

WEST KERN COMMUNITY COLLEGE DISTRICT
AGENDA FOR REGULAR MEETING

September 8, 2021

Cougar Room
(Access Through the Library Entrance)

In accordance with COVID-19 protocol masks will be required.

5:00 p.m.

29 Cougar Court
Taft, California 93268

A. Accessibility. *In compliance with the Americans with Disabilities Act, if you need special assistance to access the meeting room or to otherwise participate in this meeting, including auxiliary aids or services, please contact Sarah Criss at (661) 763-7711. Notification at least 48 hours prior to the meeting will enable the Governing Board to make reasonable arrangements to ensure accessibility to the meeting.*

B. Obtaining Public Records. *A copy of the Board packet, including documents relating to any open session item are available to members of the public on the District website and also at the District Office. Any writings or documents that are public records and are provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 29 Cougar Ct., Taft, California, during normal business hours. These documents will be made available to the public at the same time that they are made available to a majority of the Board.*

C. Language Assistance. *The District welcomes Spanish and other language speakers to Board meetings. Anyone planning to attend and needing an interpreter should call Sarah Criss at (661) 763-7711 forty-eight (48) hours in advance of the meeting so that arrangements can be made for an interpreter. El Distrito da la bienvenida a las personas de habla hispana a las juntas de la Mesa Directiva. Si planea asistir y necesita interpretacion llame al (661) 763-7711 (48) horas antes de la junta, para poder hacer arreglos de interpretacion.*

D. Addressing the District Board. *The Board encourages public participation and involvement. Community members will therefore have several opportunities to address the Board. However, please respect the Board's time and the need for efficient board meetings. The Board also requests that comments be respectful and professional.*

- 1. Agenda Items.** *If you wish to address the Board on an agenda item, please do so when that item is called. Presentations will be limited to a maximum of five (5) minutes. Time limitations are at the discretion of the Board President.*
- 2. Non-Agenda Items.** *Individuals have an opportunity to address the Board during the period set aside for Public Comment on Items of General Interest on topics within the subject matter jurisdiction of the Board **not** listed on the agenda. Presentations will be limited to a maximum of five (5) minutes, with a total of thirty (30) minutes designated for this portion of the agenda.*

E. Questions for the Board. *Individuals with questions on District issues may submit them in writing. The Board will refer such requests to the Superintendent, who will endeavor to respond to your questions after the meeting.*

F. Placing issues on the Board Agenda. *Items from the public pertaining directly to College business may be placed on the Board agenda by submitting the request in writing to the Office of the Superintendent. The proposed agenda item will be reviewed and placed, if appropriate, on the Board's agenda within a reasonable period of time. Please contact the Office of the Superintendent at (661) 763-7711 for further information.*

1. CALL TO ORDER
2. PUBLIC COMMENT ON CLOSED SESSION ITEMS
3. ADJOURN TO CLOSED SESSION

- A. Public Employee Appointment/Employment, Government Code Section 54957
 - B. Public Employee Performance Evaluations, Government Code Section 54957
 - C. Public Employee Discipline/Dismissal/Release/Complaint, Government Code Section 54957
 - D. Conference with Labor Negotiators (Government Code section 54957.6)
Agency Designated Representative: Superintendent/President
Employee Organizations: TC Faculty Association, CSEA Chapter #543 & Management/Supervisory/Classified Confidential Employees
 - E. Conference with Legal Counsel – Potential Litigation, Pursuant to Paragraph (4) of Subdivision (d) of Government Code Section 54956.9
 - F. Student Discipline and Other Confidential Student Matters, Education Code Sections 35146, 48900 et. Seq. and 48912(b)
4. RECONVENE IN OPEN SESSION; ANNOUNCE CLOSED SESSION ACTION
 5. FLAG SALUTE
 6. PUBLIC COMMENT ON OPEN SESSION AGENDA ITEMS
 7. GENERAL COMMUNICATIONS
 8. PRESENTATION – Citizen’s Oversight Committee Financial Report
 9. PRESENTATION – Sabbatical Report
 10. APPROVAL OF MINUTES – Regular Meeting Held August 11, 2021
 11. NEW BUSINESS:
 - A. Request for Approval – 2021/22 West Kern Community College District Budget
 - B. Second Reading and Request for Approval – Board Policy Revision
 - BP #2200 Board Duties and Responsibilities
 - BP #2220 Committees of the Board
 - BP #2435 Evaluation of the CEO
 - BP #2745 Board Self-Evaluation
 - C. First Reading – Board Policy Revisions (No Action)
 - BP #2345 Public Participation at Board Meetings
 - BP #3225 Institutional Effectiveness
 - BP #3420 Equal Employment Opportunity
 - BP #6340 Bids and Contracts
 12. CONSENT AGENDA (Items A – I)

- A. Request for Ratification - Agreement University Enterprises, Inc. (California State University of Sacramento) to act as Fiscal Agent for ECE Grant; 1/20/21 - 1/31/24
- B. Request for Approval - Agreement with the Chancellor's Office Tax Offset Program (COTOP); 10/1/21 - 12/31/22
- C. Information Item - Use of Proposition 55 Education Protection Account (EPA) Funds for FY 2021/2022
- D. Request for Ratification - Agreement with Lozano Smith, LLP for Legal Services; Effective 8/1/21
- E. Request for Approval - Agreement with Foundation for California Community Colleges (FCCC) to Provide Microsoft Campus Agreement with Computerland of Silicon Valley; 9/16/21 - 9/15/22; \$36,560.50
- F. Request for Ratification - Annual Renewal of IBM SPSS Statistics Base Concurrent User Subscription and Support Quote No. 19070810; 9/1/21 - 8/31/22; \$13,145.20
- G. Request for Approval - Renewal Agreement (123142080-1) with Dai Source for IBM Cognos; 11/1/21 - 10/31/22; \$9,980.26
- H. Request for Ratification - Contract for Professional Services with Chris Ruiz for Sports Information/Webmaster Services for the Taft College Athletics Programs/Website; 8/1/21 - 5/31/22; Not to Exceed \$5,000.00
- I. Ratification of the August 2021 Vendor Check & Purchase Order Registers

13. PUBLIC COMMENT ON ITEMS OF GENERAL INTEREST

14. EMPLOYMENT (Action)

- A. Academic Employment (Appendix I)
- B. Classified/Management Employment (Appendix II)
- C. Resignations/Retirements (Appendix II)

15. REPORTS:

- A. Financial Reports (For Information)
 - 1. Revenue Accounts (Account Level 1) FY 2021/22
 - 2. Expenditure Accounts (Account Level 1) FY 2021/22
 - 3. Expenditure Detail of \$10,000.00 or Greater, August 2021
 - 4. Student Organization and Special Accounts, August 2021
 - 5. Funds Deposited in County Treasury, August 2021
 - 6. Employee Travel Report - August 2021
- B. Trustee Reports
- C. Academic Senate Report
- D. Reports from Staff and Student Organizations

16. REPORT OF THE SUPERINTENDENT/PRESIDENT

17. NEXT MEETING DATE

The next regular meeting is tentatively scheduled for Wednesday, October 13, 2021,
at 5:00 p.m.

18. ADJOURNMENT

**WEST KERN COMMUNITY COLLEGE DISTRICT
MINUTES OF THE BOARD OF TRUSTEES**

REGULAR MEETING

August 11, 2021

The regular meeting of the Board of Trustees of the West Kern Community College District was called to order at 5:0 p.m. by Secretary Emmanuel Campos. Trustees Michael Long, Dr. Kathy Orrin and Billy White were present. President Dawn Cole was absent. Superintendent/President Dr. Debra Daniels and Executive Secretary Sarah Criss were in attendance.

PUBLIC COMMENT ON CLOSED SESSION ITEMS

No comments were heard.

CLOSED SESSION

At 5:01 p.m. it was moved by Trustee White, seconded by Trustee Orrin and unanimously carried, that the Board convene in Closed Session to discuss the District's position regarding the following matters:

- A. Public Employee Appointment/Employment, Government Code Section 54957
- B. Public Employee Performance Evaluations, Government Code Section 54957
- C. Public Employee Discipline/Dismissal/Release/Complaint, Government Code Section 54957
- D. Conference with Labor Negotiators (Government Code section 54957.6)
Agency Designated Representative: Superintendent/President
Employee Organizations: TC Faculty Association, CSEA Chapter #543 &
Management/Supervisory/Classified Confidential Employees
- E. Conference with Legal Counsel - Potential Litigation, Pursuant to Paragraph (4) of
Subdivision (d) of Government Code Section 54956.9
- F. Student Discipline and Other Confidential Student Matters, Education Code Sections 35146,
48900 et. Seq. and 48912(b)

RECONVENE IN OPEN SESSION; ANNOUNCE CLOSED SESSION ACTIONS

At 6:00 p.m., it was moved by Trustee Long, seconded by Trustee Orrin and unanimously carried, to reconvene in Public Session. President Cole reported that no action was taken.

PLEDGE OF ALLEGIANCE

Secretary Campos led the pledge of allegiance.

PUBLIC COMMENT ON OPEN SESSION ITEMS

No comments were heard.

GENERAL COMMUNICATIONS

Dr. Daniels presented a certificate in recognition of 20 years of service to Trustee White and a certificate for five years of service to Trustee Orrin.

Dr. Daniels also presented a Phi Theta Kappa pin of recognition to Dr. Sharyn Eveland for her service as the PTK Chapter Advisor.

APPROVAL OF MINUTES

On a motion by Trustee Long, seconded by Trustee White and unanimously carried, the minutes of the Regular Meeting held July 14, 2021 were approved.

PRESENTATION – Child Development Program Self-Evaluation

Meghan Hall-Silveira, Director of the Child Development Center, presented a PowerPoint with details from the Program Self-Evaluation (PSE) report that is due to the state annually (copy and handout attached to official minutes). She reviewed the areas that are reported and gave examples of local practices. One example was the noted improvement in two-way communication between staff and families with the use of Learning Genie. Ms. Hall-Silveira also reported on deficits in connection with COVID-19 effects. The CDC also completed a Program Administrative Scale (PAS) while it was not required this year due to COVID-19. The Taft CDC chose to participate to continue a focus on growth/improvement of the program.

NEW BUSINESS

Second Presentation and Request for Approval – Tentative Agreement Between Taft College Faculty Association (TCFA/CTA/NEA) and West Kern Community College District – Dual Enrollment Pilot Program High School Instruction

Dr. Daniels said that this agreement allows for College faculty to instruct on the Taft Union High School campus if a need arises for a dual enrollment course. On a motion by Trustee White, seconded by Trustee Long and unanimously carried, the request was approved (copy attached to official minutes).

First Reading – Board Policy Revision

- | | |
|-----------------|--|
| BP #2200 | Board Duties and Responsibilities |
| BP #2220 | Committees of the Board |
| BP #2435 | Evaluation of the CEO |
| BP #2745 | Board Self-Evaluation |

Dr. Daniels reported that the revisions are as suggested by the Community College League of California Policy and Procedure service. Revisions focus on the addition of diversity, equality and inclusion language.

Information Item – Annual List of Board Policies and Administrative Procedures Action for 2020-2021

Dr. Daniels told the Board that this item is a report required annually to inform the Board of all Board Policies and Administrative Procedures that have been updated during the previous year.

CONSENT AGENDA:

- A. Request for Ratification – 2021-22 Contract Education Agreement between WESTEC and WKCCD; 7/1/21 – 6/30/22
- B. Request for Approval – WKCCD Equal Employment Opportunity Plan for 2021-2024
- C. Request for Ratification – Facilities Use & Activities Request Form for Use of Taft Union High School Soccer Field for Summer/Fall 2021 Classes, Practices, & Seasonal Games; 8/2/21 – 12/17/21; \$5,000.00 plus repair costs
- D. Request for Ratification – Retainer Agreement with Public Agency Law Group; See Fee Schedule
- E. Request for Ratification – Agreement with Absolute Mitigation Services; \$39,332.69
- F. Request for Approval – ITSavvy LLC – CommVault Software Support Renewal, Quote #3487959; 9/1/21 – 8/31/22; \$11,687.10
- G. Request for Approval – Renewal of Turnitin (Plagiarism Detection) Account; 8/1/21 – 7/31/22; \$9,703.68
- H. Request for Approval – Adaptigent (Formerly GT Software) NetCOBOL Maintenance Renewal, Quote #0001533; 9/1/21 – 8/31/22; \$2,376.00
- I. Ratification of the July 2021 Vendor Check & Purchase Order Registers

On a motion by Trustee Long, seconded by Trustee Orrin and unanimously carried, Consent Agenda Items A – I were approved as presented (materials related to the items are attached to official minutes).

PUBLIC COMMENTS ON ITEMS OF GENERAL INTEREST

There were no comments.

EMPLOYMENT

On a motion by Trustee Long and seconded by Trustee White, Employment Items A-C were approved by the following vote (Employment Items (*Appendix I and II*) are attached to official minutes):

Yes: Emmanuel Campos, Billy White, Michael Long and Dr. Kathy Orrin

No: None

Abstain: None

Absent: Dawn Cole

REPORTS

Financial Reports

The financial reports listed on the page following were presented for information (copies attached to official minutes).

Financial Reports (for information):

1. Revenue Accounts (Account Level 1) FY 2021/22
2. Expenditure Accounts (Account Level 1) FY 2021/22
3. Expenditure Detail of \$10,000.00 or Greater, July 2021
4. Student Organization and Special Accounts, July 2021
5. Funds Deposited in County Treasury, July 2021
6. Employee Travel Report – July 2021
7. Report of Investments as of the Quarter Ended June 30, 2021 Held at U.S. Bank Global Corporate Trust

Trustee Reports

Trustee White said he had met a successful alumni from the class of 1966. He shared that the alumni stated his success started with his educational foundation at Taft College.

Secretary Campos shared a praise from a newly enrolled student who attended the Cougar Day. He said that the student was hesitant about starting college but was excited to sign up for classes with the help of the staff on Cougar Day.

Associated Student Organization

Desirae Salas, Student Trustee, stated it was a busy but rewarding Cougar Day. She shared the story of a new student who enrolled after much frustration was eased by the staff in the Financial Aid department. The ASO will continue to assist students with Welcome Week the first week of school and are planning club rush and mentoring programs.

Academic Senate

Dr. Eveland, Academic Senate President, thanked administration for the consistent communication since the COVID-19 pandemic began. The AS council and the AS as a whole will meet next week to set goals for the academic year. Three faculty members attended the Curriculum Institute. The AS is starting to prepare new faculty members in the practices of the AS roles. Focus in curriculum continues to address the addition of diversity, equality and inclusion. Distance Education strategies also continue to be a focus. The AS is looking to boost collaboration with the Associated Student Organization this year.

Administrative Services

Mr. McMurray, Executive Vice President of Fiscal Services, said that the campus is busy with the opening of the Student Center building and the transitions for departments and offices that will be housed there. Work to prepare a final budget is well underway and the budget will be presented at the next regular Board meeting.

Child Development Center

Meghan Hall-Silveira, Director of the CDC, told the Board that work for the next Program Self-Evaluation (PSE) is already beginning.

Student Services

Dr. Damon Bell, Interim Vice President of Student Services, reported that 66 students were assisted during Cougar Day. Of the 66 there were 32 students who enrolled full-time in courses. During the Cougar Day a COVID-19 vaccination clinic was held.

Human Resources

Heather del Rosario, Vice President of Human Resources, said that the Cornerstone professional development program has been implemented and will launch soon. The department will then begin implementation of the new HR information system.

Marketing and Community Relations

Susan Groveman, Director of Marketing and Community Relations, said that many advertisements are happening including both digital and print with focuses on enrollment, the Student Center and inclusion in the Oildorado map. The webpage redesign project is out for bid and the Centennial Celebration committee continues to plan for a busy yearlong celebration.

Institutional Research/Information Services

Xiaohong Li, Vice President of Information and Institutional Effectiveness, said that the ITS staff continue to set up new equipment and train staff in preparation for the start of classes. The Institutional Research will be sharing Annual Program Review (APR) data soon.

Career Technology Education

Dr. Jessica Grimes, Dean of Instruction and Career Technical Education, said that preparation for next week's inservice is wrapping up. Work also continues to ready instructors and classes to resume for in-person instruction. There are also discussions to bring back work-based learning opportunities.

Campus Safety and Security

Kevin Altenhofel, Director of Campus Safety and Security, said that staff are working to be ready for in-person assistance to ensure safety.

REPORT OF THE SUPERINTENDENT/PRESIDENT

Dr. Daniels thanked IT staff for the work to assist in installing, testing and training staff across the campus with the many updated classrooms and meeting rooms.

Recently Assemblyman Vince Fong met with Dr. Daniels. He and his staff toured the Student Center and were pleased with the many ways the building will improve the students' educational experience at Taft College.

Events are returning to the College as COVID-19 protocols allow in-person interaction. Dr. Daniels hosted her five-year anniversary celebration with staff and a Promise luncheon was held with 72 scholarship recipients in attendance. Cougar Day was held today on campus and the annual Convocation will be held in the new Student Center on August 17th. The Convocation will be complete with reports from senior leaders as well as professional speaker Dr. Tyrone Holmes who will discuss the topic of diversity, equality and inclusion with a focus on bias.

NEXT MEETING

The next monthly meeting is scheduled for Wednesday, September 9, 2021.

ADJOURNMENT

At 7:02 p.m., on a motion by Trustee White, seconded by Trustee Long and unanimously carried, the meeting was adjourned.

Respectfully Submitted:

Emmanuel Campos, Secretary

Date: August 26, 2021
Submitted by: Brock McMurray, EVP of Administrative Services **BZ**
Area Administrator: Brock McMurray, EVP of Administrative Services
Subject: Request for Approval

Board Meeting Date: September 8, 2021

Title of Board Item:

2021/22 West Kern Community College District Budget

Background:

In accordance with Section 58305 of the California Code of Regulations, the tentative budget was submitted for Board approval at the June 9, 2021 meeting.

Immediately preceding the regular board meeting of September 8, 2021, the Board will meet and discuss the final draft of the 2021/22 WKCCD budget at a Budget Study Session scheduled for 4:00 p.m. I propose the final budget be adopted as presented during the budget study session.

Copies of the proposed budget are available in the President's Office by contacting Sarah Criss at 763-7711 or on the College website at the following link:

[Click Here](#)

Terms (if applicable):

July 1, 2021 through June 30, 2022.

Expense (if applicable):

Not applicable

Fiscal Impact Including Source of Funds (if applicable):

Approved: 
Dr. Debra Daniels, Superintendent/President

BOARD AGENDA ITEM

Date: August 3, 2021
Submitted by: Dr. Debra Daniels, Superintendent/President
Area Administrator: Dr. Debra Daniels, Superintendent/President
Subject: Request for Approval

Board Meeting Date: September 8, 2021

Title of Board Item:

Second Reading and Request for Approval – Board Policy Revisions

Background:

The Board Policies listed below have been reviewed and revised to be consistent with District practice and current recommended practices from the Community College League of California's Policy and Procedure Services as best practice.

BP #2200 Board Duties and Responsibilities
BP #2220 Committees of the Board
BP #2435 Evaluation of the CEO
BP #2745 Board Self-Evaluation

Terms (if applicable):

N/A


Expense (if applicable):

N/A

Fiscal Impact Including Source of Funds (if applicable):

N/A

Approved: _____


Dr. Debra Daniels, Superintendent/President

BP 2200 Board Duties and Responsibilities

Reference:

ACCJC Accreditation Standard IV

The Board of Trustees governs on behalf of the citizens of the West Kern Community College District in accordance with the authority granted and duties defined in Education Code Section 70902.

The Board is committed to fulfilling its responsibilities to:

1. Represent the public interest.
 - a. Establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations.
 - b. Assure the Board operates in an open, accessible, welcoming spirit, and maintains an anti-racist culture
 - c. Establish policies that ensure the District operates in anti-racist manner
 - d. Hire and evaluate the Superintendent/President.
2. Delegate power and authority to the Superintendent/President to effectively lead the District.
3. Assure fiscal health and stability.
4. Monitor institutional performance and educational quality.
5. Advocate for and protect the District.

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BP 2220 Committees of the Board

Reference:

Government Code Section 54952

The Board may by action establish committees that it determines are necessary to assist the Board in its responsibilities. Any committee established by Board action shall comply with the requirements of the Brown Act and with these policies regarding open meetings.

Board committees that are composed solely of less than a quorum of members of the Board that are advisory, are not required to comply with the Brown Act, or with these policies regarding open meetings, unless they are standing committees.

Board committees that are only advisory have no authority or power to act on behalf of the Board. Findings or recommendations shall be reported to the Board for consideration.

BP 2435 Evaluation of Superintendent/President

Reference:

Education Code Section 87663;
ACCJC Accreditation Standard IV.C.3

The Board shall conduct an evaluation of the Superintendent/President at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment of the Superintendent/President as well as this policy.

The Board shall evaluate the Superintendent/President using an evaluation process developed and jointly agreed to by the Board and the Superintendent/President.

The criteria for evaluation shall be based on board policy, the Superintendent/President job description, and performance goals and objectives developed in accordance with Board Policy 2430 titled Delegation of Authority to the Superintendent/President. The criteria for evaluation of the Superintendent/President shall also include performance goals and objectives related to the District's commitment to diversity, equity, and inclusion.

See Administrative Procedures AP 2435

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BP 2745 Board Self-Evaluation

Reference:

ACCJC Accreditation Standard IV.C.10 (Formerly IV.B.1.e & g)

The Board is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning.

To that end, the Board will conduct a self-evaluation annually. Any evaluation instrument shall incorporate criteria contained in these Board policies regarding board operations, as well as criteria defining board effectiveness promulgated by recognized practioners in the field. The criteria for the Board's self-evaluation shall also include performance goals and objectives related to the District's and the Board's commitment to anti-racism, diversity, equity, and inclusion. The self-evaluationA summary of the evaluations will be presented and discussed at a board session scheduled for that purpose. The results will be used to identify accomplishments in the past year and goals for the following year.



BOARD AGENDA ITEM

Date: August 3, 2021
Submitted by: Dr. Debra Daniels, Superintendent/President
Area Administrator: Dr. Debra Daniels, Superintendent/President
Subject: Information Item

Board Meeting Date: September 8, 2021

Title of Board Item:
First Reading – Board Policy Revisions

Background:
The Board Policies listed below have been reviewed and revised to be consistent with District practice and current recommended practices from the Community College League of California's Policy and Procedure Services as best practice.

BP #2345 Public Participation at Board Meetings
BP #3225 Institutional Effectiveness
BP #3420 Equal Employment Opportunity
BP #6340 Bids and Contracts

Terms (if applicable):
N/A

Expense (if applicable):
N/A

Fiscal Impact Including Source of Funds (if applicable):
N/A

Approved: 
Dr. Debra Daniels, Superintendent/President

BP 2345 Public Participation at Board Meetings

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Reference:

Education Code Section 72121.5;
Government Code Sections 54954.3 and 54957.5

The Board shall provide opportunities for members of the general public to participate in the business of the Board.

Members of the public may bring matters directly related to the business of the District to the attention of the Board in one of two ways:

1. There will be a time at each regularly scheduled board meeting for the general public to discuss items not on the agenda.

Members wishing to present such items shall submit a written request at the beginning of the meeting to the Superintendent/President that summarizes the item and provides his or her name and organizational affiliation, if any. No action may be taken by the Board on such items.

2. Members of the public may place items on the prepared agenda in accordance with Board Policy 2340, titled Agendas.

A written summary of the item must be submitted to the Superintendent/President at least two weeks prior to the board meeting. The summary must be signed by the initiator, contain his or her residence or business address, and organizational affiliation, if any.

Members of the public also may submit written communications to the Board on items on the agenda and/or speak to agenda items at the board meeting. ~~Written communication regarding items on the Board's agenda should reach the office of the Superintendent/President not later than Monday of the week preceding the meeting at which the matter concerned is to be before the Board.~~ All such written communications shall be dated and signed by the author, and shall contain the residence or business address of the author and the author's organizational affiliation, if any.

If requested, writings that are public records shall be made available in appropriate alternative formats so as to be accessible to persons with a disability.

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Claims for damages are not considered communications to the Board under this rule, but shall be submitted to the District.

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See Administrative Procedures AP 2345

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BP 3225 Institutional Effectiveness

Reference:

Education Code Sections 78210 et seq. and 84754.6;
ACCJC Accreditation Standard I.B.5 - 9

The Board is committed to developing goals that measure the ongoing condition of the District's operational environment. The Board regularly assesses the District's institutional effectiveness. Institutional effectiveness includes the assessment of goals and objectives with respect to the District's commitment to diversity, equity and inclusion to the fullest extent permitted by law.

See Administrative Procedures AP 3225

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*WKCCD Board Policies & Procedures
Implemented 2/11/16 Revised ??/??/??
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BP 3420 Equal Employment Opportunity

Reference:

Education Code Sections 87100, et seq.;
Title 5, Section 53000, et seq.;
ACCJC Accreditation Standard III.A.12

The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. An equitable and inclusive hiring process is essential to improve diversity, reduce barriers to employment, and allow potential applicants the opportunity to demonstrate that they meet or exceed the minimum qualifications for employment. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

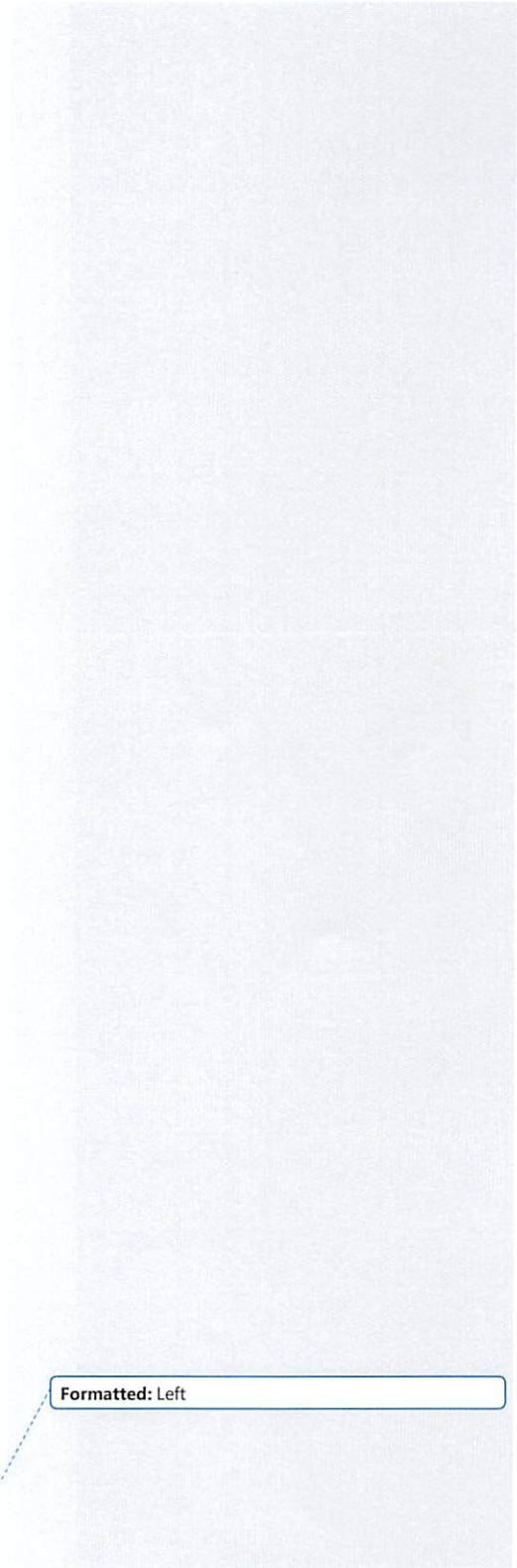
The Superintendent/President or designee shall develop, for review and adoption by the Board, a plan for equal employment opportunity that complies with the Education Code and Title 5 requirements as from time-to-time modified or clarified by judicial interpretation. The Superintendent/President or designee shall develop hiring procedures driven by diversity, equity, and inclusion and consistent with the Board's intent described above.

See Administrative Procedures AP 3420

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BP 6340 Bids and Contracts

Reference:

Education Code Sections 81641, et seq.;
Public Contract Code Section 20650, et seq.;
Government Code Section 53060;
ACCJC Accreditation Standard III.D.16
2 Code of Federal Regulations Part 200.318

The Board delegates to the Superintendent/President the authority to enter into contracts on behalf of the District and to establish administrative procedures for contract awards and management, subject to the following:

1. Contracts are not enforceable obligations until they are ratified by the Board.
2. Contracts for work to be done, services to be performed or for goods, equipment or supplies to be furnished or sold to the District that exceed the amounts specified in Public Contracts Code Section 20651 shall require prior approval by the Board.
3. When bids are required according to Public Contracts Code Section 20651, the Board shall award each such contract to the lowest responsible bidder who meets the specifications published by the District and who shall give such security as the Board requires, or reject all bids.

3.

4. When the District determines that, according to Public Contract Code Section 20651.7, it can expect long-term savings through the use of life-cycle cost methodology, the use of more sustainable goods and materials, and reduced administrative costs, the District may select and award the contract based on best value in accordance with AP 6340. The bidder shall give such security as the Board requires and may reject all bids.

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If the Superintendent/President concludes that the best interests of the District will be served by pre-qualification of bidders in accordance with Public Contracts Code Section 20651.5, pre-qualification may be conducted in accordance with procedures that provide for a uniform system of rating on the basis of a questionnaire and financial statements.

If the best interests of the District will be served by a contract, lease, requisition or purchase order through any other public corporation or agency in accordance

with Public Contracts Code Section 20652, the Superintendent/President is authorized to proceed with a contract.

The District commits to achieving diversity, equity, and inclusion with regard to its vendors.

See Administrative Procedures 6340

Date: August 24, 2021
Submitted by: Dr. Jessica Grimes
Area Administrator: Dr. Debra Daniels, Superintendent/President
Subject: Request for Ratification

Board Meeting Date: September 8, 2021

Title of Board Item:
University Enterprises, Inc. (California State University of Sacramento)

Background:
Taft College has received notification of being a sub-awardee of California State University of Sacramento, the fiscal agent, for a grant of \$124,838.

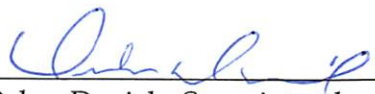
The purpose of the grant is to work collaboratively with the local California State University of Bakersfield and other area community colleges in the following areas:

- (1) Transform Early Childhood Education (ECE) to a competency-based, performance-oriented system of coursework where students can learn and master California's recently adopted professional competences;
- (2) Teach ECE students how to develop competencies in Dual Language Learners (DLL) and their families; and
- (3) Provide ongoing professional development to further professionalize the ECE workforce in K-12 education.

Terms (if applicable):
January 20, 2021 - January 31, 2024

Expense (if applicable):
N/A

Fiscal Impact Including Source of Funds (if applicable):
N/A

Approved: 

Dr. Debra Daniels, Superintendent/President

**SUBCONTRACT BETWEEN
UNIVERSITY ENTERPRISES, INC.
AND
WEST KERN COMMUNITY COLLEGE DISTRICT**

Parties

This subcontract (“Subcontract”) is entered into by and between **University Enterprises, Inc.**, a California nonprofit public benefit corporation organized and operating as an auxiliary organization serving California State University, Sacramento in accordance with California Education Code sections 89900, et seq. and Title 5 of the California of Regulations sections 42400, et seq. (“UEI”) and **West Kern Community College District**, a California public community college district, on behalf of its Taft College campus (“Contractor”). UEI and Contractor are collectively referred to herein as the “Parties.”

Recitals

WHEREAS, UEI and Third Sector New England, Inc., a Massachusetts corporation registered to do business in California as TSNE (the “Funding Agency”) entered into Agreement No. 11391 dated January 20, 2021 (the “Funding Agreement”) to provide funding to UEI to assist in piloting transformative changes in California’s early care and education teacher preparation system by engaging a team of CSU pilot sites, community college partners, and their community based early learning provider partners in collaborative work to improve the competency-based preparation of the early care and education workforce. (the “Project”); and

WHEREAS, UEI administers grants and contracts benefiting California State University, Sacramento, and is authorized pursuant to Title 5 of the California Code of Regulations, section 42500(a)(7) to enter into subcontracts relating to the performance of responsibilities under the Funding Agreement; and

WHEREAS, the work of the Project that is required of UEI under the Funding Agreement shall be performed and/or overseen by the California State University, Sacramento College of Education (“University”), though UEI remains solely responsible under the Funding Agreement to ensure the proper performance of UEI’s obligations thereunder; and

WHEREAS, UEI wishes to retain Contractor to perform certain professional services to assist in the performance of the work required under the Funding Agreement and Contractor is agreeable to performing such work under the terms and conditions contained herein;

NOW THEREFORE, in consideration of the mutual agreements set forth herein and of the terms and conditions below, the Parties agree as follows:

Terms and Conditions

1. **SERVICES.**

In pursuit of the Project, Contractor will perform those professional services identified in Attachment 1 which is attached hereto and incorporated herein by this reference (the "Services"). The Contractor represents that: (i) it is qualified to undertake the Services, (ii) it possesses the means and resources required in order to perform the Services in compliance with the terms and conditions of this Subcontract, (iii) the Services will be performed in a manner consistent with that level of skill and care ordinarily exercised by other qualified professional consultants performing work of the type contemplated herein, and (iv) in the performance of the work and preparation of any report, findings, recommendations, or other work product developed by the Contractor pursuant hereto, Contractor will not violate the intellectual property rights of others.

2. **TERM.**

Subject to the provisions of section 14, the term of this Subcontract shall be from January 20, 2021 to January 31, 2024.

3. **FUNDING AGREEMENT.**

This Subcontract is subject to, and Contractor shall comply with, all applicable terms and conditions of the Funding Agreement, which is incorporated herein by this reference and attached hereto as Attachment 2.

4. **COMPENSATION.**

In exchange for Contractor performing the Services in accordance with the terms and conditions of this Subcontract, UEI's total obligation to Contractor under this Subcontract shall not exceed One Hundred Twenty-Four Thousand Eight Hundred Thirty-Eight and 00/100 Dollars (\$124,838). Contractor shall perform the Services in accordance with, and subject to the line-item limitations contained in the budget attached hereto as Attachment 3 (the "Budget"). Contractor shall charge UEI for the Services for no more than the total amounts specified in Attachment 3, and for Contractor's cost of any materials contained in the Budget that are consumed for the period invoiced. Contractor shall invoice UEI no more frequently than monthly for those Services actually performed. All such invoices shall (a) reference this Subcontract number, (b) include an invoice number and date of the request, (c) contain the period covered by the invoice, (d) be itemized based on line items specified in the Budget, (e) comply with the process contained in the "*Time and Effort Certification Form*" that is attached hereto as Attachment 4 and incorporated herein by this reference and contain supporting or back-up documentation for all materials, supplies and all contractor or subcontractor services, and (f) be signed by Contractor's authorized financial representative or designee. The above-referenced not-to-exceed amount of One Hundred Twenty-Four Thousand Eight Hundred Thirty-Eight and 00/100 Dollars (\$124,838) is inclusive of all costs and expenses, including but not limited to travel and transportation costs and expenses, materials, equipment, overhead, taxes, and profit. Accordingly, Contractor shall not be

entitled to reimbursement for travel and transportation time, or costs and/or expenses in addition to this not to exceed amount stated in this section 4.

Contractor's final invoice must be delivered to UEI within thirty (30) days after the completion of the Services but in no case later than March 2, 2024. Failure on the part of Contractor to comply with this deadline shall result in Contractor permanently waiving its right to any amounts included on such final invoice. The Parties agree that Services performed during the term of this Subcontract shall be performed under the provisions of this Subcontract and shall not entitle Contractor to any additional compensation. If, during the term of this Subcontract, UEI desires to retain Contractor to perform work or services determined by UEI to be new work or services not covered by this Subcontract, then a separate written agreement for new work or services must be executed by the Parties prior to performance of the new work or services.

Acceptance by Contractor of final payment under this Subcontract shall constitute a release of UEI from all claims and liability to the Contractor for payment hereunder, and for any additional compensation or payment relating to any and all things done or furnished in connection with this Subcontract. However, final payment shall in no way relieve Contractor of liability for its obligations, or for faulty or defective work, discovered after final payment.

5. INDEPENDENT CONTRACTOR.

Contractor and any and all agents and/or employees of Contractor shall perform the Services as an independent contractor using its own tools and equipment, and not as an officer, employee, or agent of UEI. Contractor shall set its own hours and shall control the manner and means of performing the Services, though UEI retains the right to oversee that Contractor's performance of the Services complies with the requirements of this Subcontract. Contractor warrants and represents that neither it nor any of its employees or agents is an employee of the CSU system, or any of its auxiliary organizations. Contractor will be reported to state and federal tax authorities as required by law and UEI will not pay or withhold federal, state, or local income tax (except as may be required by applicable law) or other payroll taxes of any kind in connection with payments made to Contractor hereunder. Contractor is independently responsible for payment of all applicable taxes.

6. DISCLAIMER OF RIGHTS.

As an independent contractor, Contractor expressly disclaims each and all of the following and promises not to claim or sue UEI for any such matters at any future date. The matters so disclaimed and waived are:

- a. Any claim that Contractor (or any of its employees or agents) is or may become a probationary employee or an employee of any nature whatsoever of UEI, except when affirmatively so employed under a subsequent written contract;
- b. Any claim or assertion of a right to participate in UEI employee health and welfare benefit programs under the terms of this Subcontract;
- c. Any claim or assertion of a right to paid sick leave, paid vacation leave, or an entitlement to a leave of absence under the terms of this Subcontract; and

- d. Any claim or assertion that Contractor is or may be entitled to a statement of or a hearing on the issue of the reason for termination of this Subcontract.

7. CONFLICT OF INTEREST.

Contractor, by execution of this Subcontract, warrants and covenants that no official or employee of UEI, nor any business entity in which an official of UEI has an interest, has been employed or retained or solicited or aided in the procurement of this Subcontract, nor will any such person be employed in the performance of this Subcontract without immediate divulgence of such fact to UEI and consent by UEI, which consent may be granted or withheld in UEI's sole discretion.

8. SUBCONTRACTING; ASSIGNMENT.

Except as otherwise stated in this Subcontract, Contractor shall perform all services required on its part to be performed hereunder using only resources available within its own organization. No portion of the work shall be subcontracted nor right to payment assigned without the advance written approval of UEI, which may be granted or denied in UEI's sole discretion.

Because this Subcontract is an agreement for the performance of professional services and because Contractor was chosen based on its expertise in performing such professional services, assignment of this Subcontract or attempted assignment of this Subcontract by Contractor without the advance written consent of UEI (which consent may be granted or withheld in UEI's sole discretion) shall constitute a material breach of this Subcontract and entitle UEI to exercise any and all rights provided for by this Subcontract and/or by law for such material breach.

9. INDEMNIFICATION.

To the extent of Contractor's fault, Contractor agrees to indemnify, defend and hold harmless UEI; the Funding Agency; the State of California; the Trustees of the California State University; California State University, Sacramento; and all of said entities' officers, directors, agents and employees from and against any and all liabilities, losses, claims, suits, allegations, demands, damages, penalties, and/or costs, including without limitation litigation costs and attorneys' fees, resulting from or in any way arising out of the Contractor's performance of this Subcontract. The provisions of this section 9 shall survive any expiration or termination of this Subcontract. In the case of any conflict between the provisions of this section 9 and indemnification obligations contained in the Funding Agreement, the provisions of this section 9 shall govern.

10. INSURANCE.

Contractor shall at its own cost and expense carry and maintain commercial general liability insurance protecting against bodily injury and property damage in a coverage amount of no less than Two Million Dollars (\$2,000,000) combined single limit per occurrence. Such insurance policy shall be written on an "occurrence" basis, and not on a "claims made" basis, and shall be endorsed to name the following as additional insureds: UEI; the Funding Agency; the State of California; the Trustees of the California State University; California State

University, Sacramento; and all of said entities' employees, agents, directors, officers and affiliates. Additionally, Contractor shall at its own cost and expense carry and maintain professional liability insurance covering claims including acts, errors, and omissions, arising out of the rendering of, or failure to render, professional services related to this Subcontract. Such professional liability insurance shall have policy limits of no less than One Million Dollars (\$1,000,000) per claim. Such professional liability insurance must be maintained, and evidence of such insurance must be provided, for at least three (3) years after completion or cessation of the Services. This requirement shall survive any expiration or termination of this Subcontract. All insurance policies referenced in this paragraph shall be provided by insurance carriers that are reasonably acceptable to UEI. Upon execution of this Subcontract, and thereafter upon renewal of each of the above-referenced insurance policies, Contractor shall provide UEI certificates of insurance and applicable policy endorsements demonstrating Contractor's compliance with the provisions of this section 10.

11. COMPLIANCE WITH LAWS.

Contractor shall at its own cost and at all times during the term of this Subcontract comply with all applicable federal, state, and local laws.

12. RECORDS; RIGHT TO AUDIT.

Contractor shall retain all financial records, including but not limited to documents, reports, books, and accounting reports that pertain to any work or transaction performed pursuant to this Subcontract for a period of three (3) years after final payment under this Subcontract, unless a longer retention period is required in the Funding Agreement. As to Subcontractor's books and records, UEI and the Funding Agency shall have those audit rights specified in the Funding Agreement. The provisions of this section 12 shall survive any termination or expiration of this Subcontract.

13. AMENDMENT.

This Subcontract may not be amended except in writing signed by both Parties. No amendment or change to any of the terms or conditions of this Subcontract shall be effective until executed by UEI's Director of Sponsored Programs Administration. Any variance from any of the terms or conditions of this Subcontract by Contractor prior to the approval and execution of an amendment by UEI's Director of Sponsored Programs Administration shall be at Contractor's own risk.

14. TERMINATION.

This Subcontract may be terminated by UEI without cause and at no penalty, cost, or expense to UEI, upon thirty (30) days' advance written notice to Contractor. If this Subcontract is terminated at any time during its term, Contractor shall, subject to the limitations of this Subcontract, be reimbursed for (i) all completed services rendered up to and including its last day of service to the extent such services comply with the terms and conditions of this Subcontract, and (ii) all non-cancellable obligations in existence at the time that Contractor received notification of the termination of this Subcontract.

15. NOTIFICATION.

Any notice required or permitted hereunder shall be sent by a party hereto to the other via U.S. mail, postage prepaid and certified (with return receipt requested), by reliable overnight carrier, or by personal service, or as may otherwise be permitted by law, at the following addresses:

Contractor
Jessica Grimes, PhD
Dean of Instruction and CTE
Taft College
29 Cougar Court
Taft, CA 93268
Voice: (661) 763-7721
jgrimes@taftcollege.edu

UEI
Monica Kauppinen, Director
University Enterprises, Inc.
6000 J Street, Bookstore Bldg., Suite 3400
Sacramento, CA 95819-6111
Voice: (916) 278-7380
mkauppi@csus.edu

If delivered via personal service, the notice shall be deemed effective upon such delivery. If delivered by reliable overnight carrier, such notice shall be deemed effective one (1) day after deposit with such carrier, properly addressed and postage prepaid. If delivered via certified mail, such notice shall be deemed effective as of the earlier of (i) three (3) days after deposit in the U.S. mail, properly addressed, postage prepaid, certified with return receipt requested, or (ii) the date of acceptance of delivery as evidenced by the date of the signature on the return receipt. Either party may change its address by giving written notice to the other pursuant to the provisions of this section 15.

16. ENTIRE AGREEMENT.

This Subcontract constitutes the entire understanding between the Parties on the subject matter specified herein. There are no other understandings, agreements, representations, or warranties, express or implied, that are not specified in this Subcontract. Contractor, by execution of this Subcontract, acknowledges that Contractor has read this Subcontract, understands the Subcontract, and agrees to be bound by its terms and conditions.

17. APPLICABLE LAW, JURISDICTION AND VENUE.

This Subcontract shall be construed pursuant to California law, excluding its choice of law provisions. The Parties to this Subcontract agree that any dispute which may arise between them in connection with this Subcontract shall be adjudicated before a federal or state court located in Sacramento County, California, and they hereby irrevocably submit to the exclusive jurisdiction of such federal and state courts located in Sacramento County, California with respect to any action or legal proceeding commenced by any party. The Parties irrevocably waive any objection they now or hereafter may have respecting the venue of any such action or proceeding brought in such a court or respecting the fact that such court is an inconvenient forum.

18. AUTHORIZATION.

Each person executing this Subcontract represents that the execution of this Subcontract has been duly authorized by the party on whose behalf the person is signing and that such person is authorized to execute the Subcontract on behalf of such party.

The Parties agree to the foregoing terms and conditions.

CONTRACTOR
WEST KERN COMMUNITY
COLLEGE DISTRICT

UEI
UNIVERSITY ENTERPRISES, INC.

By: _____
Name and Title

By: _____
Monica F. Kauppinen, Director
Sponsored Programs Administration

Tax ID #: _____

Date: _____

Date: _____

**ATTACHMENT 1
DESCRIPTION OF SERVICES**

Taft Community College Scope of Work			
	Year 1	Year 2	Year 3
Personnel			
Faculty (TBD)	2 Faculty (Release Time, PD, Course Dev.)	2 Faculty (Release Time, PD, Course Dev.)	2 Faculty (Release Time, PD, Course Development -
			2 Faculty (Teach Courses)
		1 Bi-lingual Success Coach (PD, Recruit & Consult)	1 Bi-lingual Success Coach(PD, Recruit & Consult)
Part-Time Translator (TBD)			
Part-Time Bilingual Outreach (T			
Meghan Hall-Silviera/Mentors (TBD)	CDC Director/4 Mentor Teachers	CDC Director/4 Mentor Teachers (PD)	CDC Director/4 Mentor Teachers (PD & Mentor)
Scope of Work			
	Explore Dual-Enrollment Possibilities/H.S.	Continure Dual-Enrollment Work	Data Collection on 4 Courses (Mixed Methods)
	CAP TPE Course Revision for Alignment	Collaboration with CDC and Student Placement	- Survey Barriers Percieved by Students
	2 Course Development in CVC-OEI	2 Additional Course Development in CVC-OEI	- Group Forums on Student Needs
	- Principles & Diversity	- Curriculum and Practicum	- Success Rates
		Teach 2 Courses - Principles & Diversity	
		Data Collection Begins - course success	
	Other Grant Resp: CSUB/BC Collaboration	Other Grant Resp: CSUB/BC Collaboration	Other Grant Resp: CSUB/BC Collaboration

CATEGORY/EXPLANATION

PERSONNEL

- 1). 2 ECE FT faculty will be hired to revise and reorient the current ECE curriculum in the pilot CSU campuses to focus on helping candidates learn, practice, receive feedback on, and master the set of state-adopted ECE Lead Teacher competencies, known as “Teaching Performance Expectations” or TPEs. In year one, the two FT faculty will develop curriculum in one semester, and in year two and three, they will develop curriculum in the spring and fall semesters. In the last year, 2 more adjunct faculty will be hired to continue work.
- 2). To help develop and diversify the community-college to university pipeline, faculty will work with the Taft College Dual Enrollment Committee and with Taft High School to explore dual enrollment opportunities.
- 3). ECE faculty will work on developing CVC-OEI Course Development Approval to teach the following courses online to expand access: (ECEFS 1500 and ECEFS 1601, year 1); (ECEFS 1501 and ECEFS 1521, year 2); (ECEFS 1501 and ECEFS 1521, year 3)
- 4). ECE faculty will teach the following courses: ECEFS 1500 and ECEFS 1601 (year 2) and teach 4 CVC-OEI-approved courses in year 3
- 5). ECE faculty will work with the Office of Institutional Research to collect data and in year three survey the effectiveness of the program.
- 6). Mentor Teachers will be hired to work with students to help increase the number of ethnically, and linguistically diverse educators in the ECE workforce.
- 7). Beginning in the second year, a counselor will be hired to conduct adjunct counseling as a Bilingual Success Coach for bilingual students.
- 8). Collaboration w/CDC Directors and placement
- 9). Two extra duty classified positions—one position is for translating English outreach print and multi-media materials to Spanish. The other position will be a Bilingual High School Outreach Advocate who will conduct workshops and work with ELL high school students

**ATTACHMENT 2
FUNDING AGREEMENT**

Subcontract #:536371G

Page 10 of 113

Agreement #11391

GRANT AGREEMENT

Date: January 20, 2021

Grantee: Sacramento State Sponsored Research

Purpose of Grant: Transforming Early Educator Lead Teacher Preparation

Total Amount of Grant: \$ 4,476,000

Grant Period: January 20, 2021 through January 31, 2024

Payment Schedule: (as set forth below)

Dear Monica F. Kauppinen:

Early Educators Investment Collaborative ("EEIC"), a program hosted by Third Sector New England, Inc. ("TSNE") is pleased to inform you that Sacramento State Sponsored Research ("Grantee") is being awarded this Grant for the Purpose stated above and more fully described in the proposal you submitted (which is attached hereto). Please review the terms and conditions of this Grant Agreement below, sign and return a copy at your earliest convenience, and we will disburse your award funds per the payment schedule.

1. Grantee confirms that it is an organization that is currently recognized by the Internal Revenue Service (the "IRS") as a public charity under sections 501(c)(3) and 509(a)(1), (2), or (3) of the Internal Revenue Code (the "Code"), and Grantee will inform TSNE immediately of any change in, or IRS proposed or actual revocation (whether or not appealed) of its tax status described above.
2. The Grant funds may be used only for the designated Purpose and spent in accordance with the approved budget. Under no circumstances may Grant funds be used for purposes other than religious, charitable, scientific, literary, or educational purposes or the prevention of cruelty to children or animals within the meaning of Section 170(c)(2)(B) of the Internal Revenue Code. No part of the Grant funds may be used to intervene in any campaign for public office, for lobbying, or for otherwise attempting to influence legislation, to influence the outcome of any public election, or to carry on any voter registration drive.
3. For multi-year projects, EEIC shall pay Grantee on a yearly basis, according to the yearly budget Grantee submitted to EEIC (which is attached hereto). The first payment shall be issued once the grant agreement is fully executed. The payment for the following year(s) will be contingent on the approval of annual interim reports (both narrative and financial), and these reports must be submitted 2 months prior to the start of the new project year. Grantee will also submit a final report within 60 days after the project end date. All follow-up payments are contingent upon the submission of interim reports and EEIC approval of the reports. EEIC will review the interim reports first, and if the reports are approved, EEIC will notify TSNE to issue payments for the coming year(s). EEIC will notify Grantee of interim report approval and payment status within 60 days of report submittal.
4. Grantee shall submit to EEIC a progress report of all activities carried out under the grant and a financial report detailing use of the Grant Funds. Each set of reports must be submitted on three occasions during the Grant Period, as follows:
 - Year 1: November 1, 2021
 - Year 2: November 1, 2022
 - Year 3: March 31, 2024
5. Grantee will participate in a learning community. The learning community will facilitate peer learning, identifying commonalities across projects, and collectively problem-solving challenges that arise during implementation. Learning and connection opportunities may include webinars, in-person or virtual meetings, and in-person or virtual site visits among grantees. As needed, EEIC will also make technical assistance from field experts available to Grantees.

6. Grantee shall appropriately credit the participation of EEIC in any advertisement, publicity or public comment related to the project for which funds are granted. Grantee shall identify the project as "Transforming ECE Lead Teacher Preparation Programs" and EEIC as "The Early Educator Investment Collaborative (The Collaborative)."
7. Grantee shall repay any unexpended grant funds remaining at the end of the Grant Period.
8. Grantee represents and warrants that Grantee is not and will not during the term of this Agreement receive any duplicate reimbursement from other sources, public or private, for activities carried out under this Grant.
9. Grantee shall not assign any rights, duties, or obligations arising under this Grant without the prior written consent of TSNE. Any attempt to assign any rights, duties, or obligations under this Grant without the written consent of TSNE is null and void. Grantee is affiliated with California State University, Sacramento. Performance by California State University, Sacramento of the work on Grantee's part to be performed hereunder shall not be deemed or construed to be an assignment by Grantee of any rights, duties, or obligations under this Grant.
10. Title to intellectual property developed by Grantee pursuant to this Grant shall vest in Grantee to be used in furtherance of Grantee's exempt purposes. Grantee hereby agrees EEIC may use any such intellectual property on an unrestricted royalty-free irrevocable basis.
11. Upon written notice provided by TSNE to Grantee, TSNE reserves the right to discontinue, modify or withhold any payments to be made under this grant award, or to require a total or partial refund of any grant funds, excepting (i) payments relating to expenses or liabilities incurred in furtherance of the Purpose of the Grant and for which Grantee is already committed before the date on which Grantee receives the aforementioned notice, and (ii) further excepting payments or funds that have already been expended in furtherance of the Purpose of the Grant before the date on which Grantee receives the aforementioned notice, if in TSNE's reasonable discretion, such action is necessary: 1) because Grantee has not fully complied with the terms and conditions of this Grant; 2) to protect the purpose and objectives of the Grant; or 3) to comply with any law or regulation applicable to the Grantee, to TSNE, or this Grant.

