to immediate, highly trained technical staff, fiscal support personnel, human resource experts, and a

variety of other staff members connected to helping children thrive. These multiple agency and departmental resources cannot be duplicated elsewhere due to the extensive variety of TCSOS services that are offered and speaks to the collaborative nature of the staff at TCSOS.

A teacher workroom provides the employee access to equipment and resources that cannot be found on individual sites and/or facilities.

New employee training, for both mandated and non-mandated requirements, are offered throughout the year utilizing innovative delivery models such as the Alludo/TRAILS system.

Employee Assistance Program is offered through health benefits.

The Think Space is an innovative room design that allows for training and technology use in a variety of configurations.

Conference rooms are available for meetings.

IT support is accessible and immediate.

Peer support with First 5 grantees and director housed in this office.

Early Start serves children ages 0-3 in a home-based setting. The Early Start teacher is available to support the Quality Counts Coach when he/she is working with children in this age range.

SELPA will also provide support to the Quality Counts Coach regarding support services for children experiencing behavioral challenges. Additionally, SELPA will assist the coach in making referrals for special education assessments.

Child Find Screenings are offered several times per year at TCSOS. The coach will be able to refer children with challenging behaviors to these events.

Lending Library is housed in the SELF program office. The library contains many early childhood curriculum materials for teachers to borrow. The coach will deliver these materials to sites upon request.

6. This position is somewhat unique in that the Coach will also need to remain flexible in regards to direction from the QRIS Consortium and the Quality Counts Coordinator. This makes supervision and oversight a little more complex. How do you anticipate approaching this duality of systems?

Answer:

The Quality Counts coach will be a member of the QRIS Consortium and will stay current as to what is required through the Quality Counts consortium. Additionally, the Quality Counts Coach will attend all QRIS Consortium meetings and will hear about any changes in the program first hand.

The Quality Counts Coordinator(s) will also keep the coach informed of any changes in the direction of the program. As an employee of TCSOS, the coach will report to the Director of School and District Support, Diana Harford, who will provide additional oversight and direction. Oversight will be provided by the quarterly reports provided to the First 5 executive director. These reports will clearly indicate whether the program is meeting the required benchmarks.

Throughout the history of TCSOS programs funded through First 5 (Friendship School and the SELF program), flexibility has always been a key component. As these programs developed, modifications were made to best serve children, families and teachers. Meeting the diverse need of teachers, children and families must be custom tailored to meet them where they are and respect where they are going which requires flexibility. Flexibility has never been a problem and TCSOS looks forward to continuing to be flexible in the development of the Quality Counts Coach's responsibilities.

When referencing a duality of systems and the complexity of approaching two systems that are sometimes uncoordinated, we are of the understanding that First Five is seeking an organization that can provide feedback and support to a Coach that may grapple with these systems. Throughout the

mentorship program, one of the goals is to understand the systems in which we work and to create effective communication systems, coordinate services as much as possible, and to adjust practices to work within those systems. The employee selected for this position will also be trained in these strategies.

7. The minimum qualifications for the Quality Counts Coach position will be negotiated at contract time, but the desires of the Commission at this time are listed in the appendix of this application. In regards to these desired qualifications, please answer the following questions:
- Would you add, subtract, or change any of these desired qualifications? If so, please provide an explanation.
 - Do you feel that there are specific qualifications that may be hard to find in an applicant? If so, which ones.
 - If the highest qualified applicant does not have all of these qualifications, how would you go about addressing that lack of capacity?

Answer:

- The following requirements should be added to the qualifications:
 - Experience working with children with behavioral challenges: The applicant should be skilled in conducting classroom observations, providing social emotional evidence-based strategies for classroom success and conferencing with parents and teachers.
 - Familiarity with Coaching Companion: This is important to add to the minimum qualifications since it is the platform for much of the coaching interactions
 - Ages and Stages Questionnaire-Social Emotional: This should be added in item #6 of the minimum qualifications as the ASQ-SE is a key component for addressing the needs of children who are grappling with behavioral issues.
- Finding a person with the qualifications to provide direct service to children who are having behavioral difficulties may be the most difficult task. It may also be difficult to find a candidate who is familiar with ERS, CSEFEL, CLASS, DRDP, PBC, PLF and DRDP, however, with training, the candidate should be able to use these tools efficiently within the first year of employment.
- If the highest qualified applicant has the education and experience working with children 0-5, but is missing some of the other skills, the interview committee may agree to hire that person with the condition that the applicant receives training and continued support in the deficient areas. If none of the applicants are a good fit for the position, the position will be advertised again on EDJOIN for a second time and more interviews will take place. In order to attract qualified candidates who may not possess the desired specific skill set but have the foundation to grow into the position, a competitive salary along with benefits must be provided.