Please sign a below and return a copy to us at your earliest convenience.

Regards,

 Elaine Ng

Elaine Ng
Chief Executive Officer
TSNE

On behalf of Grantee, I understand and agree to the foregoing terms and conditions of this grant, and hereby certify my authority to execute this Agreement on Grantee's behalf.

Signature  _____

Printed Name Monica F. Kauppinen

Title: Director, Sponsored Programs Administration

Date 5/12/2021

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

UP-LIFT CA

*Universities & Partners, Learning, Innovating, Fostering Equity, Transforming
California ECE Degrees*

A Proposal from the State of California to the Early Educator Investment Collaborative

Table of Contents

1. Context and Rationale	2
2. Proposed Innovative Educator Preparation Program Reforms	17
3. Partnership	59
4. Approximate Timeline and Key Milestones	68
5. Budget and Budget Narrative	73

Acronym List	
0-5	Birth through Age Five
AANAPISI	Asian American & Native American Pacific Islander Serving Institution
ADT	Associate Degree for Transfer
CAFS	Child, Adolescent, and Family Studies
Cal Poly Pomona	California State Polytechnic University
CAP	Curriculum Alignment Project
CCC	California Community Colleges
CCCECE	California Community College Early Childhood Educators
CDP	Child Development Permit
CHHS	California Health and Human Services Agency
CO	CSU Chancellor's Office
CSAC	California Student Aid Commission
CSU	California State University (CSU)
CSUB	California State University Bakersfield
CTC	California Commission on Teacher Credentialing

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

Acronym List	
DLL	Dual Language Learner
ECE	Early Care and Education
ECS	Early Childhood Studies
EdQ	Educator Quality Office
EEIC	Early Educator Investment Collaborative
ELC	Early Learning and Care
F5CA	First 5 California
FCC	Family Child Care
FFN	Family, Friend, and Neighbor
HSI	Hispanic Serving Institution
IHE	Institution of Higher Education
LOI	Letter of Intent
LPI	Learning Policy Institute
MPELC	Master Plan for Early Learning and Care
NAEYC	National Association for the Education of Young Children
PDG B-5	Preschool Development Grant Birth through Five
PDG-R	PDG B-5 Renewal
PEACH	Partnerships for Education, Articulation, and Coordination through Higher Education
QCC	Quality Counts California
QCC Workforce Pathways Grant	Quality Counts California Workforce Development Pathways Grant
Sacramento State	California State University, Sacramento
SF State	San Francisco State University
SST	PDG-R State Stewardship Team
TPA	Teaching Performance Assessment (TPA)
TPEs	Teaching Performance Expectations
TWB8	Transforming the Workforce for Children Birth through Age Eight
UP-LIFT CA	Universities and Partners - Learning, Innovating, Fostering Equity, and Transforming California ECE Degrees
UPK	Universal Pre-K

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

1. Context and Rationale

Inspired by the urgent need to better serve our state’s youngest children and their families, California welcomes the challenge and the opportunity provided by the Early Educator Investment Collaborative (EEIC) to reinvent and transform its Early Care and Education (ECE) workforce preparation, licensing, induction, and compensation system, particularly BA programs for Lead Teachers. Given California’s size, a successful statewide transformation effort must function as a partnership of multiple state and local entities. California State University, Sacramento (Sacramento State), a 4-year minority-serving Institution of Higher Education (IHE), will serve as the lead applicant.

California’s nearly three million children birth through age five (0-5) come from diverse socioeconomic, racial, and cultural backgrounds, and nearly 60 percent come from a home where a language other than English is spoken.¹ California educates 13 percent of the nation’s children, and has a significantly higher number of ECE programs and more complex funding streams and program standards than other states. California is poised to lead the nation in educating young children, but only if our system transforms to provide what our children and families deserve.

For this application, California will focus on two key public education systems that prepare the majority of ECE workforce: the California State University (CSU) and the California Community College (CCC) systems, in order to promote statewide systemic change consistent with the funding intent for the maximum number of ECE Lead Teachers. In addition to Sacramento State, four other CSU campuses will serve as pilot sites for the proposed project, as explained in greater detail throughout this Letter of Intent (LOI). Each CSU pilot campus will engage partner community college(s) and a community-based ECE provider as project partners in a range of key project activities. In addition to pilot campuses and partners, the California Commission on Teacher Credentialing (CTC), the CSU Chancellor’s Office (CO), and the Curriculum Alignment Project (CAP) will be project partners. All the individual institutions within the CSU and the CCC systems partnering on this proposed grant project are minority-serving institutions.

This LOI presents a plan for piloting transformative changes in California’s ECE teacher preparation system by engaging a team of CSU pilot sites, community college partners, and their community-based early learning provider partners in collaborative work to improve the competency-based preparation of the ECE workforce. **This project is entitled UP-LIFT [Universities & Partners – Learning, Innovating, Fostering Equity, and Transforming] CA ECE Degrees (UP-LIFT CA).** UP-LIFT CA’s key outcomes include (1) transforming ECE preparation to a competency-based, performance-oriented system of coursework and targeted field work/practicum where candidates can learn, practice, be assessed on, and master California’s recently-adopted professional competencies for their role;² (2) developing and piloting an observation-based candidate growth and development tool for use by mentors and university practicum supervisors to help candidates identify, analyze, and improve their practice,

¹ Holtby, S., Lordi, N., Park, R., & Ponce, N. (2017). Families with Young Children in California: Findings from the California Health Interview Survey, 2011-2014, by Geography and Home Language. Policy brief (UCLA Center for Health Policy Research).

² California primarily uses the word practicum experience rather than clinical experience, although they can be used interchangeably.

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

particularly with respect to those high-impact competencies for working effectively with Dual Language Learners (DLL) and their families; and (3) informing ongoing state policy efforts by linking the preparation, performance assessment, licensing, induction, and ongoing professional development of the ECE workforce to the larger parallel K-12 systems, to further professionalize the ECE workforce. Results from this work will ultimately inform CTC efforts to develop a full competency-based performance assessment for Child Development Permit candidates.

UP-LIFT CA will also develop structures to scale lessons learned through the partners to implement a competency-based ECE Lead Teacher BA system consistent with the principles and practices of the *Transforming the Workforce Birth Through Eight* recommendations. A Networked Improvement Community (NIC) for pilot campuses and partners will support campuses to test, innovate, and learn about transformative practices. Annual Learning Forums will disseminate lessons learned from the pilot sites for replication across IHEs and systems in the state and scale up the project's findings to the larger ECE stakeholder community.

The project will include the following components for successful transformation:

- Pilot CSU campus sites will transform and enhance research- and competency-based, clinically-oriented early childhood educator BA programs to increase the number of well-prepared racially, ethnically, and linguistically diverse candidates for Lead Teacher licensure by focusing on:
 - Recruitment, persistence, and degree completion of diverse ECE Lead Teacher candidates
 - Strengthening preparation program curriculum through increased alignment with the state-adopted ECE Lead Teacher competencies, as described in California's Teaching Performance Expectations (TPEs) for this workforce
 - Ensuring ECE educator candidates have the pedagogical and family engagement knowledge, skills, and abilities needed to support DLLs
 - Strengthening and increasing site-based opportunities for clinically-based coursework and fieldwork to support the development of ECE Lead Teacher competencies and provide increased progress monitoring and feedback to candidates
 - Providing guidance and professional development to faculty regarding high quality ECE teacher preparation and preparation of candidates to meet the expected competencies (TPEs)
- Pilot sites and partners will work with the Educator Quality (EdQ) office of the CO, the CTC, and CAP, to develop and pilot a transformative observation-based growth and development tool focused on DLL teaching and learning so that candidates and programs can document and provide focused feedback on candidate progress towards mastery of these expected competencies
- EdQ and CTC will engage partners in a thoughtful exploration of how California's current state-mandated two-year individualized induction program for K-12 teachers could be adapted for use within the ECE Lead Teacher preparation system

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

- Pilot sites and partners, EdQ, CTC, and CAP will engage in a NIC for continuous improvement of ECE Lead Teacher BA programs
- EdQ and partners will engage higher education systems and campuses throughout the state through an annual Learning Forum to share the work being implemented at the pilot sites and share and scale transformative practices for ECE Lead Teacher BA programs
- CTC, the CO, and partners will share pilot results to inform state policy development and implementation to scale transformational BA program changes

This project will give California the necessary testing and learning ground for the creative design thinking and continuous improvement structures needed in order for IHEs to scale transformative change for all ECE educator preparation programs.

The UP-LIFT CA partners identified in this proposal were engaged in the LOI development process. Partners are also committed to engaging workforce and community voice. Throughout the LOI response the reader will find [*Community Voice elements*] to provide evidence of this commitment.

A. Context: California’s Multiple Early Learning and Care Programs, Funding Streams and Quality Standards

The Learning Policy Institute (LPI) has documented the complexity of programs and funding streams in Table 1 and Figure 1 below.

Table 1: California Subsidized ECE Programs³

Program	Description
California State Preschool Program (state preschool)	Provides center-based preschool for children in low-income families.
Transitional Kindergarten	A school-based preschool program for children just below the age cutoff for enrollment in kindergarten, regardless of family income.
Head Start & Early Head Start	Preschool and child development programs serving children in low-income families and includes Migrant and American Indian/Alaska Native Head Start. In addition to education, these comprehensive programs offer care, extensive family engagement, and wraparound services.
District-based Preschool	Programs are preschool programs voluntarily offered by school districts, typically supported by federal Title I or local school funding.

³ Descriptions of programs sourced from LPI’s *Understanding California’s Early Care and Education System* report released in June 2017. https://learningpolicyinstitute.org/sites/default/files/product-files/Understanding_CA_Early_Care_Education_System_REPORT.pdf

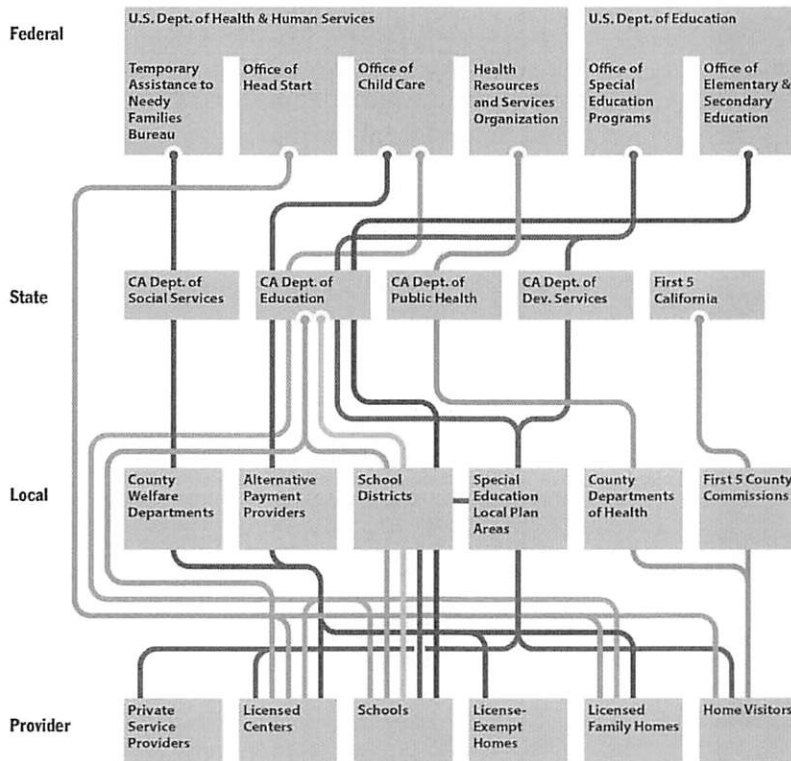
Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

Program	Description
Alternative Payment Programs	Provide voucher-based child care subsidies. Many of these vouchers, though not all, are provided through California's state welfare program, CalWORKs (California Work Opportunity and Responsibility to Kids). There is also a special Alternative Payment program serving migrant children.
General Child Care & Development Programs	Offer subsidized slots in ECE programs in which licensed providers with state contracts provide services. As with Alternative Payment programs, some slots are dedicated to migrant children.
Early Start	Offers a variety of early intervention services for infants and toddlers diagnosed with, or at risk of, developmental delay.
Special Education Preschool	Provides educational and support services for children ages 3 to 5.

Proposal from California to the Early Educator Investment Collaborative
 UP-LIFT CA – Letter of Intent

Figure 1: Funding Flow for California Subsidized ECE Programs⁴

Many Agencies Control California's ECE Programs



Programs

California State Preschool Program	Transitional Kindergarten	Head Start
Special Education	General Child Care and Development	Alternative Payment Program
Title I Funded Preschool	Home Visiting	

Note: This graphic shows the multiple agencies that administer state- and federally funded ECE programs in California. Administrative oversight includes setting regulations, allocating resources, managing contracts, and overseeing program quality, among other responsibilities. Administrators may, but do not always, provide funding. ECE programs (the colored lines shown in the key) may be offered by various kinds of local providers, some of whom offer multiple programs at a given time. Several other organizations, particularly First 5, resource and referral agencies, and QRIS consortia, also provide considerable support to providers and programs, although their role varies by county.

Source: California Department of Education. (2017). Child Development. <http://www.cde.ca.gov/sp/cd/>.

⁴ Learning Policy Institute's 2017 report *Understanding California's Early Care and Education System* <https://learningpolicyinstitute.org/product/understanding-californias-early-care-education-system-report>

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

The complexity of California’s ECE system for children is mirrored in the state’s governance system and standards, which vary across ECE programs, as do the requirements for the different levels of the Child Development Permit. ECE settings in California are governed by federal Head Start standards, or through the state’s Title 22 and Title 5 standards. Title 5 programs, which are required to meet higher and more costly quality standards in addition to meeting Title 22 standards, are paid a flat Standard Reimbursement Rate (SRR) in every county. Title 22 programs are reimbursed at the Regional Market Rate (RMR), which considers the private market for child care and preschool services and sets the reimbursement rate for subsidized Title 22 programs at the 75th percentile of the regional market. Further, as indicated in Table 2, the ECE professionals who work in these programs must meet different preparation requirements depending on the setting in which they work and the types of funding the program receives. For example, teachers in Title 22 settings must have 12 units in ECE and six months of work experience while a teacher in a Title 5 setting must have 24 units in ECE (associate teachers in this setting must have 12 units in ECE).

Table 2: Coursework and Field Experience Required for Licensure in California

Program	License Type	Required Coursework	Required Experience
Licensed child care centers and preschools	Child Development Assistant Teacher Permit	<ul style="list-style-type: none"> 6 units ECE 	<ul style="list-style-type: none"> None
	Child Development Associate Teacher Permit	<ul style="list-style-type: none"> 12 units in ECE 	<ul style="list-style-type: none"> 150 hours (50 days)
	Child Development Teacher Permit	<ul style="list-style-type: none"> 24 units ECE 16 units general education 	<ul style="list-style-type: none"> 525 hours (175 days)
		<p><i>or</i></p> <ul style="list-style-type: none"> AA in ECE 	<ul style="list-style-type: none"> 3-unit practicum
	Child Development Master Teacher Permit	<ul style="list-style-type: none"> 24 units ECE 16 units general education Adult supervision credits 	<ul style="list-style-type: none"> 1,050 hours (350 days)
		<p><i>or</i></p> <ul style="list-style-type: none"> BA with 12 units ECE 	<ul style="list-style-type: none"> 3-unit practicum
Head Start	AA or BA in ECE	<ul style="list-style-type: none"> AA or BA 24 units ECE 	<ul style="list-style-type: none"> None
Transitional kindergarten and special education preschool	Multiple Subjects Teaching credential (Transitional Kindergarten)	<ul style="list-style-type: none"> BA 24 units ECE Credential program 	<ul style="list-style-type: none"> 600 hours clinical experience Induction program in first 2 years teaching
	Early Childhood Special Education Teaching credential	<ul style="list-style-type: none"> BA Credential program 	<ul style="list-style-type: none"> 600 hours clinical experience Induction program in first 2 years teaching

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

The associated systems to prepare the workforce to meet these varying requirements is similarly complex. IHEs offer different programs of study to accommodate regulatory differences. Program requirements also differ considerably in the amount of practice-based or site-embedded experience a candidate receives.

B. Context: State-Level Decision-Making Entities for Higher Education and Teacher Credentialing

California’s decision- and policy makers operate in relation to various federal policies and regulations (e.g., Head Start, Federal Student Aid, etc.). The narrative below describes how the UP-LIFT CA project will engage key system-actors identified below.

CA Governor	
CA Legislature	
State Superintendent of Public Instruction (elected)	
State Agencies/Departments <ul style="list-style-type: none"> • CA Department of Social Services (DSS) • CA Department of Education (CDE) [led by the elected State Superintendent of Public Instruction (SSPI)] • Commission on Teacher Credentialing (CTC) • [Proposed by the Governor in 2020] Department of Early Childhood Development under the Health and Human Services Agency (CHHS) 	State Higher Education Systems/Authorities <ul style="list-style-type: none"> • University of California Board of Regents (UC) • California State University Chancellor's Offices (CSU) & CSU Board of Trustees • California Community College Chancellor’s Offices (CCC) • Association of CA Independent Colleges/Universities (AICCU)

The four major higher education systems in California each have a central decision-making authority governing the policies and practices affecting all campuses within that system.

Table 3: California’s Higher Education System

Higher Education System	Number of Campuses	Provides ECE Educator Preparation
UC System	9 (Four-Year)	Not Typically
CSU System	23 (Four-Year)	Yes
Independent California Colleges and Universities	60 (Four-Year) ⁵	Yes
California Community Colleges	115 (Two-Year)	Yes (103 of 115 campuses)

⁵ The Association of Independent California Colleges and Universities is not an agency of state government.

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

The CSU system offers 50 ECE-focused bachelor's degree programs, 29 master's degree programs, and one doctoral program.⁶

A key contribution of the CCC system is the Curriculum Alignment Project (CAP), housed at Saddleback Community College. CAP has developed high quality undergraduate ECE courses to meet the requirements of the lower levels of the Child Development Permit. The core eight CAP courses (24 units) are used in common throughout the CCC system, and CAP has developed more advanced coursework supporting the Associate Degree for Transfer (ADT) process to the four-year IHEs. The ADT program enables students to obtain a two-year AA degree fully transferable to the CSU with a maximum of 60 semester units (90 quarter units). Within the ADT program, students who meet the CSU's minimum eligibility requirements are guaranteed priority admission to a CSU campus and can earn both an AA and a BA degree with only 120 units of credit.

The CTC reports directly to the Governor's office, which appoints CTC's Commissioners. The CTC is responsible for the licensing and credentialing of all professional educators in the State, along with the standards that govern educator preparation and induction, and accreditation of educator preparation programs. The CTC issues Child Development Permits (CDP) for ECE teachers and multiple-subject teaching credentials for elementary teachers. The assessment requirements for candidates and the accreditation process for ECE BA programs and teacher preparation programs are very different.⁷ Whereas preparation for K-12 educators is standards-based and assessments for candidates prior to licensure are aligned to these standards, the same has not been true for the preparation, assessment, and licensure of candidates for the CDP. Moving California's ECE preparation and licensing system in parallel to and in coordination with the K-12 competency-based teacher preparation and licensure system will enable California to offer a unified approach to educator preparation and licensing for all teachers of children birth to age eight.

Currently all 23 CSUs, all 9 UCs, and 51 private/independent institutions are accredited by the CTC for their K-12 teacher preparation programs (the CTC does not presently accredit Community College programs). There is no parallel accreditation process for California's ECE preparation programs to assure the quality of the preparation being provided to the ECE workforce. As a result, the degree to which the ECE programs at these IHEs are addressing California's adopted competencies for the ECE workforce is presently unknown. The curriculum revisions and the pilot peer-review process to examine program quality using the state-adopted ECE Lead Teacher BA Program Guidelines proposed in UP-LIFT CA will address this critical need.

There is an entire constellation of additional stakeholder groups, agencies, and entities that affect workforce preparation and employment beyond those already listed. In 2017, the Early Learning Lab and Early Edge California, two nonprofits focused on ECE, developed an interactive system map to explore and document how California's multiple early educator preparation systems, standards, funding streams, stakeholder interest groups, and other agencies in this field all interact with one another. The resulting map (available at

⁶ Ibid.

⁷ The Child Development Permit will be discussed in further depth in the sections that follow.

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

<http://glenpricegroup.com/maps/labmaps/>) provides detailed context and has informed the conceptualization and design of UP-LIFT CA.

C. Context: The Evolving Early Learning and Care and ECE Workforce Context in California, Including Compensation

California is on the verge of large-scale systems change for the state’s ECE system. In 2018, California received a Preschool Development Grant Birth through Five (PDG B-5) Initial Grant which funded a statewide needs assessment and strategic planning process. This work laid a strong foundation on which larger systems transformations will build. California has just received a PDG B-5 Renewal (PDG-R) grant, which will fund key ECE system-strengthening activities from 2020 through 2023 including the development of an ECE competency-focused Teaching Performance Assessment (TPA) by CTC and partners. CTC also serves on the PDG-R State Stewardship Team (SST) and will be able to facilitate connections between this work and PDG-R efforts.

Since taking office in January 2019, Governor Newsom has increased focus and investment in early childhood. California’s Governor and legislature have made significant investments in both early childhood slots and the ECE workforce, and state leaders have demonstrated a commitment to increasing access to high quality ECE for *all* children in California. The Governor’s 2019–20 budget took critical first steps toward Universal Pre-K (UPK), and the 2020–21 budget continues this commitment. The 2019–20 budget agreement made all four-year-olds in neighborhoods where most children attending the local school are low-income eligible for state-subsidized preschool, regardless of their own family’s income, and allocated an additional 10,000 slots to expand subsidized child care. The proposed 2020–21 budget includes funding for an additional 10,000 state preschool slots.

Leaders have also recognized that in order to build capacity, it is vital to invest in improving ECE program quality, primarily through investments in the workforce. The availability of a high quality ECE workforce has been an ongoing challenge in California and has been exacerbated by an overall K-12 teacher shortage and the establishment of Transitional Kindergarten (TK).⁸ While more than 119,760 members of the ECE workforce provide services to children in California, programs struggle to ensure that providers have the competencies necessary to nurture children’s healthy development and curiosity and foster their learning.

To help address this challenge, the Governor and Legislature have allocated more than \$230 million between 2019–20 and 2023–24 for ECE workforce professional development to improve the quality of care and expand pathways for ECE professionals to move along the ECE professional continuum. The Quality Counts California Workforce Development Pathways Grant (**QCC Workforce Pathways Grant**) is aligned with local Quality Counts California (QCC)

⁸ Transitional Kindergarten (TK) is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that serves four-year-old children is age and developmentally appropriate. After the establishment of TK for a subset of four-year-olds in the state, a considerable number of ECE teachers began teaching TK because TK teachers are paid on the same salary schedule as K-12 teachers, thus making considerably more than most ECE teachers.

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

quality improvement plans and focuses on local workforce needs across all care setting types (Center-based; Family Child Care; and Family, Friend, and Neighbor Care).⁹

The 2019-20 budget also provided funding to develop a Master Plan for Early Learning and Care (MPELC) with actionable recommendations for making progress toward aligning preparation standards as well as improving ECE program and increased access to quality ECE programs across the state. *The MPELC is a critical contextual element in California and in this proposal.* The Governor and legislature also appointed a 20-member Early Childhood Policy Council (ECPC) to provide recommendations on all aspects of the state’s early childhood system and ways the MPELC can be implemented, updated, and improved. The ECPC will hold at least four public meetings per year and prepare a formal annual report.

The MPELC will be completed by the end of 2020 and will include the following items:

- Options for a **fiscal framework for ongoing funding** to significantly expand early learning and care in California.
- Options for early learning and care **facilities** statewide.
- Options for early learning and care **services for families eligible for subsidies**, including those not currently receiving services, consistent with types of care that meet families’ cultural and linguistic needs.
- Options for an **actionable quality improvement plan** including, a cohesive set of minimum quality and program guidelines for all subsidized childcare providers, and a ladder of mobility, based on competencies that are evidence-based and driven by characteristics of quality, to produce a trained and stable workforce.
- Options for an **actionable plan to provide universal prekindergarten education for all three- and four-year-old children in California**, including recommendations to address the overlap between the transitional kindergarten, state preschool, and Head Start programs; ensure that all children have access to the same level of prekindergarten program quality and to a full day of care, as needed; and provide seamless matriculation to elementary education.

The MPELC will be a key instrument in transformative systems change in California, especially the financing recommendations to be included in the final plan. The EEIC grant partners will monitor MPELC planning activity to recognize and seize opportunities to provide input based on project learnings and stay up to date with the policy and system changes being considered by the MPELC recommendations.

Finally, in the Governor’s Budget Summary, 2020-21, the Administration proposed establishing a new Department of Early Childhood Development under the California Health and Human Services Agency (CHHS) effective July 1, 2021, to better position the state to implement recommendations from the MPELC, and allow for better integration of services and outcomes for children in child care and other health and human services programs. This will be a key step toward consolidating some of the decision-making and implementing authority of the ECE system in California, and bringing greater coherence to the overly complex, competing systems of ECE requirements and regulations.

⁹ Quality Counts California is California’s state Quality Rating and Improvement System (QRIS).

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

D. Context: Higher Education Improvements, Racial, Ethnic, Linguistic, and Socioeconomic Diversity and Graduation Outcomes

California and its higher education systems are committed to preparing students who are racially, ethnically, linguistically, or socioeconomically diverse. The CSU is one of the most ethnically and racially diverse university systems in the U.S.; one-third of CSU undergraduates are the first in their families to attend college. The CSU confers 62% of all bachelor's degrees granted to California's Hispanic students in the state, 47% of all bachelor's degrees granted to the state's African American students, 43% of all bachelor's degrees granted to California's American Indian/Alaska Native students, and 38% of all bachelor's degrees granted to the state's Asian/Asian American students.⁸ All of the pilot sites participating in this project are Hispanic Serving Institution (HSI) and/or Asian American & Native American Pacific Islander Serving Institutions (AANAPISI).

Within the CSU system, Graduation Initiative 2025, a systemwide effort to improve graduation rates for all CSU students while eliminating achievement and opportunity gaps, has already achieved promising results. From 2015 to 2019, the 4-year graduation rate for first-time students increased from 19% to 28%, while 6-year graduation rates for the same period increased from 57% to 62%. While disparities by race, ethnicity and economic status continue to exist, the Initiative has achieved success in narrowing these gaps. The four-year graduation rate target for 2025 is 40% and the six-year goal is 70%. The proposed project will build upon these efforts and help advance these goals.

The CSU also increased faculty diversity to increase the success rates for diverse students. With the most diverse student body in the nation, the CSU has sought to increase the proportion of its own graduates who pursue doctoral study and return to teach within the CSU after earning their degree. The California Pre-Doctoral Program provides mentoring and scholarships to help students from underrepresented communities pursue graduate education. The Chancellor's Doctoral Incentive Program, the largest program of its kind in the U.S., offers financial, career and academic support to prepare promising students to become faculty within the CSU system.

In 2014, the CSU established the **New Generation of Educators Initiative (NGEI)**, an effort to transform teacher preparation through partnerships between a CSU campus and one or more K-12 school districts. There are currently partnerships in 11 regions of the state, focused on goals and strategies determined by the local context. Primary features of the NGEI include: creating deep partnerships between campuses and local districts, collaboratively defining prioritized skills for teachers, learning through hands-on practice in the classroom, maintaining a culture of continuous feedback for teacher candidates, and using data to measure progress towards proficiency and gaps in skills. The NGEI supports and reinforces the Graduation Initiative 2025 by providing intensive mentoring and guidance to students to ensure their success. This successful initiative offers valuable lessons learned for this proposed project.

E. Rationale and Innovation: Transforming the Workforce for Children Birth through Age Eight in California

In 2016, First 5 California (F5CA) and the CDE convened a small planning team of early childhood stakeholders from across California to identify priorities and develop a plan based on recommendations from the Institute of Medicine and National Research Council's (NRC) report,

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation. UP-LIFT CA builds upon and extends the work completed by this collaboration, creating a clear through line between the California's Transforming the Workforce for Children Birth through Age Eight (TWB8) process and the implementation of the MPELC upon its completion.

California's *TWB8 Planning and Implementation Effort* envisioned a system of preparation, certification and support that ensures every early childhood professional is equipped to support the health, growth and development, and learning of every child. To envision this new future for ECE preparation, licensing, and career lattices in California, and to take the first steps towards making this vision a reality, California engaged in a two-year collaborative process with multiple ECE stakeholders to review the recommendations of the national report, along with recommendations from other California reports, to identify and plan around priority issues. This effort engaged state agencies, representatives of the three segments of California's higher education systems that prepare the ECE workforce, representatives from local education agencies, community and educational organizations in the ECE field. See Appendix A of the TWB8 Implementation Plan for a full list of Action Planning Team members: http://twb8-ca.net/files/CA_TW8_Implementation_Plan_Appendices.pdf

The CA TWB8 Collaborative committed to the following vision, based on the prioritization by the group of Recommendations 1, 2, 3 and 5 from the national report:

Professionals working with young children birth through age 8:

- *Have the knowledge, skills, and abilities needed to support each child's learning and development in culturally and linguistically responsive ways;*
- *Receive compensation commensurate with fellow educators working with young children and have access to financial supports and incentives to achieve higher levels of education and professional development;*
- *Are able to progress along defined career pathways that encompass multiple sectors including education, child care, and health; and*
- *Access and complete training, higher education programs, and ongoing professional development opportunities that prepare them with the necessary knowledge, skills, and abilities to enter and/or progress along career pathways.*

The California TWB8 Implementation Plan, along with associated materials and progress updates, is available at <http://twb8-ca.net/>.

Because the TWB8 planning group deliberately included representatives from multiple "patchwork" entities as Collaborative partners, the effort sought to address the state's patchwork preparation issues head-on. Through frank, wide-ranging, facilitated conversations, partners developed a set of working agreements for putting aside organizational differences, committing to shared goals, and making a collaborative process work. The TWB8 group identified and developed recommendations and specific objectives within the following Priority Areas:

1. **Permitting and credentialing requirements**, including developing competency- and practice-based performance expectations, preparation standards, and performance assessments (TWB8 Recommendations 1 and 3) related to the ongoing revision of the

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

- Child Development Permit, which will include a bachelor's degree requirement for Master Teachers (TWB8 Recommendation 2), and implementing a statewide system of support and technical assistance for professional development providers that focuses on developing competencies for coaches and mentors (TWB8 Recommendation 1).¹⁰
2. **Professional pathways**, including developing a career lattice to document and align the competency-, degree-, and practice-based qualification requirements of various professional roles working with children birth through age 8 in California (TWB8 Recommendations 1, 2, and 3), supporting individuals to enter and move along various professional pathways, and adopting standardized systems for tracking the workforce as they enter and progress along the career lattice.
 3. **Higher education and ongoing professional learning**, including building the capacity of degree granting institutions to support the preparation and professional development needs of all levels of the early childhood workforce (TWB8 Recommendation 5).

Following the completion of the Implementation Plan, California's TWB8 work was organized through forming "Constellation" subgroups to address components of the plan, and a "Stewardship" leadership group provided high-level guidance and support. Key accomplishments related to TWB8 recommendations include:

- Development and adoption of the California ECE Career Lattice
- CTC adoption of Teaching Performance Expectations (TPEs) for all levels of the Child Development Permit and Programs Guidelines for Lead Teacher IHE preparation programs (see the following section for details)
- Identification of key barriers to early educator career advancement along the California ECE Career Lattice
- Development of compensation recommendations as part of the PDG strategic planning process
- Expanded funding for and increased use of the ECE Workforce Registry, which "tracks and promotes the education, training, and experience of the early care and education workforce to improve professionalism and workforce quality to positively impact children."
- Initial mapping of the California Early Childhood Curriculum Alignment Project (CAP 8), a 24-unit lower-division program of study supporting ECE teacher preparation that has been adopted by 105 community colleges, to align with the recent state-adopted TPEs for the Lead Teacher level of the Child Development Permit

The work around the **CTC Child Development Permit (CDP) permit is a key innovation** in California. The CDP structure currently has six levels with increasing knowledge, skills, abilities, responsibilities, and preparation requirements: *Assistant, Associate Teacher, Lead Teacher, Master/Mentor Teacher, Site Supervisor, and Program Director*. Until the TWB8 collaborative work began, a barrier within this system was that the CDP structure and

¹⁰ The Budget Act of 2014 required the CTC to review, and update if appropriate, the requirements for the issuance and renewal of permits authorizing service in the care, development, and instruction of children in state funded child care and development programs. The Commission's Advisory Panel finalized its recommendations in January, 2017. Although revisions to the permit structure have not been adopted by the CTC pending the MPELC work, the Commission did move forward with the development of Teaching Performance Expectations (TPEs) and Preparation Program Guidelines.

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

qualifications had been outside the K-12 preparation and licensing system. California did not have a common set of defined Teaching Performance Expectations (i.e., professional competencies) identified and adopted for the ECE workforce, nor did California have state-adopted program quality standards for ECE teacher preparation programs.

As part of the TWB8 work, California developed and adopted its first-ever set of Teaching Performance Expectations (TPEs) to describe the set of pedagogical knowledge, skills, and abilities that are expected of the ECE workforce during preparation for a CDP at all levels, including Lead Teachers.

To address and differentiate the competencies expected of entry-level practitioners and those expected of the workforce at higher levels of the Permit, the CTC developed multiple sets of TPEs, one set at each level of the current CDP. Each set of TPEs builds on the set(s) below it and focuses on the expected job duties, roles, and responsibilities at each level of the Permit. The TPEs will undergird a powerful ECE preparation and licensure system that assures that those who are licensed to teach in California can effectively do the job from day one.

For developing the ECE Lead Teacher TPEs, the CTC drew on the competencies identified in the national *Transforming the Workforce Birth through Age 8* report in particular, and then further aligned the identified competencies with the National Association for the Education of Young Children (NAEYC) standards as well as the extensive set of competencies previously identified by the CDE in its work to support the professional growth and development of veteran ECE practitioners. To assure consistency and transition between these ECE TPEs and the set of TPEs governing K-12 education in California, the CTC used the six domains of California's state-adopted *Standards for the Teaching Profession* as the organizing framework for the ECE TPEs.

In addition to the infrastructure provided by the TPEs, the TWB8 collaborative framed and the CTC adopted a first-ever set of ECE Preparation Program Guidelines to encourage higher education institutions and programs to restructure the content of their curriculum to address the state-adopted TPEs for all candidates and to provide guidance to faculty regarding high quality ECE teacher preparation. These Program Guidelines provide clear descriptions of the characteristics of high-quality ECE preparation programs to guide the development and ongoing effectiveness of these programs and may serve as a foundation for the eventual accreditation of ECE educator preparation programs.

Over the next few years, California will build upon the CTC's successful implementation of the Teaching Performance Assessment for K-12 educators¹¹, to create a Teaching Performance Assessment for prospective ECE educators, to be used for professional growth and development purposes, and to provide feedback to preparation programs as to their effectiveness in preparing the ECE workforce. California's TWB8 implementation effort built the readiness and capacity to make transformative change to ECE workforce preparation systems. UP-LIFT CA will serve as a testing ground for some of that work, in a step toward bringing greater cohesions between California's ECE and K-12 educator permitting/licensing systems.

¹¹ There are currently three approved TPA models in California, which ask candidates to: learn about their students; develop and teach culturally, linguistically, and developmentally appropriate lessons to students; collect samples of student work and/or assessments to assess the level of student learning; and reflect on what has been learned and how this knowledge will be applied to inform future planning and instruction.

F. Rationale and Innovation: Building on Partnership efforts; Using a Local Partnership Model, NIC Framework, and Learning Forum to Achieve Transformative Change in California

California has spent three years in TWB8-aligned self-examination of all aspects of the state's ECE preparation, licensing, support, compensation and funding system. During this period, the state realized some clear accomplishments: TPEs (competencies) for the ECE workforce have been developed and adopted for statewide use; Program Guidelines that represent quality standards for IHE programs that prepare this workforce have been developed and adopted for statewide use; a California ECE Career Lattice that represents upward mobility routes for ECE workforce members has been developed; professional growth and development through QCC (California's QRIS) and related state processes have been strengthened; joint working relationships among the multiple, diverse stakeholders who form the larger ECE community in California have been formed and are working; and, there is now a new Master Plan development effort supported and directed by the Governor's Office that will address, among other key elements, workforce compensation and funding issues.

All of these components are innovative for California in the state's ECE system-building effort. They are also essential building blocks of state-level infrastructure in which UP-LIFT CA is anchored and which have been interwoven throughout the project's overall structure and individual activities (described in Section 2).

The sheer size, scope, and variety of ECE preparation entities along with the state's groundbreaking collaborative TWB8 work makes California particularly qualified in finding workable, effective strategies for transforming higher education pathways for the ECE workforce. The state's innovative approach and scale of change require the proposed structure outlined in this LOI: the development of a learning and transformation agenda, a testing ground for innovation, and a robust mechanism for sharing and scaling effective practices.

UP-LIFT CA's proposed structure of CSU pilot campuses working with local CCC and ECE provider partners to co-design and coordinate local efforts will help drive innovative design and implementation of the project at pilot sites. The NIC will help focus and concentrate this work across campuses to yield transformative changes in ECE BA programs. The Learning Forum will build capacity for and begin to scale these changes throughout the state's higher education systems. Finally, the partners in this work will create the necessary and bidirectional channels for testing and informing state policy efforts.

2. Proposed Innovative Educator Preparation Program Reforms

California has made important strides in improving systems and policies in ECE educator preparation and has strong higher education assets on which to build. The state developed a supportive statewide infrastructure to spur transformative change in ECE preparation, licensure, induction, professional growth and development, and workforce compensation. But, there is still much work to do. *The following section will describe California's innovative plan to transform workforce preparation, as a contextual framework for responding specifically to the questions posed in Section 2 of the LOI instructions, through the proposed project: UP-LIFT [Universities & Partners – Learning, Innovating, Fostering Equity, and Transforming] California ECE Degrees (UP-LIFT CA)*

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

Project Overview: California's Vision and Plan for Innovative Transformational Change

California's vision for transformational change is outcomes-based and focuses on measurable improvements to the spectrum of ECE preparation, licensure, workforce compensation, and state infrastructure to support these changes.

These are the main components of California's vision that will be specifically addressed by UP-LIFT CA:

1. California will ***increase the number of racially, ethnically, and linguistically diverse educators in the ECE workforce***, particularly Lead Teachers, produced by the pilot CSU campuses through developing and implementing robust recruitment, retention, and graduation strategies for racially, ethnically, and linguistically diverse candidates to earn BA degrees in the ECE field and to join the state's highly qualified ECE workforce.
2. California will ***revise and reorient the current ECE curriculum in the pilot CSU campuses to focus on helping candidates learn, practice, receive feedback on, and master the set of state-adopted ECE Lead Teacher competencies***, known as "Teaching Performance Expectations" or TPEs, that represent high quality and high impact professional practices for teaching and learning in early care and education. As part of this revision and reorientation approach, pilot CSU programs will strengthen clinically-based field experiences (practicum) to provide candidates with multiple opportunities to learn, practice, and receive feedback on their mastery of the TPEs, which are based on the principles and practices promoted in the *Transforming the Workforce Birth Through Eight* report.
3. California will ***contribute to the currently-limited knowledge base regarding competency-based Lead Teacher candidate assessment practices during preparation*** by (a) helping the pilot campuses and CAP project transition current locally-developed non-competency-based course-embedded assessments to competency-focused coursework assessments that ask candidates to actively demonstrate their developing knowledge base; and (b) developing and implementing an observation-based growth and development tool to assess, provide targeted feedback and support candidate growth, development, and mastery of the TPEs in the area of effective teaching and learning for DLL children and families. This tool can serve as a model for performance-based assessment while providing information useful for candidates and programs regarding candidate knowledge and skills for working with DLL children and their families.
4. California will ***develop a preparation program peer review process regarding the quality and effectiveness of the preparation provided to ECE Lead Teacher candidates*** as an intermediate step towards a more robust accreditation approach.
5. The ECE ***preparation, licensure, induction, support, ongoing professional growth and development, and expected competencies for this workforce will be aligned with the continuum of K-12 educator preparation***. Currently, California has a robust competency-based preparation and licensure system for K-12 educators as well as for the IHE programs that prepare these educators. For too long ECE has been organized and

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

operating in isolation from this system. ECE and K-12 educator preparation are necessary and complementary parts of a complete system for supporting the education of children from birth to age eight.

6. California will be *addressing workforce compensation and related employment issues* through the state MPELC (Master Plan) and the ECPC (policy council) appointed by the Governor and Legislature.

UP-LIFT CA will pilot these changes through work with five selected CSU campuses and their local community college and early learning provider partners. Pilot sites are geographically representative of the state, offer BA preparation for ECE Lead Teachers, and are minority-serving institutions that emphasize recruitment and preparation of diverse candidates. Three pilot sites have been identified at the time of LOI submission. Identified pilot campuses are:

- California State University, Sacramento (Sacramento State) *Lead Applicant*
- CSU Bakersfield (CSUB)
- Cal Poly Pomona (CPP)

A number of other campuses have expressed both interest in and readiness for project participation, including San Francisco State (SF State) and CSU Channel Islands (CSUCI), as described below. Each pilot CSU campus will engage at least one local community college partner that has been using the CAP core eight ECE courses, along with a community-based early learning provider partner. The pilot campuses, along with their local partners, will serve as California's testing laboratory for strategies and solutions to achieve the outcomes above. The project approach of engaging multiple CSU pilot sites will help ensure that the reforms developed through UP-LIFT CA are scalable and adaptable to local IHE and program contexts throughout the state.

In addition, the pilot campuses will test a range of promising strategies to ensure that graduating ECE Lead Teachers are well-prepared to serve California's significant Dual Language Learner (DLL) population. While each pilot campus will orient the pilot project in relation to its individually-identified ECE preparation program needs, improving the knowledge and skills of California's ECE Lead Teachers to effectively serve DLL students and their families will be a unifying theme for all project pilot campuses.

The learnings from UP-LIFT CA will ultimately serve as the basis for scaling up to statewide implementation beyond the initial pilot CSU campuses. Pilot campuses and partners will participate in a Networked Improvement Community (NIC), convened and facilitated by EdQ. The NIC will use improvement science to accelerate the development, testing, and refinement of the activities outlined above to transform Lead Teacher BA programs. The NIC will also engage key CSU faculty who can contribute specific expertise to better inform pilot efforts (e.g., specific expertise related to DLL instruction or specific experience related to increasing graduation outcomes for diverse groups of students).

To further facilitate and extend the scaling of pilot successes and NIC learnings, the project will include an annual Learning Forum with participation from teams from all interested IHEs in the state, along with additional stakeholder interest groups such as PEACH (a cross-system California Early Childhood Education Collaborative based in Los Angeles County), the

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

CCCECE (“TriC-ECE”, the California Community Colleges Early Childhood Education) stakeholder group, the California Early Childhood Administrators group, and others who have been collaborating on prior TWB8-related development efforts.

This work will include strong and intentional connection to the ongoing work in California as directed by the Governor’s Office to develop a state level MPELC. Project partners will make updates to the ECPC, which is charged with making recommendations on all aspects of the state’s early childhood system, including ways the MPELC will be updated, implemented, and improved. The CTC, through its role on the PDG-R State Stewardship Team, will share lessons learned from the pilot work and Learning Forum with state partners as well, as will the CO through its role in the Graduation 2025 Initiative (See Sections 1.C and 1.D).

A. What is the specific problem you are trying to solve?

California has made progress in improving the landscape of ECE education preparation through its TWB8 effort and other critical state partnerships and investments. Despite progress, challenges remain. As summarized in the project overview above, there are issues related to both policy and practice, and the proposed project will serve as an opportunity to learn about, find, and test solutions in both areas. The primary problems that this proposal will address relate to:

- The need to increase the number of racial, ethnic, and linguistic minority ECE Lead Teachers in the California ECE workforce
- The lack of alignment, and of transitions, between ECE and K-12 teacher preparation, licensure, induction, and ongoing professional growth and development systems
- The lack of a competency-based ECE educator preparation and licensure system
- The lack of a robust program quality review process for BA preparation programs for Lead Teachers as well as other ECE educators
- The absence of assessment tools, aligned to newly adopted state standards, for observing high-impact educator competencies
- Uneven and incomplete implementation of ECE educator preparation program course- and field-work to prepare early childhood educators to support DLLs
- Uneven opportunities for field-based practicum opportunities and experiences
- Inequitable graduation supports (including financial supports) and outcomes for diverse candidate groups

California’s early childhood preparation and permitting process is not aligned or connected to the larger continuum of professional learning and preparation and teacher licensing for the state’s TK-12 teachers. ECE Lead Teacher Preparation programs have not yet been aligned to the recently adopted CTC Lead Teacher TPEs anchored in the principles and practices advocated within the *Transforming the Workforce Birth Through Eight* report. As indicated above, work will be completed under the state’s PDG renewal grant to create a common performance-based assessment (Teaching Performance Assessment) for prospective ECE educators. This proposal will contribute to piloting and innovation around this work, and will advance important first steps in bringing the ECE and TK-12 educator preparation systems into alignment.

California does not currently implement a statewide quality-based system of review and approval of IHE Lead Teacher preparation programs by the state licensure agency (the CTC). The state will look at this as part of the MPELC and PDG implementation processes and UP-LIFT will

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

give insights into the types of activities that would yield an effective quality-based review process by the CTC (see Section 1.C).

Another immediate challenge in ECE Lead Teacher preparation is inconsistency in practicum experiences, which provide critical opportunities to measure and document candidates' growth and development towards mastering the state-adopted expected competencies (TPEs). There are also limited instruments available to IHEs for observing and capturing candidates' performance in relation to the TPEs. This is particularly true in regard to assessing pedagogical strategies and other language-building and family engagement techniques that are most effective for supporting young DLLs. Data from 2014 indicates that 60 percent of children age five and under in California are from homes in which languages other than English are spoken.¹² All of California's ECE preparation programs need to include a strong and rigorous focus on the pedagogical practices required to support dual language development in early learning settings.

California's public higher education systems are working to increase graduation rates, address equity, and support diverse students. Nevertheless, graduation rate disparities by student culture, language, and race/ethnicity remain.¹³ California's higher education systems must be supported to implement effective supports for culturally, linguistically, and ethnically diverse students. Key consideration should also be given to the specific needs of the population of students in ECE degree programs. This population is often working full time, receiving low wages, and may struggle to meet general education requirements or take classes in English. ***[Educator Quote: "It was very difficult to get a degree; cost and competing work and family commitments were major barriers." -Early Edge Educator Advisory Group]***

Given that those in the current workforce of ELC professionals are minimally compensated, it is critical to provide financial supports to incentivize and enable degree attainment. The state's QCC Workforce Development Pathways Grant (see Section 1.C) is aimed at addressing these issues and the proposed project will create an opportunity to use the financial incentives provided through this grant program and study their effectiveness. This analysis will help determine the most effective types and amounts of financial incentives, which will be helpful knowledge for future investments, including those explored and recommended through the MPELC. ***[Educator Quote: "There's a lack of compensation (no wage increase) for increased education. It's not worth student loans." - TWB8 ECE Workforce Survey]***

Finally, compensation is a major issue in transforming this field and it is a critical social justice issue. In California, women of color make up the majority of the ECE workforce. Black and Latinx ECE teachers are more likely to earn lower wages than their White colleagues.¹⁴ Nevertheless, California has made important strides in this area over the last few years, including achieving collective bargaining for Family Child Care (FCC) workers and Family Friends and Neighbor (FFN) providers that receive funds from the states. UP-LIFT CA will not directly

¹² S. Holtby et al., Families with Young Children in California: Findings from the California Health Interview Survey, 2011–2014, by Geography and Home Language, (Los Angeles, CA: UCLA Center for Health Policy Research, 2017), http://healthpolicy.ucla.edu/publications/Documents/PDF/2017/Child_PB_FINAL_5-31-17.pdf.

¹³ Jackson, J., Cook, K., & Johnson, H. (2016). Improving college completion. *Public Policy Institute of California*. Retrieved from http://www.ppic.org/content/pubs/report/R_0416HEBKR.pdf.

¹⁴ Center for the Study of Child Care Employment, University of California at Berkeley (CSCCE), *Early Childhood Workforce Index* (2018). In California, 39 percent of White center-based staff earn less than \$15 an hour, compared to 57 percent of African-American staff and 59 percent of Latinx staff.

address compensation at the statewide systems level, however, it will inform ongoing policy efforts in this area through the MPELC and UP-LIFT CA partner roles with the PDG-R SST and the ECPC (see Section 1.C).

Nevertheless, the ECE workforce is committed to complete BAs. As one family childcare provider survey respondent participant noted, *“My day starts at 5am and ends at 6:30pm. Then the bookkeeping, cleaning and maintenance start on Saturday for 7 hours. That totals my time to about 75 hours a week. But that is my dream to receive a degree in early child development. And even with this time factor, I know I can accomplish this.”* - *TWB8 ECE Workforce Survey.*

Table 4: Project Objectives

Project Objectives
<ol style="list-style-type: none">1. Transform and enhance research- and competency-based, practicum-oriented early childhood educator baccalaureate (BA) programs to increase the number of well-prepared racially, ethnically, and linguistically diverse candidates for Lead Teacher licensure at pilot campuses:<ol style="list-style-type: none">a. Increase rates of recruitment, persistence, and completion of diverse ECE Lead Teacher candidates throughout the ECE teacher candidate pipeline.b. Ensure ECE educator candidates have the pedagogical and family engagement skills needed to support dual language learners (DLLs) to develop both English and home-language proficiency, as appropriate to young children’s developmental levels.c. Strengthen and increase site-based opportunities and practices for practicum-based coursework and fieldwork to support the development of ECE Lead Teacher competencies and monitor progress towards competency development (aligned to the CTC ECE TPEs and articulated with the ECE Associate Degree for Transfer (ADT)).d. Align curriculum with the state-adopted ECE Lead Teacher competencies (TPEs).e. Provide guidance and professional development to faculty regarding high quality ECE teacher preparation and preparation of candidates to meet the expected competencies (TPEs), using the state-adopted Program Guidelines that provide quality indicators of effective preparation programs.
<ol style="list-style-type: none">2. Develop and pilot a transformative observation-based growth and development tool focused on high-impact educator competencies for DLL instruction. This tool will be aligned to the TPEs and will provide IHEs (2- and 4-years), Early Learning sites, and the CTC with a common language to assess the development of early educator competencies, support continuous growth and development of educator competencies across settings (practicum settings and various IHE settings), and provide formative feedback to both candidates regarding their progress and to programs based on review and analysis of candidate observation results.

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

Project Objectives

3. Create space for shared learning among pilot campuses and partners and IHE systems throughout the state by convening a Networked Improvement Community (NIC) for continuous improvement of ECE Lead Teacher BA programs and engage a broader Learning Forum to learn from the work being implemented at the pilot sites and scale transformative practices for ECE Lead Teacher BA programs.
4. Share pilot results to inform the MPELC and ECPC, in order to explore and seize opportunities for scaling transformational BA program changes such as:
 - a. Graduation supports for diverse ECE educator candidates
 - b. Pedagogy to increase ECE lead teacher ability to support DLLs
 - c. Field-based coursework and practicum experiences to provide candidates with increased opportunities to learn and practice the expected competencies for their ECE job role as Lead Teachers
 - d. Development of an updated CTC quality review and approval process for ECE Lead Teacher preparation programs. This activity will initially develop and incorporate a peer-review process that asks programs to perform, analyze, and report on a self-assessment using the CTC-adopted ECE Lead Teacher BA Program Guidelines Lead as the quality control framework.

Key Activities Among the Grant Partners to Achieve the Project's Objectives and Outcomes

1. CTC, EdQ, CAP, CSU pilot sites and their community college and community-based ECE program partners (local partners) will collaboratively review the state-adopted TPEs and the Program Guidelines, review current practices for clinically-based coursework and field work, and identify individual campus needs for development and/or improvement.
2. CTC, EdQ, CAP, CSU pilot sites and local partners, and performance assessment experts, will identify, adapt, and/or develop a common observation instrument that can be used to assess candidate facility with high leverage practices associated with the success of DLL students (e.g., educator skills and practices derived from the Personalized Oral Language Learning approach). The tool will be aligned with the recently-adopted Lead Teacher TPEs and will inform the development of a CTC ECE Teaching Performance Assessment (TPA) (See Section 1.E).
 - a. The observation-based growth and development tool will be used formatively by CSU campuses, community college preparation programs, and practicum-site mentor teachers to monitor and document candidate growth toward mastering the high-impact competencies for supporting DLL students, based on the Lead Teacher TPEs, during candidate fieldwork and practicum experiences.
 - b. CSU and community college pilot sites, along with CAP, will work with CTC and the EdQ to identify, adapt, and/or develop training materials associated with the tool, including calibration supports, training documents and/or videos, and resources to support the calibration of stakeholders who will be supporting educator development, such as program faculty, practicum supervisors, and mentor teachers. This will enable pilot and partner efforts (a) to determine Lead

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

Teacher candidates' performance levels, (b) to provide feedback to candidates based on performance levels, and (c) to provide data to inform rapid cycles of inquiry (i.e., Plan, Do, Study, Act cycles) undertaken by each CSU pilot campus.

- c. The observation-based growth and development tool will also be used by practicum-site partners as a continuous improvement and coaching tool for current lead teachers as well as with other staff holding different levels of child development permits.
3. CTC will work with EdQ, CAP, and CSU pilot sites to develop and incorporate a peer-review process for pilot site partners to perform, analyze, and report on a self-assessment that uses the CTC-adopted recently-adopted ECE Lead Teacher BA Program Guidelines as the quality control framework.¹⁵ The five pilot CSU sites will help develop and field test this new process and provide feedback to the UP-LIFT CA Partnership and to the CTC, for potential future CTC adoption and statewide implementation.¹⁶
 4. The five CSU pilot campuses will implement activities in the following areas of work:
 - a. **Partnership:**
 1. Work with at least one community college partner to align coursework, recruit diverse lead ECE teacher BA program students, and collaborate on the development and use of the observation-based growth and development tool across 2- and 4-year preparation programs.
 2. Work with at least one community-based ECE setting to strengthen candidate practicum experience and develop and operationalize an observation-based growth and development tool with a focus on high-impact educator competencies for supporting DLL students.
 3. Develop and strengthen partnerships across university-based preparation programs, community college programs, and community-based practicum sites for the purposes of:
 - a. Sharing common understandings of key competencies for new educator development, effective principles and practices for working with DLL children and families, effective practices for implementing site-based practicum practice and fieldwork opportunities, adult learning theory and practice, and the use of assessment and other outcomes data for formative feedback and improvement.
 - b. Aligning expected candidate competencies to the TPEs across the three primary domains of the preparation pathway (clinical experiences, community college curriculum, and IHE curriculum) to ensure coherence, synergy and developmental appropriateness.

¹⁵ This framework and the resulting self-assessment report will also require programs to provide supporting evidence such as candidate outcomes data from the future implementation of the performance assessment instrument once this becomes available for statewide use.

¹⁶ CTC envisions this initial review and approval process as a first step towards moving in the future to a more robust standards-based accreditation cycle similar to that used for TK-12 preparation programs, once sufficient resources are available to support and sustain this type of extensive accreditation process, given California's size, diversity, and number of ECE preparation programs.

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

- c. Testing new operational structures for collaborative work across and within IHE partner institutions. This work may include facilitating and coordinating ECE coursework and programs currently housed in different divisions/departments; exploring innovative staffing solutions for collaborative work; and maximizing opportunities for shared learning.
 - d. Identifying financially sustainable models for ongoing partnership activities beyond the term of this grant-funded effort, including working with at least one community-based childcare/preschool center that accepts subsidies and is participating in local QCC efforts to use the growth and development instrument as an induction support and feedback tool.
- b. Practicum-Oriented Educator Preparation designed to serve California’s ECE workforce:**
- 1. Support innovative and effective strategies for recruitment and retention of racially, ethnically, and linguistically diverse students and implement evidence-based practices that support graduation / BA attainment.
 - 2. Transform BA programs designed explicitly to prepare ECE Lead Teachers to effectively serve DLLs and families.
 - 3. Ensure coursework and aligned practicum experiences create opportunities for candidates to learn, practice, and receive feedback from well-calibrated mentors on the high-impact competencies that are most effective for serving DLL students, and delineated in a new common observation-based growth and development tool (described above).
 - 4. Support the professional development of the faculty, mentor teachers/site supervisors, and practicum coaches, to support calibration across stakeholders who provide feedback and mentoring to candidates.¹⁷
- c. Continuous Improvement**
- 1. Collect data about individual candidate growth for the purposes of supporting candidate development toward mastering identified high-impact competencies.
 - 2. Collect and analyze aggregated candidate outcomes data to identify areas of strength and areas for improvement relating to the ECE Lead Teacher preparation program’s effectiveness in preparing candidates to master specific TPEs.
 - 3. Engage in short cyclical testing of changes being implemented in order to adapt and learn prior to scaling cycles of analysis and improvement.
 - 4. Share data, with appropriate protections and privacy considerations in place, across partner and other pilot sites in the NIC and participate in the broader Learning Forum for the purpose of sharing transformative practices at scale.

5. Community College Partner Sites will:

¹⁷ This includes developing skills in effective teacher education pedagogies for working with and mentoring adult professionals, such as the use of repeated learning cycles to introduce, rehearse, practice in real time the field, and reflect on key practices, as promoted by TEDD (Teacher Education By Design)

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

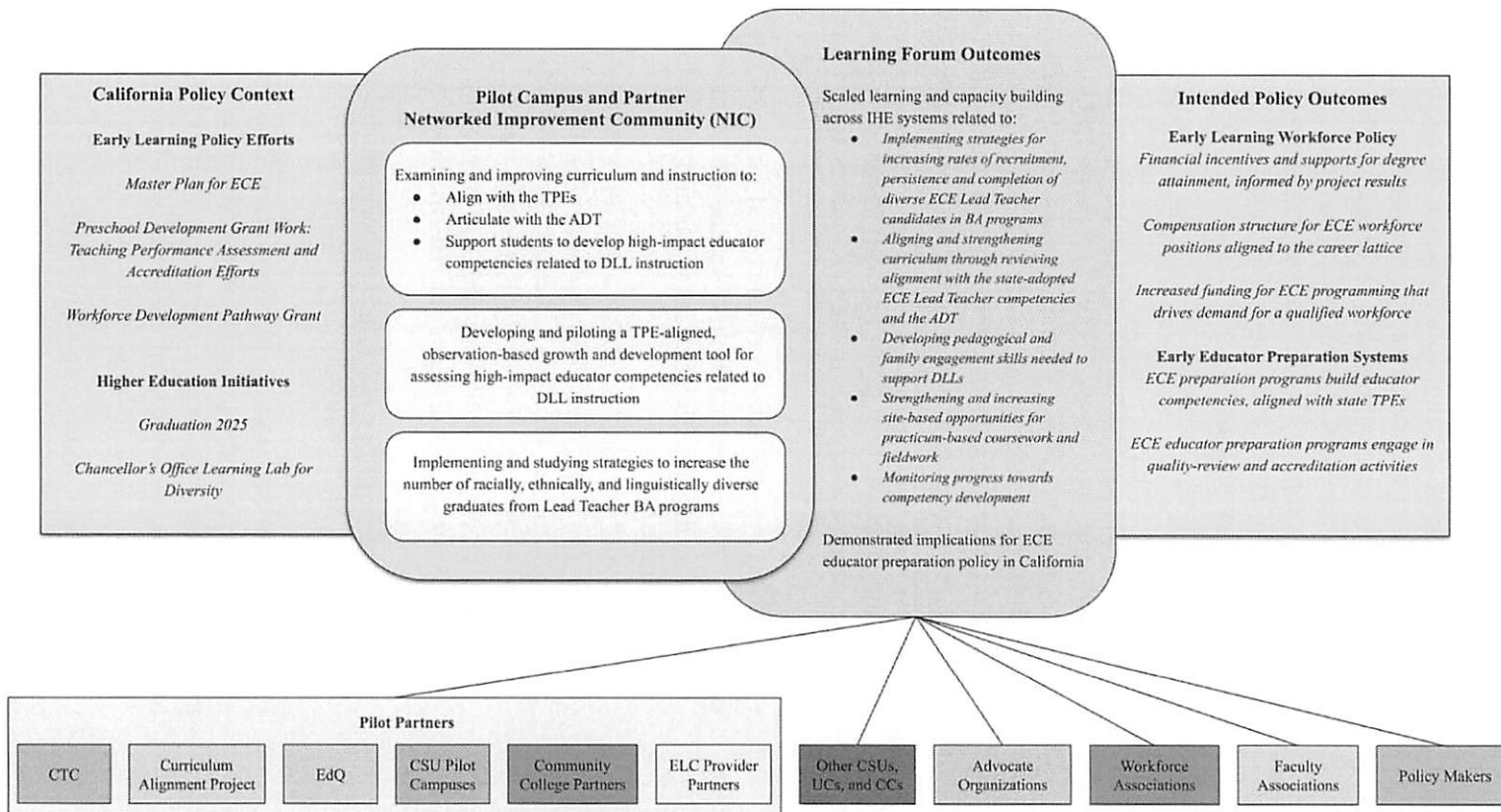
- a. Work with CSU partners to ensure alignment between the Associate Degree for Transfer (ADT) common CAP-developed coursework and BA lower division coursework at the partner pilot CSUs.
 - b. Collaborate with CSU partners on effective strategies for recruitment and retention of racially, ethnically, and linguistically diverse students, including incumbent workforce recruitment strategies, and implement evidence-based practices that support smooth transitions between 2- and 4-year programs.
 - c. Collaborate on the development and piloting of the new observation-based growth and development tool including calibration of mentors and other faculty who will be scoring the candidates' responses on the observation-based growth and development tool.
6. CAP will:
- a. Share lessons learned from its ongoing work to align the CAP core eight courses with the state-adopted CDP TPEs with EdQ, CTC, CSU pilot sites, and community college partners to inform their efforts to align CSU coursework with the high-impact competencies based on the TPEs.
 - b. Collaborate on the development, piloting, and implementation of observation based growth and development tool aligned to the state-adopted TPEs.
 - c. Serve as a strategic advisor on the Associate Degree for Transfer (ADT) process and practices to support graduation outcomes for students transferring from community colleges to the CSU pilot sites.
7. EdQ will serve as the hub for a Networked Improvement Community (NIC) of CSU, community college, and community-based early learning pilot sites to:
- a. Define the specific problem focus and review available relevant data to refine this definition.
 - b. Use improvement science to develop a theory of improvement to guide the work.
 - c. Analyze aggregated data provided by the pilot sites to determine whether programmatic changes represent systemic improvements, and help individual campuses to review, analyze, and use the data from the observation-based growth and development tool for program improvement purposes, as needed.
 - d. Convene pilot site teams for NIC meetings to engage in shared learning in key focus areas.
 - e. Document pilot results, lessons learned, and recommendations for changes at the systems level in relation to all stages of ECE Lead Teacher preparation.
8. EdQ will convene a Learning Forum with representatives from all interested higher education systems and institutions in California to learn about the pilot campuses' work and results and engage in planning to transform ECE Lead Teacher BA programs at their own institutions, as a means of scaling efforts beyond the pilot sites.
9. CTC and EdQ will coordinate with CHHS, which is leading the MPELC development process, to share pilot results and recommendations to help inform the MPELC and will share results with the ECPC.

Project Landscape, Design, and Partner Interactions

The graphic below provides a summary of the key project activities and functions, along with current policy context (on the far left) and intended policy outcomes resulting from the proposed work (on the far right). Project partners and participants are indicated at the bottom of the graphic and connected to relevant project components.

**Universities & Partners - Learning, Innovating, Fostering Equity, & Transforming California ECE Degrees
 UP-LIFT CA**

Project Landscape, Design, and Partners



Proposal from California to the Early Educator Investment Collaborative
 UP-LIFT CA – Letter of Intent

B. What are the fundamentals of your teacher preparation program/institution, including its goals, structure, and intended outcomes? Why is it the right fit for the problem you seek to solve?

ECE teacher preparation in California takes place across a range of settings. Both two-year and four-year programs play an important role in the preparation landscape. While there are many BA programs in early childhood, according to recent research by LPI, fewer than half of existing early childhood degree programs in California focus specifically on preparing teachers.¹⁸

This proposal focuses on pilot sites in the CSU System, along with their community college partners, that have BA programs with a focus on educating ECE Lead Teachers. This focus is based on the primary role of the CSU in four-year ECE educator preparation, and the alignment between the mission of the CSU System and the intent of this grant opportunity. In particular, part of the CSU System’s mission is to advance and extend knowledge, learning, and culture, especially throughout California; to prepare significant numbers of educated, responsible people to contribute to California's schools, economy, culture, and future; and to prepare students for international, multi-cultural society. The CSU system is making a fundamental effort to improve graduation outcomes for its students, including culturally, linguistically, and racially diverse students, and students who are the first in their family to go to college (see Section 1.C).

Table 5 presents basic information about each of the selected partnering pilot campus’ teacher preparation programs. Two additional pilot sites will be identified if UP-LIFT CA is invited to submit a full proposal.

Table 5: Pilot Campus Program Information¹⁹

	Sacramento State	CSU Bakersfield	Cal Poly Pomona
Program name	Child Development	Department of Child, Adolescent, and Family Studies	Early Childhood Students
Number of students served annually	1,600	700-750	150-260 (program growing rapidly)
Number of students earning BA annually	350	100-118	~50 (96% of the transfer students admitted in 2016 graduated in 2018)
Notable Demographics	33% first generation college students, 37.8% under-represented minority, 55.4% minority, 54.8%	60% first generation college students, 95% female transfer students, 76% from a 2-year College with an	49% first generation, 55% underrepresented minority (URM), 82% were Pell recipients, 86% female

¹⁸ Other programs adopt a broader focus on preparing students for a variety of careers working with children that may include teaching along with social work, psychiatry, and advocacy.

Gardner, M., Melnick, H., Meloy, B., & Barajas, J. (2019). Promising models for preparing a diverse, high-quality early childhood workforce. Palo Alto, CA: Learning Policy Institute.

¹⁹ Campus partners provided all data found in the table

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

	Sacramento State	CSU Bakersfield	Cal Poly Pomona
	low income	AA degree Hispanic, (~67%), White, (~12%), Black, (~4%), Asian, (~2%), and Other (~15%). The percentage of students classified as 'Underrepresented Minorities' is approximately 73%.	
Minority Serving Institution (MSI) Designation(s)	Hispanic Serving Institution (HSI) & Asian American & Native American Pacific Islander Serving Institution (AANAPISI)	Hispanic Serving Institution (HSI)	Hispanic Serving Institution (HSI) & Asian American & Native American Pacific Islander Serving Institution (AANAPISI)

Further information on the fundamentals of the teacher preparation program at the CSU pilot sites are included below:

- California State University, Sacramento (Sacramento State):** The purpose of the Child Development program is to provide a sound academic understanding of Child Development and to prepare students to work with children and families in both school and community settings. The program provides coursework that gives students foundational knowledge in child development, as well as a knowledge base in theory, historical perspectives, and current beliefs. The program takes full advantage of the cultural, ethnic, and linguistic assets in the Sacramento region to provide students with rich, hands-on experiences so that they become well-prepared educators, practitioners, and advocates fully ready to educate and lead for diversity and equity. Sacramento State students also represent the full ethnic, cultural, and linguistic diversity of the region. As important, Child Development faculty is one of the most ethnically diverse program groups on campus. Finally, this faculty carefully tends the major - both the curriculum and the students. Decisions are made collaboratively. Faculty work diligently to ensure that course content is coordinated and coherent. Faculty engage in on-going improvements, using student feedback and creatively embracing change at the course and program levels.
- CSU Bakersfield (CSUB):** The Bachelor of Arts (BA) degree in Child, Adolescent, and Family Studies (CAFS) at CSUB provides breadth and depth in the scientific study of child, adolescent, and adult developmental domains. The purpose of the program is to

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

develop well-prepared, highly skilled individuals who can envision, interact, and respond to the needs of diverse populations within the local, regional, national, and global community. The program's coursework focuses on the biological, cognitive, psychological, and sociological foundations of learning from early childhood development, through to adolescent growth, and adult behavior. The program design is based on contemporary learning theories, application of ethics and values, research methods, and diverse family systems/ approaches, with practical applications in disciplines that require direct interaction with children and families. The program offers learners specialized knowledge that enhances their skills and abilities to work and advocate in partnerships that foster healthy children, supportive family networks, and interactive community relationships. A social constructivist approach to learning is reinforced in the academic activities that result in superior educational preparation for teachers, parents, and community professionals. CAFS has a very diverse faculty and continues to recruit and retain faculty members that are representative of its diverse student population.

- **Cal Poly Pomona (CPP):** The Early Childhood Studies program's purpose is to foster a student-centered, active learning environment where students take theory into practice using a social justice lens that values inclusivity and diversity and advocates for ethnic/racial, gendered, and other underrepresented individuals in society. The program was unique as it was conceptualized by a collaborative group from multiple CSUs, CA Community Colleges, departments at CPP, the director of Zero-To-Three, and Los Angeles Unified School District personnel. The faculty uses service learning, internships, face-to-face, hybrid, and online pedagogy and coursework in order to provide the knowledge, skills, and dispositions to work with children and families during the most critical developmental time in a child's life. Program graduates are prepared to work in infant-toddler programs, preschools, elementary schools, careers in home visiting, family support programs, post-baccalaureate degree programs, and other professional contexts that focus on working with young children and families. Presently the Early Childhood Studies baccalaureate includes different emphases that include an ECE teaching track, ECE administration track, and an infant-toddler track. The program is being modified to include a special education track and a bilingual track.

All of the individual institutions within the CSU and the CCC systems that are partnering on the UP-LIFT CA project are minority-serving institutions. The CCC has existing articulation agreements with each of the CSU partner institutions to facilitate the smooth transition of ECE candidates, and in particular, diverse students, between the two-year and the four-year educational systems so that candidates are well-prepared and well-positioned to transfer credits and move their educational preparation forward as expeditiously as possible.

The CSU pilot campuses will make strong pilot partners in this work because they bring a long track record of improving programs with the focus on enhanced outcomes for students, and a history of collaboration with their community college partners. They will provide a strong testing ground to implement and study transformative changes to BA programs, as outlined by the program description at the state of this section. The geographic diversity, difference across more rural vs. urban settings, and different program attributes will allow the project to make broader

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

statements around implementation efficacy and the necessary conditions and supports for system transformation, necessary for California to scale the lessons learned through this work.

C. What are the challenges or barriers you will have to overcome to create real change? What evidence do you have of previously attending to these challenges, and how will your proposed plan address them?

The proposed project will require a significant shift in focus for IHE faculty and will necessitate a common set of objectives with an implementation and learning agenda that is differentiated for each pilot site partnership. Project partners anticipate the challenges below. Following each challenge is a description of relevant partner experience and how the project plans to address the challenge. *Identifying these challenges and designing UP-LIFT CA strategically to address these challenges is one of California's key risk management and mitigation strategies for this work.*

Challenge: *Coordinating across systems and across large groups of faculty* (multiple sections of the same course taught by tenure track and part-time faculty across CSU sites and community colleges) and ensuring that there is some consistency across these groups when the same or equivalent course is being taught;

Plan to Address: CAP and PEACH will both play a role in UP-LIFT CA in addressing the challenge of coordinating across large groups of faculty. CAP has direct experience convening and coordinating large groups of faculty to improve alignment across coursework and practices in programs. Beginning in 2005, CAP initiators collaborated with over 200 CCC and CSU faculty statewide in a series of work group meetings to develop and agree on eight foundational courses to be included in a degree that could transfer to a baccalaureate program. To date, 93 community colleges have aligned their courses and degrees to CAP recommendations thus improving the consistency of course and program offerings across the state. Since fall 2018, CSUs are able to submit lower-division course outlines for review and verification of alignment to CAP course content. This experience in coordinating across large bodies of faculty and relevant partners, especially with the goal of aligning coursework, will provide valuable background and support to the work of the proposed project. PEACH (Partnerships in Education, Articulation, and Collaboration in Higher Education) began its work in 2011 by researching the history of professional development initiatives, identifying existing best practices, examining the current landscape and describing a variety of programs, organizations and IHEs in California. One of the organization's priorities is to engage in transformative collaboration with IHE and agency partners to support and strengthen early childhood higher education system preparation of a highly effective early childhood workforce. These organizations will facilitate coordination and shared learning across faculty groups as partners in the Learning Forum. In addition, UP-LIFT CA partners will intentionally engage the UC system and other IHE partners for participation in the Learning Forum to create spaces for cross-system transformation.

Challenge: *Uncertainty about moving curriculum in the direction of the CTC ECE TPEs, coupled with the challenge of ensuring that course syllabi, key assignments, and assessment measures align with the ECE TPEs in addition to other student learning outcomes required by*

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

campuses. This is compounded by the slow speed at which program changes are implemented in IHEs. It takes considerable time to develop and/or revise courses and changes must go through a bureaucratic review process. Because courses cannot be required until they are approved by the system, this poses a challenge for consistently evaluating student data and examining outcomes.

Plan to Address: UP-LIFT CA will engage technical expertise on this topic, through its partnership with CAP and EdQ. CAP's upcoming project to add suggested methods of evaluation and assessment methods to CAP course recommendations (once the courses they are aligned with the TPEs) as well as a parallel project through the Academic Senate to make a variety of assignments and evaluation methods available with open licensing will also help address this challenge. Pilot sites also have experience revising their programs and making program-wide changes to support transformation. CPP is currently in the process of undergoing NAEYC accreditation, which would make it the first four-year program accredited by NAEYC in California. CPP is also in the process of developing a bilingual emphasis and a special education pathway for its program. Other campuses are primed to begin addressing this challenge through the NIC.

Challenge: *Addressing the lack of resources around pedagogy to support young DLLs in early learning settings, and general ways to support multilingualism.* As the demographics of California and the nation change, ensuring that early educators have the strategies to effectively serve DLLs and their families becomes all the more critical. This underscores the need for a common observation-based tool that will support educators to demonstrate they are learning and mastering high-impact competencies to serve DLLs, but it also highlights a challenge in terms of pedagogical content and resources from which to draw.

Plan to Address: UP-LIFT CA will utilize assets within the CSU system and other experts in the state to address this challenge. For example, Dr. Carola Olivia-Olson of CSU Channel Islands received a \$2 million grant in the past year to support a project related to DLL instruction and the professional development of ECE educators. EdQ will bring expertise such as Dr. Oliva-Olson's to the NIC to drive innovation at the pilot sites. Pilot sites are also well-equipped to engage in work around this challenge. Pilot site faculty also have expertise in this area. Dr. Ana Garcia-Nevarez' doctorate in in curriculum and instruction with an emphasis on bilingual education and has delivered a number of trainings and workforce in Spanish and in English for Sacramento and Placer Counties on topics such as El Aprendizaje del Lenguaje y la Alfabetización (The developmental progression to the learning foundations for language and literacy), Emergent Language and Bi-literacy Development: Cultural and Family Accommodations, and Planeación y Elaboración del Currículo (Curriculum Planning and Development). CSU Bakersfield has hired a specialist in this area who is prepared to create the required courses that would address this pressing pedagogical need and to complete the approval processes at the Department, School, and University Levels.

Challenge: *Improving graduation outcomes for transfer students and creating smooth pathways from existing AA degrees into BA degree programs.* This includes making sure that the coursework in AA programs is articulated to the lower division coursework in BA programs.
[Community Voice: "Incentivize individuals and offer pathways to become providers,

especially in rural areas and for bilingual providers”- Blue Ribbon Commission Family Focus Group finding].

Plan to Address: Pilot sites have a robust history of working collaboratively with community college partners and with key early childhood employers. CSU Bakersfield currently has a pathway from its 2-year community college feeder schools whereby its students complete practicums in the freshman and sophomore years. Given the importance of clinical practicum experience for highly-qualified ECE teachers, CSU Bakersfield hired a professional development specialist who has experience incorporating a practice-based coaching framework into pre-service teacher practicum. CSU Bakersfield will also organize and create additional opportunities for students to implement evidence-based teaching strategies/practices in the classroom settings. CAP has experience promoting smooth pathways between existing AA degrees and BA degree programs through their work creating an aligned curriculum for early educator preparation programs. The CAP courses are the foundation for the Associate Degree for Transfer (ADT) in ECE, allowing students who complete the CAP courses at a community college to fully transfer these credits towards a BA at a CSU campus.

Challenge: *Implementing the supports needed to boost graduation outcomes for a culturally, linguistically, and ethnically diverse workforce to complete BA programs in early childhood education. [Educator Voice: The TWB8 workforce survey asked, “Which of the following issues are keeping you from engaging in professional development and advancing your career in early childhood?” The highest responses across both the English and Spanish language surveys were: “I don’t have enough time” (38.3% - English and 41.5% - Spanish) and “I don’t have enough money” (39.3% - English and 41.5% - Spanish).]*

Plan to Address: A growing body of research illustrates effective strategies for supporting culturally, linguistically, and racially diverse students to graduate BA programs. Pilot sites and Learning Forum participants have considerable experience with these practices and the CSU system. In addition, EdQ and the Chancellor’s Office are implementing the Chancellor’s Office Learning Lab on Diversity to focus on this challenge. Pilot campuses also bring specific expertise: Sacramento State operates a BA completion program for ECE educators that has enjoyed increased demand in recent years. CPP has a high graduation rate, partially because it is flexible with its course schedule and offers day classes, night classes, weekend classes, and hybrid and online coursework. Connecting UP-LIFT CA to the QCC Workforce Development Pathways Grant will also address issues around student financial resources to pursue higher levels of education. As described above, UP-LIFT CA will also engage content experts within the CSU System through the NIC and the Learning Forum.

Challenge: *Finding high-quality practicum sites, appropriately supervising practicum students, and ensuring the program graduates are able to meet early childhood employer needs. Recruiting qualified supervisors and coaches to mentor and provide feedback on teaching performance and teaching practices is also a challenge. As preparation programs have increasing enrollment, this becomes an even greater issue. The lack of a common language to assess candidates and provide formative feedback that could be used across preparation programs,*

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

practicum sites, and employers contributes to this barrier.

Plan to Address: Pilot sites will collaboratively design a common observation-based growth and development tool that will result in a way for preparation programs, sites, and employers to assess educator competencies. This will build upon and enhance the relationship of pilot sites with their community-based early learning partners. Project partners also have experience working collaboratively with practicum sites. For example, at Sacramento State a regional group of partners meets regularly to ensure that curriculum is aligned, that graduates are demonstrating the knowledge and skills that the workforce requires, and that advising protocols are current. While this group has had to engage difficult issues in the past, due in large part to the inter-segmental nature of the collaboration, there is a shared commitment to high quality, developmentally appropriate practice that keeps key actors engaged and willing to address challenges.

D. Who is the population you are proposing to serve, and what barriers do they currently encounter? How will you dismantle these barriers, specifically?

UP-LIFT CA seeks to serve the following populations:

- Current and future full-time early learning BA program students, particularly diverse Lead Teacher BA candidates;
- Students who complete an ADT in ECE from a community college and are going on to enroll in an early learning BA program at a CSU;
- Incumbent early educator workforce members who are pursuing an AA or BA higher education pathway; and
- Early learning program faculty at CSUs and Community Colleges.

More specific information and considerations about the population being served at each pilot campus is included below:

- **Sacramento State** is a Hispanic Serving Institution (HSI) and an Asian American Native American Pacific Islander Serving institution (AANAPISI) and serves a very diverse student population. As evidenced in the data presented in Table 2 in Section 2.B, students come from diverse backgrounds. Faculty in Child Development are also diverse (20% under-represented minority (URM), 28% minority), which is critical as it allows students to see themselves reflected in the individuals who provide them with rich, meaningful, and culturally responsive learning experiences and opportunities. A high proportion of Sacramento State students transfer from local community colleges. The student demographic represents a very ethnically diverse population of multiple URM groups, with Latino, Asian, and African American ethnicities being the most dominant.

The vast majority of students must work in order to afford their undergraduate studies. Child Development majors at Sacramento State have low rates of failure and faculty have nearly closed achievement across racial groups within this major. Nevertheless, many students still face barriers related to time to graduation, transferring from another IHE, and career attainment after graduation. Sacramento State is working to intensify its

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

collaboration and coordination with community college partners and field partners to dismantle these barriers.

- **CSUB** is an HSI which serves a large majority of first-generation students. Students in the Child, Adolescent, and Family Studies program are primarily female, working-class, Hispanic women. Many of the students are working full time and have families of their own to support. CSUB faculty acknowledge the unique circumstances of the student population, (full time students, with family obligations, needing to work to pay for University, encountering financial insecurity, and reliant on financial aid), in the design and implementation of practicum opportunities offered as part of service learning requirements within existing curriculum. The program continues to revise pathways between the 2-year college and CSUB to ensure that the program covers the clinical and field-based practicum requirements for all students.
- The student body at **CPP** is very diverse. Additionally, the Pomona Community, in which CPP is located, is a high-need area according to the California Whole Child Equity Index,²⁰ making it critical that early education candidates have the competencies necessary to work with a high-need population. A main barrier students encounter is the challenging balance of working full time while completing coursework. CPP has helped students to overcome much of this barrier by providing multiple class formats and schedules. Meeting practicum hour requirements is an additional barrier for students, due to limited practicum opportunities, which will be addressed via the proposed project as CPP works with its local child care partner to increase practicum opportunities.

Current and future full-time ECE BA program students face barriers including the affordability of program completion, access to graduation supports, and programs that often do not provide enough practicum experience for students to feel confident in their ability to apply the pedagogical theory learned during coursework. Despite concerted statewide efforts to improve completion rates system-wide, especially for first-time full-time students, four-year finish rates range from 9.5 percent to 52.5 percent among CSU campuses.²¹

One reason many students are unable to complete their BA is the lack of adequate and appropriate graduation supports such as access to counseling and advisory programs where knowledgeable staff assist students with factors associated with completing a college degree, including acquiring housing, selecting and navigating coursework requirements, securing appropriate transportation, and understanding where to obtain additional necessary resources like academic and emotional counseling. UP-LIFT CA will address this by supporting pilot campuses in a cycle of continuous improvement to adapt and implement strategies to increase completion

²⁰ The Whole Child Equity Index includes variables such as Uninsured Children 0-8 years (American Community Survey PUMS 2018 5-year estimates), Low Birthweight (California Dept. of Public Health 2015-17), Low-Income Access to Publicly Funded ECE Pre-K and IT(AIR 2016-18), 3rd Grade English Language Arts Proficiency (California Dept. of Education 2018-19), Children 0-8 years in Poverty (American Community Survey PUMS 2018 5-year estimates), Student Homelessness (California Dept. of Education 0218-19), and Real Cost Measure-household below the poverty line adjusted for regional cost of living (United Ways of California 2019).

²¹ <https://edsources.org/2019/california-state-university-graduation-rates-show-uneven-progress-some-backsliding/608158>

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

rates for the diverse population of ECE Lead Teacher candidates and to share these findings system-wide.

Current and future full-time early learning BA program students have uneven access to high-quality practicum experiences to make use of the tools and skills discussed in coursework in the actual field – a chance to practice. The opportunity to practice coursework not only builds confidence in teacher candidates, but also develops educators more apt and capable of coping with the often volatile and ever-changing nature of providing early care and education services. UP-LIFT CA will dismantle these barriers by providing and expanding programs that include the essential element of practicum experience.

Students who complete an ADT in Early Learning from a community college and go on to enroll in an early learning BA program from a CSU will also be served by this project. This population faces additional barriers related to successfully navigating a transfer between institutions. The ADT has been a helpful step in addressing graduation rate disparities: in 2017, students using the ADT pathway to transfer to a CSU had a 48% rate of earning a BA degree after 2 years, compared to only 27% for traditional transfer students.²² Despite the increased rate of BA attainment success of the ADT pathway in comparison to traditional transfers, still fewer than half of current and future students using the ADT pathway will ultimately complete their BA. The proposed project will help address barriers encountered by transfer students by strengthening partnerships between pilot campus sites and their community college partners, with a specific focus on how these two institutions can work together to support ADT students in successful BA completion.

In addition, the proposed project will serve members of the incumbent early educator workforce who are interested in or participating in an AA or BA higher education pathway. This population faces the additional challenges associated with balancing work and coursework. A survey circulated by CDE's Early Learning and Care Division (ELCD) in partnership with a constellation of organizations in March 2019 (as part of the state's TWB8 implementation effort) received almost 2,500 responses from the incumbent ECE workforce across the state. Survey results indicated that the current ECE workforce faces significant barriers to advancing their careers primarily due to a lack of time and insufficient money.²³ While this survey asked broadly about barriers to professional development, the results certainly apply – likely more intensely – to the pursuit of BAs. ECE professionals have demanding jobs with long hours, leaving limited time for professional growth activities such as pursuing higher education. The availability of

²² <https://collegecampaign.org/wp-content/uploads/2017/09/CCO-2017-TransferMaze-InfoGfx-FnlRv11.pdf>

²³ The Early Learning and Care Workforce, Barriers to Career Advancement survey was developed by a constellation of partners as part of the Transforming the Workforce for Children Birth through Age Eight (TWB8) implementation effort in California. This work was funded through a grant that ELCD received from the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA). The survey received 2,489 responses (2,296 in English and 193 in Spanish). Of these responses, 1,504 respondents (1,373 English and 131 Spanish) indicated that they worked directly with children. The survey was an online and opt-in survey, resulting in a respondent group that is not necessarily representative of the entire ECE workforce in California (convenience sample). When comparing English and Spanish responses to questions about the types of professional development respondents have completed in the past 12 months, barriers to engaging in professional development, and the types of supports that would be most useful, the analysis found a significant differences between the language groups ($p < .01$, paired t-test). When analyzing these responses by role, the analysis also found survey responses were significantly different based on role ($p < .01$, two-way ANOVA test).

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

substitutes is also limited, making it challenging for members of the incumbent ECE workforce to attend courses during traditional hours. Additionally, higher education has many costs such as tuition, textbooks, transportation, etc., and the low wages for California's current ECE workforce can make higher education cost-prohibitive, especially to those unfamiliar with, or unable to navigate, California's system of financial assistance.

UP-LIFT CA will address these barriers through the pilot site cycle of continuous improvement work on transformative strategies to increase completion rates specifically for the incumbent ECE workforce pursuing higher education. Expertise within the CSU system will also be utilized. While San Francisco State University (SF State) is not yet ready to commit to participate as a pilot campus, they have agreed to engage in the Learning Forum to share their insights related to effective strategies for recruiting, retaining, and supporting graduation for diverse students and the incumbent workforce. SF State's EDvance program offers an array of student support that other campuses can learn from in regard to this specific learning focus. This program at SF State offers extensive student support, delivered through a cohort model that builds strong relationships among students and staff. Specific student supports include specialized academic advising and educational planning, and financial aid, which allows many students to attain a degree without incurring debt. These supports are offered by a team of dedicated staff and faculty and are bolstered by strong local partnerships and philanthropy. In its working educator cohort, EDvance has graduated more than 90% of these students (those completing the upper division coursework requirements of their degree in just 2 years) by offering intensive support services and a clearly articulated pathway to degree attainment.

UP-LIFT CA will also provide an opportunity to learn about the efficacy of direct financial supports for education activities through the QCC Workforce Development Pathways Grant (see Section 1.C for details). The QCC Workforce Development Pathways Grant has a higher education pathway through which stipends and financial supports will be administered to students completing a BA pathway at pilot sites. Local implementation will be studied as part of the NIC; implementation of the QCC Workforce Development Pathways Grant will be studied more broadly at the Learning Forum. ***[Educator Voice: "Teachers need scholarships/stipends to get a BA" - Early Edge Workforce Advisory Group]***

Early learning program faculty at CSUs and community colleges face barriers to supporting the student populations described above. Faculty struggle to obtain necessary resources for their students, especially securing high-quality practicum sites and facilitating reflective opportunities to practice the concepts taught in the classroom. Faculty have unequal access to professional development activities and many faculty members have limited experience with new research and models for supporting multilingualism and dual language development. Furthermore, the lack of a common observation-based growth and development tool to assist in providing formative feedback to ECE Lead teacher candidates limits the ability of faculty to have a common language for shared learning with program participants, practicum settings, other IHEs, CTC, and other partners. The proposed project will address these barriers by supporting faculty – at pilot sites, partnering community colleges, and through the broader Learning Forum – to implement student graduation supports, improve curricula and implement research-based practices, and assess and provide feedback on high-impact educator competencies to support DLLs through the use of an observation-based growth and development tool.

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

E. How are you uniquely positioned to serve a racially, ethnically, and linguistically diverse student population and community? What are the ways in which you will incorporate equity and inclusivity/belonging into the design of your program?

CSU schools and colleges of education train roughly half of the state's K-12 teachers, recommending over 7,500 candidates for K-12 teaching credentials annually. The CSU values culture and belonging, and also recognizes that many of the state's children are not being taught by people who look like them or who share similar life experiences. The CSU system has made it a strategic priority to close the teacher-student diversity gap by recruiting more teachers of color and ensuring that CSU-prepared teachers have the skills, knowledge and mindsets needed to be effective in diverse school settings.

To strengthen the pipeline of students of color earning teaching credentials and entering California's teacher workforce, the CSU is expanding on several programs that employ proven strategies to address diversity gaps. Programs like Step Up and Teach and the Sherman STEM Teacher Scholars Program remove barriers that prevent candidates from seeking and completing credential. The Future Minority Male Teachers of California Project and EduCorps rely on a variety of outreach methods, including social media and face-to-face events to identify and engage with candidates of color. The Black Teacher Project and Educators Rising cultivate strong relationships and communities of support for teachers before and during their credential programs. And, the Future Minority Male Teachers of California Project and Fresno State's Teaching Fellows Program provide mentors for students of color and offer early field experiences along with professional development to ensure these experiences are successful and fulfilling. UP-LIFT CA will build upon the CSU's efforts to diversify the thousands of teachers it prepares annually.

The UP-LIFT CA pilot campuses will build upon successes to date, use research-based best- and promising-practices, and collaborate in the NIC to improve the extent to which their BA programs serve racially, ethnically, and linguistically diverse student populations and communities. For example, CPP is proud to report that their program's graduation rate, once candidates are recruited and enrolled, shows no graduation gap between races and no gap between underrepresented minorities and majority students. The UP-LIFT CA NIC will be able to dig deeply into the structural practices that support that outcome and identify lessons around practices to close gaps in graduation outcomes.

All of the pilot sites serve racially, ethnically, and linguistically diverse populations within high-need communities. Campuses are implementing strategies such as alternative class times, courses offered in multiple languages, referral and connection to peer and faculty mentoring, focused learning communities, readiness programs, orientations, interdisciplinary learning, and advising and tutoring support.

UP-LIFT CA will incorporate equity and inclusivity/belonging into program design by making equity and inclusivity intentional focuses of the NIC and dedicating time to learning from pilot campuses that are successfully improving equity and inclusivity. One way programs incorporate equity and inclusivity/belonging is by hiring faculty with different ethnic and linguistic backgrounds. CSUB has made considerable progress in achieving faculty diversity. The department consists of 13 non-white faculty members out of 17 teaching faculty (instructors, full time lecturers, tenure-track and tenured faculty). This focus on diverse representation extends to

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

hiring practices and recruitment/retention efforts at all programmatic levels. At Sacramento State, faculty regularly reflect on and review core courses within the major, and consistently look to integrate relevant content to better address issues of equity and to provide updated and cutting-edge developmental science knowledge related to equity and inclusivity. The NIC and Learning Forum structures will create spaces to learn from and scale successful practices to serve a racially, ethnically, and linguistically diverse student population and communities.

F. How do your proposed reforms build on previous success or address previous failures?

One key strategy for building upon previous success and addressing previous failures is the implementation of the NIC for pilot campuses and partners. NICs are an important mechanism to support improvement within and across large systems. Similar to professional learning communities (PLCs) and other collaboratives, NICs emphasize how leaders and stakeholders can learn from the problems they are facing and seek solutions that can be shared and scaled. Different from PLCs or other networks, however, is the more rigorous and structured way that improvement teams involved in NICs conduct small tests of change in their local contexts, collect data, and consolidate their learning across the network to inform the larger system. In this case, the CSU and its partners establish a single, broad, but measurable aim for the work that the pilot sites will work to impact within their local and institutional contexts.

The CO has made increasing the diversity of the CSU teacher candidate pool a top priority. EdQ recently analyzed system-wide demographic employment data for first-year teachers and found that the diversity of teacher candidates completing CSU programs is not keeping pace with the increasing diversity of the communities they serve. EdQ has launched an improvement network to address this gap. Five campuses were selected to be part of a year-long program called the Chancellor's Office Learning Lab for Diversity. EdQ, with technical assistance from West Ed, has designed the network program and is serving as the hub for the work. This model will serve as an important guide as EdQ serves in a similar capacity for UP-LIFT CA.

The Learning Forum will also help build upon previous success and address previous failures. For example, one of CPPs successes is the high rate of graduation from the ECS baccalaureate program. As a pilot site, CPP will continue to build on this by offering a variety of schedules and pedagogies for its students to have access to classes and the content, work with other pilot sites to consider implementation at other campuses, and work with partners to share lessons learned at the Learning Forum.

Sacramento State offers another example. Its highly successful BA completion program is designed for working professionals by offering a distance learning program. The distance program caters to child-care providers throughout the state who need a range of courses to complete their BA. This program is highly innovative in its flexibility, its modality, and its capacity to accommodate the needs of a diverse group of adult learners. Sacramento State will similarly focus on sharing these successful strategies with the NIC and the Learning Forum, where partners can build upon and learn from successful strategies while also exploring and testing new strategies.

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

As described in section 2.C, CAP has successful experience coordinating large groups of faculty and higher education partners. This type of coordination will be a necessary element of the proposed project.

Finally, as noted in other sections of this application, UP-LIFT CA will identify and leverage successes and assets within the CSU system to bring expertise to the NIC and Learning Forum to learn from and scale effective practices.

G. How will your efforts focus on the following components of the spectrum of ECE lead early educator preparation:

i. Recruitment and retention of racially, ethnically, and linguistically diverse students:

IHEs in California are making significant strides forward, but still have a long way to go to achieve adequate recruitment and retention of racially, ethnically, and linguistically diverse students. Currently completion rates vary by race with 68% of Asian students, 60% of White students, 49% of Pacific Islander students, 48% of Native American students, 47% of Latino students, and 38% of Black students in California's colleges completing their Associate's degree in three years or Bachelor's degree in six years.²⁴ UP-LIFT CA pilot sites and partners believe that transformative progress can be made on this issue by digging deep into local implementation challenges, testing solutions to these challenges, and widely sharing successes and failures with partners across the state.

The selected pilot campuses bring key assets to enable UP-LIFT CA to strengthen recruitment and retention of racially, ethnically, and linguistically diverse students for BA programs at pilot campuses. Each pilot campus will work to strengthen and build upon its ongoing efforts in this area. At Sacramento State, faculty participate in recruitment efforts by actively engaging in alignment with and conducting outreach to the community colleges and local high schools. In addition, Sacramento State holds on-campus orientations for first-year and transfer students. Sacramento State faculty also support retention practices by serving as Faculty Fellows in the Student Success Center which implements a number of high leverage retention strategies. Pilot campuses are also implementing language supports to support candidates who speak languages other than English. Sacramento State has three bi-lingual student advising staff in the College of Education Student Success Center (Spanish and Hmong), which has had demonstrable impact on student outcomes. CSUB has hired a bilingual administrative support coordinator and teaching faculty. The NIC will explore successful implementation of these strategies, refine practices, and offer guidance to the field, through the Learning Forum, to scale these practices at other IHEs.

Strengthening pathways between AA and BA programs is also a critical strategy for recruiting racially, ethnically, and linguistically diverse and improving graduation outcomes. UP-LIFT CA will include a collaboration between pilot CSUs and local community college partners to

²⁴ The completion rates are for completion within 150% of normal time, including community college students who complete an associate's degree in three years, first-time freshmen at four-year institutions who complete a bachelor's degree in six years, as well as students who transfer from community colleges to UCs and CSUs and complete a bachelor's degree within three years. Completion data for students who transferred from community college to private non-profit or for-profit colleges are not included. Data sourced from California Competes' report Opportunity Imbalance: Race, Gender, and California's Education-to-Employment Pipeline published in February 2018. <https://californiacompetes.org/assets/general-files/Opportunity-Imbalance-Complete.pdf>

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

improve supports for transfer students. The NIC will provide a space for innovating on these supports and the Learning Forum will offer a venue for sharing effective strategies at scale.

Statewide higher education partners are committed to and working to improve the recruitment and retention of racially, ethnically, and linguistically diverse students. As indicated in section 1.C, the CSU system is pursuing the Graduation Initiative 2025, which includes this focus. EdQ is also supporting these goals system-wide through the Learning Lab for Diversity.

The CTC is also committed to increasing the recruitment and retention of racially, ethnically, and linguistically diverse students and has applicable experience that will help inform policy efforts at the state to examine the extent to which preparation programs are yielding equitable BA attainment outcomes. For example, California’s K-12 teacher preparation program standards require accredited IHEs to report on a regular basis on their efforts to recruit a diverse student population. Each year the CTC produces a “Teacher Supply Report” that documents the statewide efforts to increase the diversity of the teaching population and presents this report to the Commission and the Legislature in a public information session at a regularly scheduled Commission meeting. California also funded a five-year competitive grant to establish a statewide Teacher Recruitment Center to recruit diverse candidates and connect them with teacher preparation programs and other available state financial and other supports. The CTC will use its experience in promoting equitable outcomes for racially, ethnically, and linguistically diverse K-12 teachers to inform ECE workforce policy efforts through implementation of the MPELC and the PDG-R, and to inform the ECPC on future strategies that the state could pursue to document outcomes for racially, ethnically, and linguistically diverse early educators.

Finally, UP-LIFT CA will leverage state investments in the QCC Workforce Development Pathways Grant Program funding from the CDE, which emphasizes equity for the ECE workforce in terms of access to preparation supports and financial resources for educational and career advancements. Articulation with this funding program will allow UP-LIFT CA to provide the financial supports that are critical for a culturally, linguistically, and racially diverse workforce, including the incumbent workforce, to complete BA pathways.

ii. Curricula informed by recent developmental science of child development and adult learning, and that are culturally responsive in nature;

Pilot sites and interested IHE Learning Forum partners will review and update the curriculum provided to ECE Lead Teachers, as needed, to focus on mastery of specific competencies aligned to the ECE TPEs.

California is moving towards a greater emphasis on:

1. Early educator preparation where candidates actively practice performance competencies that reflect the recent advances in the developmental science of child development;
2. Instructional and mentoring approaches that reflect current adult learning theory; and
3. Culturally and linguistically responsive practices in the ECE setting.

As described in earlier sections, California recently developed and adopted a set of job-related competencies, or TPEs, derived from and aligned with the competencies identified in the *Transforming the Workforce Birth Through Eight* report, that directly address the roles and responsibilities of ECE Lead Teachers, including their roles as teachers, their responsibilities for

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

exemplifying as well as promoting culturally responsive teaching and learning practices, and their roles as facilitators of other adults' learning and mentoring within the ECE setting. A summary of the range of the content addressed in the Lead Teacher TPEs is provided below in Section 2.M.

It is important to note that California's approach to curriculum revision places this process within individual IHEs. The state adopts the set(s) of the expected knowledge, skills, and abilities (i.e., competencies) for educator candidates, and the individual IHE preparation programs then identify how that content will be organized and addressed within coursework, course-embedded locally developed candidate assessments, fieldwork and practicum experiences. It is expected that candidates have multiple opportunities to learn, practice, and master these competencies.

As part of the proposed project, the partner IHEs (inclusive of CSU pilot sites and their community college partners) will examine both collectively and individually by institution, the curriculum they provide to ECE Lead Teachers to assure that the curricula of the future will enable faculty to provide preparation to candidates that is informed by recent development science, promotes adult learning in appropriate ways, and reflects cultural and linguistic responsiveness in all interactions with children and families in the ECE setting. This process will begin with "curriculum mapping," in which the IHEs, along with the CAP staff, analyze the current content of their coursework and fieldwork against the state-adopted TPEs for ECE Lead Teachers to assure alignment and congruence.

A fundamental consideration in redesigning and redeveloping curricula that is culturally sensitive and culturally-relevant in nature will be the inclusion of guidance for working with California's large DLL population. These children, representing more than 60 different languages, cultural, and ethnic groups, constitute over 60% of the young learner (B-5) population, making California an ideal state to transform this area of ECE teacher preparation. California's ECE educators are all expected to develop the knowledge, skills, and abilities to engage in culturally-responsive practices in all of their interactions with all DLL children, families, and others in ECE settings. The knowledge, skills, and abilities to engage in culturally-responsive teaching, learning, and interactions with others, as well as to understand and implement appropriate DLL strategies to support student development and learning, are included within the ECE Lead Teacher TPEs that will form the basis for curricula revisions and updates completed as part of UP-LIFT CA.

To investigate and document the range of strategies and approaches currently in use to support DLLs, in 2015 First 5 California collaborated with the American Institutes of Research (AIR) to fund and implement a pilot study on DLLs and approaches to working with DLLs and their families. The report emerging from this effort, *The Early Learning and Care Context for Dual Language Learners in California*, found that while there is significant intentionality on the part of local counties and programs to support DLLs, there is also a lack of consistent direction on how best to support these children and their families within the ECE setting. First 5 California has also funded an ongoing "In-Depth Study," as a follow-up to the pilot study, to look at effective instructional approaches for DLLs. The results of this follow up study are scheduled to be published in late 2020 or early 2021. Once available, project partners will review the findings and recommendations from this study to inform any adjustments to their curricula and practices. Some of the approaches being considered within the In-Depth Study that are currently in use in California include the *Sobrato Early Academic Language Model (SEAL)*, the *Preschool Guided*

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

Language Acquisition Design (GLAD), the Personalized Oral Language(s) Learning (POLL) strategies, Soy Bilingue, Teachers Acquiring Language Learning Knowledge (TALLK), and SEEDS of Learning.

To provide some current guidance to the field, the CDE has developed publications such as the *Preschool Learning Foundations* that incorporate recent knowledge about effective instructional approaches. These publications have been used to inform current curricula developed as part of the CAP core eight coursework as well as curricula developed by, and being used within, the CSU partner institutions. In addition, current curricula have been informed by recent publications such as *California's Gold: An Advocacy Framework for Young Dual Language Learners*, published by Professor Marlene Zepeda of CSU Los Angeles. This publication provides recommendations based on Professor Zepeda's work with dual language Spanish speaking children and families regarding how instructional approaches can be made more effective for DLL learners and their families as well as recommendations for supporting the ECE workforce. UP-LIFT CA pilot campuses will leverage these existing resources as they work to revise curricula and assessments to achieve full alignment with the TPEs, including expectations for supporting DLLs and their families.

To assure that preparation programs for the ECE workforce incorporate the competencies represented in the TPEs, including those relating to effective practices for supporting DLL children and families, into their coursework, fieldwork, and practicum experiences, California also framed and adopted a first-ever set of Preparation Program Guidelines. The Guidelines focus on the adult learning experiences in preparation program and provide guidance to faculty for restructuring the curricula to incorporate the TPEs.

A few of the applicable ECE Program Guidelines are included below to give an example of scope and detail (the full language of Guidelines provides more extensive details).