8. Do you have any questions or concerns about the proposed Coach Job Duties listed in the Appendix?

Answer:

In the minimum qualifications section, the notation that ATCAA funds cannot be leveraged unless the coach has a bachelor's degree begs the question; if TCSOS is awarded the contract and the coach has a BA, will TCSOS be able to leverage this funding for coaching since ATCAA sites will be receiving coaching services from the Quality Counts coach?

9. On a very practical level, what do you think will be the biggest obstacle or barrier for a new Coach in performing the Job Duties? Please identify at least one area. Then tell us how you would assist your employee in addressing one identified obstacle or barrier.

Answer:

The biggest obstacle or barrier for a new coach in performing these duties will be forming strong relationships with teachers and children. Strength-based relationships are formed over time. There must be a 'goodness of fit' between the coach, teacher and program. The coach needs to be credible, genuine and truly understand the challenges that the teachers/providers face on a daily basis. The coach must know how it is to have walked in their shoes. The coach must represent a neutral, non-evaluative agency, so that teachers are able to share their struggles without fear of reprisal. Once established, these relationships form a strong foundation where teachers are able to maximize their reception of coaching strategies and are more willing to implement them. The retiring SELF program coordinator will assist the coach by accompanying him/her on several site visits to facilitate a smooth transition and help lay the foundation for their work together.

Another obstacle may be for the coach to feel comfortable with providing on-site, direct service to children with behavioral issues that are disrupting their child care programs. The coach will need experience working with children who display challenging behavior and meeting with parents to discuss sensitive information. The coach will have direct access to the SELPA program specialist, Mayra Patey, for consultation and training as how to approach these issues. For children birth to three, Nicole Scott, the Early Start infant support teacher will be available to mentor and support the coach. Additionally, the retiring SELF program coordinator will be available to train the new coach on how to observe, write reports, meet with teachers and families and make referrals to appropriate agencies.

10. What is your plan for filling this position? Do you plan to do a competitive hiring process, or do you plan to move someone from your organization into this position, and then fill their position? If you have a staff member identified to potentially fill this position, please provide some information on their qualifications. Also please explain how funds will not be supplanted. If you plan to go through a hiring process, what do you anticipate will be the time-lag after a contract is negotiated?

Answer:

Plan for Filling Position: TCSOS engages a competitive hiring process and utilizes Edjoin as well as other recruitment job posting networks. The HR Department has a robust recruitment plan implemented by the experienced team. In order to be fair and to recruit as an equal opportunity employer, we have not identified a staff member for this position. Even if there was a person identified, they would be required to participate in a rigorous application and screening, participate in 2-round interviews utilizing unbiased evaluation tools. The recruitment process can take up to 3 weeks with a hiring process taking 2 to 3 weeks depending on how long it takes for the coach's fingerprints to clear with the Department of Justice.

11. Why is your organization interested in applying for funding to support the Quality Counts Coach position? What benefits would it bring to your organization? How does it align with your mission? Please note, this is not a question about your qualifications, simply about your interest and desire. Why do you want the Quality Counts Coach to be housed at your organization?

Answer:

There are multiple reasons why TCSOS is willing to commit its resources to this partnership. Benefits to TCSOS: California and its legislature are starting to understand that education is comprised of more than a K-12 experience. Rather, the experiences children have 0-5 years old dramatically

influence long term outcomes. ECE experts have long recognized this, yet the K-12 educators have been kept separate from the ECE world. The creation of Transitional Kindergarten started to break down these barriers and with our new governor, we have an opportunity to be part of creating a truly integrative system of support for children. TCSOS sees this coach position as an opportunity to promote and forward the Early Childhood Educators' needs and provide them the supports provided to all educators. In addition, the need for diversity of approaches to meet the needs of educators, parents and children demand that we are inclusive in our partnerships in order to hear different perspectives and observations. TCSOS is ready to continue to provide that diversity as we have successfully done for the last multitude of years. This diversity enables our early childhood educators have more access to resources and support as they engage in this challenging work.

Alignment to Mission:

According to the Tuolumne County Superintendent of Schools' mission and vision, "We believe that within the framework of a democratic society, that society is best served by an educated citizenry and that educational resources should be available to all persons." The Quality Counts Coach will provide services to all licensed early childhood education sites requesting such services be they publicly or privately funded centers and family child care homes.