- ***Guideline 2: Preparing Candidates to Master the Early Childhood Education Teaching Performance Expectations (ECE-TPEs):*** This Guideline specifies that the coursework and fieldwork/practicum/clinical practice components of preparation must provide multiple opportunities for candidates to learn, apply, and reflect on each TPE; that as candidates progress through their preparation scope and sequence as designed and as implemented by the preparation program, pedagogical assignments are increasingly complex and challenging; and that the scope of the pedagogical assignments (a) addresses the full range of the ECE-TPEs as these apply to the intended level of the Child Development Permit, and (b) prepares the candidate for course-related and other program assessments of their competence with respect to the ECE-TPEs.
- ***Guideline 3: Opportunities to Learn and to Practice***
 - ***3A. Fieldwork/Practicum/Clinical Practice Experiences:*** This Guideline specifies that the program's organized Fieldwork/Practicum/Clinical Practice experiences are designed to provide candidates with a developmental set of activities integrated with coursework that extend the candidate's learning through application of theory to practice with young children in California early care and education settings, and that these experiences may be within the candidate's ECE workplace as appropriate and as available.
 - ***3B. Criteria for Field Work/Practicum/Clinical Practice Placements:*** This Guideline specifies that sites selected for candidate experiences should

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

demonstrate commitment to developmentally, culturally, and linguistically appropriate and effective practices as well as to collaborative relationships with families; and that in addition, these sites should also demonstrate placement of students with disabilities in the Least Restrictive Environment (LRE), provide support for dual language learners, offer the opportunity to interact with different student age groups, reflect to the extent possible socioeconomic, linguistic and cultural diversity, and should permit video capture for candidate reflection.

Within the proposed project, the partner IHEs will each be reexamining their program content, curricula, and structure in light of the Program Guidelines and assuring that their programs are moving towards full implementation of these Guidelines. This will include a peer-review self-assessment process that uses the CTC-adopted recently-adopted ECE Lead Teacher BA Program Guidelines for ECE Lead as the quality control framework.

iii. High-quality, clinically based practicum experience across a variety of ECE settings:

Pilot campuses have partnerships with a range of practicum sites and will strengthen these partnerships to increase the availability of high-quality, clinically based practicum experiences for their students. CPP selects practicum sites based upon them being accredited by NAEYC, or level 4 or above on the Quality Counts California standards, or being an accredited public school. CSUB has a child care center on site, enabling students to participate in easily accessible practicum opportunities including potential employment. Sacramento State also collaborates with the NAEYC-accredited children's center on campus. Sacramento State has a Community Engagement Center that facilitates and supports the relationships between the university and its partners, including practicum sites. UP-LIFT CA will strengthen campus partnerships with practicum sites through the establishment of a common language and common observation-based growth and development tool.

By creating and supporting the implementation of a common observation-based growth and development tool, UP-LIFT CA will provide a common framework for BA programs and practicum sites to offer practice towards mastery of specific TPEs. Specifically, this tool will establish a common language across entities providing preparation, practicum experience, licensure, and early learning and care programs. Pilot sites will continue to examine ways to ensure cooperating teachers at practicum sites gain confidence in mentoring practices consistent with program requirements (i.e., alignment with the TPEs) and in facilitating generative conversations with mentees.

As the state makes large scale investments in QCC, the state's QRIS, this tool will also provide a common framework for early learning and care programs to give feedback to preparation programs around educator competencies.

iv. Induction supports provided in the early years of teaching:

California does not have a common set of induction supports for ECE teachers. UP-LIFT CA will explore and test induction supports through the NIC. Additionally, the observation-based growth and development tool will provide a common language between IHEs and community-based early learning sites, allowing sites to provide ongoing induction support in alignment with and as an extension to preparation programs.

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

California has a set of state program quality standards for the first two years of induction into the teaching profession for newly credentialed K-12 teachers, but not for CDP holders. In 1998, California became the first state in the nation to make a two-year induction experience mandatory as part of the requirements to earn a “clear,” or permanent, K-12 teaching credential. The induction experience provides a two-year individualized and contextualized mentoring and support program, separate from employment and employer-conducted personnel evaluations, which has resulted in increased teacher retention.

As California’s experience with effective induction practices has grown over the years, the induction program has evolved to become an individualized growth experience for each teacher. The areas for professional growth and development during the induction program are based on the analysis of the outcomes from the performance-based assessment tools. The K-12 TPEs create a common language for identifying effective teaching and learning practices across the range of initial preparation, practicum experience, licensure, and early learning centers, and thus provide a common structure and support for induction efforts and programs around the state. By establishing the ECE observation-based growth and development instrument with a focus on DLLs, this project will create a common framework that provides continuity for ongoing induction supports after educators graduate from preparation programs. This tool could also be used by QCC sites and coaches as part of the state’s ongoing quality improvement efforts.

Eventually, CTC will develop a draft set of ECE Induction Program Guidelines, based on the state’s current state-adopted K-12 Induction Program Standards, to provide guidance and support to preparation programs that provide preparation for Mentor/Master teachers who will in turn be providing individualized induction support to new ECE Lead Teachers. Through UP-LIFT, CTC and IHE partners will explore steps towards implementing an individualized induction experience for all newly licensed ECE Lead Teachers during their first two years on the job.

v. Financial supports for educators to access and complete a higher education program

In California, concerted state and local efforts to improve the quality of ECE programs for the state’s children have been underway for more than a decade. In recent years, CDE’s QCC and California State Preschool Program (CSPP) QRIS Block Grants and F5CA’s CARES programs have made investments in the professional development and educational attainment of the early childhood workforce. In 2000, AB 212 authorized General Fund allocations to be used for child development staff retention activities conducted by Local Planning Councils (LPCs) throughout California, such as increased staff wages and benefits, tutoring and mentorship programs, financial aid, career counseling, and professional development. These funds are meant to support education and retention of quality staff who have experience working directly with children in state-subsidized, Title 5 ECE programs (see Section 1.C for information about Title 5).

More needs to be done to support the educational advancement of the early learning workforce and such efforts should be driven by systematic policy solutions and investments. Taking a first step, the Budget Act of 2019 *Education Code* section 8280.1 authorized the CDE and the State Superintendent of Public Instruction to administer the *Early Learning and Care Workforce Development Pathways Grant* (renamed the QCC Workforce Development Pathways Grant) and gives authority to use this grant program to expand the number of qualified early learning and care professionals and increase the educational credentials of existing early learning and care professionals across the state. Beginning in 2020, the state will blend this program with the AB

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

212 program and administer over \$230 million for the educational attainment and professional development of the early childhood workforce across all care settings (Centers, FCCs, and FFNs) in all 58 of California's counties. Blending the AB 212 program with the QCC Workforce Development Pathways Grant is an important step towards more a cohesive system of financial supports for early educators to complete higher education.

California's financial aid system is also an important piece of this system. California's higher education financial aid system includes the California Community Colleges Promise Grant, the Middle Class Scholarship, and the Cal Grant Program. The California Student Aid Commission (CSAC) distributed nearly \$1,200 per full-time equivalent undergraduate student in 2016-17, equating to approximately \$400 more than the national average and placing California in the top ten of states based on the amount of grant aid provided per student which students do not need to pay back.²⁵ The California Community Colleges Promise Grant waives enrollment fees for California residents with demonstrated financial need interested in attending California Community Colleges. The Middle Class Scholarship is available to undergraduate students, including those pursuing teacher credentialing, to attend a UC or CSU campus if family assets are \$177,000 or less.²⁶ The Cal Grant Program has been steadily growing and is inclusive of three programs (Cal Grants A, B, and C), which provide a variety of tuition and non-tuition scholarships to nearly one in five students as UCs, CSUs, and CCs.²⁷ Considerable tuition support exists for the current and prospective ECE workforce to access higher education.

UP-LIFT CA will focus on financial supports for educators to access and complete a higher education program in the following ways:

- **Pilot sites will access direct financial supports for students through the QCC Workforce Development Pathways Grant Funding:** By working locally to implement the QCC Workforce Development Pathways Grant *higher education pathway*, pilot sites will tap into meaningful stipends, tuition, and fee assistance for their students. This funding will provide financial incentives for participation in and completion of ECE Lead Teacher BA programs. This effort will provide an excellent testing ground for the state to examine what strategies (financial assistance and others) most effectively support ECE Lead Teacher candidates to complete BA programs; this information can inform future funding efforts (see item below related to the MPELC).
- **Pilot sites will utilize the CA financial aid system to reduce tuition and other costs associated with BA completion:** In addition to tapping into the QCC Workforce Development Pathways Grant funding, pilot sites will ensure students have accurate information and adequate support to access California's robust financial aid system. This pilot will also provide an opportunity to scale supports that maximize student use of financial aid, which can inform broader state efforts (see item below related to the MPELC).
- **Inform the ongoing MPELC work and future policy change:** UP-LIFT CA will generate considerable opportunities to study the type and level of financial supports

²⁵ <https://www.ppic.org/publication/state-financial-aid-in-california/>

²⁶ <https://www.csac.ca.gov/middle-class-scholarship>

²⁷ <https://www.ppic.org/publication/state-financial-aid-in-california/>

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

needed to access and complete an ECE Lead Teacher BA program and the ways to maximize utilization of these supports. As noted throughout the narrative above, the proposed project will inform the MPELC and future state policy work. This will be accomplished through key CSU faculty roles on the Early Childhood Policy Council (ECPC),²⁸ CTC's role on the PDG SST (the state advisory body charged with overseeing state PDG efforts and informing the ECPC), and opportunities for the NIC to make recommendations to policy bodies.

vi. A strategy or plan to increase compensation following completion of a degree program.

Educator compensation is one of the biggest challenges that California faces in its effort to expand high quality early learning experiences for young children. Persistent low pay undermines efforts to support educational advancement and retention of a qualified and effective workforce. It also limits both the return on investment of and the ability of the workforce to self-fund degree attainment. Wages are low for the early childhood workforce in California and they are lower in some care settings compared to others. The median hourly wage in California is just over \$12 per hour for child care providers and \$16 per hour for preschool teachers. These hourly rates compare to \$38 per hour for kindergarten teachers.²⁹ When these wages are adjusted to account for the cost of living, California ranks among the lowest paid states for those working in the early learning field.³⁰ As a result, nearly 60 percent of the state's ECE workforce relies on some type of public assistance.³¹

California's PDG strategic plan examined transitioning to a tiered-reimbursement structure that links subsidy funding with objectives for quality and compensation, including an objective that "Early learning and care providers receive sufficient support (e.g., scholarships, wage increases, mentorship, professional learning opportunities) to move along California's career lattice that links educational attainment to compensation in order to improve quality." The proposed project outlined here will inform a state strategy to increase compensation following completion of a degree program by:

- **Contributing to greater cohesion across K-12 and early learning educator licensure systems in California:** UP-LIFT CA will contribute to the development and testing of an observation-based growth and development tool that may be partially or fully adopted as part of the CTC's future ECE Teaching Performance Assessment. Eventually, the use of an ECE TPA will bring CTC's K-12 licensure and Child Development Permit systems into alignment and create more consistency across those systems. A number of states have made progress towards increased early educator compensation by increasing parity between PreK lead teachers and Kindergarten teachers in public school settings. Creating

²⁸ The ECPC is the new body charged providing recommendations on all aspects of the state's early childhood system, including support for the demographic, geographic and economic diversity of the state's children and families and ways the MPELC can be updated and improved. The Governor and Legislature both make appointments to the ECPC.

²⁹ CSCCE, *Early Childhood Workforce Index* (2018).

³⁰ Stipek, D., *Getting Down to Facts II: Strengthening California's Early Childhood Education Workforce* (Chapter 4) (2018).

³¹ CSCCE, *Early Childhood Workforce Index* (2018).

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

greater cohesion across the systems that prepare these teachers is an important step for making the case to increase compensation through this strategy.³²

- **Informing the ongoing MPELC work and future policy change:** The MPELC will include a financing and administration strategy that can support recommendations related to facilities, demand, quality, and universal preschool. Given this focus, and the examination of tiered reimbursement as a compensation strategy in the state’s PDG strategic plan, it follows that a more structured compensation framework is likely to be included as part of the MPELC.

H. If applicable, provide rationale for why the innovations you propose will focus more closely on certain aspects of this spectrum, but still fit within a comprehensive system.

California recognizes the need to improve and transform the entire continuum of educator preparation, however, in a state as large as California, that process will need to rely on multiple testing grounds and opportunities to scale proven and promising practices. There are a number of areas of the preparation continuum that UP-LIFT CA will address directly as well as others that this project will impact indirectly, due to the current policy landscape in the state.

UP-LIFT CA will focus on the following aspects of the preparation continuum directly:

- **Recruitment and retention of racially, ethnically, and linguistically diverse students**
 - Campus pilot sites were selected based on their ongoing work to recruit, retain, and graduate racially, ethnically, and linguistically diverse students. Potential pilot sites that have shown interest in joining this work also have expertise in this area.
 - Improving supports for these student populations will be a focus of shared learning among pilot sites and their local partners through the NIC, and with a broader set of IHEs throughout the state through the Learning Forum.
 - The proposed project will utilize QCC Workforce Development Pathways Grant Program funding from the CDE, which includes a focus equity and on supporting racially, ethnically, and linguistically diverse members of the workforce. The grant program will provide a testing ground for analyzing components of effective implementation across diverse California communities. Lessons learned will inform future years of funding and state policy more generally in regard education supports for the ELC workforce.

³² McLean, C., Dichter, H., & Whitebook, M. (2017). Strategies in Pursuit of Pre-K Teacher Compensation Parity: Lessons From Seven States and Cities. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley and New Brunswick, NJ: the National Institute for Early Education Research

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

- **Curricula informed by recent developmental science of child development and adult learning, and that are culturally responsive in nature**
 - Pilot campuses will use the CTC ECE TPEs, which were aligned to and informed by the *Transforming the Workforce for Children Birth Through Age Eight* teacher competencies, to examine and improve their curricula and practicum experiences.
 - Pilot campuses will work with CAP to improve articulation and competency mapping across AA and BA programs. This will utilize the CAP 8 courses, which are currently under review for their alignment to the ECE TPEs
 - Pilot sites and partners will receive technical assistance on culturally-responsive practices.
 - Shared learning through the NIC and the Learning Forum will focus on the science of child development and adult learning, and on implementing culturally responsive practices for racially, ethnically, and linguistically diverse students.
 - Creation of the performance-based growth and development tool will help standardize these practices across campuses.

- **High-quality, clinically based practicum experience across a variety of ECE settings**
 - Pilot sites will be required to identify at least one community partner (e.g. a practicum placement Early Learning Care (ELC) site or lab school) to support clinically-based practicum experiences.
 - The observation-based growth and development tool will align to the TPEs and provide a way for common observation and feedback related to high-impact teacher competencies for supporting DLLs. The use of this tool will support increased reflection and continuous improvement in practicum settings.
 - The observation-based growth and development tool can eventually be scaled for use across all ECE settings and practicum experiences, providing ECE programs with a mechanism to observe ECE educators' competencies, use this information to create professional growth plans, and use aggregated observation data to work with preparation programs to improve educator preparation in specific areas of need. It may also become a component of the ECE Lead Teacher Teaching Performance Assessment that the CTC will be developing over the next few years.

- **Developing induction supports provided in the early years of teaching**
 - California has a formal induction program from K-12 teachers. This pilot will contribute to efforts to align the early educator permitting and K-12 educator licensing programs which would also contribute to longer-term efforts to formalize an induction program.
 - The proposed observation-based growth and development tool can be used as an induction tool to create greater coherence to how teacher competencies are

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

observed and how professional development is implemented between higher education programs and early learning programs. Once developed and refined, the growth and development tool could be used as a standard induction tool across programs.

- **Financial supports for educators to access and complete a higher education program, including paid release time**
 - The proposed project will strengthen California’s early learning ADT program, a proven strategy for minimizing higher education costs to students and supporting a higher education BA pathway.
 - Pilot sites will work with local QCC Consortia, which implement local QRIS, to utilize CDE’s funding opportunity, the QCC Workforce Development Pathways Grant, to provide financial supports, stipends, incentives, tuition, and/or fees for students pursuing higher levels of education (the QCC Workforce Development Pathways Grant will provide funding from 2020 through 2024-25).
 - The proposed project will allow for an evaluation of how financial supports and stipends are implemented and utilized across a set of pilot campuses, which will surface results that can inform future workforce development funding programs.

The proposed project will also take a less direct focus on strategies for **increasing financial assistance, remuneration, and compensation across an individual’s educational and career pathway as a student and teacher**

- The MPELC will include financing recommendations that will be critical to transforming California’s ECE system. It’s likely that the MPELC will also consider educator preparation standards and overall program quality standards, and that proposed changes will be well-aligned with the CTC’s work to revise the CDP and develop the TPEs. These recommendations, along with other sections of the MPELC will have a broad impact on ECE educator preparation and compensation.

I. What is innovative and potentially effective about your approach in your specific context?

This funding opportunity will allow California to take innovative action to inform and create a statewide ECE Lead Teacher preparation and support system that puts into practice the multiple building blocks and infrastructure components that California has been working on through its *TWB8* implementation effort, PDG strategic planning, and other initiatives. Through the proposed work, California will build on its efforts to test critically-needed improvements to the preparation, licensing, permitting, and ongoing professional development and support of the ECE workforce, particularly ECE Lead Teachers.

UP-LIFT CA will accomplish these reforms in a manner consistent with the principles and practices promoted by the *TWB8* research and recommendations, current developmental research and science in early childhood growth and development, and advances in understanding about effective teacher preparation and the program supports needed to produce and sustain a high qualified ECE workforce.

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

Key innovative features of this proposal include:

- Piloting implementation of California’s first-ever set of ECE TPEs that define the competencies needed by beginning ECE Lead Teachers at the point of initial licensure and beginning their professional practice, along with the supporting implementation of California’s first-ever set of Program Guidelines that define for IHEs the characteristics of high quality ECE preparation programs
- Development and piloting of a new observation-based growth and development tool for ECE Lead Teacher candidates to 1) provide formative assessment information to candidates regarding their progress towards mastery of TPE-aligned high-impact teaching strategies to support DLLs, and 2) inform preparation programs at IHEs regarding their candidates’ outcomes in order to promote program improvements as needed. This innovation will enable consistency across both preparation and practicum experiences at CSU campuses, community colleges, and ECE sites.
- EdQ’s experience with leveraging system-wide data and analyses to address strategic priorities for the CSU system will be an advantage to this endeavor. The NIC will engage these partners to define the campus-specific problems they are seeking to address and engage in cycles of inquiry to rapidly test potential solutions. It will also provide opportunities for networking, relationship-building, and information sharing among all project partners. As described above, in addition to the NIC, EdQ will coordinate broader Learning Forum events for representatives of IHEs throughout the state to learn about project results and engage in their own problem definition and planning work. EdQ’s experience with using improvement science methodologies and the NIC and Learning Forum structures as vehicles for spreading and scaling successful strategies makes UP-LIFT CA about more than implementation of new solutions, but also about learning and collaboration across previously siloed institutions.
- The observation-based growth and development tool will also provide a framework for developing induction supports through Quality Counts California. This will be innovative as California has not previously applied induction quality standards for ECE educators.
- It will be innovative for programs to pilot a self-assessment that uses the CTC-adopted ECE Lead Teacher BA Program Guidelines as a quality control framework. This would be a key first step towards an ECE program accreditation process in the state.

California’s approach outlined in this LOI is innovative and unique in providing for the first time a coherent, connected, and coordinated system of preparation, licensure, and ongoing professional development that is competency-based for candidates, and standards-based for preparation programs, over the course of an ECE Lead Teacher’s professional career.

J. How are your proposed reforms contextually grounded and culturally relevant?

UP-LIFT CA is grounded in a number of contexts. The first context is the principle that all children deserve to be taught by educators with the competencies to support their healthy development. The focus on ensuring ECE educator candidates have the pedagogical and family engagement skills needed to support DLLs to develop both English and home-language proficiency is contextually grounded and culturally relevant because it reflects the exigent state

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

and national need to serve a super-diversity of languages and cultures. At Sacramento State, Dr. Kevin Ferreira van Leer has a research program on access for Latinx migrant parents to ECE, which includes a current research scholarship with the National Research Center for Hispanic Children & Families. UP-LIFT CA's focus will ensure that graduates can serve non-English speakers with specific, research and evidence-based supports, to maintain the home language and culture and understand the primacy of cultural identity and family engagement.

UP-LIFT CA is also grounded in the current context of the ECE workforce, which is remarkably diverse and severely under compensated (see Section 2.G.vi). The focus on increasing rates of recruitment, persistence, and completion of diverse ECE Lead Teacher candidates throughout the ECE teacher candidate pipeline is contextually grounded and culturally relevant because it will take a targeted approach to meeting incumbent and prospective educator needs in local contexts. Ensuring that educators participating in BA programs have access to stipends and tuition payment through the QCC workforce Development Pathways grant serves to create relevant supports for the incumbent ECE workforce.

Finally, this work is grounded in the current political context. UP-LIFT CA's work to align curriculum with the state-adopted ECE Lead Teacher competencies (i.e., the TPEs) is grounded in the state's policy priorities and ongoing policy planning efforts. The TPEs are research-based and aligned to expectations set forth in California's Early Childhood Educator Competencies, California's Preschool Learning Foundations, California's Infant Toddler Development and Learning Foundations, the National Association for the Education of Young Children (NAEYC) national program standards, and the competencies identified within the Transforming the Workforce for Children Birth Through Age 8 national report. They require beginning California Early Childhood Teachers to demonstrate the knowledge, skills, and abilities to provide safe, healthy, and developmentally appropriate and supportive learning environments to meet the needs of every young child in his/her ECE setting. They are also culturally relevant in that they require teachers to and to know and be able to apply child development as well as pedagogical theories, principles, and practices for the comprehensive education of children who are DLLs.

K. How will or could, in the longer term, your proposed reforms result in comprehensive systems change, including possible changes to compensation?

As indicated in other portions of this application, California is at the precipice of comprehensive systems change. UP-LIFT CA will provide structured and dedicated time for postsecondary innovation and learning that will directly inform California's work to achieve system transformation at scale, as outlined in the MPELC. The MPELC will include recommendations for aligning ECE educator standards. It will also specifically include recommendations for financing an expanded and strengthened system of early care and education in California (see 2.G.vi), including recommendations around compensation for ECE professionals. Planning discussions around compensation will be rooted in the context of the state's preparation and permitting structures. By generating, refining, and preparing to scale tools and practices for IHEs to transform their ECE lead teacher BA programs, the proposed project will directly impact the context for compensation planning within the MPELC process.

One strategy that the state might implement would be to create a salary schedule aligned to the ECE Career Lattice. Should the state pursue this strategy, the ability of postsecondary institutions to prepare ECE professionals with lattice-aligned abilities and competencies will

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

provide a direct pathway to increasing compensation, at the individual level, for the ECE workforce. At the systems level, the preparedness of postsecondary institutions to offer high-quality preparation programs aligned to the lattice will make this approach of developing a lattice-aligned salary schedule more appealing and implementable.

In addition, UP-LIFT CA will clarify and strengthen intentional pathways for the incumbent workforce to secure BAs. While this will not directly impact the state's compensation structure, it will build necessary scaffolding for ECE professionals to move along the ECE Career Lattice to increase compensation once the state has adopted a lattice-aligned compensation system.

L. How do you plan to incorporate educator voice and engage the community, including employers, in designing and implementing your program?

UPLIFT-CA partners have incorporated educator voice into the development of this proposal by reviewing outcomes of Early Edge California's Educator Advisory groups and examining the results of an educator survey conducted as part of the TWB8 effort. In fall of 2018, Early Edge California (EECA) launched its Early Learning Teacher Advisory Groups, which are designed to gather input from preschool teachers, para-professionals, and childcare providers on a range of issues including DLLs. The TWB8 workforce survey was conducted in 2019 in English and Spanish and asked respondents about desired professional learning and higher education supports and knowledge of existing resources.

Moving forward, UP-LIFT CA will draw on the rich set of existing reports of educator voices and perspectives collected through recent ECE planning efforts. In addition, project partners will engage educators and prospective educators to inform project activities and provide feedback on the work as part of a continuous improvement process.

To incorporate educator and community voice to inform educator supports, project partners will:

- Review **case studies** from the Center for the Study of Child Care Employment (CSCCE) and LPI about teacher preparation and development, compensation, and California-specific workforce studies.
- Review notes and content from future **workforce focus groups convened by Early Edge California**.
- Conduct a **survey of current students at pilot sites** to gather feedback about what is working well, what additional supports would be most valuable. This survey will be conducted at least three times during the grant period, and results will be used to inform continuous improvement of the pilot projects.
- Review the results of **planned CSU and other surveys** (including the surveys conducted by PEACH, CAP, Early Edge, and other collaborators) that will take place during the grant period. EdQ will coordinate with the Chancellor's Office to access survey results and share these results and any accompanying analysis with pilot campuses through the NIC.
- Learn about the implementation of the **QCC Workforce Development Pathways Grant** program by including beneficiaries in the Learning Forum.

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

- Include partners such as Early Edge California, Every Child California, and the California Alternative Payment Program Association (CAPP) in the Learning Forum to share finding of their ongoing work to **engage early learning educators to inform policy** and provide overall assistance in elevating educator voice throughout the project.

M. What ECE lead teacher competencies does your program use currently? How do these lead teacher competencies align or not align with the recommendations set forth in the “Transforming the Workforce” report?

California’s higher education programs cite myriad professional standards that inform syllabi, course, and program expectations and ECE Lead Teacher preparation programs have not, to date, specifically been competency-based in design or implementation. In its TWB8 planning and implementation effort, California focused on the recommendations of the Transforming the Workforce report to spark development, validation, and state adoption of a new set of feasible and manageable Lead Teacher competencies – the ECE Lead Teacher Teaching Performance Expectations (TPEs) – that are aligned to these recommendations (see section 1.E) .

To promote consistency and transition continuity between the TPEs applicable to early childhood care and education and the set of TPEs governing K-12 teacher preparation in California, the six domains of California’s state-adopted *Standards for the Teaching Profession* were used as the organizing framework for the ECE TPEs. Excerpts of the *Standards for the Teaching Profession*, as adapted for the ECE context, are provided below as selected examples of the scope and depth contained within the full set of applicable TPEs.

Engaging and Supporting All Young Children in Learning

- This TPE addresses, among other key concepts, understanding typical and atypical progression of young children’s cognitive development, social-emotional skills, first- and dual language development, early math and literacy concepts development, physical development, and mental, emotional, and physical health; understanding and valuing the demographics, cultural, linguistic, and socioeconomic backgrounds and perspectives of the children and families; how to address and mitigate trauma, abuse, chronic stress, or other environmental conditions affecting young children’s behavior and learning; and how to collaborate effectively with families, community resources, health resources, and others to support young children’s development and learning

Understanding and Organizing Content for Young Children’s Learning

- This TPE addresses, in addition to other key concepts, designing and implementing a culturally, linguistically, and developmentally appropriate curriculum in social-emotional development, language development, cognitive development, and perceptual and motor development for infants and toddlers, and for young children, in early language and literacy development for first and dual language learners, English language development, literacy, mathematics, physical development, health, history-social science, and visual and performing arts, as consistent with California’s *Infant/Toddler Learning Foundations* and *Preschool Learning Foundations* developed by the California Department of Education; understanding typical learning trajectories and planning developmentally-appropriate scope and sequence of learning goals, learning experiences, and pedagogical

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

strategies, taking into consideration young children’s individualized learning accomplishments and needs.

Planning Instruction and Designing Learning Experiences for All Young Children

- This TPE addresses, in addition to other key concepts, applying effective teaching and learning strategies when planning instruction and designing developmental and learning experiences for all young children; consistently demonstrating nurturing, responsive, and developmentally appropriate interactions with young children that facilitate children’s development and learning; applying knowledge of young children’s cultural, linguistic, ethnic, economic characteristics, skill levels, and first and dual language acquisition and development when planning learning experiences; facilitating play-based active investigations by and for children; and leveraging developmentally appropriate technologies in learning experiences to engage and promote children’s learning.

Developing as a Professional Early Childhood Educator

- This TPE addresses, in addition to other key concepts, collaborating and communicating effectively and respectfully with peers, supervisors, families, and others in the early childhood setting to support young children’s learning and outcomes; mentoring and coaching other adults in the ECE setting who assist in supporting young children’s development and learning; organizing and supervising the work of other adults in the ECE setting such as assistants and/or aides; providing constructive feedback to support their effectiveness in working with children and families; demonstrating a commitment to their own ongoing professional learning development and to continually developing their own skills as Lead Teachers; and reflecting and improving on their professional practice.

Pilot sites currently address lead teacher competencies in a number of ways:

- Sacramento State engages in ongoing program reflection, evaluation, and adjustments to ensure that students obtain the content knowledge and develop the skills they need. Faculty also engage in continuous improvement by participation in programming through the Center for Teaching and Learning to consider equitable practices to infuse into courses to enhance student learning and engagement.
- At CSUB, credential faculty recently undertook a 12-month process to create signature assignments and observational tools to evaluate candidates’ achievement of TPE competencies. This will provide the NIC with learned/lived examples of the processes and protocols of ECE TPE alignment and the creation of competency-based assessments.
- CPP primarily uses the NAEYC baccalaureate standards to guide its program and program revisions. The campus recently finished a self-study and is aware of the strengths and weaknesses its program has with aligning with the NAEYC standards. CPP has a template showing how its coursework meets the different standards/competencies.

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

N. How will you assess throughout your preparation program and induction whether and how your students are demonstrating mastery of the knowledge and skills reflected in the ECE lead teacher competencies?

The TPEs provide the competencies that will guide ECE Lead Teacher preparation across the state. As noted above, each IHE is expected to prepare their candidates to learn, practice, and master these state-adopted competencies, while having the autonomy to design its own coursework, field work, and practicum experiences. As part of this project, pilot CSU campuses, along with their CCC and community-based partners will work on the development and testing of an observation-based growth and development tool that will assess mastery of high-impact competencies for supporting DLLs, as determined by project partners, in alignment with the applicable TPEs.

In the pilot, the observation-based growth and development tool will be used to provide formative assessment information about candidate competencies and will inform broader efforts by the CTC, along with the partners and other ECE stakeholders, to develop more summatively-oriented Teaching Performance Assessment for ECE Lead Teachers, which may eventually be incorporated into the requirements for a Child Development Permit.

O. How will those agencies/entities with authority over the state/territory/Tribal Nation's higher education system and teacher licensure be involved in your proposed reforms?

The following agencies with authority over the state's higher education system and teacher licensure will be involved in this work in the following ways:

The CSU CO and the EdQ Center will:

- Convene the NIC and the Learning Forum.
- Collaborate on the creation of an observation-based growth and development tool that is aligned to the state-adopted ECE TPEs with a specific focus on the high-impact competencies for supporting DLLs.
- Train faculty and practicum cooperating teachers, as appropriate, on the use of the new observation-based growth and development tool and support them to implement the new tool, collect data for improvement, and refine the observation-based growth and development tool as needed.
- Support communications efforts across the CSU system to facilitate scaling successful practices identified through the proposed project and create bridges and shared learning between the NIC, Learning Forum, and the Chancellor's Office Learning Lab for Diversity being implemented with the CSUs and the CSU graduation initiative.

The CTC will:

- Collaborate with pilot sites, partners, and EdQ on the development, piloting, and implementation of an observation-based growth and development tool aligned to the state-adopted ECE TPEs with a specific focus on the high-impact competencies for supporting DLLs. Share lessons learned from these discussion and design cycles with the

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

team developing a future formative Teaching Performance Assessment for ECE Lead Teachers.

- Provide technical assistance to pilot campuses and partners, and participants in the broader Learning Forum on the TPEs, program guidelines, and planning for future program quality review, as appropriate and aligned with MPELC efforts.
- Provide an update to Commissions on progress and lessons learned from implementation of UP-LIFT CA.
- Support communications efforts, as appropriate, to support scaling successful practices identified through this funding opportunity, including through the CTC's role on the PDG SST.

P. What policies does the state/territory/Tribal Nation already have in place to advance the proposed reforms and/or how will the state/territory/Tribal Nation change or make exceptions to any policies that may present barriers to implementing the proposed work?

Policies in Place to Advance the Proposed Reforms

California has a number of existing policies and formal priorities that will help advance – and serve as a strong foundation for – the proposed reforms. These include:

- A commitment to and investment in a “preschool for all” agenda;
- The Associate Degree for Transfer (ADT) in early childhood education;
- Adoption of ECE teacher performance expectations (TPEs);
- Multilingual education research, investment, and policy advocacy; and
- The ongoing MPELC development process and implementation process, including ongoing guidance from the ECPC (policy council).

Governor Newsom and his administration have made a clear commitment to achieving **Universal Pre-K (UPK)**. This expansion of preschool services throughout the state is driving (and will increasingly drive) a need for qualified ECE professionals, including at the lead teacher level, generating a sense of urgency to strengthen ECE lead teacher BA pathways in California. This priority and corresponding investments to expand access to care will help mobilize project partners to engage in the proposed work, and will create an appetite (among postsecondary institutions, policymakers, and ECE providers) for the lessons learned and recommendations that surface through UP-LIFT CA.

California's **Associate Degree for Transfer (ADT)** degree is another California policy that advances the proposed reforms. The ADT allows students in certain disciplines to transfer 100% of their Associate degree credits towards a BA degree at a CSU. Students who have earned an ADT and who meet the CSU's minimum eligibility requirements are guaranteed admission to a CSU campus with a similar major, though not necessarily to a guaranteed admission to a particular campus. There are three ADTs related to early childhood: Early Childhood Education, Elementary Teacher Education, and Child and Adolescent Development. The Early Childhood Education ADT was developed based on the work of the California Community Colleges Curriculum Alignment Project (CAP), which engaged faculty from across the state to develop a

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

24-unit (eight-course) lower-division program of study for early care and education teacher preparation. The CAP's eight courses are evidence-based courses that are intended to become a foundational core for all early care and education professionals and include practicum. The CAP courses were accepted as the required core for the ADT in Early Childhood Education. Some of the CAP courses are also included in the Elementary Teacher Education, and Child and Adolescent Development ADTs. The existence of an ADT in early childhood education helps advance the proposed reforms related to recruitment and graduation support for racially, ethnically, and linguistically diverse students.

The **CTC has adopted TPEs** for the Lead Teacher level of the ECE permit. As described in section 1.E, these TPEs are rooted in the recommendations from the *Transforming the Workforce for Children Birth Through Eight* report from the National Academies of Science, Engineering, and Medicine (NAEM) and California's planning process to implement the national recommendations in the state. The TPEs will be foundational for the proposed project and help ensure that the work undertaken by project partners is directly connected to the same competencies and expectations that the state will use to issue permits at the ECE lead teacher level.

While the TPEs themselves specify competencies related to supporting the development of DLLs, a number of recent and continuing investments in multilingual education in California will provide a helpful foundation for building the proposed reforms to ensure graduating ECE lead educators are equipped to effectively support DLLs. Specifically, First 5 California (F5CA) has invested in a **DLL pilot project** to test strategies for serving DLLs in classrooms and home care settings in an effort to "recommend scalable, implementable, and effective models and practices." Stage 1 of the study included the development of this report, while the second phase of the pilot will focus on understanding implementation strategies, needs, and supportive policies. The proposed project will leverage the results of F5CA's DLL pilot project to determine effective practices for serving DLLs. The California State Board of Education has established an **English Language Learner Roadmap**, which references the importance of early childhood and need for "coherent, aligned support for dual language learners." This roadmap will help connect the proposed work to California's broader DLL/ELL priorities. Finally, *California's Gold: An Advocacy Framework for Young Dual Language Learners*, **research-based advocacy agenda** developed by Dr. Marlene Zepeda to increase supports for DLLs, was published in 2017. *California's Gold* contains recommendations specific to the ECE workforce that will inform the proposed project.

The investment in and ongoing development of the **MPELC** provides the policy architecture to implement large-scale systems change around ECE in California. The **ECPC** provides a table and onramp for feeding project successes and insights into the evolving policy landscape.

Existing Policies That May Present Barriers to Project Implementation

While the current policy and priority context in California is creating favorable conditions for the proposed work, there are a few notable limitations, in particular the lack of certain policies that would provide an even more positive starting point for this project.

While some ECE preparation programs in California have opted to secure NAEYC accreditation, the state does not have a formal and universal quality review and approval process for

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

preparation programs. This may make it more challenging to scale transformational reforms developed through the proposed project across postsecondary systems in the state until such a policy and process are developed. UP-LIFT CA will initiate this work if it is funded.

Another policy challenge is the current status of the CDP Permit Matrix. The CDP Advisory Group made final recommendations for updating the Permit Matrix in 2017. While the CTC has adopted the TPEs and the preparation program Performance Guidelines, no changes have yet been made to the Permit structure (i.e., the different permit levels and corresponding requirements). This poses a barrier because some IHEs will be reticent to make program changes until Permit changes are finalized. Changes to the CDP Permit structure are pending direction from the MPELC process, as directed by the Governor’s office.

Another set of challenges related to educator preparation is around DLL instruction. The First 5 CA DLL Pilot study notes, “early educators in California currently are required to have either a child development permit or a teaching credential issued by the Commission on Teacher Credentialing, but there are no statewide requirements to specifically prepare educators to work with DLLs.” The recently published policy platform, “Informing California’s Early Learning and Care Policies and Investments in 2020–21 and Beyond” recommends funding demonstration projects to train and build the DLL capacity of faculty at colleges and universities with a focus on practicum opportunities for faculty and a community of practice for sharing effective pedagogy. It also recommends funding a clearinghouse of curated resources for university and college faculty, program administrators, and practitioners. This project will be a step towards implementing both of these recommendations. Early Edge California, a co-author of the policy agenda, will serve as a partner in the Learning Forum.

Finally, while California has established a career lattice aligned to current child development permit requirements, the state has not yet implemented compensation policies for ECE professionals. The scope of the MPELC includes financing recommendations, and the PDG strategic plan included a focus on compensation. Additionally, new collective bargaining agreements with FCC providers and FFN caregivers will have an impact on compensation in the coming years.

3. Partnership

Describe the nature of your partnership between the IHE(s) and the state/territory/Tribal Nation, including:

A. Who is in your proposed partnership? Which entity is the lead applicant?

Our partnership includes several CSU campuses, their partner local Community Colleges and community-based ECE provider partners, the CSU CO and the CSU’s EdQ office, the CTC, and CAP as the key operational partners for the grant. **California State University, Sacramento** will serve as the **lead applicant** for the grant. The partner IHEs prepare the ECE Lead Teachers, are all minority-serving institutions, and have a concerted focus on recruiting and retaining culturally, linguistically, and ethnically diverse students.

The partnership members collectively represent entities with the authority and the responsibility for ECE educator preparation systems change. The CSU Chancellor’s office oversees and provides coordination for the 23 CSU campuses and will play an essential role in sharing and

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

scaling the learnings emerging from the work; the CTC is the state’s educator licensing agency; CAP supports curriculum consistency in the foundational preparation of early childhood education students; the local partner 2-year community colleges provide lower-division ECE coursework and field experiences as part of the required core for the Associate Degree for Transfer (ADT) in ECE; EdQ provides support and technical assistance to all CSU campuses, and the community-based ECE providers provide the settings in which many ECE teacher candidates gain invaluable practical experience.

The partnership will not operate UP-LIFT CA in isolation from the many other stakeholder groups concerned with the quality of the preparation provided to the ECE workforce. UP-LIFT CA will engage with long-standing groups such as PEACH (Partnerships for Education, Articulation, and Coordination through Higher Education), CCCECE (California Community College Early Childhood Educators), CAPP (California Alternative Payment Provider Association), EveryChild CA (the California child development administrators association), and Early Edge California, to ensure the voices of faculty and the workforce inform implementation of the project and extend the impact of the Learning Forum.

B. If the partnership is not already formalized, what will it take for you to formalize this partnership?

UP-LIFT CA selected pilot sites and partners for this work based on their readiness and commitment to partnering to transform ECE educator preparation. Additional pilot sites will be vetted using these criteria as well. While the proposed partners have not yet formalized their partnership through an MOU, partner entities have a long and productive history of collaboration:

- Sacramento State has significant institutional experience collaborating on teacher preparation program improvements with the CO and CTC (NGEI initiative) and the Child Development program has experience working with community college and interdisciplinary partners on the Accelerated Child Development and Teaching Credentials Program, which streamlined pathways to a BA plus a multiple subject and education specialist-mild/mod credential. This collaboration resulted in critical coursework being taught at the community college for the first time. The Child Development program has long maintained a CTC-approved subject matter waiver program (required for admission into a multiple-subject, elementary teacher preparation program), giving it familiarity CTC processes and personnel. As the lead applicant, Sacramento State will bring that experience to UP-LIFT CA.
- Sacramento State and the CTC have a long and productive working relationship. Dr. Pia Wong served for several years, beginning in 2015, as Co-Chair of the Commission’s Committee on Accreditation, which makes accreditation decisions regarding all of California’s 4-year IHE preparation programs. Dr. Wong and faculty at Sacramento State are keenly familiar with the Commission’s TPEs for K-12 educators as well as with the Teaching Performance Assessment and how these function together to guide preparation and assessment for teacher candidates.
- CTC has partnered with select campuses and CAP, with input from PEACH and Every Child California (formerly CCDA), through the three-year California TWB8 planning and implementation effort that has led to California’s readiness for this proposed project.

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

- As part of the CSU Chancellor's Office, EdQ has existing relationships with CSU educator preparation programs and CTC that span over 15 years to supply CSU programs with survey data and program evaluations, coaching, technical support, and network convenings. EdQ and CTC have a long-standing partnership to administer surveys on the perceived effectiveness of their ECE preparation to newly licensed ECE teachers.
- CAP has 92 colleges aligned with the CAP Classic (8 lower-division courses) and 52 colleges also aligned with the CAP Expansion (7 more advanced courses).
- All proposed CSU pilot campuses have a long history of collaboration with their local community colleges and ECE providers as part of the ADT transfer process.

UP-LIFT CA partners collaborated on the development of this LOI. Should this LOI result in an invitation to submit a full proposal, pilot and state partners will formalize the partnership through an MOU specifying each partner's roles, fiscal and matching contributions, and level of grant funding.

To document state partner commitment, the CO, EdQ, CTC, CAP and the non-lead entity pilot CSUs have signed the attached letters of support.

C. [If applicable] If your existing partnership does not include a two-year, community college institution of higher education, but you plan to establish a meaningful relationship with a two-year, community college institution of higher education to complete this work, please provide information about the two-year, community college institution of higher education, how you plan to establish a relationship with it, and where you are in this process.

The CSU pilot campuses already have existing partnerships with their local community colleges. Sacramento State's community college partners, American River College and Sacramento City College, signed letters of commitment as part of this application.

Relationships between CSU pilot sites and community college partners will be strengthened through a common focus on recruitment of diverse students, facilitation of transfer processes from community colleges to CSUs, and supports to help students successfully complete a BA following transfer. Partners will strengthen existing effective practices and test and innovate on new strategies for strengthening partnerships across two- and four-year institutions:

- **Sacramento State** participates in informational events about its program held on local community college campuses. Sacramento State faculty Dr. Pieng and Dr. Brown-Wood serve on the American River College Advisory committee. Sacramento State also shares some part-time faculty with community colleges.
- **CPP** has worked closely with several community college partners, including Mt. San Antonio College and Rio Hondo College to develop the Cal Poly Early Childhood Studies program, and an emerging collaboration with Cuesta College to offer the program on its campus. CPP has a history of collaboration with CAP, including involvement in the original development of the CAP courses. CPP is also an active member in PEACH, providing an opportunity to work regularly with 15 different community colleges in Los Angeles County. Nancy Hurlbut, faculty and Chair of the Early Childhood Studies Department, is a co-lead of PEACH and has been a member of CCCECE for over 15 years.

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

- **CSUB** works closely with community colleges including Bakersfield College and Taft College. A number of CSUB faculty also serve as instructors at both of these community colleges, helping to smooth transitions for students. Dr. Elaine Correa, Chair of the Department of Child, Adolescent, and Family Studies at CSU Bakersfield serves as a member of the Bakersfield College and Taft College advisory board committees.

The partner community colleges will work closely with the CSU pilot campuses on student recruitment (with an emphasis on ensuring a racially, ethnically, and linguistically diverse student population), retention, and transfer to a BA program. In addition, the inclusion of CAP, PEACH, and CCCECE as project partners will enable the project to engage additional community colleges and faculty across the state.

D. What experience do you have working together as partners and/or what experience do you have working on other successful state/territory/Tribal Nation and IHE collaborations?

Many of the proposed partners have a rich history of working together on successful collaborations between state entities and IHEs. For example:

From August 2015-January 2017, the CTC convened a **Child Development Permit Advisory Council (CDP AP)** to review and update its requirements for issuance and renewal of child development permits. The CDP AP explored changes based on the scope of knowledge and skills needed for ECE positions, and ways for the state to monitor and ensure quality preparation of the ECE workforce. Nancy Hurlbut (Cal Poly Pomona) served on the CDP AP, as did members of other partner agencies.

California conducted an extensive planning process to prioritize and plan the implementation of recommendations from the National Academies' *TWB8 report*. A number of project partners were involved in this planning process and have been involved in subsequent implementation efforts. Phyllis Jacobson (CTC), June Millovich (CAP), and Nancy Hurlbut (CPP) served as members of the Action Planning Team that worked to develop California's TWB8 Implementation Plan.

Faculty from Sacramento State University and other CSUs have been active participants in the **California Department of Education/Early Childhood Education (CDE/ECE) Faculty Initiative Project**, focused on aligning and integrating essential content and competencies of key California Department of Education (CDE), Child Development Division (CDD) materials and initiatives with core early childhood education curriculum of the California Community Colleges (CCC) and the CSU systems. Outcomes of this work included the development of innovative instructional materials (e.g., the *Preschool Foundations*) and resources for both CCC and CSU faculty.

E. What other stakeholders (including state/territory/tribal and IHE actors) need to and will be involved in designing and implementing your proposed educator preparation program reforms?

In addition to the core partners identified above, additional local and statewide partners will be involved in UP-LIFT CA. The proposed budget includes funds for five CSU pilot campuses;

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

three have been identified and two more will be identified if UP-LIFT CA is invited to submit a full RFP.

Each CSU pilot campus will draw on existing relationships (see 3.C) with at least one community college partner and community-based ECE provider partner. The Learning Forum will be open to all interested California public and private IHEs.

CTC and EdQ will engage PEACH, CCCECE, EveryChild, CAPP, Early Edge California, and other stakeholders to learn about the work of the pilot campuses and their local partners, and to help disseminate the results of this work to IHEs, faculty, ECE providers, and advocacy efforts across the state.

CTC, CO, and key representatives from pilot CSU campuses who serve on relevant advisory and governance groups will share project findings and recommendations with MPELC planning and implementation teams, the ECPC, and other key policy bodies.

F. How will you meet the Collaborative's 10 percent matching fund requirement? Note that the signed letter of commitment is not required for LOI submission.

Both private and public funding sources will be leveraged to meet the 10 percent matching fund requirement, including:

- **California's Preschool Development Grant Birth Through Five (PDG B-5) Renewal Grant** (federal), which includes funding for the CTC to develop a TPA aligned to the TPEs;
- **CDE Early Learning and Care Workforce Development Pathways Grant** (state), which will provide allocation-based grants to county-level applicants. Applicants will be required to use a portion of grant funds to provide financial incentives for unit- or degree-bearing higher education pathways.
- **Pilot CSU Campuses** will contribute meeting space and associated costs as in-kind match.
- **Early Edge California** will contribute staff time to facilitate connections between this project and its workforce advisory groups.
- A number of **Foundations** have expressed deep interest in the proposed project and may be included in matching funds.

G. [For the IHE partner(s)] Please answer the following:

i. Please describe the level of knowledge and support for ECE among leadership at your institution(s), and how receptive they are to change?

Leadership at the CSU pilot sites is knowledgeable about and strongly supports the proposed project.

Sacramento State is committed to leadership for equity. In Fall 2018 President Robert Nelsen called the university community to commit to becoming an Anchor Institution. In this model, the

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

university marshals its vast resources to work with the community to address deep and systemic inequities affecting its youth and families. At the college level, there is an expanded leadership structure in the Dean's Office, with one Associate Dean focused on faculty and student success and another focused on research and engagement - this indicates a clear commitment from leadership to focus on the types of student-outcomes this project addressed. Finally, Sacramento State is home to a nationally-accredited Children's Center that offers high quality programming for children, and learning opportunities for Child Development students, with strong support from university administration.

At CPP, the president served previously as dean of the college at Fullerton that housed child development, and the provost has training in child development. The dean fully supports participation in the proposed initiative. The Interim Dean for the School of Social Sciences and education at CSUB is a strong advocate for ECE, having completed work in the field of Human Development and Psychology, and is very interested in improving the quality of ECE educators.

The Deans of the pilot CSU sites that have been identified to date have all been engaged in the development of this proposal.

ii. Please describe what faculty leadership on ECE looks like and the depth of faculty experience working on ECE at your institution(s).

Sacramento State faculty members are engaged in ECE leadership at the national and state levels. Dr. Ferreira van Leer conducts research on access to ECE for Latinx populations and is currently a member of the Child Care and Early Education Policy Research Consortium (CCEEPRC) sponsored by the national Office of Planning, Research and Evaluation (OPRE). Dr. Garcia-Nevarez has served as a member of the California Department of Education/Early Childhood Education (CDE/ECE) Faculty Initiative Project's Advisory Group, focused on aligning CDE content and competencies with CCC and CSU early education curricula.

All CPP Early Childhood Studies tenure-line full-time faculty have been recruited and hired through rigorous national searches, have terminal degrees at the doctoral level, and teach courses in areas where they are content experts. The most senior faculty member has more than 40 years of experience in ECE in three states and two counties and has participated in writing state qualification policies in two states. Faculty leadership includes expertise in bilingual and special education, and leadership at PEACH.

The faculty at **CSUB** includes nine members with backgrounds in ECE, and experience working in the classroom setting, serving in administrative capacities in schools, or coaching/supervising in-service teachers. Dr. Jin Hee Hur, chair of Advanced Educational Studies has a background in ECE and her primary area of research is early literacy for DLL children. She is a strong advocate for ECE and has been at the university for 18 years.

iii. What evidence can you share about institutional innovation and interdisciplinary activity at your institution(s)?

Pilot campuses are committed to institutional innovation and interdisciplinary activity.

Sacramento State has developed innovative approaches to supporting degree completion for its students, including a long-distance cohort program that serves adult learners who are also

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

working as ECE educators while completing their BA in ECE. Interdisciplinary programs include the Accelerated Program for Child Development and Teacher Education, which is led by a Child Development professor and a Special Education professor and involves faculty from both programs as well as community college faculty and counselors. In-service teacher professional development includes the STEM Power program with faculty from Science and Math Education, Mathematics, Biology, and Engineering (supported by a USDoE Teacher Quality Partnership grant).

Cal Poly Pomona has a strong focus on interdisciplinary study and offers one of the few interdisciplinary general education programs available to freshmen. ECS has partnered with Ethnic and Women's Studies (EWS) to develop its program and offers shared courses with EWS. CPP developed a student innovation idea lab on campus that works with the community on innovative products or services that address a significant local problem.

CSUB offers an interdisciplinary Child, Adolescent, and Family Studies Degree with a Preliminary Preparation Special Education Teaching Credential program to increase the number of teachers with specialization in these two fields in Kern County. The Teacher Education Department has partnered with the Philosophy Department to offer a course in Philosophy for Children, exploring questions such as the nature of identity and the value of work through children's literature, interactive games, and other media.

As noted elsewhere, UP-LIFT CA has allocated funding for five pilot campuses and partners. At this time, three campuses have been confirmed for their participation. While other partners have expressed interest, their participation is contingent on evolving campus-specific contexts. For example, SF State has a well-respected program in early childhood education and is broadly invested in the goal of preparing a diverse and effective early education workforce and are currently engaging in institutional innovation and an interdisciplinary review of their programs. SF State is committed to serving the community's needs, co-values theory and practice, and is setting up its academic programs for success by thoughtfully reviewing the interdisciplinary nature of its current program and considering where programs are situated on the campus and how they interact. The timeline of this review makes it impossible for SF State to commit to participating as a pilot campus at this time. The proposed flexible structure will allow the project to respond to evolving contexts and maximize program participation based on their readiness for the work.

iv. What evidence can you share of collaboration with the community and a department/faculty orientation to engaging in partnerships with the community at your institution(s)?