Why do we want to house this program?

We feel that the not only does TCSOS have the capacity to house this organization, it also provides a nexus for early childhood education providers, their families, and children to become familiar with other services that can support the development and success of children. As an agency that serves multiple stakeholders and constituents, simply walking down the hall, one is introduced to a multitude of services that many do not know exist and are available to them, from adult education services to developmental screenings. In addition, the public is made aware that our youngest, most vulnerable children are being served by these programs which they may not even know exist since they may not have young children themselves.

12. Briefly, summarize why you think your organization is the best entity to support the Quality Counts Coach position for the next 4 years. (Limit your response to 3 paragraphs or less, please.)

Answer:

TCSOS has provided a successful program funded through First 5 Tuolumne County for 16 years. Benchmarks were and continue to be consistently met during the duration of this program. In the 2017-18 school year, the SELF program coordinator's focus became a practice based coaching position combined with direct service for children experiencing challenging behaviors. During that time, 27 teachers received either face-to-face or virtual coaching. These sites included publicly funded sites (ATCAA Head Starts, Belleview State Preschool, Columbia College), private sites (Kiddie Kollege, Mother Lode Christian School), license exempt (Tiny Tots), SELPA Structured Preschool and seven family child care providers. Additionally, 6 children were observed in their classrooms, with parent permission, to help address their challenging behavior. The teachers and parents were provided with strategies to use in the classroom and at home. When appropriate, children were referred to special education, behavioral health or other resources as indicated. During the 2018-19, so far, the SELF program coordinator is coaching nine teachers using the Coaching Companion online website (3 at Head Start, 1 at Early Head Start, 1 at Belleview State Preschool, 3 at Tiny Tots, 1 at Mother Lode Christian School). We are part of a pilot group for the Region 3 Hub that is testing this innovative program. The coach develops online lessons, similar to an online class, that support the topics the teacher is focusing on in the classroom. The coach visits the teacher 4 times per month and supports

him/her through the use of observation, videotaping and individual face-to face coaching sessions. Up to this point, the coach has spent a total of 75 hours in these classrooms. Columbia College student teachers have received 14 hours of training for the student workers who meet with the coach during nap time. Trainings include dealing with challenging behavior, communication, open ended questions, mindfulness and giving directions. One family child care provider is receiving coaching on using the ASQ-SE with her families. SELPA Structured Preschool staff has participated in ipinwheel training and virtual coaching. This year, 6 children are being observed in their classrooms. All of their parents have completed the ASQ-SE and we are in the process of scheduling conferences with the teachers and families to determine what service will best support them. In one case, the SELF program coordinator collaborated with the Head Start mental health support provider help the family gain access to therapy.

The SELF program, in conjunction with TCSOS, has worked extremely hard to develop strong relationships with publicly funded, privately funded and licensed family child care programs and their administrators. We are able to provide inclusive services that are supportive and non-evaluative. We have the ability to be neutral and teachers feel free to share their concerns with us without fear of reprisal. Each program is unique and the SELF Program has demonstrated that we can be flexible and respectful to all types of early childhood program staff. We give each teacher, child and family the respect and support they deserve

Finally, TCSOS is connected to extensive educational resources. The Tuolumne County SELPA is housed in this office and the program specialist and Early Start teacher are readily accessible to the Quality Counts coach. The First 5 Tuolumne County executive director's office is also housed here, making it convenient for the coach to reach the executive director at any time. We have a state-of-the-art IT department, office space and numerous educational supplies and equipment to support the Quality Counts coach. We also have a strong plan to use the retiring SELF program coordinator to train the new coach, reinforce community linkages and assist in the transition. Within our highly skilled educational agency we have the early childhood education expertise, experience and resources to support teachers in their very important work and we are the logical choice for the Quality Counts Coach program.

BUDGET

Please provide a 4-year budget, using your own organization's budget format. Put in detailed information for personnel (salary and benefits), and operating costs. Use four columns for the fiscal years FH 19-20, FY 20-21, FY 21-22, and FY 22-23 and an additional column for the 4-year totals. Please submit this electronically in Excel format. The total 4-year budget shall not exceed \$418,363.

Please address the following budget narrative questions.

Budget 1. Provide a description of the Coach position hire, in terms of FY (July-June) hours, paid time off, benefit rate and any other issue that may seem important. The reviewers need to be able to understand how many weeks/year the employee will be in the field working and what benefits are included in the hiring package.