Community partnerships are a central part of the educational strategy at each of the partner institutions.

Sacramento State is classified by the Carnegie Foundation as a Community-Engaged institution, signifying robust commitment to and support for the community at all levels of the university. Sacramento State offers professional development for faculty regarding community-engaged and experiential instruction and has a faculty coordinator who establishes partnerships at the program level with community organizations, including ECE partners. Sacramento State also partners with the nonprofit Child Action to raise ECE program quality and support the ECE

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

workforce to earn BAs. Sacramento State's partners include both center-based and home-based sites.

At CPP, students are placed in multiple practicum sites and participate in service learning in the community. CPP works with First 5 LA and the LA Area Chamber of Commerce on community issues related to early childhood. A number of programs have been developed to bring middle and high school students to campus to encourage college attendance and faculty serve as members of local boards and planning agencies in the community.

Faculty from CSUB participate actively in the Kern Early Stars Consortium (local QRIS) and Early Childhood Council of Kern to support local ECE planning and connect to networks for field-based coursework for students. The array of courses includes a service-learning component in which students serve and learn in community settings.

H. [For the state/territory/Tribal Nation partner(s)] Please answer the following:

i. How do you intend to address policy barriers related to the implementation of your innovation program?

Given the interwoven timelines of ongoing ECE state-level policy planning efforts in California, specifically the MPELC and PDG Strategic Plan implementation, project partners will closely monitor these efforts to identify and address potential policy recommendations or changes that may impact the proposed project. With seats at key policy tables (PDG Stewardship Group, TWB8 Leadership Group, Chancellor's Office Learning Lab on Diversity, ECPC, local advisory boards, etc.), project partners and advisors will elevate innovations and lessons learned.

The CTC has already begun to address the structure of the CDP to focus more on competency-based licensing to promote improvements in preparation. Furthermore, ECE workforce investment policy is important to the Governor and the Legislature. The QCC Workforce Development Pathways Grant will administer over \$230 million dollars over the next four years. Lessons learned from the innovation project will directly inform specific funding policy to address the barriers outlined in this LOI.

ii. How do you plan to make aligned improvements to your ECE workforce system to complement the innovation program, including related to licensure and articulation agreements?

All of the pilot campuses have articulation agreements with local community colleges, and the ADT process is functioning well. CTC is currently working to develop a Teaching Performance Assessment (TPA) based on the TPEs for prospective ECE teachers as part of the future requirements for licensing. This work is being funded through California's PDG-R Grant and will align closely with the proposed project, as the pilot campuses work to strengthen their competency-based curriculum and preparation programs for ECE Lead Teachers.

The ongoing process to develop California's MPELC will likely specify additional improvements to the state's ECE workforce system, some of which will require CTC and/or CO implementation. For example, changes to the CDP permit structure would have a direct impact of IHEs and may alter higher-education pathways.

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

The proposed work will help bring California’s ECE workforce preparation system into greater alignment with the state’s existing K-12 educator preparation system by:

- Centering the proposed project and the licensing system around the TPEs;
- Informing the development of an observation-based tool for assessing candidates’ work with and support for DLLs; and
- Pursuing a quality-review process for ECE educator preparation programs.

iii. How do you plan to increase financial assistance, remuneration, and compensation across an individual’s educational and career pathway as a student and teacher? What are the proposed initial implementation steps included in this grant proposal? How are these initial steps part of a longer-term, broader strategy to ensure access to higher education and improve ECE teacher compensation?

The proposed project will leverage the QCC Workforce Development Pathways Grant (see Section 1.C). A portion of each local grant award is required to fund direct financial supports to the current and prospective workforce, such as stipends and tuition waivers. The CDE has submitted a letter of support regarding the intent of UP-LIFT CA to utilize this funding for financial assistance for early educators on a BA pathway.

Initial implementation steps being proposed also include formation of local partnerships that can leverage QCC Development Workforce Pathways Grants. In addition, UP-LIFT CA calls for partners (CTC, CO, PEACH, CCCECE, Early Edge California, and individuals from pilot campuses who serve on advisory and planning bodies) to coordinate with and inform statewide policy efforts including the MPELC and PDG-R implementation.

The longer-term, broader strategy to ensure access to higher education and improve ECE teacher compensation will rely on implementation of the MPELC and PDG-R. Governor Newsom’s agenda will increase demand for a qualified ECE workforce. To achieve this vision, the state will need to invest significantly to ensure equitable access to ECE educator preparation programs (including Lead Teacher BA programs) and establish greater incentives to join the workforce, both through one-time financial incentives and increased compensation.

4. Approximate Timeline and Key Milestones

Phase 1 (Months 1-6)	Phase 2 (Months 7-12)	Phase 3 (Months 13-18)	Phase 4 (Months 19-24)
<p>Objective 1: Transform and enhance research- and competency-based, clinically-oriented early childhood educator BA programs to increase the number of well-prepared racially, ethnically, and linguistically diverse Lead Teacher candidates.</p> <ol style="list-style-type: none"> Increase rates of recruitment, persistence, and completion of diverse Lead Teacher candidates. Ensure ECE educator candidates have the pedagogical and family engagement skills needed to support dual language learners (DLLs) to develop both English and home-language proficiency, as appropriate, to young children’s developmental levels. Develop and pilot a transformative observation-based growth and development tool focusing on high-impact DLL teaching and learning competencies. Strengthen and increase site-based opportunities and practices for practicum-based coursework and fieldwork to support the development of ECE Lead Teacher competencies and monitor progress toward competency development (aligned to the TPEs and articulated with the ADT). Align curriculum with the state adopted ECE Lead Teacher competencies (the TPEs). Provide guidance and professional development to faculty, in alignment with the CTC ECE Program Guidelines, regarding high-quality ECE teacher preparation and preparation of candidates to meet the expected competencies (TPEs). 			
<p>Create structures for regular collaboration and communication with partnerships between UP-LIFT CA partners</p> <p>Convene first NIC session to orient the work of the pilot campuses and partners</p> <p>Collect and analyze teacher candidate pipeline data and graduation outcomes</p> <p>Research potential strategies for recruiting and supporting diverse candidates through graduation</p> <p>Collect and analyze current research and curriculum resources on effective DLL instructional practices consistent with cultural responsiveness and the developmental science of dual language development</p> <p>Begin analyzing current curriculum against research-based practices for supporting DLLs; identify needed curricular modifications</p> <p>Create prioritized list of potential ways</p>	<p>Begin small scale testing of identified recruitment and graduation support strategies; coordinate plans with resources from the QCC Workforce Development Pathways Grant</p> <p>Select prioritized high-impact DLL competencies for the development of the observation-based growth and development tool</p> <p>Identify structural and other barriers</p>	<p>Begin to scale successful strategies for recruitment and graduation of diverse ECE lead teacher candidates at pilot campuses</p> <p>Complete development of the observation-based growth and development tool, pilot with selected BA candidates, conduct initial review and analysis of candidate scores and consider implications for program effectiveness and questions for further study; identify areas for modification/improvement, and develop final version of the tool for project-wide implementation</p> <p>Identify and test potential strategies for</p>	<p>Fully pilot the observation-based growth and development tool and analyze BA candidate data across campuses</p> <p>Analyze measures related to tool use and effectiveness within and across campuses</p> <p>Track effectiveness of efforts to increase access to site-based practicum experiences</p> <p>Faculty complete the review and</p>

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

Phase 1 (Months 1-6)	Phase 2 (Months 7-12)	Phase 3 (Months 13-18)	Phase 4 (Months 19-24)
<p>to increase site-based opportunities for practicum and fieldwork</p> <p>Hold initial meetings to review and discuss the TPEs with preparation program administrators and faculty to familiarize them with the purpose, concepts, and use of the TPEs within preparation programs</p> <p>Synthesize and document lessons learned from CAP partners about their work to map the TPEs to the core eight coursework</p> <p>Create training process for Program Guidelines with preparation program administrators and faculty and begin program self-analysis</p> <p>Finalize design for Learning Forums; invite participants and identify roles for specific partners</p>	<p>to site-based opportunities for practicum; pilot campuses conduct curriculum mapping against the TPEs; identify specific areas for curriculum modifications/additions</p> <p>Begin revising IHE curriculum to include all of the TPEs and continue reviewing and updating curricular materials related to DLL instruction, as needed</p> <p>Identify specific needs for administrator and faculty professional development on Program Guidelines and TPEs</p> <p>Develop, administer, and analyze candidate surveys on:</p> <ul style="list-style-type: none"> ● Candidate diversity and candidate experiences with recruitment and enrollment at pilot campuses; perceived level of welcome, support, and belonging; and suggestions for improvements ● Candidate perceived value and effectiveness of site-based practicum <p>Conduct Year 1 Learning Forum: Share initial learnings on:</p>	<p>increasing site-based opportunities for practicum and for working with employers to increase these opportunities</p> <p>Inventory and document the increased availability of practicum-based coursework and fieldwork in BA programs</p> <p>Continue revisions of curriculum to include all of the TPEs.</p> <p>Begin scaling implementation of updated curricular materials</p> <p>Provide administrator and faculty professional development on supporting candidates to meet the TPEs, and on modifying program qualities and practices in alignment with the state-adopted Program Guidelines</p> <p>Administer, and analyze candidate surveys (survey 2)</p> <p>Collect and analyze data from candidate surveys; use data to plan for second year of project for next cohort of candidates</p>	<p>modification process for addressing all TPEs in their curriculum so that all candidates are able to learn, practice, and be assessed on the TPEs within their preparation programs</p> <p>Implement, and analyze candidate surveys (survey 3)</p> <p>Produce and Disseminate Report summarizing analysis and lessons learned across campuses and Conduct Year 2 Learning Forum to share these learnings and build capacity related to:</p> <ul style="list-style-type: none"> ● Strategies for recruitment and graduation supports for diverse teacher candidates ● Developing high-impact educator competencies to support DLLs ● The assessment tool, its

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

Phase 1 (Months 1-6)	Phase 2 (Months 7-12)	Phase 3 (Months 13-18)	Phase 4 (Months 19-24)
	<ul style="list-style-type: none"> ● Effective recruitment, persistence, and completion strategies ● Research-based strategies for DLL instruction ● Aligning curriculum to the TPEs ● Reviewing Program Guidelines and conducting program self-analysis 		<p>implementation, the utility of the candidate assessment data, and how to use the data for program improvement</p> <ul style="list-style-type: none"> ● Strategies for increasing availability and effectiveness of practicum experience ● Effective processes for mapping TPEs to curriculum and revising curriculum, to address all TPEs ● Processes for transforming programs to competency- and standards-based ECE preparation systems <p>Inform the Early Childhood Policy Council (ECPC), Preschool Development Grant State Stewardship Team (SST), and others of the work and learnings</p>
<p>Future Impact on State Policy: California is working to align ELC program standards and workforce preparation standards through its PDG-R grant and eventual implementation of the MPELC; the lessons learned from the pilot campuses will inform policy decisions and provide critical implementation lessons that can be applied across IHE systems as they respond to policy changes.</p> <p>The work and strategies outlined above will contribute to the following measures of success, outlined by the EEIC:</p> <ul style="list-style-type: none"> ● IHEs have supports in place to ensure lead teachers achieve a bachelor’s degree. ● The educator preparation system is inclusive of all current and aspiring ECE educators. ● IHEs are equipped to effectively serve racially, ethnically, linguistically, or socioeconomically diverse students. ● IHE preparation programs/degree-program curricula make use of the most up-to-date research to improve its curriculum design. ● ECE policy and advocacy content is included in the curriculum, in order to provide preservice educators with the tools to understand the mechanics of ECE policy and to engage in policy advocacy. ● A strong pipeline of racially, ethnically, and/or linguistically diverse higher education faculty is in place to prepare ECE professionals. ● Assessment systems are in place for students to demonstrate mastery of ECE lead teacher competencies, and IHEs issue a bachelor’s degree to confirm this mastery. 			
<p>Objective 2: Develop and pilot an observation-based growth and development tool focused on high-impact teacher competencies for effective DLL instruction.</p>			
<p>Conduct foundational research, analysis, and project planning for the development of an observation-based growth and development tool</p>	<p>Identify common areas of focus around high-impact DLL competencies (See objective 1)</p>	<p>Produce final prototype of tool</p> <p>Begin to test final prototype at pilot and partner sites</p>	<p>Fully pilot the tool</p> <p>Analyze BA candidate data across campuses</p>

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

Phase 1 (Months 1-6)	Phase 2 (Months 7-12)	Phase 3 (Months 13-18)	Phase 4 (Months 19-24)
	Engage in cycles of prototyping and testing of the tool at pilot campuses and sharing what is learned at NIC sessions	Document what is learned from larger scale testing of prototype	Summarize lessons learned to inform state development of a Teaching Performance Assessment for ECE Lead Teachers
<p>Future Impact on State Policy: The CTC, along with partners, is developing a Teaching Performance Assessment and piloting ECE educator preparation program review activities as part of the PDG-R. This project will directly inform, contribute to, and provide testing ground for those efforts. Ultimately those efforts will have large-scale and transformative change on the early educator preparation program landscape and this project will be a critical component in making sure those efforts are tested and effective. The work outlined above to achieve project objective 2 will contribute to the following measure of success, as outlined by the collaborative: Assessment systems are in place for students to demonstrate mastery of ECE lead teacher competencies, and IHEs issue a bachelor’s degree to confirm this mastery.</p>			
<p>Objective 3: Engage IHE systems and campuses throughout the state, through the NIC and the Learning Community, to learn, innovate, and scale transformative practices for ECE Lead Teacher BA programs.</p>			
<p>Convene first NIC session (see objective 1)</p> <p>Engage partners in Learning Forum planning efforts</p> <p>Finalize learning Forum 1 design</p>	<p>Continue NIC meetings with pilot partners, sharing project progress, project learning, and project outcomes, and gaining further insight and avenues for exploration from NIC member input</p> <p>Convene the Year 1 Learning Forum (see objective 1 for topics)</p>	<p>Continue NIC meetings</p> <p>Finalize planning and partner engagement for Learning Forum 2</p>	<p>Continue NIC meetings</p> <p>Consolidate and share what is being learned within and across pilot campuses on all project objectives</p> <p>Convene Year 2 Learning Forum (see objective 1 for topics)</p> <p>Synthesize, document, and report outcomes and lessons learned from UP-LIFT CA</p>
<p>Future Impact on State Policy: California is at the precipice of large-scale systems-transformation around the state’s Early Learning and Care landscape. One of the greatest challenges to effective policy making and implementation is the lack of opportunity to conduct large scale implementation experiments. This project provides the opportunity to do that with the pilot campuses, while also building system-wide capacity to implement transformative change in the future as MPELC implementation begins. The work and strategies outlined above will contribute to the following measure of success, outlined by the EEIC:</p> <ul style="list-style-type: none"> • Students are prepared and achieve mastery of strong ECE lead teacher competencies that are grounded in developmental science. • BA programs are transformed into competency-focused, standards-based high-quality ECE preparation programs that effectively prepare a diverse ECE workforce 			
<p>Objective 4: Inform the CA MPELC and ECPC, to explore and seize opportunities for scaling transformational BA program changes</p>			
<p>Develop an agenda of anticipated policy implications and identify key opportunities throughout the grant period to publicly share findings</p> <p>Share any immediate policy</p>	<p>Use the NIC structure to distill and capture pilot learnings</p> <p>Conduct a survey of current students at pilot sites to gather feedback about what is working well, what additional</p>	<p>Continue the NIC</p> <p>Administer and analyze student survey 2</p>	<p>Continue the NIC</p> <p>Conduct and analyze student survey 3</p> <p>Facilitate sessions at the Year 2 Learning Forum to broadly share all</p>

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

Phase 1 (Months 1-6)	Phase 2 (Months 7-12)	Phase 3 (Months 13-18)	Phase 4 (Months 19-24)
implications with the developers of the MPELC	supports would be most valuable (See objective 1, Student survey) Design and structure sessions for Year 1 Learning Forum to broadly share results to date Summarize Year 1 results and broader implementation lessons , and share this information with the ECPC, SST, and others Begin planning and design of Learning Forum 2		project results Summarize Year 2 results and broader implementation lessons , and share this information with the ECPC, SST, and others
<p>Future Impact on State Policy: California will be implementing massive system-reforms over the next decade. This project creates the venue for shared learning, continuous improvement, and a feedback cycle between practitioners and policymakers around transforming early educator BA programs. The work and strategies described above will contribute to the following measures of success, outlined by the EEIC:</p> <ul style="list-style-type: none"> ● A system is in place to distribute responsibilities for supporting preparation across partners (IHEs, state, and/or community organizations) based on their strengths and mandates. ● States have changed policies that stand in the way of implementing any proposed reforms. ● States have made aligned improvements to their ECE workforce system, including licensure and articulation agreements. ● States have designed and begun to implement and/or expand financial supports, beyond tuition support, that will make access to higher education more affordable for all ECE teachers and improve ECE teacher compensation. 			

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

5. Budget and Budget Narrative

A. The Requested Grant Amount

California State University, Sacramento requests a total of **\$4,476,000** from the Early Educator Investment Collaborative (EEIC) to fund the proposed project over the 2-year grant period.

B. Proposed Use of Funds

Sacramento State proposes to use funds for three full time equivalent UP-LIFT project staff located at CTC, EdQ, and Sacramento State. Grant funds will be used to fund NIC convenings and Learning Forums, including travel costs for project partners and Forum participants. Other costs include subawards for community college and ECE provider partners to participate in pilot activities, trainings, and collaboration efforts; subawards for CSU faculty to complete training on the observation-based growth and development tool and participate in pilot site activities; subawards for CAP partnership participation and strategic advising; subawards for key Learning Forum partners; technical assistance for pilot campuses and local partners; and communications and printing.

Personnel

The personnel budget for the proposed project is **\$900,000**, which includes the following positions:

- The **1.0 FTE UP-LIFT Project Lead** (Sacramento State) will take responsibility for grant coordination and implementation. [\$300,000 = \$150,000 annual salary and benefits x 1.0 FTE x 2 years.]
- The **1.0 FTE UP-LIFT CA CTC Position** will lead the implementation of the CTC activities described above, including helping IHEs review the ECE TPEs and Program Guidelines in relation to their current practices, contributing to the development of the tool and associated training materials, structuring and implementing a self-assessment tool for ECE educator preparation programs, and participating in the NIC and Learning Forum events. [\$300,000 = \$150,000 annual salary and benefits x 1.0 FTE x 2 years.]
- The **1.0 FTE UP-LIFT CA EdQ Position** will lead the NIC component of the proposed project, drawing on EdQ's expertise and experience convening NICs and other collaboratives of CSU campuses. The EdQ staff position will partner in the creation of the tool and the preparation program-level self-assessment tool. [\$300,000 = \$150,000 annual salary and benefits x 1.0 FTE x 2 years.]

Travel and Meetings

The total cost for Travel and Meetings for the proposed project equals **\$756,000**.

The project will include a total of four in-person **NIC meetings** (two per year), budgeted at \$15,000 per meeting for communications, venue costs, catering, and other meeting costs. [\$60,000 = 4 events x \$15,000 per event.]

The budget also includes reimbursement for **participant travel to NIC meetings**. Each CSU pilot campus will send a team of approximately six people, including representatives from

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

community college and ECE provider partners, to every NIC meeting. In addition, the budget includes travel expenses for CTC staff, EdQ and Chancellor's Office staff, and CAP representatives. Travel costs, including airfare, ground transportation, lodging, and incidentals, are estimated at \$600 per person per meeting. [\$96,000 = 40 participants x 4 NIC meetings x \$600 per person per meeting.]

The project will include two large **Learning Forum events** (one per year). In addition to being inclusive of all project partners, it will include IHEs and IHE system representatives (including UC, CSU, community colleges, and private/independent colleges and universities). Other ECE faculty, workforce, and employer associations and advocacy partners will also participate. Costs associated with each Learning Forum event, including venue rental, catering, participant materials, honorariums, travel stipends, and other associated event costs, are estimated at \$200,000. [\$400,000 = 2 Learning Forum events x \$200,000 per event.]

Meeting design and facilitation support for the NIC and Learning Forum events will include consultant time to work with core project partners to specify meeting objectives and create designs/agendas, facilitator guides, and participant materials; as well as consultant support to lead and facilitate meeting sessions. [\$200,000 = \$100,000 per year of consultant support x 2 years.]

Other Direct Costs

The project includes a total of **\$2,685,000** in Other Direct Costs.

The budget includes subawards for project partners:

- Each **CSU pilot campus** will be granted a \$130,000 annual allocation to be used for costs related to faculty participating in pilot implementation activities. Each campus will use funding according to a set of guiding principles, including that campuses will identify a lead faculty member to dedicate time to the pilot, and that campuses will implement a similar per diem rate for faculty participation in pilot efforts. [\$1,300,000 = 5 campuses x 2 years x \$130,000 (\$80,000 for overall project leadership at pilot sites (approximately a .5 FTE) and \$50,000 for faculty time for project participation)]
- **Local ECE program partners** (one per CSU pilot campus) will receive \$50,000 annual subawards to support their participation in the project, including mentor teacher payments, substitutes, etc. [\$500,000 = 5 ECE program partners x 2 years x \$50,000 per partner per year.]
- **Local community college partners** (one per CSU pilot campus) will receive \$50,000 annual subawards to support faculty participation in the project. [\$500,000 = 5 community college partners x 2 years x \$50,000 per partner per year.]
- **CAP** will receive an annual subaward of \$40,000 to serve as a key advisor, specifically in relation to CAP's experience and continued efforts to align the CAP core eight courses with the CTC-adopted TPEs and in relation to the ADT. CAP will also contribute to the creation of the observation-based growth and development tool. [\$80,000 = \$40,000 annual subaward x 2 years]
- **Project collaborators such as PEACH, CCCECE, and Early Edge** will receive annual subawards of \$5,000 for Learning Forum participation. The budget includes sufficient

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

funding for five such partners. [\$50,000 = 5 partners x 2 years x \$5,000 per partner per year.]

Other direct costs include:

- **Communications** to share project results across the higher education and early learning communities in California, including the ECPC, PDG State Stewardship Group, etc; including printing, materials, and other communication costs. Communications support is budgeted at \$30,000 for the two-year period.
- **Technical assistance (TA)** for pilot teams, which may include assistance with curriculum redesign, effective strategies and approaches for serving DLLs, incorporating adult-learning theory, ensuring curricula is culturally relevant, etc. CTC and EdQ will coordinate with Sacramento State as the lead agency to engage TA providers in relation to CSU pilot campus needs, as determined through the initial work of comparing current practices to the TPEs and Program Guidelines as well as other conversations to identify campus needs. TA for local partners is budgeted at \$225,000 for the two-year period.

Indirect Costs

Indirect costs calculated on 15% of the total personnel costs for UP-LIFT CA as outlined in the EEIC Funding Announcement and totaling **\$135,000** are requested to recover operational and infrastructure costs associated, but not readily identifiable, with this sponsored project.

C. Professional Staff FTE

The table specifies the percentage FTE professional staff assigned to the project will devote to it. See 3.B. for information about the project roles of each staff person.

Table 6: UP-LIFT CA FTE Staff

Position	% FTE
Sacramento State Project Lead	100%
CTC Staff Person	100%
EdQ Staff Person	100%
Total	300%

D. Matching Fund Amount, Sources, and Proposed Use

Matching fund sources and uses are described below. Partners will meet the match requirement through a combination of the following sources (which in total exceed the match requirement). The minimum 10% required is \$447,600.

California’s Preschool Development Grant Birth Through Five (PDG B-5) Renewal Grant (federal), which includes funding for the CTC to develop a TPA aligned to the TPEs. *Matching amount in federal funds: \$500,000*

Proposal from California to the Early Educator Investment Collaborative
UP-LIFT CA – Letter of Intent

CDE Early Learning and Care Workforce Development Pathways Grant (state), which will provide allocation-based grants to county-level applicants. Counties will be required to make a plan that uses a portion of grant funds to provide financial incentives for higher education pathways. This funding will function as real (cash) matching funds for Lead Teacher BA candidate stipends and/or other financial incentives. *Matching amount in state funds: approximately \$100,000*

Pilot CSU Campuses (local) will contribute in-kind event- or meeting-related costs as in-kind match. *Matching amount of state in-kind resources: approximately \$50,000*

Early Edge California will contribute in-kind staff time to facilitate connections between UP-LIFT CA and its workforce advisory groups. *Matching amount in in-kind resources: approximately \$5,000*

A number of **Foundations** have expressed deep interest in the proposed project and may provide real (cash) matching funds for additional work to complement the project activities.

E. Budget Context

The proposed budget leverages significant ongoing, funded work among CSU campuses and state-level project partners that will allow the requested investment to achieve an outsized impact. At the same time, while there are substantial recent and forthcoming investments in California's ECE system, only a small portion of these investments are being directed toward higher education and ECE educator preparation programs, presenting a critical opportunity for EEIC investment through the proposed project.

UP-LIFT CA

Universities & Partners, Learning, Innovating, Fostering Equity, Transforming California ECE Degrees

A Proposal from the State of California to the Early Educator Investment Collaborative

A PART A

A.1 PARTNERSHIPS

Primary UP-LIFT CA partners include:

- Minority Serving Institution (MSI)-designated California State University (CSU) campuses:
 - California State University, Sacramento (Sacramento State) - lead applicant/project lead
 - California State University Bakersfield (CSUB)
 - Cal Poly Pomona (CPP)
- Each CSU's local California Community College (CCC) and early care and education (ECE) provider partners.
- Primary state entities: Commission on Teacher Credentialing (CTC) and CSU Chancellor's Office (CSU CO).
- The Curriculum Alignment Project (CAP).

These partners will achieve the following outcomes:

- Transform ECE teacher preparation to a competency-based, performance-oriented system of coursework and practicum.
- Develop and pilot a competency-aligned observation-based tool to support candidate practice, with emphasis on high-impact practices for working with Dual Language Learners (DLL) and their families.
- Link the preparation, performance assessment, licensing, induction, and professional development of the ECE workforce to parallel K-12 systems.

Partners will also advocate for the elimination of a two-tiered, unequal system of compensation for ECE educators. See the LOI for outcomes (pages 3-4), objectives (22-23), and vision (18-19).

Additional partners that have expressed support for UP-LIFT CA include: California Department of Education Early Learning and Care Division (CDE ELCD), California Community Colleges Chancellor's Office (CCCCO), First 5 California (F5CA), San Francisco State University, PEACH (Partnerships in Education, Articulation, and Collaboration in Higher Education), California Community College Early Childhood Educators (CCCECE), Early Edge California (Early Edge), and EveryChild CA.

The enclosed letters provide information on each partner and evidence their commitment.

A Proposal from the State of California to the Early Educator Investment Collaborative

A.1.a For each **required partner** involved in the work, please provide: i. Names and primary contact information; ii. A description of why the required state/territory/Tribal Nation partner(s) are the right partners to do this work.

UP-LIFT CA partners include:

- **CTC** - State entity with authority over teacher licensure and accreditation of all Institutions of Higher Education (IHEs) offering educator preparation.
 - Dr. Phyllis Jacobson, Administrator, 916-323-6090, PJacobson@ctc.ca.gov
- **CSU CO** - State entity with authority over the CSU system, the nation's largest four-year university system.¹ CSUs prepare more California teachers than all other institutions combined.²
 - Dr. Marquita Grenot-Scheyer, Assistant Vice Chancellor, 562-952-4710, mgrenot-scheyer@calstate.edu

A.1.b Beyond the required partners, a description of whether and how any **additional state/territory/Tribal Nation partners** will be engaged (e.g., agency that administers the Child Care and Development Fund (CCDF), agency that sets standards for the ECE workforce).

Additional state entities will be engaged through the Learning Forum and project briefings to scale innovations:

- **CDE ELCD** provides leadership, policy guidance, and support to ECE programs and providers.
- **CCCCO** provides direction and leadership to the nation's largest system of higher education which plays a significant role in preparing California's ECE educators.
- **F5CA** supports health and education for children and their families in coordination with local commissions in California's 58 counties.

A.1.c A description of **the exact role(s) that each partner will play** in designing and implementing the proposed work, particularly the role(s) of the state/territory/Tribal Nation partner(s) and any community college partner(s), and their primary responsibilities.

The information below summarizes the roles and responsibilities of primary partners (see also LOI 23-25).

¹ <https://www2.calstate.edu/csu-system/about-the-csu/facts-about-the-csu/Documents/facts2020.pdf>

² <https://www2.calstate.edu/impact-of-the-csu/teacher-education/Pages/default2.aspx>

A Proposal from the State of California to the Early Educator Investment Collaborative

Sacramento State, as lead applicant, will convene regular partner meetings to monitor and support implementation (see A.1.d), participate in the EEIC learning community, and develop and submit required grantee reports.

CSU CO Educator Quality (EdQ) Center will serve as the hub for the Networked Improvement Community (NIC).

CTC will lead systems-change efforts at the state level, participate in the NIC and Learning Forum, and support the development and use of an observation-based tool for assessing competencies for DLL instruction.

CSUs and **CCCs** will develop, pilot, and implement this observation-based tool, align coursework to support transfer pathways, participate in the NIC and Learning Forum, and collect data to support continuous improvement.

Additionally, **CSUs** will align curriculum with **CTC's** Teacher Performance Expectations (TPEs) and will inform and participate in **CTC** accreditation activities.

At the outset of the project period, each participating **CSU** will secure commitments from **local ECE providers** who will collaborate to optimize practicum and will contribute to and use the observation-based tool with lead teachers.

CAP, a collaborative that supports transfer and curriculum consistency in the foundational preparation of **ECE** students, will incorporate competency-based candidate assessments in **CAP** courses and advise on transfer practices to improve graduation outcomes.

A.1.d A description of how all partners, including institutions of higher education (IHEs), will **communicate and coordinate** amongst themselves (e.g., structures, venues, roles, common goals), particularly given the **COVID-19** context.

Sacramento State will support communication and coordination through regular meetings. **Sacramento State** will convene a virtual kick-off meeting (in light of **COVID-19**) with all primary partners at the outset of the project to introduce project management tools and convene regular virtual meetings with the Site Lead(s) from each **CSU** campus to discuss implementation and needs. Each **CSU** site lead will be responsible for coordinating with their local **CCC** and provider partners.

EdQ will support shared learning and continuous improvement amongst primary project partners through the **NIC**, which will convene quarterly. Meetings will be held virtually until it is safe to resume in person.

A Proposal from the State of California to the Early Educator Investment Collaborative

Additionally, during the development of this proposal, the primary UP-LIFT CA partners agreed to the following Transformational Commitments that will guide coordinated implementation of the proposed project:

1. Learn about, innovate, and institutionalize anti-racism strategies to cultivate a sense of belonging for diverse candidates and achieve recruitment and retention successes.
2. Establish and deepen partnerships to enhance practice-based preparation programs for future lead teachers and strengthen their implementation of instructional practices that support DLLs.
3. Prepare candidates to enact high leverage instructional practices for DLLs.
4. Engage all partners in criteria/rubric-based coaching to promote calibrated feedback to candidates on their instructional practice and align performance data collection processes across segments.
5. Use data for continuous improvement (in relation to the areas above).

A.1.e A description of whether and how **local philanthropic partners** will be engaged.

The California Community Foundation, The James B. McClatchy Foundation, Silver Giving Foundation, and Sobrato Philanthropies have submitted a joint letter demonstrating their support and commitment to considering supplementary funding for the project if the grant is awarded.

A.1.f One **staffing plan** that includes all partners, including racial, ethnic, and linguistic diversity of the staff.

One of the CSU system's greatest strengths is the diversity of its faculty, which mirrors the diversity of its students. The staffing plan below describes the diversity of partner faculty.

	Staff	Ethnicity/Race	Linguistic Diversity
Sacramento State	PI	Asian: 1	Spanish, Portuguese
	Co-Directors	Black: 1	
		Latinx: 1	Spanish
	Participating Faculty	Latinx: 2	Spanish
Participating CCC Faculty	White: 2	German	
CSUB	CO-PIs	Asian: 1	Korean
		Biracial: 1 (Asian, White)	French
	Support Staff	Latinx: 1	Spanish
	Participating Faculty	Biracial: 1 (Asian, White) Asian: 1 White: 2 Latinx: 1	French Korean Spanish

	Staff	Ethnicity/Race	Linguistic Diversity
	Participating CCC Faculty	Biracial: 1 Black: 2 White: 1	Spanish
CPP	PI	Asian: 1	
	CO-PI	White: 1	
	Support Staff	Latinx: 1	
	Participating Faculty	Latinx: 1 Asian: 1 Black: 1 White: 2	Spanish
	Participating CCC Faculty	White: 1	

Additional personnel include:

- Administrative Support
- Student Research Assistant
- Public Affairs/Communications Specialist

Additional partner staff include:

- CTC Administrator
- EdQ Educator Preparation Data Coach
- CAP Co-Director

A.2 PROPOSED INNOVATIVE EDUCATOR PREPARATION PROGRAM REFORMS

A.2.a Any additional details about the ways in which you anticipate your proposed reforms could lead to **comprehensive systems change**.

UP-LIFT CA will catalyze transformation in California’s educator preparation, licensure, and compensation systems (See LOI pages 18-20 and Sections 1.F, 2.G.vi, 2.I, 2.K.). In particular, it will:

- **Transform ECE preparation and licensing systems to become competency-based and performance-oriented** – Historically there has not been defined course content required to earn a CTC-issued Child Development Permit (CDP), nor specific expectations for preparation programs. CTC recently developed teacher competencies (TPEs) and preparation program guidelines (LOI pages 16). UP-LIFT CA will build upon this significant advancement:
 - CTC will develop a competency-based teacher performance assessment (TPA) aligned to TPEs and implement a statewide pilot of accreditation activities.

A Proposal from the State of California to the Early Educator Investment Collaborative

- Participating IHEs will work to align coursework and practicum with TPEs.
- **Align separate systems of preparation and licensure for ECE and K-12** – California’s ECE preparation and permitting process is not aligned to Transitional Kindergarten (TK) through 12th grade teacher credentialing system. UP-LIFT CA will advance important steps to align the ECE and TK-12 educator preparation systems. See LOI pages 4, 10, 16, 67.
- **Support DLLs** – UP-LIFT CA will enable ECE educator preparation programs to be responsive to the needs of CA’s youngest learners, approximately 60% of whom are DLLs. Partners will focus on coursework, fieldwork, and feedback for candidates related to high-impact competencies for supporting DLLs. The lessons learned and tools created will be scaled through the Learning Forum and accreditation efforts. See LOI pages 4, 18-21, 23-25, 32, 42-43, 49, 51-52, 56, 58-59.

A.2.b A description or plan for how community members and practitioners will be represented in and involved with co-construction of the proposed work.

UP-LIFT CA will engage ECE leaders, practitioners, and mentor teachers in curricular and fieldwork improvement efforts through the NIC and the development of the observation tool. Sacramento State’s Student Research Assistant will engage students and alumni through focus groups, interviews, and surveys. Early Edge will help engage the incumbent workforce. The budget provides equal funding for ECE providers and CCCs to ensure providers have resources to engage in this work and to address historic instances of under-resourcing this field. UP-LIFT CA will engage advocacy and member-based organizations to co-construct efforts to scale UP-LIFT CA innovations statewide. See LOI Section 2.L.

A.2.c An explanation of how the proposed innovations support early educators’ knowledge of child development across the continuum of birth through age eight.

A.2.a describes how UP-LIFT CA will transform California’s systems of preparation and licensure using TPEs for children birth through age eight. In addition to strengthening Child Development coursework that covers this full age range, UP-LIFT CA will provide opportunities for faculty/provider collaboration to improve connections between theoretical learning and clinical practice and implement feedback tools to ensure candidates achieve competencies to support development across this continuum. The project will create spaces and mechanisms (through the articulated TPEs) for ECE faculty, elementary teacher educators, and ECE special educators to collaborate and build coherent theory-to-practice experiences.

A.2.d An explanation of how the proposed work will break down existing structural barriers

LOI Sections 2.C.-2.D describe plans to dismantle structural barriers.

A Proposal from the State of California to the Early Educator Investment Collaborative

- i. *How your proposed work will contribute to salary parity between early childhood educators and public school educators, particularly for educators of color.*

The current bifurcated licensing systems yield compensation inequities, with permit holders making considerably less than kindergarten teachers. CTC is developing bridges between the ECE Permit structure and the elementary teaching credential system to help address this bifurcation, which is particularly important to the approximately 50% of the state's early childhood educators who are people of color.³ See LOI pages 45-48 and Section 2.K for information on compensation.

California's Master Plan for Early Learning and Care (MPELC) will provide direction regarding ECE preparation, licensure, and salary parity and address incentives and statewide support to help the ECE workforce advance through a career ladder and attain BAs. CTC is working closely with MPELC sponsors and will serve as a liaison between UP-LIFT CA and MPELC implementation.

- ii. *How you will ensure your work does not exacerbate the historic, two separate and unequal tiers of the ECE workforce for individuals of color and their white counterparts.*

UP-LIFT CA is designed to prepare racially, ethnically, and linguistically diverse teacher candidates (See LOI Section 2.A.) The participating CSUs, all MSIs, are uniquely positioned to prepare and support teachers of color (See LOI Section 2.E.) Partners will utilize technical assistance, learn from the successes of others (Ex: San Francisco State), and focus on ensuring equitable outcomes for diverse teacher candidates through the NIC.

Sacramento State's Child Development program has a history of disrupting systemic racism⁴ and typically exceeds the campus graduation rates for African American and Latinx students. This is a result of intentional recruitment of tenure track faculty that reflect Sacramento State's population, faculty leadership of equity-centered programming, cutting edge curriculum aligned to labor market trends, collaboration with the field, and accessible course schedules for practitioners.

A.2.e A description of what success will look like in your proposed work (i.e., what indicators you will use to measure success) and how you will know if you have been successful.

The workplan outlines successful implementation of objectives (LOI pages 22-23), outcomes (LOI pages 3-4), and EEIC measures of success (LOI page 70), and describes anticipated results.

³ <https://cscce.berkeley.edu/files/2018/06/2-About-the-Workforce.pdf>

⁴ See faculty statement on racism published in June 2020

https://www.csus.edu/college/education/undergraduate/_internal/_documents/chdv-letter-6-5-2020-anti-racist.pdf

A Proposal from the State of California to the Early Educator Investment Collaborative

EdQ will support partners to identify measures of success that correspond with pilot sites’ theories of improvement in relation to candidates’ achievement of competencies and pilot programs’ ability to recruit, support, and retain candidate cohorts that mirror the diversity of children in the ECE setting. Indicators may include three-year demographic completion numbers, campus pipeline data, student survey information, inventory of changes tested, partnership agreements with providers, and recruitment activity data.

Statewide impact will be measured by:

- The development of a competency-based ECE preparation and licensure system with preparation program quality control through a new program accreditation process
- Improved ECE workforce compensation and increased state investments for sustaining professional development and degree attainment.

A.2.f If you have been successful, a description of what it will take for you to sustain and scale your proposed work beyond the grant period.

UP-LIFT CA is a demonstration project that will inform statewide efforts to advance a competency-based preparation system and establish an accreditation process for preparation programs. CTC’s strong partnership, evidenced through funded personnel and match commitment, will ensure scaling of UP-LIT CA work. IHEs statewide will reorient their ECE coursework/fieldwork to include preparation for mastering TPEs. Beyond the grant period, CTC will develop regulations and implement public regulatory hearing processes to codify these changes and administer (with CAP) professional development regarding competency-based teaching and the performance-based assessment. This will be sustained by a statewide trainer of trainers model.

The MPELC will make recommendations for financing resources to support the preparation, licensure, and degree attainment of the ECE workforce. UP-LIFT CA’s policy and advocacy partners will inform additional state policy efforts through the Learning Forum and presentations to state agencies and ECE advisory bodies (See LOI page 20).

A.3 CHANGES AND RISK MITIGATION

A.3.a A description of any anticipated changes to proposed activities or delivery method due to COVID-19.

The table below describes the impacts of COVID-19 and relevant implementation considerations.

COVID-19 Impact	Implementation Considerations
California is implementing a phased reopening plan and non-essential travel is discouraged.	<ul style="list-style-type: none"> • The NIC will primarily convene virtually. • The Learning Forums have been pushed back to Spring 2022 and Spring 2023.

A Proposal from the State of California to the Early Educator Investment Collaborative

COVID-19 Impact	Implementation Considerations
CSU courses will primarily be virtual in Fall 2020. ⁵ It is unknown when in-person courses will resume.	<ul style="list-style-type: none"> Participating IHEs have already shifted to delivering coursework virtually (synchronous and asynchronous) and are prepared to continue teaching virtually during the project period as necessary.
COVID-19 has led to significant state budget shortages. The 20-21 State Budget recalled the \$233m Workforce Development Pathways Grant.	<ul style="list-style-type: none"> UP-LIFT CA will no longer use this funding as match.
COVID-19 has led to problems for ECE Permit candidates in finding placements for fieldwork and practicum, and in applying for their child development permits.	<ul style="list-style-type: none"> CTC has enacted flexibilities to provide the Permit application in Spanish, has allowed for additional ways to complete fieldwork/practicum online, has allowed programs to help candidates apply for an expedited Permit so they can advance on the career ladder, has provided additional multilingual technical help and support for candidates applying for the ECE Permit, and will continue to monitor for additional needed flexibility to meet ECE candidate and program needs.

UP-LIFT CA partners have agreed to the following additional changes to the proposed project:

- **Project Timeline:** As shown in the Workplan below, UP-LIFT CA will begin the proposed project in February 2021 and extend the timeline through January 2024.
- **Number of Pilot Sites:** COVID-19 has put additional strain on many teacher preparation programs throughout the state. As a result, UP-LIFT CA partners were unable to identify two additional CSU pilot sites that were able to commit to participating in the proposed project. All three CSU campuses that participated in the LOI remain committed to the proposed project.

A.3.b Relatedly, **an assessment of the potential risks** to your ability to complete the work you presented in your LOIs, and **strategies for addressing these risks**, including if you anticipate that any of the final workplan you are proposing may need to change again due to COVID-19.

COVID-19 has exacerbated the already identified challenge of finding high-quality practicum experiences for students (See LOI pages 33-34) since many childcare centers are closed. To help mitigate this challenge, CTC recently adopted a set of flexibility guidelines that provide ECE candidates with technology-mediated virtual opportunities to learn and practice the competencies expected of ECE permit and credential candidates. Partners will develop common approaches that can be shared statewide with the community-based providers to help address implementing

⁵ <https://www2.calstate.edu/csu-system/news/Pages/CSU-Chancellor-Timothy-P-Whites-Statement-on-Fall-2020-University-Operational-Plans.aspx>

A Proposal from the State of California to the Early Educator Investment Collaborative

competency-based practicum experiences for candidates in the COVID-19 era and beyond. These may include use of video libraries so that candidates can hone observation skills related to children engaging in a range of activities and tasks in various settings and family/child interactions, analyze instruction, and use online platforms to facilitate tutoring sessions with cooperating ECE teachers.

Further changes to the proposed plan may be necessitated by the MPELC. UP-LIFT CA partners will monitor the forthcoming release of the MPELC and will work closely with state partners to understand the impacts of the MPELC on the proposed project, and modify accordingly.

A.4 WORKPLAN

Activity	Deliverables (*indicates milestones)			Results
	Y1	Y2	Y3	
A. Increase recruitment, persistence, and completion rates of diverse candidates	Synthesis of baseline candidate pipeline data and graduation rates Research on best practices for recruitment/ retention supports Pilot of recruitment and retention strategies*	Refined and scaled strategies*	Documentation of how strategies are institutionalized at pilot sites	Pilot campuses implement strategies that increase rates of recruitment/completion for diverse students
B. Ensure candidates have pedagogical and family engagement skills to support DLLs C. Develop and pilot observation-based growth and development tool related to DLL competencies	Prioritized high-impact DLL competencies Foundational planning for tool development Work with CTC Design Team to develop tool prototype (candidate tasks for DLL competency observation and feedback)*	Tool piloted with selected BA candidates Analysis of candidate scores, identified areas for tool improvement Final tool for project-wide pilot and field testing*	Analysis of tool use, candidate scores, and effectiveness within/across campuses* Student observation results Statewide field test of TPA; summary of lessons learned for ongoing updating/maintenance of the observation tool*	Pilot campuses transform feedback processes and support student mastery of skills/competencies to support DLLs Partners have common language for candidate feedback Partners transform B.A. ECE licensure preparation and assessment to prioritize competencies needed for supporting and encouraging diversity
D. Strengthen and increase practicum-based coursework and fieldwork	Secure commitments from ECE partners* Identification of structural barriers to deliver and prioritized ways to increase opportunities for high-quality fieldwork	Pilot strategies for increasing high-quality fieldwork opportunities*	Inventory of practicum-based coursework/fieldwork in BA programs	More high-quality site-based fieldwork opportunities

A Proposal from the State of California to the Early Educator Investment Collaborative

Activity	Deliverables (*indicates milestones)			Results
	Y1	Y2	Y3	
E. Align curriculum with TPEs F. Provide professional development to faculty on TPEs; aligned with the CTC ECE Program Guidelines	Analysis of current curriculum against evidence-based practices for supporting DLLs; identification of needed curricular modifications* Documentation of lessons learned from CAP competency mapping Professional development on TPEs with preparation program administrators/faculty	Training process for Program Guidelines self-assessment* Professional development for administrators/faculty on Program Guidelines	Pilot sites ECE B.A. coursework addresses TPEs*	Pilot campus coursework aligned to TPEs State accreditation efforts informed by UP-LIFT CA CA has high-quality, standards-based B.A. preparation for ECE licensure
Use data for continuous improvement	Student surveys and analysis re: A, B, D	Student surveys and analysis related to A, D Student observation results (C. pilot) and analysis*	Student observation results (C. scale) and analysis*	Student voice elevated in improvement efforts Student observation scores used to inform fieldwork/coursework improvements
Scale transformational BA program changes through Learning Forum; by informing MPELC implementation	Y1 results and implementation summary (Focus: B, D, E, F)*	Y2 results summary (All elements, focus: A, C)* Learning Forum 1 (Focus: B, D, E, F)*	Learning Forum 2 (All elements covered, focus: A, C)* Presentation to ECPC*	MPELC implementation informed by UP-LIFT CA CA IHEs have tools to implement TPEs, transform fieldwork/ coursework, and accredit

Activity	Quarterly Timeline														
	Feb-Dec 2021			2022			2023			Jul-2023 – Jan-2024					
A															
B															
C															
D															
E															
F															
Learning Forum															

Key:	Primary Period	Secondary Period
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A Proposal from the State of California to the Early Educator Investment Collaborative

A.5 BUDGET AND NARRATIVE**A.5.a Updated budget worksheet**

See attached.

A.5.b Updated budget narrative

UP-LIFT CA partners have adjusted the budget details to accommodate the revised timeline and number of partners, but the total request is unchanged from the LOI. The narrative below provides updated calculations for each line item. See the LOI for individual expense descriptions.

Personnel

Position	Role	FTE	Request	Match	Total
Principal Investigator (PI)	Guide project implementation	6%	\$12,780	\$13,581	\$26,361
Co-PI and Project Director	Oversee project implementation	76% in Y1-2; 47% in Y3	\$282,811		\$282,811
Co-PI & Campus Coordinator	Oversee implementation at Sacramento State	76% in Y1, 49% in Y2, 43% in Y3	\$178,460		\$178,460
Faculty (x2)	Implement the program at Sacramento State	Each: 5% in Y1-2, 2% in Y3	\$29,600		\$29,600
Administrative Support	Provide support for project activities	100%	\$202,987		\$202,987
Student Research Assistant	Engage students and alumni	12% in Y1, 25% in Y2, 16% in Y3	\$18,316		\$18,316
Public Affairs / Communications Specialist	Support project communications	3%		\$7,839	\$7,839
Total			\$724,954	\$21,420	\$746,374

In Y2-3, potential 1% salary and 2% fringe benefit increases per year are included for some positions. Summer salaries are included since project activities will continue through each summer.

A Proposal from the State of California to the Early Educator Investment Collaborative

Sub-Contractors & Sub-Grantees

Item	Annual	Total Request (2.5 Years)	Total Match
<i>Sub-grantees</i>			
CSU-CO EdQ	\$234,167 (Y1) \$267,500 (Y2) \$211,666 (Y3)	\$713,333 ⁶	\$0
CTC	\$400,000 (Y1-Y2), \$75,000 (Y3)	\$375,000	\$500,000
CSU-Bakersfield	\$130,000	\$325,000	\$0
Cal-Poly Pomona	\$130,000	\$325,000	\$0
Cosumnes River College	\$50,000	\$125,000	\$0
Sacramento City College	\$50,000	\$125,000	\$0
Norco College	\$50,000	\$125,000	\$0
Bakersfield College	\$50,000	\$125,000	\$0
Taft College	\$50,000	\$125,000	\$0
CAP	\$40,000	\$100,000	\$0
ECE Program Partners (x3)	\$150,000	\$375,000	\$0
<i>Sub-contract</i>			
Technical Assistance	\$112,500	\$281,250	\$0
	Total	\$3,119,583	\$500,000

Travel, Conferences, & Meetings

Item	Calculation	Total
NIC Meeting Expenses	\$12,000/meeting x 2 meetings	\$24,000
NIC Meeting Travel	\$18,000/meeting x 2 meetings	\$36,000
Learning Forums (<i>including stipends for non-funded partners to participate in the learning forum</i>)	\$212,610/forum x 2 forums	\$425,220
	Total	\$485,220

⁶ The timeline for CSU-CO EdQ's work will be ~ 2.67 years.

Materials & Supplies

UP-LIFT proposes \$37,500 for communications expenses (\$15,000/year x 2.5 years).

Indirect Costs

Indirect costs of \$108,743 are calculated as 15% of personnel costs.

A.5.c Description of source(s) and use(s) of the required matching funds including grant funds from local or national philanthropies.

CTC will provide \$500,000 in cash match to support project implementation starting in Year 1 as stated in the attached letter of commitment. This match is sourced from California's Preschool Development Grant Renewal (PDG-R) from the US-DHHS. These matching funds will enable CTC and other project partners to implement TPEs and Program Guidelines, develop a competency-based observation instrument, develop and implement a peer-review process, disseminate pilot results, and support statewide use of a TPA and efforts towards program accreditation.

Sacramento State will provide an in-kind match of \$21,420, which includes project personnel time from the PI and Public Affairs/Communication Specialist.

The LOI included additional matching funds from CDE's workforce pathways grant. California's 20-21 budget recalled this grant so it will no longer be available as matching funds. The LOI included in-kind match for meeting space which will no longer be needed.

B PART B

B.1 WHAT ARE YOUR SPECIFIC STRATEGIES TO ENSURE PERSISTENCE AND COMPLETION OF STUDENT GOALS FOR STUDENTS WHO HAVE EXPERIENCED BARRIERS TO ACCESS, AFFORDABILITY, AND COMPLETION?

LOI Section 2.D describes the steps that UP-LIFT CA partners will take to ensure persistence and completion of student goals for students who have experienced barriers. Additionally, UP-LIFT CA will leverage the existing efforts of pilot campuses. Each CSU has experience supporting student persistence and completion for students who have experienced barriers and will share strategies with partner CSUs through the NIC.

Sacramento State

Sacramento State has instituted a variety of strategies to support students in overcoming barriers to educational success. Sacramento State's diverse faculty works diligently and intentionally to ensure that the coursework meets the needs of the field, while providing optimal environments to help students learn and grow (See LOI pages 32, 59, and 64):

A Proposal from the State of California to the Early Educator Investment Collaborative

- The College of Education (CoE) has partnered with Academic and Student Affairs and created an integrated advising center. The CoE Student Success Center (CoE-SSC) includes an academic advising team of high level professional staff with advising and cultural/linguistic expertise, a designated liaison to support cross-unit communication with Student Affairs, and an Equity Coordinator who works with a team of Peer Mentors to advise students who are experiencing academic and personal challenges.
- The CoE-SSC houses the DEGREES (Dedicated to Educating, Graduating, and Retaining Educational Equity Students) Program that specializes in working with underrepresented students with low GPAs to bolster their likelihood for success within the university setting and to aid their transition into the workforce or further higher education through specialized advising, tutoring, and language supports.
- Sacramento State has also committed to sponsoring the Dreamer Resources Center which offers psychological, social, financial, scholarship, peer, academic, and internship support and services to Deferred Action for Childhood Arrivals (DACA) students.⁷
- The CoE is currently implementing a capstone course for the Child Development major that provides students with guided opportunities to put theory into practice, thereby preparing them to be effective in the workforce.
- The Sacramento State Child Development BA Early Development, Care and Education (EDCE) Cohort Program implements a blended approach to learning that offers students who may not benefit from a fully online course with the opportunity to combine traditional face-to-face teaching and online instruction.⁸ The cohort course schedule is designed specifically for full-time working students. Courses are offered in the evenings, allowing for students to work during the day. The blended model facilitates student enrollment in all courses needed for degree completion. This cohort program has grown from 2 cohorts the first year (Fall 2007) to 39 cohorts (2020) ranging from 15 students to 25 students per cohort, with a graduation rate of 87%.

The CoE has received a number of grant awards to address issues related to student persistence, including:

- A U.S. Department of Education Hispanic Serving Institutions Grant to support growing the Hispanic preK-12 teacher pipeline.
- A College Futures Foundation grant (the Accelerated Child Development Program-ACT) to create a streamlined pathway for students to earn a Child Development BA and preliminary teaching credentials for TK-8th grades and special education in 4.5 years (fully one year less than typical). This also involves significant collaboration with CCC partners and resulted in the first-ever pilot offering of two credential program prerequisite

⁷ <https://www.csus.edu/student-affairs/centers-programs/dreamer-resource-center/>

⁸ EDCE is one of five concentrations that Child Development students can pursue.

A Proposal from the State of California to the Early Educator Investment Collaborative

courses at the partner CCC. (As staffing permits, these courses will now be a regular part of the CCC course schedule.)

- A Sacramento Quality Child Care Collaborate (QCCC) grant that provided support to undergraduate ECE students to support retention and BA degree completion.

CSU Bakersfield

CSUB has a number of practices in place to ensure persistence and completion of student goals for all students, but especially for students who have experienced barriers to access, affordability, and completion.

- CSUB has several strategies in place to reduce cost burdens on students:
 - CSUB's Child, Adolescent, and Family Studies (CAFS) Program exclusively uses Open Education Resources (OER). This system enables students to have access to course content on the first day, which along with the reduction in out-of-pocket expenses, helps to improve retention.
 - CAFS has a library of iPads for students to borrow to support their learning, especially to support students to complete observations.
- CSUB provides a number of advising, tutoring, and support services for students including:
 - Providing all students with access to an academic advisor, ensuring support is available as needed.
 - The School of Social Sciences and Education engages a tutoring team that works closely with peer tutors to advise and support students who are experiencing academic and personal challenges.
 - CSUB has advising and related services focused on supporting Deferred Action for Childhood Arrivals (DACA) students. The Dream Center is committed to providing psychological, social, financial, scholarship, peer, academic, and internship support for students with DACA status.
 - The CAFS major also has a CAFS club which supports overall student commitment to their major and provides workshops on topics of interest to particular cohorts.
- The majority of the CAFS courses are also offered in the evenings, allowing for students to work during the day. This allows students to participate who might otherwise struggle to obtain transportation and/or find child care.
- CSUB fosters connections to the local ECE community to help students find rich practicum and career opportunities:
 - CAFS faculty participates on ECE advisory boards and the local early childhood council.

A Proposal from the State of California to the Early Educator Investment Collaborative

- CAFS engages lecturers who are graduates from the CAFS department to present to current students. Many alumni are currently employed in early childhood professional settings in local schools, child care centers, and/or other CCCs.
- 90% of CAFS students are transfer students. CSUB has thus far successfully established pathways from Bakersfield College and Taft College (CCCs) to CSUB and will leverage this success to support the goals of the project.
- Faculty provide opportunities for students to be part of research projects, providing students with the opportunity to learn about emerging theories and concepts as well as allowing students the chance to engage in inquiry-based activities.
- CSUB Antelope Valley offers a satellite program to enhance access.

CSUB has secured the following grants to support student success:

- A grant from the State Department of Education (“Integrated Special Education Credential Preparation Program with Child Adolescent and Family Studies”) focused on providing students with opportunities to obtain B.A. degrees and preliminary special education credentials. This addresses the dearth of qualified early childhood special education teachers serving in the region.
- A grant from the JumpStart Program which focused on students obtaining field-based practicum experiences for 10 hours/week in preschool settings in which children from disadvantaged backgrounds are primarily enrolled. Upon completing 300 hours across two semesters, students become AmeriCorps members. As AmeriCorps members, students receive monetary incentives that can be used for their further education.

Cal Poly Pomona

Early Childhood Studies (ECS) at CPP has a two-year graduation rate of between 90 and 95 percent that is consistent across all students groups, including students of color.⁹

CPP attributes this high graduation rate to a number of strategies:

- ECS course schedules are flexible and responsive to the needs and requests of students; courses are offered in the evening and on Saturdays to support working students.
- CPP has found that students benefit from hybrid courses that combine face-to-face relationship building opportunities and the flexibility of online learning courses. Online courses support students who might otherwise have to arrange transportation and/or find child care to attend class.
- CPP provides responsive, collaborative advising. CPP academic advisors work with students at a personal level and faculty advisors support students when the academic

⁹ Most ECS students transfer to the program from CCCs.

A Proposal from the State of California to the Early Educator Investment Collaborative

advisors cannot. The advisors work as a team and also work with the student success Assistant Vice President, the registrar, and the student program and equity programs.

- ECS students proceed in a semi-cohort model which helps ensure that students get the prerequisites needed in order to complete their academic program in a timely manner.
- ECS faculty work closely with local communities, and many adjunct faculty are early childhood professionals in local schools, child care centers, and/or other community agencies. These close relationships with the local community ensure student contact with professionals for later jobs and fieldwork experiences that make the learning relevant for students.
- ECS engages in continuous improvement and revision of curriculum to better meet the needs of students.
- CPP has secured grant funds to provide supplies for students, reserve required resources in the library for students who cannot afford to purchase texts, and create a child-friendly work space in the library where parents can bring their children while they study.
- CPP has iPads for students to borrow to support their learning, especially as related to observations.
- Department faculty meet weekly to share information and strategies for continuously improving student supports.
- Faculty run an orientation for all ECS students when they first enter CPP.
- Faculty research with students and an ECS club supports the student commitment to their major and provides workshops on topics of interest to students.

CPP faculty are actively working on additional strategies that will support student success, including:

- Exploring other strategies to provide students with the experience needed to complete a quality practicum.
- Revising courses to incorporate a more intentional anti-bias perspective.

ECS faculty have received a number of grant awards to address issues related to student persistence, including:

- A grant from the U.S. Department of Education Child Care Access Means Parents in Schools program to support the participation of low-income parents in postsecondary education through the provision of campus-based child care services.
- A grant from the Teagle Foundation, College Futures Foundation, and CSU Chancellor's Office to support curricular design for student success.
- A grant from CPP to ECS for the Instructional Materials Center.
- A grant from the David and Lucile Packard Foundation for Higher Education Collaboration Supporting Quality Interactions in the Early Childhood Experience.

Impact of COVID-19

The participating CSUs recognize that while the COVID-19 environment poses specific challenges to students, it also presents opportunities that may have positive impact on student outcomes, including: more flexible scheduling including synchronous and asynchronous course offerings; faculty professional learning to ensure high quality distance education; and exploring new strategies to provide students with quality practicum experiences and mitigate restrictions on face-to-face field experiences.

B.2 HOW WILL THE PROPOSED INITIATIVE SPECIFICALLY GIVE CALIFORNIA THE NECESSARY TESTING AND LEARNING FOR CONTINUOUS IMPROVEMENT STRUCTURES NEEDED TO SCALE TRANSFORMATIVE CHANGE FOR ALL ECE EDUCATOR PREPARATION PROGRAMS?

UP-LIFT will provide for testing and learning for continuous improvement needed to scale transformative change in a number of critical areas:

- UP-LIFT CA pilot partners will participate in the NIC to develop, test, and refine the proposed strategies to transform Lead Teacher BA programs using improvement science that can be scaled for all ECE educator preparation programs.
 - As the hub for the NIC, EdQ will engage planning and facilitation experts and technical assistance providers to design and support the NIC's rapid cycles of inquiry and learning. EdQ will support pilot partners to collect and analyze data for continuous improvement and document findings from the NIC, as described in Section A.1.C above.
 - Additional information about the NIC and related efforts to support continuous improvement can be found in the LOI on pages 19, 25, 26, 39, 51, and 56. UP-LIFT CA will scale this transformative change for all ECE educator preparation programs through the Learning Forum, as described in the LOI on pages 17, 19, 26, 31, 51, and 56.

UP-LIFT CA will also provide for testing and learning to transform the state's ECE licensure and accreditation systems as described in Section A.2.B above. UP-LIFT CA's required state partners are well positioned to help scale the proposed reforms.

- As the state entity that oversees California's teacher licensure and teacher preparation program accreditation systems, CTC will serve as a direct link between UP-LIFT CA reforms and changes to these systems. Additionally, CTC will share findings from UP-LIFT CA with state-level policy and decision makers involved in MPELC implementation, the TWB8 leadership group, and the PDG-Renewal State Stewardship Team.

A Proposal from the State of California to the Early Educator Investment Collaborative

- The CSU's 23 campuses prepare more of California's teachers than all other institutions combined, and nearly eight percent of teachers in the USA graduated from a CSU.¹⁰ As a program of the CSU CO, the EdQ Center will help document and share learnings from UP-LIFT CA with educator preparation programs throughout the CSU system and beyond. The CSU CO will also share findings and strategies from UP-LIFT CA with other CSUs through the Graduation 2025 initiative (See LOI page 13).

These opportunities for learning, testing, and innovation will be critical to California's successful system-transformation. UP-LIFT CA will serve as a testing ground for key system changes, and following this project, California will be better positioned to scale these changes across the state's expansive higher education system. Furthermore, it will give the state the experience and models to scale important changes in permitting and credentialing that arise from the MPELC.

B.3 SINCE CSU, SACRAMENTO IS THE LEAD APPLICANT, WHAT EVIDENCE CAN YOU PRESENT THAT EACH OF THE FIVE SELECTED CSU CAMPUSES, THEIR LOCAL COMMUNITY COLLEGES, AND THEIR EARLY LEARNING PROVIDER PARTNERS ARE UNIQUELY PREPARED AND COMMITTED TO THIS INITIATIVE?

As per A.3.A, three CSU campuses will participate in UP-LIFT CA pilot activities. The three campuses and their local partners represent three distinct geographic regions of the state: Northern California/the state capital (Sacramento State), the Central Valley (CSUB), and Southern California/Los Angeles (CPP). Campuses were selected due to their commitment to and experience with supporting persistence and completion of diverse teacher candidates (see B.1 above), their focus on directing educator competency development towards supporting dual language learner children, and their experience working to align curriculum and practicum experiences to best meet student needs.

Each CSU has participated in the development of the LOI and proposal and is uniquely prepared for this initiative. The table below lists the pages of the LOI that describe the experience and expertise of each institution and their leadership / faculty that prepare them for this initiative.

Topic	Relevant Pages		
	Sacramento State	CSUB	CPP
Program Description	28-29, 33, 34, 39, 40, 44, 55, 60, 64-66	28-40, 42, 44, 46, 40, 44, 55, 62, 66	28-30, 33, 35, 38, 39, 44, 55, 61, 65, 66
Leadership / Faculty	63, 60, 61, 62, 64-64	62, 64, 65	61-62, 64

Additionally, each CSU will partner with local CCCs and providers that are prepared and committed to EEIC. CCCs were chosen because of their existing strong relationship with each CSU and pivotal role in the Associates Degree for Transfer for candidates.

¹⁰ <https://www2.calstate.edu/impact-of-the-csu/teacher-education/Pages/default2.aspx>

A Proposal from the State of California to the Early Educator Investment Collaborative

The CSUs and CCCs have existing relationships with ECE providers that house DLL programs or educate high proportions of DLLs. Each CSU will identify one ECE provider to partner with for this project at the outset of the project period.

The Letters of Commitment accompanying the LOI and this proposal further demonstrate the CSU and CCC partners' commitment to this initiative.

Early Educator Investment Collaborative (the Collaborative): Transforming ECE Lead Teacher Preparation Programs Proposal Budget Template

INSTRUCTIONS:

In the cells below, please provide your estimated budget for the lead applicant for this work. This should include any grants or contracts the lead applicants intend to make to partners or others.
 In columns B-E, please indicate how much of the estimated total amount for each line item you are requesting from the Collaborative. Please indicate both the amount per calendar year and the total amount.
 In columns F-I, please provide the estimated total amount for each line item from your overall budget. Please indicate both the amount per calendar year and the total amount.
 % of FTE of staff members working on the project should be included under personnel.
 Reminder that the limitations for overhead/indirect rate charges are either 15 percent or 15 percent of total personnel costs, whichever is lower.
 Please add more rows within the budget categories as needed.

Name of Lead Applicant: California State University, Sacramento
Proposed Grant Period: February 1, 2021 - January 31, 2024

PROJECT BUDGET SUMMARY	
Total Amount Requested from the Collaborative (2021-23)	\$4,476,000
Total Amount for the Lead Applicant	\$ 1,356,417
Total Amount for Sub-Grantees or Sub-Contractors	\$ 3,119,583
Total Amount in Matching Funds* (2021-23)	\$ 521,420
Total Amount from Other Sources (2021-23) (non-matching; if applicable)	\$ -
TOTAL PROJECT BUDGET (2021-23)	\$ 4,997,420

This should equal cell E53

*Match must equal at least 10% of the total budget in cell B20; see page 4 of the RFP for details on matching funds requirements. Please also fill out second tab ("Matching Funds Breakdown") of this worksheet.

This should equal cell I53

PROJECT BUDGET	AMOUNT REQUESTED FROM THE COLLABORATIVE				TOTAL PROJECT BUDGET				NOTES
	2021	2022	2023	TOTAL (2021-2023)	2021	2022	2023	TOTAL (2021-2023)	
Personnel (e.g., Project Staff, Faculty Salaries)									For personnel costs, please
Pia Wang, Principal Investigator	\$ 4,260	\$ 4,260	\$ 4,260	\$ 12,780	\$ 8,787	\$ 8,787	\$ 8,787	\$ 26,361	6% each year (funded and match)
Ana Garcia-Navarez, Co-PI, Project Director	\$ 107,683	\$ 109,397	\$ 65,731	\$ 282,811	\$ 107,683	\$ 109,397	\$ 65,731	\$ 282,811	76% for 2021; 76% for 2022; 47% for 2023
Janay Brown-Wood, Co-PI, Campus Coordinator	\$ 81,187	\$ 50,529	\$ 46,744	\$ 178,460	\$ 81,187	\$ 50,529	\$ 46,744	\$ 178,460	76% for 2021; 49% for 2022; 43% for 2023
Faculty (To Be Determined)	\$ 6,000	\$ 6,000	\$ 2,800	\$ 14,800	\$ 6,000	\$ 6,000	\$ 2,800	\$ 14,800	5% for 2021 and 2022; 2% for 2023
Nadxieli Toledo Bustamante, Faculty	\$ 6,000	\$ 6,000	\$ 2,800	\$ 14,800	\$ 6,000	\$ 6,000	\$ 2,800	\$ 14,800	5% for 2021 and 2022; 2% for 2023
Administrative Support	\$ 66,338	\$ 67,564	\$ 69,085	\$ 202,987	\$ 66,338	\$ 67,564	\$ 69,085	\$ 202,987	100% per year
Student Research Assistant	\$ 4,227	\$ 8,453	\$ 5,636	\$ 18,316	\$ 4,227	\$ 8,453	\$ 5,636	\$ 18,316	12% for 2021; 25% for 2022; 16% for 2023
Public Affairs/Communication Specialist	\$ -	\$ -	\$ -	\$ -	\$ 2,613	\$ 2,613	\$ 2,613	\$ 7,839	3% each year (match)
Subtotal	\$ 275,695	\$ 252,203	\$ 197,056	\$ 724,954	\$ 282,835	\$ 259,343	\$ 204,196	\$ 746,374	
Student Expenditures (e.g., Scholarships, Student Tuition Coverage, or Student Wages/Stipends)									
Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Sub-Contractors and Sub-Grantees									
California State University Chancellor's Office Educator Quality (EdQ) Center	\$234,167	\$267,500	\$211,666	\$ 713,333.00	\$234,167	\$267,500	\$211,666	\$ 713,333	
California Commission on Teacher Credentialing (CTC)	\$150,000	\$150,000	\$75,000	\$ 375,000.00	\$400,000	\$400,000	\$75,000	\$ 875,000	
Cal Poly Pomona (CPP)	\$130,000	\$130,000	\$65,000	\$ 325,000.00	\$130,000	\$130,000	\$65,000	\$ 325,000	
California State University Bakersfield (CSUB)	\$130,000	\$130,000	\$65,000	\$ 325,000.00	\$130,000	\$130,000	\$65,000	\$ 325,000	
Bakersfield College	\$50,000	\$50,000	\$25,000	\$ 125,000.00	\$50,000	\$50,000	\$25,000	\$ 125,000	
Cosumnes River College	\$50,000	\$50,000	\$25,000	\$ 125,000.00	\$50,000	\$50,000	\$25,000	\$ 125,000	
Norco College	\$50,000	\$50,000	\$25,000	\$ 125,000.00	\$50,000	\$50,000	\$25,000	\$ 125,000	
Sacramento City College	\$50,000	\$50,000	\$25,000	\$ 125,000.00	\$50,000	\$50,000	\$25,000	\$ 125,000	
Taft College	\$50,000	\$50,000	\$25,000	\$ 125,000.00	\$50,000	\$50,000	\$25,000	\$ 125,000	
Curriculum Alignment Project (CAP)	\$40,000	\$40,000	\$20,000	\$ 100,000.00	\$40,000	\$40,000	\$20,000	\$ 100,000	
Early Childhood Education Program Partners (To Be Determined)	\$150,000	\$150,000	\$75,000	\$ 375,000.00	\$150,000	\$150,000	\$75,000	\$ 375,000	
Technical Assistance	\$112,500	\$112,500	\$56,250	\$ 281,250.00	\$112,500	\$112,500	\$56,250	\$ 281,250	
Subtotal	\$ 1,196,667	\$ 1,230,000	\$ 692,916	\$ 3,119,583	\$ 1,446,667	\$ 1,480,000	\$ 692,916	\$ 3,619,583	
Travel, Conferences, and Meetings									
Networked Improvement Community (NIC) Meeting Expenses	\$ 12,000.00	\$ -	\$ 12,000.00	\$ 24,000.00	\$ 12,000.00	\$ -	\$ 12,000.00	\$ 24,000	
NIC Meeting Travel	\$ 18,000.00	\$ -	\$ 18,000.00	\$ 36,000.00	\$ 18,000.00	\$ -	\$ 18,000.00	\$ 36,000	
Learning Forum Expenses	\$ -	\$ 212,610.00	\$ 212,610.00	\$ 425,220.00	\$ -	\$ 212,610.00	\$ 212,610.00	\$ 425,220	
Subtotal	\$ 30,000.00	\$ 212,610.00	\$ 242,610.00	\$ 485,220.00	\$ 30,000.00	\$ 212,610.00	\$ 242,610.00	\$ 485,220	
Materials and Supplies									
Communications	\$ 15,000.00	\$ 15,000.00	\$ 7,500.00	\$ 37,500.00	\$ 15,000.00	\$ 15,000.00	\$ 7,500.00	\$ 37,500	
Subtotal	\$ 15,000.00	\$ 15,000.00	\$ 7,500.00	\$ 37,500.00	\$ 15,000.00	\$ 15,000.00	\$ 7,500.00	\$ 37,500	
Other									
Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Indirect Costs/Overhead (Note that the limitations for overhead/indirect rate charges are either 15 percent or 15 percent of total personnel costs, whichever is lower)									
Overhead	\$ 41,354	\$ 37,830	\$ 29,558	\$ 108,743	\$ 41,354	\$ 37,830	\$ 29,558	\$ 108,743	15% of Requested
Subtotal	\$ 41,354	\$ 37,830	\$ 29,558	\$ 108,743	\$ 41,354	\$ 37,830	\$ 29,558	\$ 108,743	
Total	\$1,558,716	\$1,747,643	\$1,169,640	\$4,476,000	\$1,815,856	\$2,004,783	\$1,176,780	\$ 4,997,420	

This total should equal the number in cell B15

This total should equal the number in cell B20

**ATTACHMENT 3
BUDGET**

Taft Community College (Based on Spring 2021 Salary/Benefits)					
	Year 1	Year 2 (2 Semesters)	Year 3 (2 Semesters)	Total Proposed Costs	Notes
Personnel/Assisstants					
2 Faculty	\$ 9,009.80	\$18,019.60	\$18,019.60	\$45,049.00	\$3719.43+\$785.47 benefits/3 units per semester
2 Faculty			\$18,019.60	\$18,019.60	- same as above/3 unit pay for 1 year
1 Bi-lingual Success Coach		\$9,009.80	\$9,009.80	\$18,019.60	- same as above/3 unit pay for 2 years
Part-Time Translator	\$ 1,500.00	\$1,500.00	\$4,500.00	\$7,500.00	(stipend per semester \$1,500)
Part-Time Bilingual Outreach	\$ 1,500.00	\$1,500.00	\$4,500.00	\$7,500.00	(stipend per semester \$1,500)
CDC Director	\$1,000.00	\$2,000.00	\$2,000.00	\$5,000.00	(stipend \$1000.00 per semester)
4 Mentors Teachers	\$4,000.00	\$8,000.00	\$8,000.00	\$20,000.00	(stipend \$1000.00 per semester)
Equip/Materials	\$750.00	\$1,500.00	\$1,500.00	\$3,750.00	
Total Direct Cost					
Indirect Costs					
Total Project Costs	\$17,759.80	\$41,529.40	\$65,549.00	\$124,838	

**ATTACHMENT 4
TIME AND EFFORT CERTIFICATION**

PERSONNEL ACTIVITY RECORD (PAR) FOR MULTI-FUNDED EMPLOYEES WITH SINGLE CAREER PATHWAY

EMPLOYEE	EMPLOYEE
TITLE	
MONTH	January-00
LOCATION & PATHWAY	

Activity/Program	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Total	%
	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.00%
	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.00%
	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.00%
																																0.000	0.00%
																																0.000	0.00%
OTHER FUNDING	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.00%
Total Daily Hrs	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.00%

2 CFR 200.415 By signing this report, I certify that to the best of my knowledge and belief the above information is true, complete and accurate as set forth in the terms and conditions of the awards. I am aware that any false, fictitious, or fraudulent information or the omission of any material fact, may subject me to a criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

I also certify that the time recorded on this personnel activity record (PAR) is a true representation of the actual hours I worked :

Signature of Employee:	
<small>Please print</small> Supervisor's Name & Ext:	
Supervisor's Signature:	
Date:	

***** FOR FACULTY STIPEND PAYROLLS ONLY *****

I certify that 100% of my overload time spent on the Grant (indicated above) was paid by a stipend:

Signature of Employee:	
<small>Please print</small> Supervisor's Name & Ext:	
Supervisor's Signature:	
Date:	D

Employees must keep a record of the total hours worked each day.

- * The reports must be signed by the employee or a responsible supervisory official. (Electronic signature is official.)
- * Reports must coincide with one or more pay periods and be used to reconcile salary and fringe benefit costs to appropriate accounts on a regular (preferably monthly) basis.

BOARD AGENDA ITEM

Date: August 3, 2021
Submitted by: Amanda Bauer, Executive Director Fiscal Services *BY*
Area Administrator: Brock McMurray, EVP of Administrative Services
Subject: Request for Approval

Board Meeting Date: September 8, 2021

Title of Board Item:

Request for Approval of Agreement with The Chancellor's Office Tax Offset Program (COTOP)

Background:

WKCCD has participated in COTOP for many years as an effective means for recovering outstanding student debts owed to the college, such as enrollment fees, uncollected non-resident tuition, library fines, personal checks written with non-sufficient funds, student loans, financial aid overpayments and other approved debts.

Under the COTOP program, the Chancellor's Office requests the Franchise Tax Board to offset (deduct) the amount owed to a district from the student / debtor's personal state income tax refund, lottery winnings, or other state refund. The Franchise Tax Board remits any amounts offset to the Chancellor's Office, which then authorizes the State Controller to disburse the offset amount, minus a 25 percent (25%) administrative fee, to the participating local districts.

It is my recommendation that the Board approve the agreement with the Chancellor's Office for continued participation in COTOP.

Terms (if applicable):

October 1, 2021 - December 31, 2022

Expense (if applicable):

The Chancellor's Office collects a fee equal to 25% of the amount collected through COTOP.

Fiscal Impact Including Source of Funds (if applicable):

Not applicable.

Approved: 

Dr. Debra Daniels, Superintendent/President

Draft -not for signing

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

STATE AGENCY'S NAME

California Community Colleges Chancellor's Office, on behalf of the California Community Colleges Board of Governors

CONTRACTOR'S NAME

West Kern Community College District

2. The term of this



Agreement is: 10/01/2021 through 12/31/2022

3. The maximum amount of this Agreement is: \$-

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.

Exhibit A	Scope of Work	1	page(s)
Exhibit A-1	COTOP Scope of Work	10	page(s)
Exhibit B	Budget Detail and Payment Provisions	1	page(s)
Exhibit C	General Terms and Conditions	2	page(s)

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

CONTRACTOR		<i>Chancellor's Office, California Community Colleges Use Only</i>
CONTRACTOR'S NAME (if other than an individual, state whether a corporation, partnership, etc.) West Kern Community College District		
BY (Authorized Signature)  {{_signer1}}	DATE SIGNED (Do not type)	
PRINTED NAME AND TITLE OF PERSON SIGNING		
ADDRESS		
STATE OF CALIFORNIA		Exempt from DGS approval pursuant to PCC 10295
AGENCY NAME California Community Colleges Chancellor's Office		
BY (Authorized Signature)  {{_signer2}}	DATE SIGNED (Do not type)	
PRINTED NAME AND TITLE OF PERSON SIGNING Lizette Navarette, Executive Vice Chancellor		
ADDRESS 1102 Q Street, Sacramento, CA 95811-6539		

Draft -not for signing

AGREEMENT NUMBER: 2021690

FOR CHANCELLOR'S OFFICE ONLY

TITLE	Bus. Unit	Ref. No	Fund	FI\$Cal Program	Reporting Structure	Account Code	Project ID Code	Chapter	Statue	Funding Year (Enactment Year)	AGREEMENT AMOUNT
Tax Offset Student Default Collection	6870	908	0942001	9990000	6870-7000	5432000	081			2021-22	
AGREEMENT TOTAL:											\$ 0

AMOUNT TO ENCUMBER BY THIS DOCUMENT:	\$ 0
PRIOR AMOUNT ENCUMBERED FOR THIS AGREEMENT:	\$ 0
TOTAL AMOUNT ENCUMBERED TO DATE:	\$ 0

I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.

SIGNATURE OF ACCOUNTING OFFICER	DATE SIGNED
---------------------------------	-------------

Draft -not for signing Agreement Number 2021690

EXHIBIT A (Interagency Agreement)

SCOPE OF WORK

1. Services to Be Provided

The California Community Colleges Chancellor's Office ("Chancellor's Office") agrees to provide Contractor West Kern Community College District services to implement and administer the Contractor's participation in the California Franchise Tax Board's (FTB) Interagency Intercept Collection (IIC) Program authorized by Government Code sections 12419.2 *et seq.*

The services to be provided by the Chancellor's Office as well as the Contractor's obligations under this Agreement are more fully described in the Chancellor's Office Tax Offset Program (COTOP), Program Description and Scope of Work, attached to and fully incorporated into this Agreement by reference as Exhibit A-1.

The Parties agree that they will abide by the obligations set forth in this Agreement, including, but not limited to, Exhibit A-1 and any attachments or appendices referenced therein.

2. Project Representatives

The project representatives during the term of this agreement are:

Chancellor's Office: Project Monitor	Contractor: Project Director
Name: Terence Gardner	Name:
Phone: (916) 322-7412	Phone:
Email: tgardner@cccco.edu	Email:

3. Contractor's Project Director and Key Personnel

Contractor shall notify the Chancellor's Office of any change in the Project Director.

4. Chancellor's Office Project Monitor

The Project Monitor is responsible for overseeing the project as a whole. All questions or problems relating to the project, including the terms or conditions of this Agreement, should be directed to the Project Monitor. The Chancellor's Office shall notify the Contractor of any change in the Project Monitor.

Draft -not for signing Agreement Number 2021690

EXHIBIT B (Interagency Agreement)

BUDGET DETAIL AND PAYMENT PROVISIONS

1. Payments and Invoicing

- a. For services satisfactorily rendered Contractor agrees to compensate the Chancellor's Office in an amount equal to 25% of the amount the Chancellor's Office collects on behalf of Contractor from the FTB through the IIC program, in accordance with Section II.C. of the Chancellor's Office Tax Offset Program (COTOP), Program Description and Scope of Work, attached hereto as Exhibit A-1.
- b. Contractor acknowledges and agrees that the Chancellor's Office may take the payment due under this section in any manner most convenient to the Chancellor's Office, including, but not limited to, direct withholding of the amount due from any offsets collected on the Contractor's behalf.
- c. Reserved
- d. Reserved
- e. The parties to this interagency agreement may agree to the advancing of funds as provided in Government Code Sections 11257 through 11263.
- f. Reserved

2. Travel and Per Diem - Reserved

3. Budget Contingency Clause

- a. In order to avoid program and fiscal delays, it is mutually understood that for the mutual benefit of both parties this Agreement may have been written before ascertaining the availability of state or federal funds.
- b. If a state or federal budget for the current fiscal year and/or any subsequent fiscal years covered by this Agreement does not appropriate sufficient funds for the program, this Agreement shall have no force or effect. In this event, the Chancellor's Office shall have no liability or responsibility to pay any funds whatsoever to Contractor or to furnish any other considerations under this Agreement, and Contractor shall not be obligated to perform any provisions of this Agreement.
- c. If funding for any fiscal year is reduced or deleted by the state or federal budget for purposes of this program, the Chancellor's Office shall have the option to either cancel this Agreement with no liability occurring to the Chancellor's Office, or offer an Agreement Amendment to Contractor to reflect the reduced amount.
- d. Contractor shall inform any subcontractors that any work performed prior to approval of the state or federal budget, as applicable, will be rendered on a voluntary basis, and shall not be compensated unless and until funding is authorized.
- e. This Agreement is subject to any additional restrictions, limitations or conditions enacted in the state or federal budget and/or laws and Executive Orders that may affect the provisions, term, or funding of this Agreement in any manner.

Draft -not for signing Agreement Number 2021690

EXHIBIT C (Interagency Agreement)

GENERAL TERMS AND CONDITIONS

1. Amendment

No amendment or variation of the terms of this Agreement shall be valid unless made in writing, signed by the parties and approved as required. No oral understanding or agreement not incorporated in this Agreement is binding on any of the parties.

2. Audit

Contractor agrees that the Chancellor's Office, the California State Auditor, or their designated representative shall have the right to review and to copy any records and supporting documentation pertaining to the performance of this Agreement. Contractor agrees to maintain such records for possible audit for a minimum of three (3) years after final payment, unless a longer period of record retention is stipulated.

3. Indemnification

Contractor agrees to indemnify, defend and save harmless the State, the Board of Governors of the California Community Colleges, the Chancellor's Office, its officers, agents and employees from any and all claims and losses accruing or resulting to any and all employees, subcontractors, suppliers, laborers and any other person, firm or corporation furnishing or supplying work, services, materials or supplies in connection with performance of this Agreement, and from any and all claims and losses accruing or resulting to any person, firm or corporation who may be injured or damaged by Contractor in the performance of this Agreement.

The Chancellor's Office will notify Contractor of any such claim in writing and tender the defense thereof within a reasonable time. Contractor will have sole control of the defense of any action on such claim and all negotiations for its settlement or compromise; provided that:

- a. When substantial principles of government or public law are involved, when litigation might create precedent affecting future Chancellor's Office operations or liability, or when involvement of the Chancellor's Office is otherwise mandated by law, the Chancellor's Office may participate in such action at its own expense with respect to attorneys' fees and costs (but not liability);
- b. The Chancellor's Office will have the right to approve or disapprove any settlement or compromise, which approval will not unreasonably be withheld or delayed; and
- c. The Chancellor's Office will reasonably cooperate in the defense and in any related settlement negotiations.

4. Disputes

In the event of a dispute that cannot be informally resolved, Contractor shall deliver to the Project Monitor a "Notice of Dispute" within ten (10) days of the discovery of the problem. Within ten (10) days of receiving the Notice, the Chancellor, or his or her designee, shall meet with Contractor and the Project Monitor for purposes of resolving the dispute. The decision of the Chancellor, or his or her designee, shall be final. Contractor shall continue with the responsibilities under this Agreement during any dispute.

5. Termination

The Chancellor's Office may, at its option, terminate this Agreement at any time upon giving thirty (30) days' advance notice in writing to Contractor in the manner herein specified. In such event, both parties agree to use all reasonable efforts to mitigate their expenses and obligations under this Agreement. In such event, the Chancellor's Office shall pay Contractor for all satisfactory services rendered and expenses incurred prior to such termination which could not be reasonably avoided, but not in excess of the maximum payable under this Agreement.

Draft -not for signing

6. Timeliness

Time is of the essence in this Agreement.

7. Unenforceable Provision

In the event any provision of this Agreement is unenforceable or held to be unenforceable, then the parties agree that all other provisions of this Agreement have force and effect and shall not be affected thereby.

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EXHIBIT A-1

CHANCELLOR'S OFFICE TAX OFFSET PROGRAM PROGRAM DESCRIPTION AND SCOPE OF WORK

I. Background

The California Franchise Tax Board (FTB) administers the Interagency Intercept Collection Program (IIC) as authorized by Government Code sections 12419.2 *et seq.* The purpose of the IIC program is to collect funds owed by individuals to government agencies by intercepting amounts owed from state payments such as personal income tax refunds, unclaimed property, or California State Lottery winnings, that would otherwise be made to the individuals.

Education Code section 71094 authorizes the Chancellor of the California Community Colleges (hereinafter "the Chancellor") to enter into contracts with community college districts to perform administrative services on their behalf to facilitate their participation in the IIC program, authorized by Government Code section 12419.7, in exchange for a fee.

Pursuant to its authority under Education Code section 71094, the Chancellor has established the Chancellor's Office Tax Offset Program (COTOP) for the purpose of facilitating and administering the IIC on behalf of contracting community college districts (individually referred to herein as "Contractor" or "District").

II. General Provisions

- A. The Chancellor agrees to act on behalf of the District by participating in the IIC Program for the purpose of collecting outstanding student financial aid and proper non-financial aid obligations owed to the District.
- B. The Parties' obligations pursuant to this Agreement shall conform with and be undertaken pursuant to Government Code Sections 12419.2, 12419.5, 12419.7, 12419.9, and 12419.10 and related rules, regulations, and/or guidance from the FTB applicable to its IIC Program.
- C. The District agrees to pay to the Chancellor an amount equal to 25 percent (25%) of the amount which the Chancellor collects on behalf of the District from the FTB through the IIC program.
- D. The District acknowledges and agrees that, if a debtor owes an obligation to more than one college or district that participates in COTOP, the Chancellor is authorized to eliminate the name of that debtor from the college(s) or district(s) to which the debtor owes the smaller obligation(s).

III. District's Obligations

- A. The District agrees to provide the Chancellor with all information necessary to administer the District's participation in COTOP in the manner the Chancellor, through its designated agent, shall require.
- B. The District agrees to enter its *initial* COTOP debtor data to the Chancellor's Office Tax Offset Program web-based system no later than November 19, 2021. The District may make modifications to accounts (adds/changes/deletes) until November 19, 2021. The District may not make modifications to accounts between November 19 and January 2, 2022. Thereafter, the District may resume making additional modifications (add/changes/deletes) to accounts beginning on January 3, 2022.
- C. The Chancellor will perform only those administrative services necessary to submit and collect student financial aid and proper non-financial aid obligations owed to the District and recoverable through the FTB's IIC program. **It is the responsibility of the District to verify that all information submitted to the Chancellor is accurate and up to date.**

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- D. The District may submit requests for deletions or revisions to its unpaid account balances to the Chancellor at any time and as often as needed, within the parameters of paragraph III.B. above.
- E. The District acknowledges that there may be a delay between its submission of revisions to its unpaid account balances and the entering of such revisions in the FTB's IIC system. The District agrees that if an offset occurs prior to the entry of the revised information by the FTB, it will be the responsibility of the District to make restitution directly to the debtor as required by paragraph IV.F, below.
- F. The District acknowledges and agrees that the Chancellor or the Franchise Tax Board will delete from the current year's COTOP/IIC system all names which cannot be processed by the Chancellor's Office or the Franchise Tax Board in that year.

IV. District's Specific COTOP Obligations

The District agrees that it shall:

- A. Submit a single record for each debtor as specified in paragraph IV.C, below, in accordance with the format and specifications set forth in Appendices A and B, which are attached hereto and incorporated in their entirety into this Agreement.
- B. Notify those debtors whose names will be submitted for collection through the COTOP program of the District's intent to submit their debt for collection through COTOP no later than 30 days prior to the District's submission of those names to the Chancellor's Office. Such notification shall be sent at a minimum to the debtor's last known address and include notice that the debtor may lodge an objection and request a review of the decision to collect the debt by the offset procedure within 30 days from the date of the notification letter. The District may fulfill its obligation under this paragraph by sending a notice substantially in the form of the sample notification attached as Appendix C.
 - 1. If the debtor requests such a review within the 30-day period, the District may not submit the debt for collection through the COTOP program until it has completed such review, notified the debtor of its determination, and made any adjustments to the debtors account warranted by the review, if any.
 - 2. The District's review of any objections lodged by a debtor shall be afforded a level of due process appropriate under the circumstances and shall, at minimum, comply with the review process described in the sample notification letter attached as Appendix C.
 - 3. The District shall promptly submit to the Chancellor's Office any modifications to the amount or deletions of any record found to be submitted in error, as necessary, as a result of the review. The written notice must be sent at least 30 days prior to Franchise Tax Board receiving the offset request. The District must retain copies of the notifications in the district/college file.
- C. Submit for collection through the COTOP program only the following types of debtor obligations:
 - 1. Defaulted Perkins, Nursing, Emergency and Extended Opportunity Programs and Services (EOPS) loans;
 - 2. Campus financial aid funds; EOPS Grants and Board of Governors Enrollment Fee Waivers for which the student was ineligible;
 - 3. Other financial aid obligations.
 - 4. Proper student non-financial aid obligations, which are limited to: non-resident tuition; enrollment fees; library fines; library replacement material charges; parking fees; parking fines (incurred within 3 years of date submitted for collection only); residence hall rent contracts; cafeteria meal contracts; telephone bills; drop fees (incurred prior to January 1992); personal checks returned for non-sufficient funds (limited to bookstore and other charges listed in this section only); returned check

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5. service charges; child care charges; instructional equipment breakage/replacement charges; health fees; transcript fees; foreign student insurance charges; dental health center charges; community services fees; lost key charges; transportation charges/fees; audit fees; contract class charges; instructional material fees; damage to campus facilities/equipment charges; personal checks written to "Cash" returned for non-sufficient funds (including returned check service fee); auto repair costs (including parts, lab fee, sales tax on parts); student representation fee; student center fee.
- D. Comply with the collections procedure set forth in State Administrative Manual (SAM) section 8776.6 (attached as Appendix D) for debts totaling more than \$25.00. These procedures require the sending of three (3) collection letters to debtors at a minimum of 30-day intervals and providing notification of the District's intent to charge for costs of collection in addition to the amount of the debt owed if payment is not made prior to the initiation of collection procedures through COTOP. For amounts owed less than or equal to \$25.00, the District must send only one collection letter as authorized by SAM section 8776.6. These letters must at minimum be sent to the debtor's last known address and contain the contact information of the responsible District employee.
- E. Refrain from submitting names of any debtors whom the District knows or should know are:
 1. Not in default; or
 2. In litigation regarding the debt(s) in question; or
 3. In bankruptcy proceedings.
- F. Refund to debtors any overpayments or amounts collected in error resulting from collection through COTOP within 30 days from notification of offset by the Chancellor.
- G. Submit for collection only amounts which it is legally entitled to collect through the COTOP program.
- H. Respond to all debtor complaints received by the Chancellor related to the District's participation in this program.
- I. Provide the Chancellor with accurate information to facilitate its participation in the COTOP program, including, but not limited to, the names and/or other identifying information of debtors, information regarding the District's compliance with notification requirements, and amounts owed by debtors. The District further acknowledges and agrees that in administering the COTOP program, the Chancellor is acting in reliance on the accuracy of information supplied by the District.

V. Independent Action

The Parties acknowledge and agree that the District and its officers, agents, and employees, while in the performance of this Agreement, shall act in an independent capacity and not as officers, employees or agents of the Chancellor or of the State of California.

VI. Term

The term of this contract shall be from October 1, 2019 through December 31, 2020, which as defined by the Franchise Tax Board, is the end of the 2019 interagency program processing year.

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APPENDIX A - Page 1 of 2

Data Submittal Specifications New Accounts File

Data Format:

Please note: Multiple debts owed by the debtor, whether to a single campus or multiple campuses within the same district, must be combined into one account.

IMPORTANT: DATA SHOULD BE IN ASCII TXT FORMAT.

Record length must be 47 characters for New Accounts File.

The data for each individual account in the file should include all of the following data elements , formatted as follows:

<u>DATA ITEM</u>	<u>POSITION</u>	<u>DATA TYPE</u>
MIS District Code	1-3	Char 3
Last Name	4-18	Char 15
First Name	19-28	Char 10
Middle Initial (optional)	29	Char 1
Individual's SSN	30-38	Char 9
Requested Amount*	39-45	Num 7
Debt Type (See Appendix E)■	46-47	Char 2

***IMPORTANT: REQUESTED AMOUNT MUST BE RIGHT JUSTIFIED, I.E. INCLUDE ANY LEADING ZEROS OR SPACE PADDED AND OMIT DECIMAL POINT, E.G. \$350.75 MUST BE ENTERED AS 0035075 or 35075**

■ DEBT TYPE DATA ELEMENT FIELD (COLUMNS 46-47) MUST BE LEFT JUSTIFIED AND IF THERE IS ONLY ONE CHARACTER IN COLUMN 46 (for financial aid debts owed), COLUMN 47 MUST BE A SPACE. NON FINANCIAL AID DEBTS ARE ALWAYS 2 CHARACTERS IN LENGTH.

Page 2 continued next page.

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APPENDIX A - Page 2 of 2

Data Submittal Specifications Change or Delete Accounts File

Record length must be 27 characters for Changes or Deletions File.

<u>DATA ITEM</u>	<u>POSITION</u>	<u>DATA TYPE</u>
COTOP Year	1-4	Char 4
MIS District Code	5-7	Char 3
First 4 Letters of Last Name	8-11	Char 4
Individual's SSN	12-20	Char 9
Requested Amount*	21-27	Num 7

***IMPORTANT: IF THE FILE IS A CHANGE ACCOUNT FILE, REQUESTED AMOUNT MUST BE RIGHT JUSTIFIED, I.E. INCLUDE ANY LEADING ZEROS OR SPACE PADDED AND OMIT DECIMAL POINT, E.G. \$350.75 MUST BE ENTERED AS 0035075 or 35075**

IF THE FILE IS A DELETE ACCOUNT FILE, REQUESTED AMOUNT MUST BE ALL ZEROS (7 DIGITS).

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APPENDIX B

Transmittal Document

District Name: _____ Date: _____

District contact person for **data** processing technical problems:

Name: _____ Title: _____ Phone #: _____

District contact person to receive COTOP reports and take student/debtor referral phone calls:

Name: _____ Title: _____

Phone #: _____ Fax #: _____ Email Address: _____

District contact person's supervisor for Chancellor's Office COTOP staff to **contact when contact person is unavailable**:

Name: _____ Title: _____

Phone #: _____ Fax #: _____ Email Address: _____

District/College: _____

Address: _____

Note: Please return this form by US mail or email to be received on or before October 1 to:

COTOP Program
California Community Colleges, Chancellor's Office
1102 Q Street, Sacramento, CA 95811

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APPENDIX C

Sample of Required Notification to Debtor

(Notification(s) to debtors must be sent pursuant to Section IV.D of the Agreement and Appendix D, as applicable. Letters returned as undeliverable should be retained as verification that notification was attempted.)

This letter may be modified to suit your purposes (you may reword to give it a softer tone), however, the information below must be included. You must also include a contact name, telephone number and/or address for the debtor to inquire or correct misinformation regarding the outstanding debt.

Distribution of this letter via email (in the event you have an email address for this former student) can be in addition to...and not in place of...using the US Postal Service.

Sample Debtor Notification Letter:

Date:

Salutation (Example: Dear Mr./Mrs./Ms. _____,)

Our records show that you have a delinquent debt due to (name of district/college). Unless this issue is resolved within the next 30 days, we will be forwarding your name for collection to the California Franchise Tax Board (FTB) in the event you are owed a state tax refund, win a California Lottery prize or have unclaimed property to be distributed to you by the State of CA Controller's Office for the upcoming tax year.

California State Government Code Sections 12419.2, 12419.7, 12419.9, 12419.10 and 12419.11 authorize the Office of the State Controller and the FTB to collect money owed to individuals and then redirect these funds to pay the individuals' debts owed to the agencies/colleges.

Our records show that the total amount now due and payable to (name of district/college) is \$(enter amount) for (enter liability). You have 30 days to pay voluntarily before we submit your name to the Franchise Tax Board for an intercept.

You may submit objections and any relevant documentation to this action personally or in writing to (name of contact person, address, and/or telephone number) within 30 days from the date of this letter. Upon receipt of your objections, a college representative will review your case. If the representative finds that the offset is in error, the offset request will be withdrawn or the amount corrected. If no objections are submitted or if the objections are considered to be insufficient, we will proceed with this action. You may also contact this person for instructions on how to make payment.

Sincerely,

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APPENDIX D

SAM-MISCELLANEOUS ACCOUNTING PROCEDURES NONEMPLOYEE ACCOUNTS RECEIVABLE 8776.6 (REV. 434)

(Revised 06/2016)

Each department will develop collection procedures that will assure prompt follow-up on receivables. Departments will use the following procedures and guidelines for the collection of amounts owed to the state from nonemployees. These procedures are in accordance with the Accounts Receivable Management Act as provided in Government Code (GC) sections 16580-16586.

Locating Debtor

When the address of the debtor is unknown, departments will attempt to obtain a current address. Departments may use Internet search engines and/or a data research service. Departments should perform a cost benefit analysis to determine if procuring services to locate debtors would be cost beneficial. Another alternative is to request the debtor's address from the Department of Motor Vehicles by completing a Gov't Agency Request for Driver License/Identification Record Information form, INF 254. For this alternative, the debtor's date of birth or driver's license/identification number is required.

Collection Letters

Departments are advised to use collection practices that are cost effective and consistent with their program goals and legal authority. Three documented letters should be made to collect on nonemployee delinquent accounts. However, departments have the option of making one documented letter before proceeding to the discharge of accountability process for nonemployee accounts receivable of \$25 and under. This threshold applies to the total amount owed by the debtor, not to each invoice. The Discharge of Accountability section below provides more information regarding this process.

For the collection letter process, the department will send a sequence of three collection letters at a minimum of 30 day intervals. If a reply or payment is not received within 30 days after sending the first letter, the department will send a second letter. This follow-up letter will reference the original request for payment letter and will be stated in a stronger tone. If a response is still not received from the debtor, a third letter will be sent 30 days later. This last letter will include references to prior letters and will state what further actions, including collection fees, may be taken in the collection process.

Collection Fee

GC section 16583.1 allows departments to charge a reasonable fee, not to exceed the actual costs incurred by the department, to recover the department's collection costs on past due ARs.

If a department plans to recover costs pursuant to this section, departments should consider actual costs incurred, including, but not limited to, staff time to send out collection letters, postage, equipment costs, and contingency fees for private collectors.

Departments will record this fee as revenue, Source Code 162100, Delinquent Receivables – Cost Recoveries.

Collection Actions Review

If the three collection letters are unsuccessful, departments will prepare a cost benefit analysis to determine the most efficient and effective collection method by initiating one or more of the following actions:

1. **Offset Procedures**—An offset, is the interception and collection from amounts owed by other state departments to the debtor. For more offset information, see SAM section 8790.

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2. Court Settlements—There may be instances where it would be most effective for departments to seek court judgments against debtors. Departments should consider the possibility of filing action in small claims courts. For larger sums, department counsel should be consulted for advice.
3. Collection Agencies—Departments may consider contracting with another department that has a collection unit or with an outside collection agency.

The State Contracting Manual, the Public Contract Code section applicable to contracts for services, and GC section 19130 should be reviewed when a department is considering contracting with a collection agency. Any contract made with a collection agency must specify that all funds collected on behalf of a department will be remitted to that department. The collection agency can then be paid in one of several ways for its services - by a set fee per collection, on an hourly basis, or on a percentage basis, in arrears, based on services rendered.

Prior to assigning the debt to a collection agency, departments are required by law to notify the debtor in writing at the address of record that the alleged AR debt will be turned over for private collection unless the debt is paid or appealed within a specified time period.

Sale of ARs—Departments are authorized to sell ARs to private persons or entities. Departments will record the net income from the sale in their accounting records. Specific accounting entries for the sale of ARs are detailed in SAM section 10536, Standard Entry No. 36.

Prior to selling the debt, departments are required by law to notify the debtor in writing, at the address of record, that the alleged AR debt will be turned over for private collection unless the debt is paid or appealed within a specified time period.

Departments will select the collection actions that are likely to generate the highest net income and do not compromise future state income collections. In addition, departments should consult with the Franchise Tax Board or any other state department that has successfully established an effective AR collection system to develop methods for improving their collection rate.

Discharge from Accountability

If all reasonable collection procedures do not result in payment, departments may request discharge from accountability of uncollectable amounts due from private entities. Departments will review their AR, no less than quarterly, to identify receivables for discharge. If departments have identified receivables for discharge, departments will file an Application for Discharge from Accountability form, STD. 27, with the SCO, Division of Accounting and Reporting. Applications for Discharge from Accountability of uncollectable amounts of more than \$10,000 will be filed separately from applications for amounts of \$10,000 or less. The \$10,000 amount applies to the total of all amounts owed by the debtor, not to each invoice. The application for discharge shall include:

1. Statement of the nature of the amount due
2. Name(s) of the person(s) liable
3. Estimated cost of collection
4. Any other fact(s) supporting the request, including offset attempts (See SAM section 8790)
5. If the discharge from accountability is due to bankruptcy, the supporting documentation must include a copy of the court's final discharge of the debtor and evidence that the specific department is included in the petition for bankruptcy.
6. Signature, phone number, printed name, and title of person completing the STD. 27
7. Signature, printed name, and title of manager authorizing the STD. 27

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The individual authorizing the Application for Discharge from Accountability should be at a level at least equivalent to that of manager of the account office.

For AR amounts of \$500 or less, GC section 12438 authorizes state departments to refrain from collecting the AR provided that:

1. Attempts to collect these ARs are in accordance with SAM section 8776.6
2. Departments will discharge only those debts that have been determined uncollectible or it is not cost beneficial to continue pursuing collection
3. Departments understand the discharge from accountability does not release the debtor from the debt owed to the state

The \$500 limitation applies to the total of all amounts owed by the debtor, not to each invoice.

The California State Universities must refer to Education Code section 89750.5 for application limitations.

Date: August 24, 2021
Submitted by: Amanda Bauer, Executive Director Fiscal Services
Area Administrator: Brock McMurray, EVP of Administrative Services
Subject: Information Item



Board Meeting Date: September 8, 2021

Title of Board Item:

Use of Proposition 55 Education Protection Account (EPA) Funds for FY 2021/2022.

Background:

Proposition 55, Tax Extension to Fund Education and Healthcare, passed in November 2016. This proposition is an extension of Proposition 30. This proposition temporarily raises the income tax rate for high income earners (\$250,000 for individuals and \$500,000 for couples) through 2030 to provide continuing funding for local school districts and community colleges.