Answer: The budget is designed to support a coach at 183 days per year, 8 hours/day. The position is placed on the management classified employee salary schedule in order to attract qualified candidates

with the educational background and experience needed to be successful in this unique position. This position will require PERS contributions which are also built into the budget as a separate line item. Benefits also include a health/welfare cap, workers comp, and other statutory benefits. There is a certificated salary budget that will be used for the first 6 months of the grant to support the coach/mentor to the new employee. The administrative oversight will be provided by the Director, Diana Harford as in-kind support the first 6-months. When the coach/mentor support services have ended, the budgeted item will cover her oversight and mentorship time. There is a step and column applied at each year with anticipated COLA built in.

Budget 2. Provide a description of all personnel and indirect costs in the budget other than the Coach. For example, if there are admin personnel in the budget, please describe their role, FTE, etc. If there are indirect costs, please describe what organizational departments or functions are supported by the indirect rate. Reviewers should be able to clearly understand the budgeted costs that are not directly incurred by the Coach.

Answer: Indirect costs are set by the state and are budgeted at 8.58%. These fluctuate each year and usually rise/fall by 1%. The indirect covers the cost of office space, desk, office furniture, phone, IT, access to the Lending Library, Teacher Workroom, Instructional Materials Center, trainings, and all related services needed to manage the grant including fiscal, HR, and programmatic support. Indirect explanations can be found on sheets located within the excel document.

Budget 3. If the budget increases annually over the 4-year period, please describe what percentage rate was used for the annual increase, and why it was chosen.

Answer: The budget increase in salaries between years is estimated at 5% to account for COLA and step/column. This can be found on sheet 2 of the submitted budget. Benefits increases represent an increase in PERS contributions.

Budget 4. If additional funds will be leveraged to support this position, please clearly show them in the budget.

If additional funds are included in the budget, please summarize the amount and the source here: Currently we are awaiting the results of a planning grant that may in the future be used to support this program but it would be premature to include now.

Budget 5. First 5 funds will inevitably decline. The First 5 Commission is always looking for strategies to imbed critical services in the community by utilizing additional funding sources. Please describe whether or not you see any possibility for now or in the future of your organization supporting ECE coaching services with funding other than First 5 funds. If so, would this be coaching only within your organization or to a broader ECE audience.

Answer: As mentioned above, TCSOS is expecting to receive a planning grant specific to ECE and within that planning time, we hope to include expansion of ECE services within our community. TCSOS is poised at this time to receive much needed state funds and we are staffed appropriately to seek and manage those funds.

FIRST 5 FUNDS CANNOT BE USED TO SUPPLANT

State law prohibits Commission funds from funding (replacing) existing levels of service or programs. To ensure compliance with this provision, please provide the following information. If you have questions about how to fill out this form, please call Sarah Garcia 536-2070.

1. Has your organization provided any of the following services in Tuolumne County in FY 18/19 with any type of funding, including First 5 funding:

Coaching for ECE teachers within your organization YES ☒ NO ☐

Coaching for ECE teachers outside of your organization YES ☒ NO ☐

2. Did you receive any other funds other than First 5 funds to perform these services in the last year? Please explain.

\$10,000 of MHSA funds are granted directly to First 5 to supplement the current SELF Program

3. If so, will this other funding be available, to the best of your knowledge, in FY 19/20 and during the 4 years of this grant for providing coaching to ECE teachers?

- a. If yes, please provide more detailed information on this funding, such as the source of funding, dates and amounts. (And explain how new funds will not supplant these funds.)

The current MHSA funding will end as of June 30, 2019. Behavioral Health has not determined if there will be another funding cycle after this time. The First 5 director is committed to applying for these funds, should they become available.

- b. If no, please explain why the funds will no longer be available.