The governing board must make spending determinations of EPA funds in open session of a public meeting of the governing board, and each entity receiving funds must annually publish on its internet web site an accounting of how much money was received from the EPA and how that money was spent. Additionally, the annual independent financial and compliance audit required of community colleges shall ascertain and verify whether the funds provided from the EPA have been properly disbursed and expended as required by law. Expenses incurred to comply with these additional audit requirements may be paid from the EPA.

In 2021/2022, the state is replacing our General Fund apportionment dollars with funding through Proposition 55. The District expects to receive \$3,730,922 in Proposition 55 funds. However, these funds are not additional dollars beyond our regular state apportionment.

Terms (if applicable):

Not applicable.

Expense (if applicable):

Not applicable.

Fiscal Impact Including Source of Funds (if applicable):

The District is anticipated to receive \$3,730,922 in EPA funds in 2021/2022. Expenditure of EPA funds specifically prohibits the expenditures for administrative salaries and benefits or any other administrative costs. Accordingly, the EPA funds will be budgeted and expended for direct instructional salary expenses.

Approved: 
Dr. Debra Daniels, Superintendent/President

BOARD AGENDA ITEM

Date: August 11, 2021
Submitted by: Dr. Debra Daniels, Superintendent/President
Area Administrator: Dr. Debra Daniels, Superintendent/President
Subject: Request for Ratification

Board Meeting Date: September 8, 2021


Title of Board Item:
Agreement with Lozano Smith, LLP for Legal Services

Background:
Lozano Smith, LLP provides legal services to the District. The attached agreement outlines the terms and fee schedule for the various services provided as needed.

Terms (if applicable):
Effective August 1, 2021

Expense (if applicable):
See Attached Fee Schedule

Fiscal Impact Including Source of Funds (if applicable):
Expenses are included in the District budget.

Approved: 
Dr. Debra Daniels, Superintendent/President



AGREEMENT FOR LEGAL SERVICES

THIS AGREEMENT is effective August 1, 2021, between the WEST KERN COMMUNITY COLLEGE DISTRICT ("Client") and the law firm of LOZANO SMITH, LLP ("Attorney") (each a "Party" and collectively the "Parties"). Attorney shall provide legal services as requested by Client on the following terms and conditions:

1. **ENGAGEMENT.** Client hires Attorney on an as-requested basis as its legal counsel with respect to matters the Client refers to Attorney. When Client refers a matter to Attorney, Attorney shall confirm availability and ability to perform legal services regarding the matter. After Attorney has completed services for the specific matter referred by Client, then no continuing attorney-client relationship exists until Client requests further services and Attorney accepts a new engagement. If Attorney undertakes to provide legal services to represent Client in such matters, Attorney shall keep Client informed of significant developments and respond to Client's inquiries regarding those matters. Client understands that Attorney cannot guarantee any particular results, including the costs and expenses of representation. Client agrees to be forthcoming with Attorney, to cooperate with Attorney in protecting Client's interests, to keep Attorney fully informed of developments material to Attorney's representation of client, and to abide by this Agreement. Client is hereby advised of the right to seek independent legal advice regarding this Agreement.
2. **RATES TO BE CHARGED.** Client agrees to pay Attorney for services rendered based on the attached rate schedule. Agreements for legal fees on other-than-an-hourly basis may be made by mutual agreement for special projects (including as set forth in future addenda to this Agreement). Client may choose to pre-pay for legal services. If Client elects to pre-pay, any amount of pre-payment will be held in trust by Attorney. Attorney will thereafter charge Client at 95% of the hourly professional rates on the attached rate schedule, reflecting a 5% discount, with such charges applying against the pre-paid amount on deposit until that amount is exhausted, at which point the hourly professional rates will be charged at 100% of the hourly professional rates on the attached rate schedule. The pre-payment and 5% discount do not apply to costs and expenses.
3. **REIMBURSEMENT.** Client agrees to reimburse Attorney for actual and necessary expenses and costs incurred in the course of providing legal services to Client, including but not limited to expert, consultant, mediation and arbitration fees. Attorney shall not be required to advance costs on behalf of Client over the amount of \$1,000 unless otherwise agreed to in writing by Attorney. Typical expenses advanced for Client, without prior authorization, include messenger fees, witness fees, expedited delivery charges, travel expenses, court reporter fees and transcript fees. Client authorizes Attorney to retain experts or consultants to perform services.
4. **MONTHLY INVOICES.** Attorney shall send Client a statement for fees and costs incurred every calendar month (the "Statement"). Statements shall set forth the amount, rate and

description of services provided. Client shall pay Attorney's Statements within thirty (30) calendar days after receipt. An interest charge of one percent (1%) per month shall be assessed on balances that are more than thirty (30) calendar days past due, not to exceed 10% per annum.

5. **COMMUNICATIONS BETWEEN ATTORNEY AND CLIENT.** The Parties recognize that all legal advice provided by Attorney is protected by the Attorney-Client and Work Product Privileges. In addition to regular telephone, mail and other common business communication methods, Client hereby authorizes Attorney to use facsimile transmissions, cellular telephone calls and text, unencrypted email, and other electronic transmissions in communicating with Client. Unless otherwise instructed by Client, any such communications may include confidential information.

6. **POTENTIAL AND ACTUAL CONFLICTS OF INTEREST.** If Attorney becomes aware of any potential or actual conflict of interest between Client and one or more other clients represented by Attorney, Attorney will comply with applicable laws and rules of professional conduct.

7. **INDEPENDENT CONTRACTOR.** Attorney is an independent contractor and not an employee of Client.

8. **TERMINATION.**

a. **Termination by Client.** Client may discharge Attorney at any time, with or without cause, by written notice to Attorney.

b. **Termination by Mutual Consent or by Attorney.** Attorney may terminate its services at any time with Client's consent or for good cause. Good cause exists if (a) Client fails to pay Attorney's Statement within sixty (60) calendar days of its date, (b) Client fails to comply with other terms of this Agreement, including Client's duty to cooperate with Attorney in protecting Client's interests, (c) Client has failed to disclose material facts to Attorney or (d) any other circumstance exists that requires termination of this engagement under the ethical rules applicable to Attorney. Additionally, to the extent allowed by law, Attorney may decline to provide services on new matters or may terminate the Agreement without cause upon written notice to Client if Attorney is not then providing any legal services to Client. Even if this Agreement is not terminated, under paragraph 1 an attorney-client relationship exists only when Attorney is providing legal services to Client.

c. **Following Termination.** Upon termination by either Party: (i) Client shall promptly pay all unpaid fees and costs for services provided or costs incurred pursuant to this Agreement up to the date of termination; (ii) unless otherwise required by law or agreed to by the Parties, Attorney will provide no legal services following notice of termination; (iii) Client will cooperate with Attorney in facilitating the orderly transfer of any outstanding matters to new counsel, including promptly signing a substitution of counsel form at Attorney's request; and (iv) Client shall, upon request, be provided the Client's file maintained for the Client by Attorney and shall sign acknowledgment of

receipt upon delivery of that file. For all Statements received by Client from Attorney prior to the date of termination, Client's failure to notify Attorney in writing of any disagreement with either the services performed or the charges for those services as shown in the Statement within thirty (30) calendar days of the date of termination shall be deemed Client's acceptance of and agreement with the Statement. For any billing appearing for the first time on a Statement received by Client from Attorney after the date of termination, failure to notify Attorney in writing of any disagreement with either the services performed or the charges for those services within thirty (30) calendar days from receipt of the Statement shall be deemed to signify Client's acceptance of and agreement with the Statement.

9. **MAINTENANCE OF INSURANCE.** Attorney agrees that, during the term of this Agreement, Attorney shall maintain liability and errors and omissions insurance.

10. **CONSULTANT SERVICES.** Attorney works with professional consultants that provide services, including but not limited to, investigations, public relations, educational consulting, leadership mentoring and development, financial, budgeting, management auditing, board/superintendent/chancellor relations, administrator evaluation and best practices, and intergovernmental relations. Attorney does not share its legal fees with such consultants. Attorney may offer these services to Client upon request.

11. **DISPUTE RESOLUTION.**

a. **Mediation.** Except as otherwise set forth in this section, Client and Attorney agree to make a good faith effort to settle any dispute or claim that arises under this Agreement through discussions and negotiations and in compliance with applicable law. In the event of a claim or dispute, either Party may request, in writing to the other Party, to refer the dispute to mediation. This request shall be made within thirty (30) calendar days of the action giving rise to the dispute. Upon receipt of a request for mediation, both Parties shall make a good faith effort to select a mediator and complete the mediation process within sixty (60) calendar days. The mediator's fee shall be shared equally between Client and Attorney. Each Party shall bear its own attorney fees and costs. Whenever possible, any mediator selected shall have expertise in the area of the dispute and any selected mediator must be knowledgeable regarding the mediation process. No person shall serve as mediator in any dispute in which that person has any financial or personal interest in the outcome of the mediation. The mediator's recommendation for settlement, if any, is non-binding on the Parties. Mediation pursuant to this provision shall be private and confidential. Only the Parties and their representatives may attend any mediation session. Other persons may attend only with the written permission of both Parties. All persons who attend any mediation session shall be bound by the confidentiality requirements of California Evidence Code section 1115, et seq., and shall sign an agreement to that effect. Completion of mediation shall be a condition precedent to arbitration, unless the other Party refuses to cooperate in the setting of mediation.

b. **Dispute Regarding Fees.** Any dispute as to attorney fees and/or costs charged under this Agreement shall to the extent required by law be resolved under the California Mandatory Fee Arbitration Act (Bus. & Prof. Code §§ 6200, et seq.).

c. **Binding Arbitration.** Except as otherwise set forth in section (b) above, Client and Attorney agree to submit all disputes to final and binding arbitration, either following mediation which fails to resolve all disputes or in lieu of mediation as may be agreed by the Parties in writing. Either Party may make a written request to the other for arbitration. If made in lieu of mediation, the request must be made within sixty (60) calendar days of the action giving rise to the dispute. If the request for arbitration is made following an unsuccessful attempt to mediate the Parties' disputes, the request must be made within ten (10) calendar days of termination of the mediation. The Parties shall make a good faith attempt to select an arbitrator and complete the arbitration within ninety (90) calendar days. If there is no agreement on an arbitrator, the Parties shall use the Judicial Arbitration and Mediation Service (JAMS). The arbitrator's qualifications must meet the criteria set forth above for a mediator, except, in addition, the arbitrator shall be an attorney unless otherwise agreed by the Parties. The arbitrator's fee shall be shared equally by both Parties. Each Party shall bear its own attorney fees and other costs. The arbitrator shall render a written decision and provide it to both Parties. The arbitrator may award any remedy or relief otherwise available in court and the decision shall set forth the reasons for the award. The arbitrator shall not have any authority to amend or modify this agreement. Any arbitration conducted pursuant to this paragraph shall be governed by California Code of Civil Procedure sections 1281, et seq. By signing this Agreement, Client acknowledges that this agreement to arbitrate results in a waiver of Client's right to a court or jury trial for any fee dispute or malpractice claim. This also means that Client is giving up Client's right to discovery and appeal. If Client later refuses to submit to arbitration after agreeing to do so, Client maybe ordered to arbitrate pursuant to the provisions of California law. Client acknowledges that before signing this Agreement and agreeing to binding arbitration, Client is entitled, and has been given a reasonable opportunity, to seek the advice of independent counsel.

d. **Effect of Termination.** The terms of this section shall survive the termination of the Agreement.

12. **ENTIRE AGREEMENT.** This Agreement with its exhibit supersedes any and all other prior or contemporaneous oral or written agreements between the Parties. Each Party acknowledges that no representations, inducements, promises or agreements have been made by any person which are not incorporated herein, and that any other agreements shall be void. Furthermore, any modification of this Agreement shall only be effective if in writing signed by all Parties hereto.

13. **SEVERABILITY.** Should any provision of this Agreement be held by a court of competent jurisdiction to be invalid, void or unenforceable, but the remainder of the Agreement can be enforced without failure of material consideration to any Party, then this Agreement shall not be affected and it shall remain in full force and effect, unless amended or modified by mutual consent of the Parties; provided, however, that if the invalidity or unenforceability of any

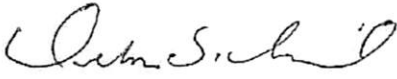

provision of this Agreement results in a material failure of consideration, then, to the extent allowed by law, the Party adversely affected thereby shall have the right in its sole discretion to terminate this Agreement upon providing written notice of such termination to the other Party.

14. NON-WAIVER. None of the provisions of this Agreement shall be considered waived by either Party unless such waiver is specified in writing.

15. NO THIRD PARTY RIGHTS. This Agreement shall not create any rights in, or inure to the benefit of, any third party.

16. ASSIGNMENT. The terms of this Agreement may not be assigned to any third party. Neither Party may assign any right of recovery under or related to the Agreement to any third party.

SO AGREED:

CLIENT SIGNATURE	ATTORNEY SIGNATURE
West Kern Community College District	Lozano Smith, LLP
BY (Authorized Signature) 	BY (Authorized Signature) 
PRINTED NAME AND TITLE OF PERSON SIGNING Debra S. Daniels ^{Superintendent} President	PRINTED NAME AND TITLE OF PERSON SIGNING Karen M. Rezendes, Managing Partner
DATE EXECUTED 8/10/21	DATE EXECUTED 08/06/2021



Lozano Smith

ATTORNEYS AT LAW

PROFESSIONAL RATE SCHEDULE FOR WEST KERN COMMUNITY COLLEGE DISTRICT

1. HOURLY PROFESSIONAL RATES

Client agrees to pay Attorney by the following standard hourly rate*:

Partner** / Senior Counsel / Of Counsel	\$ 275 - \$ 350 per hour
Associate	\$ 215 - \$ 285 per hour
Paralegal / Law Clerk	\$ 135 - \$ 195 per hour
Consultant	\$ 135 - \$ 195 per hour

* Rates for individual attorneys within each category above vary based upon years of experience. Specific rates for each attorney are available upon request.

** Rates for work performed by Senior Partners with 20 years of experience or more may range from \$350 - \$385 per hour.

2. BILLING PRACTICE

Lozano Smith will provide a monthly, itemized Statement for services rendered. Time billed is broken into 1/10 (.10) hour increments, allowing for maximum efficiency in the use of attorney time. Invoices will clearly indicate the department or individuals for whom services were rendered.

Written responses to audit letter inquiries will be charged to Client on an hourly basis, with the minimum charge for such responses equaling .5 hours. Travel time shall be prorated if the assigned attorney travels for two or more clients on the same trip.

3. COSTS AND EXPENSES

In-office copying/electronic communication printing	\$ 0.25 per page
Facsimile	\$ 0.25 per page
Postage	Actual Usage
Mileage	IRS Standard Rate

Other costs, such as messenger, meals, and lodging shall be charged on an actual and necessary basis.

Date: August 25, 2021
Submitted by: Xiaohong Li, VP Information and Institutional Effectiveness
Area Administrator: Dr. Debra Daniels, Superintendent/President
Subject: Request for Approval

Board Meeting Date: September 8, 2021

Title of Board Item:

Agreement with Foundation for California Community Colleges (FCCC) to provide Microsoft Campus Agreement with Computerland of Silicon Valley.

Background:

Taft College, a member of the Foundation for California Community Colleges, participates in the Microsoft Campus Agreement. This Agreement allows for reduced costs for licensing Microsoft products used by campus departments and classrooms.

Terms (if applicable):


Terms of the agreement are from September 16, 2021 – September 15, 2022.

Expense (if applicable):

Annual Cost of this agreement is \$36,560.50

Fiscal Impact Including Source of Funds (if applicable):

Cost of this agreement is included in the ITS budget and will be paid with COVID funds.

Approved: 

Dr. Debra Daniels, Superintendent/President

➤ **Renewal Worksheet of Taft College**

Validated Renewal Worksheet for Campus Agreement Licensing

Taft College
Foundation for California Community Colleges (FCCC)
Microsoft Campus Agreement 2021 (Year 2 of 4)

Please use this quote to generate and submit your PO no later than **Wednesday, 15-Sep-2021** to insure a timely renewal for everyone.

Purchase Order to be made payable to: Submit Purchase Order by fax or e-mail:

ComputerLand Silicon Valley
482 West San Carlos Str.
San Jose, CA 95110
Federal Tax ID 77-0269631

by FAX: **408-519-3260**
by E-mail: syork@cland.com

• **Choose a Desktop Bundle for Faculty and Staff**

	Desktop Bundle for Faculty & Staff	Item Price (per EQU)	Select	EQU Count	Ext. Price
1.	Microsoft 365 A3 per faculty/staff Education Qualified User (EQU)	\$61.00	<input checked="" type="checkbox"/>	315	\$19,215.00

• **Choose Optional Products Licensed Organization-Wide for Faculty/Staff**

	Optional Products Licensed Organization-Wide	Part Number	Item Price (per EQU)	Select	EQU Count	Ext. Price
1.	SQL Server CAL	359-00765CF	\$7.25	<input checked="" type="checkbox"/>	315	\$2,283.75
2.	Windows Remote Desktop Services CAL (formerly Terminal Svs CAL)	6VC-01251CF	\$7.25	<input checked="" type="checkbox"/>	315	\$2,283.75

• **Choose Optional Products Licensed per User or Device for Faculty/Staff**

	Optional Products Licensed per User or Device	Part Number	Item Price per User/Device	Number of Users/Devices	Ext. Price
1.	M365 A5 Security Suite per fac/staff user. Includes: - Defender for O365 P2 (formerly O365 ATP) - Defender for Endpoint (formerly Defender ATP) - Defender for Identity (formerly Azure ATP) - Azure AD Premium P2 - M	PYQ-00001CFU	\$37.00	50	\$1,850.00
2.	M365 Apps for Enterprise (Office 365 Pro Plus) for Devices - add-on to Microsoft 365 for deployment of full Office on shared machines like classrooms and labs.	RQL-00001CFU	\$0.00	1500	\$0.00
3.	Visio Online P2 per fac/staff user - includes download of Visio Pro	P4U-00001CFU	\$27.00	7	\$189.00
4.	Visual Studio Enterprise with MSDN per user	MX3-00115CFU	\$375.00	3	\$1,125.00

• **Choose Optional Products Licensed per User or Device for Students**

	Optional Products Licensed per User or Device	Part Number	Item Price per User/Device	Number of Users/Devices	Ext. Price
1.	Microsoft 365 A3 Student Use Benefit - must license all EQU to qualify, maximum ratio of EQU:Students is 1:40	AAD-38397CSU	\$0.00	12000	\$0.00

• **Server License Options**

	Server License	Part Number	Item Price per License	Number of Licenses	Ext. Price
1.	Core Infrastructure Server (CIS) Suite Datacenter - 16 core license pack. Combination of Windows Server Datacenter and System Center Datacenter license. Licensed per physical core, with unlimited server VMs allowed on the licensed device. Must licen	9GS-00128CF	\$560.00	8	\$4,480.00
2.	SQL Server Enterprise Core - 2 Core license pack. You must license 4 cores minimum per physical processor on a standalone machine or 4 virtual cores minimum on a VM. License all physical cores to achieve maximum virtualization on the licensed machine, all	7JQ-00341CF	\$1,335.00	2	\$2,670.00
3.	SQL Server Standard per Server (requires SQL CALs for all clients)	228-04437CF	\$88.00	8	\$704.00
4.	Windows Server External Connector - per physical host (needed for all Windows servers facing the internet OR, if student Windows Server CALs are not subscribed, needed for servers accessed by students off-campus or authenticating students on-campus or off	R39-00374CF	\$196.00	5	\$980.00
5.	Windows Server Standard Core - 16 core license pack. Licensed per physical core, with 2 VMs allowed on the licensed device. Must license 8 core minimum per processor, 2 processor minimum per physical server (16 core minimum per physical server).	9EM-00265CF	\$52.00	15	\$780.00

TOTAL \$36,560.50



BOARD AGENDA ITEM

Date: August 24, 2021
Submitted by: Dr. Sharyn Eveland, Professor of Psychology
Area Administrator: Dr. Leslie Minor, VP of Instruction *lm*
Subject: Request for Ratification

Board Meeting Date: September 8, 2021

Title of Board Item:

Annual Renewal of IBM SPSS Statistics Base Concurrent User Subscription and Support. Quote number: 19070810

Background:

This annual renewal of software supports Psychology 2200, Elementary Statistics for the Behavioral Sciences and Psychology 2205, Introduction to Research Methods in the Social Sciences.

Terms (if applicable):

September 1, 2021 - August 31, 2022

Expense (if applicable):

\$13,145.20

Fiscal Impact Including Source of Funds (if applicable):

This expense is included in the Office of Instruction budget.

Approved: *Debra Daniels*
Dr. Debra Daniels, Superintendent/President

Addendum to the Program License Agreement for IBM SPSS Academic Campus Value Option



The terms of this Addendum to the Program License Agreement for IBM SPSS Campus Value Option ("Addendum") are in addition to or modify the terms of the IBM International Program License Agreement ("IPLA") or the Client Relationship Agreement ("CRA") license and govern IBM's provision of selected IBM SPSS Programs, on a limited use basis, to "Licensee" (also called "Client"). If there is a conflict between the terms of this Addendum and those of the IPLA or CRA, including its License Information document ("LI"), the terms of this Addendum prevail. The IPLA or CRA and its LIs are available on the Internet at ibm.com/software/sla.

You accept the terms of this Addendum by signing below.

To participate in the IBM SPSS Academic Campus Value Option under the Agreement, Licensee must be an Accredited Education Institution and meet the requirements set forth in this Addendum.

An Accredited Education Institution is defined as a public or privately funded body. The institution may take the form of:

1. a university or college offering education leading to nationally recognized qualifications or levels of academic achievement, accredited by a regional or national accrediting council or commission or appropriate government agency or board of education of the state or country in which the educational institution is located,
2. an academic research institution or
3. a primary, elementary or secondary level school, either publicly or privately funded, where education is the principal objective leading to nationally recognized qualifications or levels of academic achievement, accredited to deliver education by national or regional councils or agencies.

1. Campus Value Option License Grant & Restrictions

If Licensee acquires a license to use the Program(s) listed in Section 3 under the "Campus Value Unit" licensing model, ("CVU License") as indicated by the notation "Campus Value Unit" in a Proof of Entitlement ("PoE") for the Program, the following additional terms and conditions apply:

- a. Campus Value Units are calculated based upon the number of full time equivalent students ("FTE") of Licensee's institution and the projected number of users during the fixed term specified by the start and end dates on **Quote 19070810** that accompanies this Addendum and as indicated in the PoE for the Program. "Full Time Equivalent or "FTE" students are defined as the sum of full time enrolled students plus one-half of the total number of part time enrolled students.
- b. Licensee may use the Program(s) listed below only during the fixed term specified in the Quotation and on Licensee's PoE.
- c. Except for Home Use, Licensee may use the Program(s) listed below without restriction as to quantity during the applicable fixed term.
- d. Licensee may only use the Program(s) listed below for teaching and non-commercial academic research on computers owned or leased by Licensee. Non-commercial academic research means research by degree seeking students and faculty members where (i) the results of such research are not intended primarily for the benefit of a third party; (ii) such results are made available to anyone without restriction on use, copying or further distribution; and (iii) any copy of any such result is furnished for no more than the cost of hosting, reproduction, and shipping. Any other use including but not limited to university administration and operations is strictly prohibited under the terms of this Addendum.

2. Home Use, and Virtual Computer Lab Use Extensions

Licensee may elect "Home Use", "or "Virtual Computer Lab Use" in Section 3 as part of their Campus Value Option.

2.1 Authorization for Home Use:

If Licensee obtains the proper entitlement for Home Use as indicated in Section 3, then Licensee's students and faculty of Licensee's institution may use the Program(s) listed below at home on computers that are owned or leased by the students or faculty ("Home Use") up to the entitled number of Authorized Users in Section 3 for the purposes set forth in Section 1d above. Institutions who purchase the home user rider need to develop a method to deliver the SPSS Statistics software to their students. Students and faculty can no longer use the SPSS Statistics trial to download the software The Home Use edition will mirror the purchased Campus edition in features and functionality.

2.2 Authorization for Virtual Computer Lab Use

If Licensee obtains the proper entitlement for Virtual Computer Lab Use as indicated in Section 3, then Licensee may use the Program(s) listed below in a virtualized computing environment on computers that are owned or leased by Licensee and students and faculty of Licensee's institution may access and use the Program(s) on or off campus for the purposes set forth in Section 1d above ("Virtual Computer Lab Use"). Virtual Computer Lab Use is restricted to Licensee's campuses covered by this Campus Value Option.

3.0 Campus Value Option Programs

CAMPUS VALUE OPTION EXTENSIONS		AUTHORIZATION
Number of IBM SPSS Statistics Authorized Home Users		<i>Unlimited</i>
Number of IBM SPSS Amos Authorized Home Users		<i>0</i>
IBM SPSS Statistics Virtual Computer Lab Use		<i>Yes</i>

PART NUMBER	PART NUMBER DESCRIPTION	QUANTITY
DOEVQLL	IBM SPSS Statistics Base Campus Edition Campus Value Unit Term License Subscription and Support 12 Months	70
DOEVQLL	IBM SPSS Statistics Base Campus Edition Campus Value Unit Term License Subscription and Support 12 Months	10
DOEVQLL	IBM SPSS Statistics Base Campus Edition Campus Value Unit Term License Subscription and Support 12 Months	10
DOEVQLL	IBM SPSS Exact Tests Campus Value Unit Term License Subscription and Support 12 Months	70
DOEVQLL	IBM SPSS Exact Tests Campus Value Unit Term License Subscription and Support 12 Months	10
DOEVQLL	IBM SPSS Exact Tests Campus Value Unit Term License Subscription and Support 12 Months	10

Once signed, any reproduction of this Addendum made by reliable means (for example, electronic image, photocopy or facsimile) is considered an original. Each of us agrees that the complete agreement, which replaces any prior oral or written communications between us regarding this transaction, consists of 1) this Addendum, 2) the IPLA, and, 3) the Quotation. In entering into this Addendum, Client is not relying upon any representation made by or on behalf of IBM that is not specified in this Addendum, the IPLA or CRA, or the Quotation.

Agreed to: Taft College

Agreed to: *International Business Machines Corporation*

By _____
Authorized signature

By _____
Authorized signature

Name (type or print):

Name (type or print):

Title:

Title: Sr. Account Manager

Date:

Date:

Customer identification number:

Customer site number:

Customer address:

IBM address: 71 S. Wacker Drive
Chicago, IL 60606-6306



IBM Quotation

23-Aug-2021

Quotation Information

Quotation Number: **19070810**
 Effective Date: **23-Aug-2021**
 Expiration Date: **30-Sep-2021**

Customer Information

Attn: Sharyn Eveland
 Taft College
 29 COUGAR CT
 TAFT CA 93268-2329
 UNITED STATES

Sales Representative

IBM Contact: **JEFFREY P DIMARCO**
 Phone Number: **1-919-884-3417**

SAP Customer Number: **3212931**
 IBM Customer Number: **9140091**

Payer: 3212931
 Taft College
 29 COUGAR CT
 TAFT CA 93268-2329
 UNITED STATES

Summary

Subtotal	13,145.20
Total	13,145.20 USD

Software

Item	Part Number	Quantity	Unit Price	Extended Amount
IBM SPSS Statistics Base Campus Edition Campus Value Unit Term License Subscription and Support 12 Months				
1	D0EVQLL	70	79.42	5,559.40
Duration: 02-Sep-2021 - 30-Sep-2022				
IBM SPSS Statistics Base Campus Edition Campus Value Unit Term License Subscription and Support 12 Months				
2	D0EVQLL	10	71.31	713.10
Duration: 02-Sep-2021 - 30-Sep-2022				
IBM SPSS Statistics Base Campus Edition Campus Value Unit Term License Subscription and Support 12 Months				
3	D0EVQLL	10	71.31	713.10
Duration: 02-Sep-2021 - 30-Sep-2022				

Final coverage dates for new license, Software Subscription and Support reinstatement, and Software Subscription and Support renewal part numbers will be based upon IBM's acceptance of the order, and as specified in the applicable agreements, irrespective of the dates which may appear in this quote.

International Business Machines Corporation
International Business Machines Corporation, PO Box 643600, Pittsburgh, PA
15264-3600



Item	Part Number	Quantity	Unit Price	Extended Amount
IBM SPSS Exact Tests Campus Value Unit Term License Subscription and Support 12 Months				
4	D0EU4LL	70	69.80	4,886.00
Duration: 02-Sep-2021 - 30-Sep-2022				
<hr/>				
IBM SPSS Exact Tests Campus Value Unit Term License Subscription and Support 12 Months				
5	D0EU4LL	10	63.68	636.80
Duration: 02-Sep-2021 - 30-Sep-2022				
<hr/>				
IBM SPSS Exact Tests Campus Value Unit Term License Subscription and Support 12 Months				
6	D0EU4LL	10	63.68	636.80
Duration: 02-Sep-2021 - 30-Sep-2022				
<hr/>				

Applicable tax will be recalculated at the time of order processing.

IBM acceptance of the order is subject to credit approval.



Quotation Terms and Conditions

01. The prices listed above are based on the Program(s) being licensed under the terms of the IBM International Program License Agreement ("IPLA") and the License Information ("LI") that can be viewed at <http://www-306.ibm.com/software/sla/sladb.nsl> and are included with the shipment of the Program, or for electronic delivery included with the product download instructions. Software Subscription and Support (Software Maintenance) is governed by the IBM International Agreement for the Acquisition of Software Subscription and Support ("IAASSS"), which is available upon request. This quotation is expressly conditional on acceptance of such terms. No additional terms will apply without IBM's prior, express written consent.
02. More detailed information about Support can be found in the IBM Software Support Guide, located at <http://www-304.ibm.com/support/customercare/sasff/handbook/home.html>.
03. Price quoted does not include any VAT/GST/sales tax. Applicable sales tax/VAT/GST will be added upon invoicing. If any authority imposes a duty, tax, levy or fee, excluding those based on IBM's net income, upon the Programs and/or Software Subscription and Support, then the End User agrees to pay the amount specified or supply exemption documentation. The End User is responsible for any personal property taxes for the Programs, and/or Software Subscription and Support from the delivery date.*
04. Changes to the terms of this Quote or the documents referred to herein shall not be valid unless agreed in writing by the End User and IBM. Additional or different terms in any order or written communication from the End User will be void. Please submit your Purchase Order or sign this quotation form to confirm your acceptance of these terms.**
05. Prices set forth in this Quote are valid only through the "Quote Expires" date above. Any discounts offered herein are subject to change if item(s) or quantity ordered do not match those listed in this Quote.
06. Net Payment of the Total Fees is due upon receipt of invoice from IBM. ***
07. Shipping is FOB Origin.
08. You acknowledge and agree that this transaction is to be conducted in the language of this quote, and agree that the terms of the agreement (including this form and the IPLA, LI and IAASSS) as written are valid and enforceable. ***
09. IBM shall have the right to verify your compliance with the license terms on your premises during your normal business hours and in a manner that minimizes disruption to your business. IBM may use an independent auditor for this with your prior approval, which you will not unreasonably withhold. If you are a Business Partner you will procure that IBM has the right to verify the End User's compliance with the license terms in accordance with this paragraph.
10. Unless otherwise agreed, IBM may make partial shipment of Programs making up one order.
11. The Attachment for Purchase of IBM Appliances and Appliance Services ("Attachment") govern the purchase, warranty, maintenance and services terms for IBM Appliances obtained from IBM or an authorized reseller available at the following URL: www.ibm.com/appliance/attachment
12. This quotation is conditional on satisfactory credit checks being performed and a sufficient credit limit being in place at the time of placing the purchase order ("PO"). In the absence of this, IBM reserves the right to reject the PO, to require up-front payment or require that a satisfactory payment guarantee be put in place prior to processing the PO.
13. Data Processing Protection - IBM's Data Processing Addendum (DPA) at <http://ibm.com/dpa> and the DPA Exhibit at <https://www.ibm.com/mysupport/s/article/support-privacy> apply to Client personal data, if and to the extent: i) the European General Data Protection Regulation (EU/2016/679); and ii) other data protection laws identified at www.ibm.com/dpa/dpa apply.
14. This Quote, and the documents referenced herein, including but not limited to the IPLA, LI and IAASSS in Item 1 above and the Attachment, constitute the entire agreement between the parties (and where relevant the End User) in connection with the subject matter includes, and supersedes, merges and voids all prior and contemporaneous agreements, understandings, negotiations and discussions, whether oral or written, of the parties with respect thereto.

* For Customers in Brunei, Indonesia, Philippines, Vietnam, Malaysia, Thailand, Hong Kong, Taiwan, or Macau Item 3 is replaced as follows:

3. Price quoted does not include any VAT/GST/sales tax or other local tax. Applicable sales or local tax/VAT/GST will be added upon invoicing. Should you be required under any law or regulation of any government entity or authority, domestic or foreign, to withhold or deduct any portion of the payments due to IBM, then the sum payable to IBM shall be increased by the amount necessary to yield to IBM an amount equal to the sum it would have received had no withholdings or deductions been made. The End User is responsible for any personal property taxes for the Programs, and/or Software Maintenance from the delivery date.

* For Customers in Europe, Middle East or Africa Item 3 is replaced as follows:

3. Price quoted does not include any VAT/GST/sales tax. If any authority imposes a duty, tax, levy or fee, excluding those based on IBM's net income, upon the Programs and/or Software Subscription and Support, then you agree to pay the amount specified on the invoice or supply exemption documentation. The end user of the Programs ("End User") is responsible for any personal property taxes for the Programs, and/or Software Subscription and Support from the delivery date.

International Business Machines Corporation

International Business Machines Corporation, PO Box 643600, Pittsburgh, PA 15264-3600



* For Customers in Australia Item 3 is replaced as follows:

- 3. If any authority imposes a duty, tax, levy or fee, excluding those based on IBM's net income, upon the Programs and/or Software Subscription and Support, then the End User agrees to pay the amount specified or supply exemption documentation. The End User is responsible for any personal property taxes for the Programs, and/or Software Subscription and Support from the delivery date. If the rate of GST or other indirect taxes changes, IBM may adjust the charge or other payable to take into account that change from the date the change becomes effective.

* For Customers in Japan Item 3 is replaced as follows:

- 3. Price quoted does not include any consumption tax. Applicable consumption tax will be added upon invoicing. If any authority imposes a duty, tax, levy or fee, excluding those based on IBM's net income, upon the Programs and/or Software Subscription and Support, then the End User agrees to pay the amount specified or supply exemption documentation. The End User is responsible for any personal property taxes for the Programs, and/or Software Subscription and Support from the delivery date.

** For Customers in Europe, Middle East or Africa Item 4 is replaced as follows:

- 4. Changes to the terms of this Quote or the documents referred to herein shall not be valid unless agreed in writing by the End User and IBM. Additional or different terms in any order or written communication from the End User will be void. Please submit your Purchase Order to confirm your acceptance of these terms.

*** For Business Partner Item 6 is replaced as follows:

- 6. Net payment due upon receipt or per your Partner Agreement

*** For Business Partner Item 8 add the following:

Added to 8. Prior to providing any Program(s) to the End user, you will ensure that the terms of each end-user license agreement satisfies the requirements of your Partner Agreement.

For customers in the following countries, please sign below for your acceptance of this quote and return with your order.

Afghanistan, Albania, Algeria, Andorra, Angola, Bahrain, Belgium, Benin, Botswana, Bulgaria, Burkina Faso, Burundi, Cameroon, Caper Verde, Central African republic, Chad, The Democratic Republic of Congo, Cote D'Ivoire, Czech Republic, Djibouti, Egypt, Equatorial Guinea, Eritrea, Ethiopia, France, French Guiana, French Polynesia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Iran, Iraq, Italy, Japan, Jordan, Kenya, Kuwait, Lesotho, Liberia, Libya, Macedonia, Malawi, Mali, Malta, Mauritania, Morocco, Mozambique, Namibia, Netherlands, Niger, Nigeria, Oman, Pakistan, Palestinian Territory, Poland, Qatar, Rwanda, San Marino, Sudan, Swaziland, Syria, United Republic of Tanzania, Togo, Tunisia, Turkey, Uganda, United Arab Emirates, Western Sahara, Yemen, Zambia, and Zimbabwe.

For customers in the following countries, please sign below for your acceptance of this quote and return with your order.

An IBM delegate will need to countersign.

Argentina, Belize, Bolivia, Bosnia and Herzegovina, Brazil, Chile, China, Colombia, Costa Rica, Croatia, Cuba, Dominican Republic, Ecuador, El Salvador, Guam, Guatemala, Haiti, Honduras, Hungary, Luxembourg, Marshall Islands, Mexico, Federated States of Micronesia, Nicaragua, Northern Mariana Islands, Palau, Panama, Paraguay, Peru, Puerto Rico, Romania, Serbia and Montenegro, Turkmenistan, Uruguay, and Venezuela.

Agreed to:
'Customer'

Agreed to:
Local International Business Machines Delegate

By _____
Authorized Signature

By _____
Authorized Signature

Name (type or print):

Name (type or print):

Date:

Date:

International Business Machines Corporation
International Business Machines Corporation, PO Box 643600, Pittsburgh, PA
15264-3600



Firm Order Letter

To: Order Management

I have full authority to commit funding of 13,145.20 USD for payment under Quote Number 19070810, dated 23-Aug-2021 plus any additional on-demand, overage, and partial month charges associated with contracted Software as a Service on this quote on behalf of Taft College. All approvals required to issue payment have been obtained. Notwithstanding the terms of the Contract or our prior practice, payment is not contingent upon issuance of a Purchase Order. This order is firm, irrevocable, and payment is due as specified in the IBM invoice.

Bill to:

Taft College
29 COUGAR CT
TAFT CA 93268-2329
UNITED STATES

Ship to:

Taft College
29 COUGAR CT
TAFT CA 93268-2329
UNITED STATES

Contact Name: Sharyn Eveland
Contact Email: seveland@taftcollege.edu
Contact Phone: 6617637866

Contact Name: Sharyn Eveland
Contact Email: seveland@taftcollege.edu
Contact Phone: 6617637866

Quote Contact:

Contact Name: Sharyn Eveland
Contact Email: seveland@taftcollege.edu
Contact Phone: 6617637866

By: _____ **Authorized Signature**
Name(type or print): _____
Title: _____
Date: _____

IBM Sales Rep JEFFREY P DIMARCO
Phone Number: 1-919-884-3417
E-mail Address: jpdimarc@us.ibm.com



BOARD AGENDA ITEM

Date: August 23, 2021
Submitted by: Xiaohong Li, VP Information and Institutional Effectiveness
Area Administrator: Dr. Debra Daniels, Superintendent/President
Subject: Request for Approval

Board Meeting Date: September 8, 2021

Title of Board Item:

Renewal Agreement (123142080-1) with Dai Source for IBM Cognos.

Background:

This renewal agreement with DAI Source provides required licensing for Cognos, the College data reporting system. This IBM software subscription and support includes both product upgrades and technical support.

Terms (if applicable):

Licensing will be renewed from November 1, 2021 - October 31, 2022.

Expense (if applicable):

The total cost of this license is \$9,980.26.

Fiscal Impact Including Source of Funds (if applicable):

This expense will be split 50/50 between the Instruction and Information Technology Departments.

Approved: _____


Dr. Debra Daniels, Superintendent/President

Quotation #: 123142080-1
 Quote Date: 8/3/2021
 Expiration Date: 10/25/2021
 Passport Advantage #: 188400 3407311
 Taft College
 29 Emmons Park Drive
 Taft, CA 93268-2317
 United States



Li	Qty	Part	Description	Unit Price	Price (USD)
1	4	E0K2DLL	IBM COGNOS ANALYTICS EXPLORER AUTHORIZED USER ANNUAL SW SUBSCRIPTION & SUPPORT RENEWAL 01-NOV-2021 31-OCT-2022	\$182.83	\$731.32
2	200	E0K2HLL	IBM COGNOS ANALYTICS INFORMATION DISTRIBUTION PROCESSOR VALUE UNIT ANNUAL SW SUBSCRIPTION & SUPPORT RENEWAL 01-NOV-2021 31-OCT-2022	\$36.50	\$7,300.00
3	1	E0K30LL	IBM COGNOS ANALYTICS ADMINISTRATOR PER AUTHORIZED USER ANNUAL SW SUBSCRIPTION & SUPPORT RENEWAL 01-NOV-2021 31-OCT-2022	\$1,444.00	\$1,444.00
4	1	E0L0GLL	IBM SPSS MODELER PERSONAL AUTHORIZED USER ANNUAL SW SUBSCRIPTION & SUPPORT RENEWAL 12 MONTHS 01-NOV-2021 31-OCT-2022	\$708.62	\$708.62

Total	<u>\$10,183.94</u>
Discount	<u>-\$203.68</u>
Grand Total	<u><u>\$9,980.26</u></u>

Accepted By:

Date:

DAI Source is a reseller of IBM SW Subscription & Support. Purchasing IBM SW Subscription & Support through DAI Source does not change how Taft College is supported on the associated software - Taft College will continue to work directly with IBM for the delivery of SW Subscription & Support.

Invoice will be generated upon entitlement. Payment Terms are net 30 days. Please sign and return with a PO made out to:
DAI Source
5605 North MacArthur Boulevard 10th Floor
Irving, Texas 75038



BOARD AGENDA ITEM

Date: August 30, 2021
Submitted by: Dr. Debra Daniels, Superintendent/President
Area Administrator: Dr. Debra Daniels, Superintendent/President
Subject: Request for Ratification

Board Meeting Date: September 8, 2021

Title of Board Item:

Contract for Professional Services with Chris Ruiz for Sports Information/Webmaster Services for the Taft College Athletics Programs/Website

Background:

The Athletics Department of Taft College would like to utilize the professional services of Chris Ruiz to assist in setting up new sports seasons, writing game articles and other news/special events for posting on the website, and general updating of the website. These services would provide more timely and updated sports/athletics information for our students, staff, faculty, and the general public.

Terms (if applicable):

The effective dates are August 1, 2021 through May 31, 2022.

Expense (if applicable):

The independent contractor shall receive \$500 per month for a total of \$5,000.

Fiscal Impact Including Source of Funds (if applicable):

This will be paid for by 2021-2022 Guided Pathways Grant Funding.

Approved: 
Dr. Debra Daniels, Superintendent/President

**WEST KERN COMMUNITY COLLEGE DISTRICT
CONTRACT FOR PROFESSIONAL SERVICES**

This agreement is entered into by and between the WEST KERN COMMUNITY COLLEGE DISTRICT ("District") and Chris Ruiz ("Independent Contractor"). The agreement is effective August 1, 2021.

Recitals

1. District desires to obtain the services of an education consultant especially trained and experienced in rendering the following services: Sports Information/Webmaster (and as may be more particularly described in paragraph 3 of terms below).
2. Independent Contractor is an Independent Contractor especially trained and experienced in providing the services described in recital #1 above.
3. The parties have agreed that the Independent Contractor will provide the personal professional services as specified in this Agreement as an Independent Contractor, as available, and not as an employee of the District.

Terms

NOW, THEREFORE, THE PARTIES AGREE AS FOLLOWS:

1. **Recitals Approved.** The above recitals are true and correct.
2. **Length of Agreement.** Independent Contractor shall provide the services August 1, 2021 through May 31, 2022.
3. **Services to be Provided.** The services to be provided to the District by the Independent Contractor include but are not necessarily limited to the following:
 - a. **Set up new sport seasons:**
 - Input schedules
 - Input team rosters/Input team rosters
 - Update links on main navigation bars and specific team page navigation bars
 - Upload team photos to roster page
 - Upload student-athlete/coaches photos to bio pages
 - Upload coaches' information to bio pages
 - Archive previous season's schedules/results, statistics, roster, and news page

b. Write game stories from completed games/events:

- Will Use game statistics uploaded by coaches to CAA/PrestoSports Website to write game recap
- Will upload the stories to the Taft Athletics website, usually within 24 hours, to keep the site updated with new content

c. Write other news/special events stories for posting on website as requested:

- Athletic Director and coaches may email me directly with new they would like featured on the site and on their team pages. Examples of this would include awards, signing and transfers, new hires, and community involvement.
- Special event stories could also be featured, which could include fundraising events, golf tournament, Hall of Fame, Coaches vs. Cancer/Dig Pink, and camps/clinics

d. General updating of the site and other items:

- Keep staff directory up to date
- Upload additional PDFs (team media guides/programs, recruiting documents) to site
- Can create email lists and newsletters for distribution
- Can create email interest forms for first contact by potential student-athletes to coaches
- Can assist with maintenance of social media accounts (Twitter, Facebook)

4. **Compensation.** Independent Contractor shall be paid the sum of \$500.00 per month.
5. **Hold Harmless Agreement.** Any amounts paid under this Agreement constitute the total compensation for all services rendered by Independent Contractor. The Independent Contractor agrees to pay all Social Security and other income taxes which may accrue by reason of this Agreement, and to indemnify, defend, and hold the District, its officers, agents, and employees harmless from all claims, penalties, damages, liabilities, costs, and expenses including attorney fees, related to Independent Contractor's failure to pay these and similar obligations. Further, since the Independent Contractor is acting solely in an Independent Contractor capacity, the Independent Contractor and their staff will not be entitled to and shall not by reason of this Independent Contractor arrangement receive any employee benefits from the District.
6. **Monthly Service Report.** Upon request, the Independent Contractor shall submit a monthly service report in writing to the District which shall include a diary showing days and service rendered.
7. **Travel Expenses/Mileage Reimbursement.** The District shall not have a need to reimburse Independent Contractor for travel expenses or mileage.

8. **Standards of Ethical Conduct and Confidentiality.** Standards of ethical conduct and confidentiality shall be maintained, and Independent Contractor will not engage in inappropriate contacts or professional conflicts of interest.
9. **Earlier Termination.** District may terminate this Agreement upon providing Independent Contractor with 15 days prior written notice of such termination.

Executed at Taft, California, on the dates shown below.