Appendix 1

1 Quality Counts Coaching Duties

- a. Provide onsite-support of teachers and family child care providers grappling with child behavioral issues that are disrupting the classroom/Family Child Care home. This includes whole classroom observations (followed by concrete suggestions for environmental adjustments), as well as individual child observation, if parents have consented.
 - b. Provide warm hand-off referrals of children and parents to other community agencies as appropriate.
 - c. Provide assistance to teachers in responding to developmental assessment findings that show delays in children: assist with communicating results to parents, and assist with referrals and curriculum suggestions, as appropriate.
 - d. Provide coaching for teachers enrolled in the Quality Counts program, including Family Child Care Providers (with a limited caseload/year, based on time availability). This includes meeting with teachers, designing learning opportunities (including on-line learning) and doing follow-up and reflection. This coaching can be stand-alone or provided in combination with classroom/child consultation.
 - e. Participate in additional community-based ECE work as appropriate (CPIN, Columbia College Child Development Advisory Committee, LCCPC, QRIS Consortia, etc.)
2. Minimum Qualifications for the Coach position will be negotiated at contract time, but the desires of the Commission at this time are:
1. Children's Center Permit Site Supervisor or Program Director level
 2. BA in Child Development or related field (Associates Degree could be considered with other experience, but ATCAA funds would not be available to leverage.)
 3. Minimum of 5 years working with children 0-5 or 3-5
 4. Knowledge of Tuolumne County resources
 5. Ability to create relationships with teachers, administrators, children and families
 6. Familiarity with most of the following: ERS, CSEFEL, CLASS, DRDP, the Preschool Foundations, Practice Based Coaching
 7. Willingness to learn to use the iPinwheel database system
 8. Knowledge and experience with Microsoft Office programs

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Tuolumne County Behavioral Health
MHSA PEI Contract Provider
2018-2019 Work Plan



Program: Social Emotional Learning Foundations (SELF)		Contractor: Tuolumne County Superintendent of Schools Office - First 5		Contract Amount: \$ 10,000
Planned Activities under MHSA Contract		Desired Outcomes (population, numbers served, evidence of change)	Outcome Measures to be used	Begin/End Dates or Planned Time Period
B. Teachers learn to recognize social-emotional delays, and learn how to discuss shared approaches with parents. 1. Through on-site consultation, Early Childhood Educators will gain skills to effectively communicate with parents in regards to challenging behaviors.		1. ECE professionals that participate in the classroom consultation will complete an annual questionnaire, and report that they have learned new skills in effectively communicating with parents regarding children's behavioral concerns.	Year-end Survey In addition, frequency of facilitated connections will be tracked.	Academic School Year: Sept 2018 – June 2019.
C. Children with significant social emotional developmental concerns receive behavioral health services. 1. Children will be identified who have need for individual consultation. If parent permission is given, consultation will be provided by the SELF Coordinator, and then, if necessary, by a therapist or special education professional. 2. MHSA funds will support 10% of the services provided by the SELF Coordinator.		1. Pre and post- assessments will measure the extent to which children served with targeted consultation improve their social skills. 2. Children served with targeted consultation will not be asked to leave their current ECE setting, unless a facilitated placement to another ECE setting is facilitated, and is in their best interest.	Pre- and Post-Social Skills assessment administered by the classroom teacher. Children's stability in their current classroom will be tracked.	Academic School Year: Sept 2018 – June 2019.

Proposed Four Year Budget - SELF

	FY 19-20	FY 20-21	FY 21-22	FY 22-23	TOTAL
Personnel					
.8133 FTE Coordinator Salary (183 days)	\$ 52,522	\$ 55,148	\$ 57,905	\$ 60,800	\$ 226,375
.5 FTE Certificated Salary/Admin/Eval	\$ 7,093	\$ 7,306	\$ 7,525	\$ 7,751	\$ 29,675
Benefits	\$ 23,290	\$ 25,703	\$ 27,265	\$ 28,663	\$ 104,922
Subtotal Personnel:	\$ 82,905	\$ 88,157	\$ 92,696	\$ 97,214	\$ 360,972
Operating/Other Costs					
Supplies	\$ 2,800	\$ 2,750	\$ 2,300	\$ 1,600	\$ 9,450
Travel/Conference	\$ 6,393	\$ 3,954	\$ 2,711	\$ 1,824	\$ 14,882
Subtotal Operating/Other:	\$ 9,193	\$ 6,704	\$ 5,011	\$ 3,424	\$ 24,332
Administrative/ Indirect	\$ 7,902	\$ 8,139	\$ 8,383	\$ 8,635	\$ 33,059
Subtotal Admin/Indirect:	\$ 7,902	\$ 8,139	\$ 8,383	\$ 8,635	\$ 33,059
TOTAL:	\$ 100,000	\$ 103,000	\$ 106,090	\$ 109,273	\$ 418,363
Grant Revenue Request	\$ 100,000	\$ 103,000	\$ 106,090	\$ 109,273	\$ 418,363

CDE approved 8.58% Indirect rate for 18/19 used for all 4 years