Date of WKCCD Board Approval:

Budget Code:

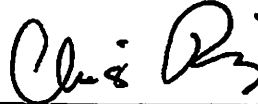
~~12653~~-301-5510-63900

West Kern Community College District:

Independent Contractor:

By: Dr. Debra S. Daniels

By: Chris Ruiz



Signature

Signature

Taft College Check Register Report

01-August-21 through 31-August-21

FY 21-22

78052853	08/04/2021	A00200043American Express	I0065505	11005072	11000	000	7211	00000	18,691.35	
78052854	08/04/2021	A00200052AP Architects	I0065553	11816	41400	000	5510	71003	13,012.15	
78052855	08/04/2021	A00200053Apple Computer Inc.	I0065524	AF220672	12720	421	4311	67900	1,182.68	
78052856	08/04/2021	A00200063Austin's Pest Control, Inc.	I0065515	JUL. 21	12560	223	5860	09565	55.00	
78052857	08/04/2021	A00200076Bandy, Ingrun K.	I0065509	062721	11000	352	5710	69610	493.16	
78052858	08/04/2021	A00200116Burt Electric & Communicatio	I0065436	060821	42350	000	6211	71003	422.13	
					42350	000	6211	71003	456.11	
78052859	08/04/2021	A00200153CCCCIO	I0065554	2122	11000	202	5210	60100	300.00	
78052860	08/04/2021	A00284647CCS Disaster Recovery Servic	I0065529	6466	11000	113	5644	67801	3,420.00	
78052861	08/04/2021	A00200161CDW-G	I0065572	F297834	12745	421	6415	67900	701.43	
78052862	08/04/2021	A00201685Cengage Learning	I0065513	74700766	31000	423	4110	69100	270.00	
					31000	423	4115	69100	0.01	
					31000	423	5940	69100	20.98	
78052863	08/04/2021	A00200167Central Valley Conference	I0065523	2108	11000	352	5210	69610	7,000.00	
78052864	08/04/2021	A00200181City of Taft	I0065544	083121	11000	431	5850	65700	1,825.72	
					11000	431	5850	65500	37.26	
78052865	08/04/2021	A00200198Community College League of	I0065552	12775	11000	110	5210	66003	10,100.00	
78052866	08/04/2021	A00302543Darby Dental Supply, LLC	I0065531	2027056	12650	205	4311	12042	247.49	
78052867	08/04/2021	A00200307Farmer Bros. Company	I0065558	80191866	32000	422	4410	69400	270.63	
78052868	08/04/2021	A00200308Federal Express Corporation	I0065541	7-437-51	11000	411	5950	67300	59.39	
					11000	401	5940	67705	34.16	
					7-422-80	11000	411	5950	67300	21.58
78052869	08/04/2021	A00319544FFP Fund V Lessee1, LLC	I0065567	2022-F5L	11000	431	5830	65700	24,407.86	
78052870	08/04/2021	A00283264Frontier California Inc.	I0065546	57340710	11000	431	5840	65700	48.48	
78052871	08/04/2021	A00283264Frontier California Inc.	I0065548	77000628	11000	431	5840	65700	1,016.40	
78052872	08/04/2021	A00283264Frontier California Inc.	I0065550	79000628	11000	431	5840	65700	888.68	
78052873	08/04/2021	A00283264Frontier California Inc.	I0065557	57030707	11000	431	5840	65700	151.13	
78052874	08/04/2021	A00200655Henry Schein, Inc.	I0065519	96087125	12651	205	4311	12042	6,424.00	
78052875	08/04/2021	A00224086inContact, Inc.	I0065545	6852818	11000	431	5840	65100	147.67	
					11000	431	5840	65700	1,194.76	
78052876	08/04/2021	A00244581Independent Fire and Safety,	I0065569	4122	11000	431	5631	65100	3,217.12	
					33428	310	5631	69200	383.36	
78052876	08/04/2021	A00244581Independent Fire and Safety,	I0065569	4122	39000	314	5880	69800	443.76	
					35827	357	5631	69700	274.25	
					35819	357	5631	69700	274.25	
78052877	08/04/2021	A00247034Kaplan Early Learning Compan	I0065528	00059057	33428	310	4310	69200	179.96	
					33528	310	4310	69200	179.96	
					33588	310	4310	69200	359.93	
78052878	08/04/2021	A00200707Keenan & Associates	I0065565	262038	11000	401	5320	67702	5,162.50	
78052879	08/04/2021	A00200712Kern County Supt. of Schools	I0065522	091321	12000	319	5990	63200	2,500.00	
					103528	11000	421	5911	67200	985.50
78052880	08/04/2021	A00259082Lozano Smith, LLP	I0065526	07202021	11000	110	5430	66003	20,000.00	
78052881	08/04/2021	A00200555McGraw-Hill	I0065514	11814370	31000	423	4110	69100	5,400.00	
					31000	423	5940	69100	15.25	
78052882	08/04/2021	A00294618McNeil and Associates, LLC	I0065532	41	11000	110	5510	66003	3,150.00	
78052883	08/04/2021	A00293117Michael Flooring Inc.	I0065518	I-4256	33528	310	6211	69200	11,791.00	
					33588	310	6211	69200	11,791.00	
					I-4324	35819	357	6210	65100	6,762.79
78052884	08/04/2021	A00307058Minor, Leslie B.	I0065511	071321	11000	202	5710	60100	859.48	
78052885	08/04/2021	A00200498Office Depot	I0065506	17056441	11000	209	4311	04100	35.23	
78052886	08/04/2021	A00251929Oja, Michelle E.	I0065510	070721	11000	225	5710	60300	200.00	

Taft College Check Register Report

01-August-21 through 31-August-21

FY 21-22

78052887	08/04/2021	A00200508P. G. & E.	I0065517	071321	35900	357	5820	69700	46.35
					35900	357	5830	69700	463.53
78052888	08/04/2021	A00318539Paycor, Inc.	I0065537	INV00038	12571	411	5985	67300	333.00
78052889	08/04/2021	A00200522Pepsi-Cola Company	I0065555	37485804	32000	422	4410	69400	1,056.53
78052890	08/04/2021	A00200536Praxair Distribution, Inc.	I0065520	62377060	12651	205	4311	12042	586.82
					12651	205	4311	12042	142.71
			I0065521	64320340	11000	205	4311	12042	1,213.73
78052891	08/04/2021	A00270674Public Agency Law Group	I0065561	062021	11000	401	5430	67200	224.00
			I0065562	070421	12418	421	5430	67900	4,416.00
78052892	08/04/2021	A00317367Quadient Leasing USA, Inc.	I0065536	N8904059	11000	411	5950	67300	1,018.20
78052893	08/04/2021	A00200458Roth, Rebecca E.	I0065540	031521	11000	210	5505	13052	95.00
78052894	08/04/2021	A00220442Serban Sound & Communication	I0065508	1530	33428	310	4310	69200	5,566.29
					33528	310	4310	69200	5,566.29
					33588	310	4310	69200	11,132.58
78052895	08/04/2021	A00200396Spurr	I0065568	115596	11000	431	5820	65700	1,261.78
					35827	357	5820	69700	72.41
					33428	310	5820	69200	55.26
					33528	310	5820	69200	55.26
					33588	310	5820	69200	55.28
78052896	08/04/2021	A00200400Stinson's	I0065527	112964-0	11000	113	4310	67801	31.33
					11000	113	4310	67801	26.68
					11000	113	4310	67801	23.60
78052897	08/04/2021	A00200419T.C. Clearing Account	I0065542	060121	11000	421	5912	67200	1,916.26
78052898	08/04/2021	A00200425Taft College	I0065534	051621	31000	423	7130	69100	615.00
78052899	08/04/2021	A00200425Taft College	I0065535	061421	31000	423	7130	69100	990.00
78052900	08/04/2021	A00200862Taft College Bookstore	I0065556	061421	11000	000	9161	00000	1,766.24
78052901	08/04/2021	A00200862Taft College Bookstore	I0065564	2969	11000	401	4310	67200	64.34
78052902	08/04/2021	A00200862Taft College Bookstore	I0065571	4207	11000	352	5940	69610	12.05
78052903	08/04/2021	A00200426Taft College Cafeteria	I0065559	284	12551	353	4410	64600	274.50
			I0065560	285	12551	353	4410	64600	183.00
78052904	08/04/2021	A00252942TC Federal Financial Aid Cle	I0065547	07192021	11999	421	7412	73900	2,403.00
78052905	08/04/2021	A00256341Terminix	I0065507	40950084	33428	310	5860	69200	78.50
					33528	310	5860	69200	78.50
					33588	310	5860	69200	157.00
78052906	08/04/2021	A00324243TM Signs and Graphics	I0065551	INV-341	11020	110	5970	68900	13,472.74
78052907	08/04/2021	A00200282True Value Home Center	I0065516	444713	39000	314	4310	69800	47.18
78052908	08/04/2021	A00255644U.S. Bank Equipment Finance	I0065525	44791785	33428	310	5971	69200	174.10
					11000	421	5971	67200	15.68
					31000	423	5971	69100	656.58
78052909	08/04/2021	A00200293United Parcel Service	I0065549	00009697	31000	423	5940	67705	1,387.63
78052910	08/04/2021	A00200355West Kern Water District	I0065543	071321	11000	431	5810	65700	624.18
					39000	314	5810	64991	115.06
					12433	314	5810	69800	12.78
78052911	08/04/2021	A00200360Westec	I0065512	27727	11450	204	5641	09543	17,928.75
			I0065563	27707	11450	204	5641	09543	68,129.25
78052912	08/04/2021	A00323909Winfree, Terri L.	I0065533	072121	11000	110	5510	66003	300.00
78052913	08/04/2021	A00266014World Institute for Nurturin	I0065538	2046491	11000	210	5210	13052	85.00
					11000	210	4311	13052	255.00
78052914	08/04/2021	A00308504Wright Express FSC	I0065570	72949100	11000	431	4316	65100	73.77
					11000	113	4316	67801	75.56
					11000	432	5990	67703	236.67

Taft College Check Register Report

01-August-21 through 31-August-21

FY 21-22

78052915	08/10/2021	A00298578Beltran, Angel A.	S0051445		11000		9526		184.00
78052916	08/10/2021	A00303692Brown, Lyndsey J.	S0051451		11000		9526		136.00
78052917	08/10/2021	A00319980Dao, Peter	S0051448		11000		9526		462.00
78052918	08/10/2021	A00319804Eriksen, Brianna M.	S0051447		11000		9526		3,996.00
78052919	08/10/2021	A00030157Escobedo, Octavio	S0051455		11000		9526		184.00
78052920	08/10/2021	A00309381Evans, Brock M.	S0051452		11000		9526		92.00
78052921	08/10/2021	A00317823Francis, Justin W.	S0051462		11000		9526		150.00
78052922	08/10/2021	A00315734Hernandez Gutierrez, Eduardo	S0051454		11000		9526		150.00
78052923	08/10/2021	A00275688Johnson, Harlee L.	S0051459		11000		9526		138.00
78052924	08/10/2021	A00287344Laguna, Stephen A.	S0051461		11000		9526		276.00
78052925	08/10/2021	A00319087Leyva, Diana Q.	S0051446		11000		9526		276.00
78052926	08/10/2021	A00279354Leyva, Jesus L.	S0051460		11000		9526		276.00
78052927	08/10/2021	A00272723Lugo, Anna M.	S0051458		11000		9526		184.00
78052928	08/10/2021	A00321312MacKinnon, Emma L.	S0051449		11000		9526		762.00
78052929	08/10/2021	A00302732Martinez, Maria G.	S0051450		11000		9526		2.00
78052930	08/10/2021	A00317469Ochoa-Heredia, Veronica L.	S0051444		11000		9526		230.00
78052931	08/10/2021	A00314708Robles, Arianna R.	S0051453		11000		9526		276.00
78052932	08/10/2021	A00220337Solis, Lisa	S0051456		11000		9526		4.00
78052933	08/10/2021	A00264835Valencia, Diana E.	S0051457		11000		9526		275.00
78052934	08/11/2021	A00200017A.P.I. Plumbing	I0065634	20582	39000	314	5885	69800	78.30
78052935	08/11/2021	A00292936Albertson's LLC	I0065589	17769007	33429	310	4410	69250	160.37
			I0065615	17769107	32000	422	4410	69400	229.24
78052936	08/11/2021	A00223048AMS.NET	I0065617	0047864	31000	423	6412	69100	282.63
78052937	08/11/2021	A00200063Austin's Pest Control, Inc.	I0065635	JUL21	39000	314	5860	64991	100.00
78052938	08/11/2021	A00200064B & B Surplus	I0065593	356923	12560	223	4311	09565	1,776.06
78052939	08/11/2021	A00200069Bakersfield Californian	I0065585	108647	12676	301	5970	64900	1,875.00
78052940	08/11/2021	A00320892Barnes Welding	I0065620	62810335	31000	423	4310	69100	161.96
78052941	08/11/2021	A00323140Blueprint Service Company	I0065581	005791	31000	423	5971	69100	140.00
78052942	08/11/2021	A00200105Brandco	I0065574	3377	11000	431	4310	65100	11.69
78052943	08/11/2021	A00200119C.A. Reding Company, Inc.	I0065580	600041	31000	423	5641	69100	1,170.00
			I0065610	599041	11000	207	5641	49999	122.64
			I0065619	601315	31000	423	5971	69100	4.70
78052944	08/11/2021	A00200161CDW-G	I0065597	G966780	12354	314	6412	69990	81.32
					12433	314	6415	69800	2,663.38
			I0065598	G295510	12720	421	6415	67900	14,004.71
			I0065602	H151525	12354	314	6412	69990	31.12
					12433	314	6415	69800	1,019.33
78052945	08/11/2021	A00323386Cen-Cal Construction	I0065623	2136.01	33428	310	6121	69200	3,119.89
					33528	310	6121	69200	3,119.89
					33588	310	6121	69200	6,239.77
78052946	08/11/2021	A00200181City of Taft	I0065611	080121	12560	223	5850	09565	9.23
78052947	08/11/2021	A00313072Colombo Construction Co., In	I0065609	PAY REQ	41400	000	6211	71003	617,595.13
78052948	08/11/2021	A00209980County of Kern	I0065621	IN045703	12558	223	4310	09565	184.00
			I0065629	IN045246	32000	422	5990	69400	800.00
78052949	08/11/2021	A00200243Dick Blick	I0065616	6730993	31000	423	4310	69100	4,273.89
78052950	08/11/2021	A00321457eSpeakers.com Inc.	I0065637	770039.	12558	223	5505	67500	3,750.00
78052951	08/11/2021	A00200308Federal Express Corporation	I0065608	7-444-91	11000	411	5950	67300	67.22
78052952	08/11/2021	A00201122Home Depot Credit Services	I0065594	34060713	33428	310	6412	69200	286.75
					33528	310	6412	69200	286.75
					33588	310	6412	69200	573.50
					33428	310	4310	69200	453.68

Taft College Check Register Report

01-August-21 through 31-August-21

FY 21-22

					33528	310	4310	69200	453.68
					33588	310	4310	69200	907.37
78052953	08/11/2021	A00244660J & J Supply, Inc.	I0065605	778710	11000	352	4310	69619	129.76
78052954	08/11/2021	A00200680J & L Locksmithing	I0065583	016513	35827	357	4310	69700	324.97
78052955	08/11/2021	A00273104Jaguar Wrought Iron Inc.	I0065582	1881	33428	310	6121	69200	4,250.00
					33528	310	6121	69200	4,250.00
					33588	310	6121	69200	8,500.00
78052956	08/11/2021	A00200728Lakeshore	I0065626	22626606	33428	310	4310	69200	2,836.74
					33528	310	4310	69200	2,836.74
					33588	310	4310	69200	5,673.47
78052957	08/11/2021	A00308756Montgomery Hardware Co.	I0065622	735423	33428	310	6221	69200	8,967.44
					33528	310	6221	69200	8,967.44
					33588	310	6221	69200	17,934.89
78052958	08/11/2021	A00200498Office Depot	I0065595	18217968	11000	352	4310	69610	42.84
			I0065596	18265522	11000	401	4310	67200	45.57
					11000	421	4310	67200	74.00
			I0065606	18275046	31000	423	4321	69100	297.02
78052959	08/11/2021	A00200508P. G. & E.	I0065604	070221	31000	423	5820	69100	4.60
					31000	423	5830	69100	560.12
78052960	08/11/2021	A00311802Salazar, Kennedy M.	I0065625	07202021	11999	421	7412	73900	2.00
78052961	08/11/2021	A00202379San Joaquin Fence & Supply	I0065600	20172	33428	310	6121	69200	2,361.25
					33528	310	6121	69200	2,361.25
					33588	310	6121	69200	4,722.50
78052962	08/11/2021	A00200487Sierra School Equipment Co.	I0065584	405210	12720	421	6411	67900	2,563.28
			I0065630	405056	12720	421	6411	67900	3,537.11
			I0065636	405139	41400	000	6413	71003	42,271.75
78052963	08/11/2021	A00200393Sparkletts	I0065592	061821	12560	223	4310	60103	27.44
78052964	08/11/2021	A00200393Sparkletts	I0065603	071621	12560	223	4310	60103	27.44
78052965	08/11/2021	A00237176SSD Systems	I0065607	R-003009	31000	423	5880	69100	59.34
			I0065618	R-003014	33428	310	5880	69200	19.69
					33528	310	5880	69200	19.69
					33588	310	5880	69200	39.37
78052966	08/11/2021	A00200400Stinson's	I0065632	114914-0	11000	113	4310	67801	280.40
78052967	08/11/2021	A00200417Sysco Food Service of Ventur	I0065587	27951269	33429	310	4410	69250	1,529.00
			I0065590	27950690	33429	310	4411	69250	526.22
78052968	08/11/2021	A00200423Taft City School District	I0065577	22-13	11000	432	4312	65100	168.40
					11000	432	4312	65500	35.17
					11000	432	4312	67703	195.13
					11000	432	5632	65100	108.00
					11000	432	5632	65500	72.00
					11000	432	5632	67703	144.00
78052969	08/11/2021	A00200862Taft College Bookstore	I0065627	2943	33591	310	5971	69200	1,448.65
78052970	08/11/2021	A00200862Taft College Bookstore	I0065628	4232	12000	207	4311	09565	264.77
78052971	08/11/2021	A00324243TM Signs and Graphics	I0065631	INV-383	11020	110	5970	68900	527.18
78052972	08/11/2021	A00200282True Value Home Center	I0065575	443096	35819	357	4310	69700	46.91
			I0065576	444922	11000	431	4312	69400	20.35
			I0065586	444571	11000	431	4310	12042	15.19
			I0065612	444705	12560	223	4311	09565	45.11
78052973	08/11/2021	A00200284U.S. Foods	I0065573	3400548	33429	310	4411	69250	88.24
			I0065588	3400547	33429	310	4410	69250	1,198.31

Taft College Check Register Report

01-August-21 through 31-August-21

FY 21-22

78052974	08/11/2021	A00210209ULINE	I0065601	13613472	31000	423	4321	69100	131.27	
					31000	423	5940	69100	19.43	
78052975	08/11/2021	A00200338Verizon Wireless	I0065599	98827598	11000	113	5840	67801	76.02	
					12551	353	6415	64600	38.01	
78052976	08/11/2021	A00200355West Kern Water District	I0065578	072021	11000	431	5810	65700	148.92	
					39000	314	5810	64991	27.45	
					12433	314	5810	69800	3.05	
78052977	08/11/2021	A00200355West Kern Water District	I0065591	071621	12560	223	5850	09565	116.60	
78052978	08/11/2021	A00200355West Kern Water District	I0065614	12/15/17	11000	431	5810	65700	59.80	
78052979	08/11/2021	A00275443WestAir Gases & Equipment In	I0065579	80384447	11000	352	4310	69610	27.20	
78052980	08/11/2021	A00201081Westside Waste Management Co	I0065633	9918	39000	314	5850	64991	100.50	
78052981	08/11/2021	A00087782Wright, Leah M.	I0065624	07192021	11999	421	7412	73900	110.21	
78052982	08/17/2021	A00200017A.P.I. Plumbing	I0065639	20800	11000	431	4310	69800	21.45	
					35819	357	4310	69700	20.92	
78052983	08/17/2021	A00248932Abtech	I0065642	012047D-	12720	421	6414	67900	514.96	
78052984	08/17/2021	A00324299Ace Uniforms LLC	I0065653	259601	31000	423	4310	69100	1,220.67	
78052985	08/17/2021	A00306660Advanced Data Storage, Inc.	I0065646	0131694	11000	207	5990	49999	34.50	
					1031693	11000	411	5990	67300	170.00
78052986	08/17/2021	A00203579Alcorn Aire, Inc.	I0065696	57609	12418	421	6414	67900	25,460.00	
78052987	08/17/2021	A00288646Amazon Web Services, Inc.	I0065647	80623154	11000	113	5644	67801	716.00	
78052988	08/17/2021	A00323604AMGC Sports	I0065686	MC245	11000	352	4310	69610	4,247.50	
78052989	08/17/2021	A00200107Bright House Networks	I0065717	080421	12560	223	5645	09565	322.93	
78052990	08/17/2021	A00200109Brown & Reich Petroleum, Inc	I0065668	22517	11000	432	4316	65100	127.50	
					11000	432	4316	65500	168.11	
					11000	431	4316	65500	95.83	
					11000	432	4316	65300	106.87	
			I0065677	22226	11000	432	4316	65500	75.38	
78052991	08/17/2021	A00200127California Dept. of Educatio	I0065699	4000523	31000	423	4110	69100	1,097.50	
					31000	423	5940	69100	53.68	
78052992	08/17/2021	A00200161CDW-G	I0065655	H273862	12354	314	6412	69990	13.98	
					12433	314	6415	69800	457.72	
			I0065656	H445888	12745	421	6415	67900	701.43	
			I0065719	F617719	12720	421	6415	67900	16,229.49	
78052993	08/17/2021	A00201685Cengage Learning	I0065692	74741851	31000	423	4115	69100	4,320.00	
					31000	423	5940	69100	200.36	
78052994	08/17/2021	A00200168Central Valley Occupational	I0065685	00369208	11000	431	5985	65100	290.00	
					31000	423	5985	69100	15.00	
			I0065709	00380690	33528	310	5985	69200	47.50	
					33588	310	5985	69200	47.50	
78052995	08/17/2021	A00319551ChargeTech	I0065689	I-12607	12720	421	6412	67900	5,403.13	
78052996	08/17/2021	A00200181City of Taft	I0065673	9805	12720	421	5880	67900	528.97	
78052997	08/17/2021	A00200181City of Taft	I0065674	08/01/21	39000	314	5850	64991	9.53	
78052998	08/17/2021	A00200182City of Taft Police Departme	I0065710	0621WKCC	11000	431	5985	65300	174.00	
					12000	319	5985	63200	116.00	
					31000	423	5985	69100	87.00	
					33528	310	5985	69200	14.50	
					33588	310	5985	69200	14.50	
78052999	08/17/2021	A00280761County of Kern Public Works	I0065672	10053120	11000	431	5850	65500	219.15	
78053000	08/17/2021	A00200238Department of Justice	I0065713	518197	11000	431	5985	65300	192.00	
					12000	319	5985	63200	128.00	
					31000	423	5985	69100	160.00	

Taft College Check Register Report

01-August-21 through 31-August-21

FY 21-22

					11000	358	5985	62100	32.00
					33528	310	5985	69200	16.00
					33588	310	5985	69200	16.00
					12398	212	5985	61100	32.00
78053001	08/17/2021	A00200243Dick Blick	I0065658	6769722	31000	423	4310	69100	241.89
78053002	08/17/2021	A00277845Double D Cleaning Service	I0065690	073	12560	202	5890	09565	265.00
78053003	08/17/2021	A00200307Farmer Bros. Company	I0065697	80191989	32000	422	4410	69400	15.65
78053004	08/17/2021	A00319544FFP Fund V Lessee, LLC	I0065724	2022-F5L	11000	431	5830	65700	22,785.12
78053005	08/17/2021	A00318323Goldberg, Elena P.	I0065705	07262021	11999	421	7412	73900	46.00
78053006	08/17/2021	A00202979Health First Corporation	I0065662	INV60623	11000	205	4311	12042	475.92
78053007	08/17/2021	A00200655Henry Schein, Inc.	I0065649	96466328	11000	352	4310	69619	1,428.34
78053007	08/17/2021	A00200655Henry Schein, Inc.	I0065650	96466328	11000	352	4310	69619	950.22
			I0065654	96724975	12652	205	4311	12042	4,520.59
78053008	08/17/2021	A00266520ID Zone	I0065691	INV66419	11000	113	4310	67801	2,885.24
78053009	08/17/2021	A00244581Independent Fire and Safety,	I0065684	4140	11000	431	5631	65100	1,475.00
					39000	314	5880	69800	1,770.00
					33428	310	5631	69200	73.75
					33528	310	5631	69200	73.75
					33588	310	5631	69200	147.50
78053010	08/17/2021	A00200693John Wiley & Sons, Inc.	I0065693	7307543	31000	423	4110	69100	876.00
					31000	423	5940	69100	61.04
78053011	08/17/2021	A00270994Legal Books Distributing	I0065694	506658	31000	423	4110	69100	209.60
78053012	08/17/2021	A00202334Linder Backflow Service	I0065669	71921	11000	431	5632	65100	75.00
78053013	08/17/2021	A00318656Lopez, Keli M.	I0065703	07282021	11999	421	7412	73900	138.00
78053014	08/17/2021	Cancelled Check							
78053015	08/17/2021	A00308756Montgomery Hardware Co.	I0065671	736019	35819	357	4310	69700	9,111.58
78053016	08/17/2021	A00200498Office Depot	I0065645	18467202	39000	314	4311	64991	33.13
					12433	314	4311	69800	11.04
			I0065659	18217999	11000	352	4310	69610	19.62
78053016	08/17/2021	A00200498Office Depot	I0065660	18466151	11000	223	4310	60103	83.25
			I0065679	18226448	11000	205	4310	12042	105.94
78053017	08/17/2021	A00200508P. G. & E.	I0065716	080221	12560	223	5830	09565	537.36
78053018	08/17/2021	A00200508P. G. & E.	I0065718	072221	11000	431	5830	65700	14,525.19
					39000	314	5830	64991	1,736.93
					12433	314	5830	69800	192.99
					33428	310	5830	69200	1,158.53
					33528	310	5830	69200	1,158.53
					33588	310	5830	69200	1,158.55
78053019	08/17/2021	A00200517Peace Lutheran Church	I0065661	072421	11000	205	5611	12042	6,000.00
78053020	08/17/2021	A00200522Pepsi-Cola Company	I0065698	400147	32000	422	4410	69400	757.18
78053021	08/17/2021	A00200536Praxair Distribution, Inc.	I0065651	63467481	12560	223	4311	09565	215.16
78053022	08/17/2021	A00318642Randy Witt Productions	I0065711	560	12720	421	5510	67900	1,500.00
78053023	08/17/2021	A00055076Rios, Debra S.	I0065722	072021	39000	314	5710	64991	102.42
			I0065723	07/20/21	39000	314	5710	64991	41.33
78053024	08/17/2021	A00202968San Joaquin Chemicals, Inc.	I0065643	135786	11000	431	5641	65100	1,175.00
			I0065675	135443	11000	431	5641	65100	1,175.00
78053025	08/17/2021	A00271043SDC Publications	I0065695	106676	31000	423	4110	69100	480.00
					31000	423	5940	69100	65.00
78053026	08/17/2021	A00220442Serban Sound & Communication	I0065638	1548	41400	000	6211	71003	21,540.67
78053027	08/17/2021	A00200393Sparkletts	I0065676	070221	31000	423	4321	69100	7.99
78053028	08/17/2021	A00200407Student Insurance	I0065667	270436	11000	401	5340	67702	53,052.00

Taft College Check Register Report

01-August-21 through 31-August-21

FY 21-22

78053029	08/17/2021	A00200417	Sysco Food Service of Ventur	I0065666	27951903	33429	310	4410	69250	620.15
				I0065701	27950690	32000	422	4410	69400	3,561.43
						32000	422	4411	69400	169.16
						32000	422	4411	69400	1,141.71
						32000	422	5940	69400	18.84
78053030	08/17/2021	A00319064	T-Mobile USA Inc.	I0065682	072121	39000	314	5840	64991	56.88
78053031	08/17/2021	A00200423	Taft City School District	I0065678	22-3	11000	432	4312	67703	135.16
						11000	432	5632	67703	177.50
78053032	08/17/2021	A00200862	Taft College Bookstore	I0065657	080321	12745	421	5971	67900	535.18
78053033	08/17/2021	A00200432	Taft Union High School	I0065700	21-005	11000	352	5611	69612	2,500.00
						11000	352	5611	69613	2,500.00
78053034	08/17/2021	A00252942	TC Federal Financial Aid Cle	I0065704	07282021	11999	421	7412	73900	598.00
78053035	08/17/2021	A00301903	TC Foundation HEPP Program	I0065706	07202021	11999	421	7412	73900	320.00
78053036	08/17/2021	A00230471	The Storage Bin	I0065683	319	39000	314	4310	64991	56.00
78053037	08/17/2021	A00313898	TimeClock Plus, LLC	I0065715	582547	11000	411	5641	67300	108.00
78053038	08/17/2021	A00200282	True Value Home Center	I0065640	445234	35819	351	4310	69700	39.65
						11000	431	4310	65100	6.96
78053039	08/17/2021	A00255644	U.S. Bank Equipment Finance	I0065641	44791785	12560	223	5612	60103	242.15
						11000	205	5612	12042	242.15
						12201	203	5612	61200	242.15
						12201	203	5612	61200	242.15
						12201	113	5612	61200	242.15
						11000	301	5612	64500	121.08
						12000	318	5612	64800	121.08
						11000	113	5612	67801	242.14
						11000	431	5612	65100	242.15
						33428	310	5612	69200	60.54
						33528	310	5612	69200	60.54
						33588	310	5612	69200	60.54
						33591	310	5612	69200	60.54
						11000	207	5612	49999	242.15
						11000	202	5612	60100	242.15
						11000	110	5612	66003	80.72
						11000	202	5612	60100	80.72
						11000	114	5612	66005	80.72
						11000	202	5612	60100	242.15
						11000	421	5612	67200	108.97
						11000	401	5612	67200	24.22
						11000	411	5612	67300	108.97
						39000	314	5612	64991	242.15
						12551	353	5612	64600	60.54
						11000	301	5612	64500	60.54
						11000	302	5612	63100	60.54
						11000	358	5612	62100	60.54
						11000	421	5612	67200	242.15
78053039	08/17/2021	A00255644	U.S. Bank Equipment Finance	I0065641	44791785	11000	401	5612	67200	242.15
						11000	401	5612	67200	242.15
						31000	423	5612	69100	242.15
						31000	423	5612	69100	152.90
						12495	319	5612	61900	55.50
78053040	08/17/2021	A00200284	U.S. Foods	I0065665	3691503	33429	310	4410	69250	583.32

Taft College Check Register Report

01-August-21 through 31-August-21

FY 21-22

78053041	08/17/2021	A00200309United Refrigeration, Inc.	I0065670	80034161	11000	431	4312	69800	4,870.36
78053042	08/17/2021	A00000456Uribe, Jose	I0065681	JUN 21	35000	000	5633	69700	190.00
78053043	08/17/2021	A00200338Verizon Wireless	I0065680	98827625	11000	431	5840	65100	111.66
78053044	08/17/2021	A00200338Verizon Wireless	I0065688	98849251	11000	113	5840	67801	76.02
						12551	6415	64600	38.01
78053045	08/17/2021	A00200338Verizon Wireless	I0065714	98849279	11000	431	5840	65100	83.42
78053046	08/17/2021	A00200352Waxie Sanitary Supply	I0065648	80104345	12720	421	4310	67900	298.58
78053047	08/17/2021	A00294733West Kern Adult Education Ne	I0065702	07292021	12603	125	7410	73100	72,197.00
78053048	08/17/2021	A00200355West Kern Water District	I0065644	07/13/21	39000	314	5810	64991	3.10
78053049	08/17/2021	A00200355West Kern Water District	I0065707	07-13-21	33428	310	5810	69200	69.39
						33528	310	69200	69.39
						33588	310	5810	69200
								69200	138.76
78053050	08/17/2021	A00200355West Kern Water District	I0065708	07.13.21	39000	357	5810	69700	67.47
78053051	08/17/2021	A00200379WKCCD#2 Revolving Fund	I0065687	06302021	11000	421	5912	67200	15.00
78053052	08/17/2021	A00271281WKCCD-Taft College Grant Cle	I0065720	07152021	39000	314	5610	64991	3,300.00
						39000	314	5610	64991
								64991	0.00
			I0065721	06232021	39000	314	5610	64991	1,650.00
						39000	314	5610	64991
								64991	0.00
78053053	08/18/2021	A00324629Anzaldo, Kyra M.	S0051463		11000		9526		265.00
78053054	08/18/2021	A00320132Bocanegra, Sarai	S0051464		11000		9526		265.00
78053055	08/18/2021	A00324614Borda, Leah J.	S0051509		11000		9526		140.00
78053056	08/18/2021	A00318337Botelho- Patoc, Kaimana C.	S0051465		11000		9526		265.00
78053057	08/18/2021	A00318435Bradford, Tatum J.	S0051507		11000		9526		2.00
78053058	08/18/2021	A00324092Bravo, Alexis	S0051466		11000		9526		265.00
78053059	08/18/2021	A00203081Cattani, Danielle M.	S0051508		11000		9526		2.00
78053060	08/18/2021	A00323919Chapman, Alona E.	S0051467		11000		9526		265.00
78053061	08/18/2021	A00317312Dias, Jada	S0051468		11000		9526		265.00
78053062	08/18/2021	A00320157Duru, David E.	S0051469		11000		9526		265.00
78053063	08/18/2021	A00324604Ferguson Perez, Katalina S.	S0051470		11000		9526		265.00
78053064	08/18/2021	A00304673Furukawa, Devan S.	S0051471		11000		9526		265.00
78053065	08/18/2021	A00310088Garcia Cruz, Juliet	S0051472		11000		9526		265.00
78053066	08/18/2021	A00320169Garza, Angelissa I.	S0051473		11000		9526		265.00
78053067	08/18/2021	A00323769Gonzales, Alyssandra L.	S0051474		11000		9526		265.00
78053068	08/18/2021	A00324638Gonzalez Flores, Anyela M.	S0051475		11000		9526		265.00
78053069	08/18/2021	A00262207Gray, Vittorio W.	S0051505		11000		9526		184.00
78053070	08/18/2021	A00307575Gregory, Myron R.	S0051476		11000		9526		265.00
78053071	08/18/2021	A00307762Gutierrez, Nathan T.	S0051477		11000		9526		265.00
78053072	08/18/2021	A00307804Hutchins, Joseph M.	S0051478		11000		9526		265.00
78053073	08/18/2021	A00324073Isisaki, Avianna	S0051479		11000		9526		265.00
78053074	08/18/2021	A00316187Iwata, Kayla P.	S0051480		11000		9526		265.00
78053075	08/18/2021	A00320192Jacinto, Bianca V.	S0051481		11000		9526		265.00
78053076	08/18/2021	A00320918Jimenez, April	S0051482		11000		9526		265.00
78053077	08/18/2021	A00307015Juarez, Ramiro	S0051483		11000		9526		265.00
78053078	08/18/2021	A00324246Lopez, Juan C.	S0051484		11000		9526		265.00
78053079	08/18/2021	A00314659Magana, Cinthia M.	S0051485		11000		9526		265.00
78053080	08/18/2021	A00324129Marquez, Ashley D.	S0051486		11000		9526		265.00
78053081	08/18/2021	A00324083Mejia Beltran, Heaven I.	S0051487		11000		9526		265.00
78053082	08/18/2021	A00324059Moran, Maverick A.	S0051488		11000		9526		265.00
78053083	08/18/2021	A00323212Navarro, Angel J.	S0051489		11000		9526		265.00
78053084	08/18/2021	A00324636Navarro, Natalia	S0051491		11000		9526		265.00
78053085	08/18/2021	A00323676Navarro Lopez, Osvaldo J.	S0051490		11000		9526		265.00

Taft College Check Register Report

01-August-21 through 31-August-21

FY 21-22

78053086	08/18/2021	A00314312Pantoja, Aldo	S0051492	11000	9526	265.00
78053087	08/18/2021	A00308158Pinal, Giselle A.	S0051493	11000	9526	265.00
78053088	08/18/2021	A00323153Pyun, Priscilla J.	S0051494	11000	9526	265.00
78053089	08/18/2021	A00320249Rehacek, Daniel P.	S0051495	11000	9526	265.00
78053090	08/18/2021	A00320259Sagasta, Mariana H.	S0051496	11000	9526	265.00
78053091	08/18/2021	A00323872Sedillo, Della M.	S0051497	11000	9526	265.00
78053092	08/18/2021	A00324287Soto, Gabriel	S0051498	11000	9526	265.00
78053093	08/18/2021	A00324068Trujillo, Brian A.	S0051499	11000	9526	265.00
78053094	08/18/2021	A00324125Valencia, Samantha A.	S0051500	11000	9526	265.00
78053095	08/18/2021	A00305257Vasquez, Janette	S0051504	11000	9526	324.00
78053096	08/18/2021	A00321317Vasquez, Maya S.	S0051501	11000	9526	265.00
78053097	08/18/2021	A00323898Vera, Jennifer	S0051502	11000	9526	265.00
78053098	08/18/2021	A00318905White, Emmaleigh D.	S0051506	11000	9526	1,998.00
78053099	08/18/2021	A00316853Williams, Halima L.	S0051503	11000	9526	265.00
						=====
BANK TOTAL						1,451,052.00

Taft College Purchase Order Activity Report

1-August-2021 through 31-August-2021

FY 21-22

USER ID	ACTIVITY DATE	VENDOR		PURCHASE ORDER		PURCHASE ORDER	CL	C	A	
		NUMBER	NAME	NUMBER	DATE					AMOUNT
ABAUER	08/02/2021	A00200355	West Kern Water District	P0057198	07/01/2021	07/13/2021			\$100.00	
				P0057200	07/01/2021	07/01/2021			\$1,000.00	
		A00000456	Uribe, Jose	P0057210	07/29/2021	07/29/2021			\$190.00	
	08/04/2021	A00279084	Watts, Cliff Holloway.	P0057224	08/03/2021	08/03/2021			\$100.00	
		A00290343	Bauer, Amanda M.	P0057223	08/03/2021	08/03/2021			\$100.00	
		A00200298	Elsevier Health Science	P0057226	07/01/2021	07/01/2021			\$2,000.00	
		A00202445	AT&T Mobility	P0057229	07/01/2021	07/01/2021			\$5,000.00	
		A00304876	Ingram Book Group LLC	P0057225	07/01/2021	07/01/2021			\$1,050.00	
	08/10/2021	A00200862	Taft College Bookstore	P0057262	08/09/2021	08/09/2021			\$2,500.00	
	08/11/2021	A00200379	WKCCD#2 Revolving Fund	P0057289	08/11/2021	08/11/2021			\$15.00	
	08/17/2021	A00318427	California Public Employees	P0057257	08/09/2021	08/09/2021			\$2,000.00	
	08/18/2021	A00200862	Taft College Bookstore	P0057323	08/16/2021	08/16/2021			\$16,000.00	

							TOTAL USER			\$30,055.00
	AOMEGA	08/07/2021	A00202979	Health First Corporation	P0057219	08/03/2021	08/03/2021			\$475.92
08/09/2021		A00200517	Peace Lutheran Church	P0057220	08/03/2021	08/03/2021			\$6,000.00	
		A00200655	Henry Schein, Inc.	P0057222	08/03/2021	08/03/2021			\$4,520.59	
08/16/2021		A00200536	Praxair Distribution, Inc.	P0057278	08/10/2021	08/10/2021			\$1,197.06	
08/17/2021		A00200161	CDW-G	P0057274	08/10/2021	08/10/2021			\$447.97	
08/18/2021		A00102251	Adriano, Christi Lynn.	P0057319	08/16/2021	08/16/2021			\$132.00	
		A00200393	Sparkletts	P0057283	08/10/2021	08/10/2021			\$18.74	
		A00200498	Office Depot	P0057293	08/11/2021	08/11/2021			\$61.36	
		A00200536	Praxair Distribution, Inc.	P0057277	08/10/2021	08/10/2021			\$753.19	
		A00200655	Henry Schein, Inc.	P0057284	08/10/2021	08/10/2021			\$90.38	
		A00293996	Kimbrough, Vickie J.	P0057320	08/16/2021	08/16/2021			\$505.13	
		A00200655	Henry Schein, Inc.	P0057281	08/10/2021	08/10/2021			\$1,015.97	
08/23/2021		A00200498	Office Depot	P0057346	08/18/2021	08/18/2021			\$55.75	
		A00200516	Patterson Dental Supply, Inc	P0057347	08/18/2021	08/18/2021			\$138.97	
08/24/2021		A00040528	Gardner, Gina LeeAnn.	P0057361	08/20/2021	08/20/2021			\$297.00	
		A00202979	Health First Corporation	P0057350	08/19/2021	08/19/2021			\$475.92	
08/25/2021		A00200498	Office Depot	P0057385	08/24/2021	08/24/2021			\$1,057.27	
		A00200758	Champion, Diana K.	P0057387	08/24/2021	08/24/2021			\$297.00	
08/30/2021		A00200536	Praxair Distribution, Inc.	P0057432	08/30/2021	08/30/2021			\$1,375.90	
		A00200393	Sparkletts	P0057388	08/24/2021	08/24/2021			\$18.74	
	A00200655	Henry Schein, Inc.	P0057405	08/26/2021	08/26/2021			\$414.90		
	A00201055	American Dental Education As	P0057407	08/26/2021	08/26/2021			\$851.00		

						TOTAL USER			\$20,200.76	
ASALAZAR	08/09/2021	A00200862	Taft College Bookstore	P0057253	08/09/2021	08/09/2021			\$256.12	

						TOTAL USER			\$256.12	
BALKORIN	08/10/2021	A00237331	Dumbrigue, Joanne Lucille Va	P0057264	08/10/2021	08/10/2021			\$3,000.34	

Taft College Purchase Order Activity Report

1-August-2021 through 31-August-2021

FY 21-22

USER ID	ACTIVITY DATE	VENDOR		PURCHASE ORDER		PURCHASE ORDER	CL	C	A
		NUMBER	NAME	NUMBER	DATE				
	08/30/2021	A00200862	Taft College Bookstore	P0057275	08/10/2021	08/10/2021			\$15.00
				P0057276	08/10/2021	08/10/2021			\$234.77
		A00200498	Office Depot	P0057362	08/20/2021	08/20/2021			\$182.28

						TOTAL USER			\$3,432.39
DDURAN	08/04/2021	A00200862	Taft College Bookstore	P0057227	08/03/2021	08/03/2021			\$42.89
				P0057228	08/03/2021	08/03/2021			\$38.60
	08/09/2021	A00200323	Flinn Scientific, Inc.	P0057214	08/02/2021	08/02/2021			\$6,500.00
		A00202272	VWR International	P0057213	08/02/2021	08/02/2021			\$6,500.00
		A00324243	TM Signs and Graphics	P0057250	08/09/2021	08/09/2021			\$527.18
	08/16/2021	A00200222	Daily Midway Driller	P0057306	08/11/2021	08/11/2021			\$443.15
		A00200069	Bakersfield Californian	P0057304	08/11/2021	08/11/2021			\$1,125.00
		A00200429	The Taft Independent	P0057305	08/11/2021	08/11/2021			\$300.00
		A00200498	Office Depot	P0057307	08/11/2021	08/11/2021			\$99.89
	08/17/2021	A00318642	Randy Witt Productions	P0057331	08/17/2021	08/17/2021			\$1,500.00
	08/18/2021	A00303183	Southern Computer Warehouse,	P0057338	08/18/2021	08/18/2021			\$1,685.67
		A00200146	Carolina Biological Supply C	P0057273	08/10/2021	08/10/2021			\$1,000.00
				P0057340	08/18/2021	08/18/2021			\$1,000.00
		A00200161	CDW-G	P0057321	08/16/2021	08/16/2021			\$73.26
				P0057333	08/17/2021	08/17/2021			\$133.78
		A00200498	Office Depot	P0057329	08/17/2021	08/17/2021			\$234.28
				P0057330	08/17/2021	08/17/2021			\$228.30
		A00232538	Ward's Natural Science	P0057339	08/18/2021	08/18/2021			\$1,000.00
		A00292936	Albertson's LLC	P0057341	08/18/2021	08/18/2021			\$200.00
		A00200645	Hardy Diagnostics	P0057272	08/10/2021	08/10/2021			\$10,000.00
		A00200161	CDW-G	P0057342	08/18/2021	08/18/2021			\$169.38
		A00200498	Office Depot	P0057343	08/18/2021	08/18/2021			\$85.75
	08/24/2021	A00085924	Reynolds, Joy N.	P0057366	08/23/2021	08/23/2021			\$119.88
		A00200069	Bakersfield Californian	P0057349	08/19/2021	08/19/2021			\$1,925.00
		A00200161	CDW-G	P0057365	08/23/2021	08/23/2021			\$166.29
		A00200222	Daily Midway Driller	P0057348	08/19/2021	08/19/2021			\$1,067.65
		A00015850	Berry, Wendy Jade.	P0057358	08/19/2021	08/19/2021			\$1,000.00
		A00200146	Carolina Biological Supply C	P0057357	08/19/2021	08/19/2021			\$2,000.00
				P0057375	08/23/2021	08/23/2021			\$555.03
		A00200498	Office Depot	P0057353	08/19/2021	08/19/2021			\$243.14
				P0057354	08/19/2021	08/19/2021			\$55.76
		A00200498	Office Depot	P0057372	08/23/2021	08/23/2021			\$75.06
		A00249981	Zahourek Systems, Inc.	P0057374	08/23/2021	08/23/2021			\$283.57
		A00250001	Blake, Paul Anderson.	P0057356	08/19/2021	08/19/2021			\$305.06
	08/30/2021	A00200498	Office Depot	P0057427	08/30/2021	08/30/2021			\$90.06
				P0057428	08/30/2021	08/30/2021			\$28.57
				P0057429	08/30/2021	08/30/2021			\$63.42

Taft College Purchase Order Activity Report

1-August-2021 through 31-August-2021

FY 21-22

USER ID	ACTIVITY DATE	VENDOR		PURCHASE ORDER		PURCHASE ORDER	CL	C	A
		NUMBER	NAME	NUMBER	DATE				
		A00200862	Taft College Bookstore	P0057406	08/26/2021	08/26/2021			\$44.98
		A00307058	Minor, Leslie B.	P0057391	08/25/2021	08/25/2021			\$495.00
	08/31/2021	A00200862	Taft College Bookstore	P0057439	08/31/2021	08/31/2021			\$70.55

						TOTAL USER			\$41,476.15
DHICKS	08/02/2021	A00200400	Stinson's	P0057197	07/28/2021	07/28/2021			\$198.66
		A00248932	Abtech	P0057160	07/26/2021	07/26/2021			\$514.96
	08/03/2021	A00200161	CDW-G	P0057039	07/14/2021	07/14/2021			\$1,402.86
	08/04/2021	A00200065	B & H Photo-Video, Inc.	P0057216	08/02/2021	08/02/2021			\$6,961.56
		A00200161	CDW-G	P0057117	07/21/2021	07/21/2021			\$4,212.00
		A00223048	AMS.NET	P0057118	07/21/2021	07/21/2021			\$16,952.27
	08/05/2021	A00255644	U.S. Bank Equipment Finance	P0056908	07/07/2021	07/07/2021			\$62,469.61
	08/07/2021	A00200400	Stinson's	P0057230	08/03/2021	08/03/2021			\$131.12
	08/09/2021	A00200161	CDW-G	P0056971	07/12/2021	07/12/2021			\$16,229.49
		A00202372	Young, Brandy J.	P0057119	07/21/2021	08/04/2021			\$26.35
	08/16/2021	A00317376	Andrade, Rafael	P0057252	08/09/2021	08/09/2021			\$8.25
	08/17/2021	A00200161	CDW-G	P0057322	08/16/2021	08/16/2021			\$410.47
		A00200624	Gibson, Mark D.	P0057326	08/16/2021	08/16/2021			\$54.11
	08/18/2021	A00200400	Stinson's	P0057345	08/18/2021	08/18/2021			\$131.45
	08/19/2021	A00200400	Stinson's	P0057355	08/19/2021	08/19/2021			\$219.48
	08/27/2021	A00200400	Stinson's	P0057419	08/27/2021	08/27/2021			\$966.79
	08/30/2021	A00302122	TeamViewer BmbH	P0057430	08/30/2021	08/30/2021			\$635.00
		A00200161	CDW-G	P0057417	08/27/2021	08/27/2021			\$226.41
				P0057268	08/10/2021	08/10/2021			\$394.00

						TOTAL USER			\$112,144.84
DRIOS	08/09/2021	A00200355	West Kern Water District	P0057199	07/28/2021	07/28/2021			\$500.00
		A00200508	P. G. & E.	P0057201	07/28/2021	07/28/2021			\$500.00
		A00201081	Westside Waste Management Co	P0057196	07/28/2021	07/28/2021			\$600.00
		A00300405	Markovits, Aaron	P0057194	07/28/2021	07/28/2021			\$85.00
		A00230471	The Storage Bin	P0057235	08/04/2021	08/04/2021			\$56.00
	08/10/2021	A00050381	Powell, Cindi Lou.	P0057239	08/05/2021	08/05/2021			\$100.00
		A00082776	Carty, Ramona M.	P0057243	08/05/2021	08/05/2021			\$100.00
		A00201272	Owens, Patricia A.	P0057241	08/05/2021	08/05/2021			\$50.00
		A00279312	Self, Isaac Jesus.	P0057245	08/05/2021	08/05/2021			\$100.00
		A00285802	Wilkerson, Amanda N.	P0057242	08/05/2021	08/05/2021			\$50.00
	08/16/2021	A00200282	True Value Home Center	P0057271	08/10/2021	08/10/2021			\$1,315.94
		A00206044	Owens, Warren Roscoe.	P0057311	08/12/2021	08/12/2021			\$50.00
		A00265229	DK&M Property	P0057266	08/10/2021	08/10/2021			\$1,500.00
		A00324842	Payne, Kenneth E.	P0057270	08/10/2021	08/10/2021			\$23,000.00
	08/25/2021	A00000456	Uribe, Jose	P0057390	08/25/2021	08/25/2021			\$1,100.00
		A00324842	Payne, Kenneth E.	P0057392	08/25/2021	08/25/2021			\$23,000.00

Taft College Purchase Order Activity Report

1-August-2021 through 31-August-2021

FY 21-22

USER ID	ACTIVITY DATE	VENDOR NUMBER	VENDOR NAME	PURCHASE ORDER NUMBER	PURCHASE ORDER DATE	REQ. DATE	PURCHASE ORDER AMOUNT	CL	C	A
							TOTAL USER			\$52,106.94
HCASH	08/18/2021	A00325047	Respondus Inc	P0057286	08/11/2021	08/11/2021				\$7,695.00
							TOTAL USER			\$7,695.00
JEDMAISTON	08/04/2021	A00200655	Henry Schein, Inc.	P0057232	08/04/2021	08/04/2021				\$1,072.50
	08/10/2021	A00230466	Classic Charter, Inc.	P0057261	08/09/2021	08/09/2021				\$30,000.00
	08/30/2021	A00200167	Central Valley Conference	P0057394	08/25/2021	08/25/2021				\$3,205.00
		A00200426	Taft College Cafeteria	P0057395	08/25/2021	08/25/2021				\$49.25
							TOTAL USER			\$34,326.75
JMADDING	08/02/2021	A00200043	American Express	P0057206	07/29/2021	07/29/2021				\$18,691.35
	08/03/2021	A00200308	Federal Express Corporation	P0057155	07/26/2021	07/26/2021				\$67.22
	08/10/2021	A00200487	Sierra School Equipment Co.	P0057263	08/09/2021	08/09/2021				\$42,271.73
	08/11/2021	A00319544	FFP Fund V Lesseel, LLC	P0057212	08/02/2021	08/02/2021				\$22,785.12
		A00200069	Bakersfield Californian	P0057296	08/11/2021	08/11/2021				\$394.46
		A00200222	Daily Midway Driller	P0057297	08/11/2021	08/11/2021				\$146.00
		A00200308	Federal Express Corporation	P0057258	08/09/2021	08/09/2021				\$61.14
	08/16/2021	A00200308	Federal Express Corporation	P0057325	08/16/2021	08/16/2021				\$28.13
	08/17/2021	A00200508	P. G. & E.	P0057303	08/11/2021	08/11/2021				\$364,000.00
	08/18/2021	A00200293	United Parcel Service	P0057280	08/10/2021	08/10/2021				\$5,000.00
	08/24/2021	A00200355	West Kern Water District	P0057384	08/24/2021	08/24/2021				\$27,700.00
		A00200862	Taft College Bookstore	P0057378	08/23/2021	08/23/2021				\$14.99
	08/25/2021	A00200396	Spurr	P0057380	08/24/2021	08/24/2021				\$45,230.00
		A00224086	inContact, Inc.	P0057328	08/16/2021	08/16/2021				\$20,000.00
	08/26/2021	A00313072	Colombo Construction Co., In	P0057337	08/18/2021	08/18/2021				\$341,783.15
	08/30/2021	A00200655	Henry Schein, Inc.	P0057309	08/12/2021	08/12/2021				\$2,839.98
	08/31/2021	A00200487	Sierra School Equipment Co.	P0057437	08/31/2021	08/31/2021				\$4,358.49
		A00221118	Community College Facility C	P0057438	08/31/2021	08/31/2021				\$692.00
							TOTAL USER			\$896,063.76
JROTHGEB	08/07/2021	A00200536	Praxair Distribution, Inc.	P0057231	08/04/2021	08/04/2021				\$215.16
	08/10/2021	A00321457	eSpeakers.com Inc.	P0057254	08/09/2021	08/09/2021				\$3,750.00
	08/11/2021	A00220442	Serban Sound & Communication	P0057298	08/11/2021	08/11/2021				\$36,213.05
	08/18/2021	A00200282	True Value Home Center	P0057251	08/09/2021	08/09/2021				\$12.85
				P0057265	08/10/2021	08/10/2021				\$22.06
	08/20/2021	A00200536	Praxair Distribution, Inc.	P0057316	08/16/2021	08/16/2021				\$33.10
		A00202041	Fresno Oxygen	P0057315	08/16/2021	08/16/2021				\$19.96
		A00283199	Fork Lift Specialties, Inc.	P0057237	08/05/2021	08/05/2021				\$450.48
	08/24/2021	A00200498	Office Depot	P0057381	08/24/2021	08/24/2021				\$85.50
	08/30/2021	A00210209	ULINE	P0057431	08/30/2021	08/30/2021				\$700.17

Taft College Purchase Order Activity Report

1-August-2021 through 31-August-2021

FY 21-22

USER ID	ACTIVITY DATE	VENDOR NUMBER	VENDOR NAME	PURCHASE ORDER NUMBER	PURCHASE ORDER DATE	REQ. DATE	PURCHASE ORDER AMOUNT	CL C A
							TOTAL USER	\$41,502.33
KSTEARMAN	08/04/2021	A00227772	MBS Textbook Exchange, Inc.	P0057101	07/20/2021	07/20/2021		\$300.00
		A00200119	C.A. Reding Company, Inc.	P0057132	07/26/2021	07/26/2021		\$1,170.00
		A00200127	California Dept. of Education	P0057134	07/26/2021	07/26/2021		\$1,151.18
		A00200393	Sparkletts	P0057135	07/26/2021	07/26/2021		\$7.99
		A00302115	Big Print and Copy LLC	P0057168	07/27/2021	07/27/2021		\$600.00
				P0057215	08/02/2021	08/02/2021		\$480.80
	08/18/2021	A00200161	CDW-G	P0057256	08/09/2021	08/09/2021		\$13.47
		A00200417	Sysco Food Service of Ventura	P0057279	08/10/2021	08/10/2021		\$2,000.00
		A00302115	Big Print and Copy LLC	P0057233	08/04/2021	08/04/2021		\$1,500.00
	08/19/2021	A00255612	Simon & Schuster, Inc.	P0057352	08/19/2021	08/19/2021		\$3,800.00
							TOTAL USER	\$11,023.44
MBLANCO	08/03/2021	A00200407	Student Insurance	P0057195	07/28/2021	07/28/2021		\$53,052.00
	08/10/2021	A00200862	Taft College Bookstore	P0057282	08/10/2021	08/10/2021		\$32.14
	08/11/2021	A00306586	CSSO Association, Inc.	P0057285	08/11/2021	08/11/2021		\$300.00
	08/25/2021	A00200120	CACCRAO	P0057308	08/11/2021	08/11/2021		\$300.00
		A00200014	3C4A	P0057364	08/23/2021	08/23/2021		\$125.00
		A00200816	Rydin Decal	P0057332	08/17/2021	08/17/2021		\$988.75
	08/30/2021	A00325472	TRUSTEES OF THE CALIFORNIA S	P0057400	08/25/2021	08/25/2021		\$9,129.90
							TOTAL USER	\$63,927.79
MMATTHEWS	08/09/2021	A00200655	Henry Schein, Inc.	P0057234	08/04/2021	08/11/2021		\$620.48
							TOTAL USER	\$620.48
MSILVEIRA	08/02/2021	A00200355	West Kern Water District	P0057202	07/28/2021	07/28/2021		\$1,500.00
		A00200498	Office Depot	P0057205	07/29/2021	07/29/2021		\$3,000.00
		A00201051	Central Sanitary Supply	P0057204	07/29/2021	07/29/2021		\$3,000.00
	08/11/2021	A00200309	United Refrigeration, Inc.	P0057287	08/11/2021	08/11/2021		\$4,047.89
	08/16/2021	A00308756	Montgomery Hardware Co.	P0057313	08/12/2021	08/12/2021		\$4,104.00
							TOTAL USER	\$15,651.89
MTOFTE	08/18/2021	A00200498	Office Depot	P0057324	08/16/2021	08/16/2021		\$83.12
							TOTAL USER	\$83.12
MWHITE	08/02/2021	A00201122	Home Depot Credit Services	P0057154	07/26/2021	07/26/2021		\$2,961.73
	08/03/2021	A00308504	Wright Express FSC	P0057129	07/26/2021	07/26/2021		\$386.00
	08/04/2021	A00308756	Montgomery Hardware Co.	P0057217	08/03/2021	08/03/2021		\$9,111.58
		A00323665	Absolute Mitigation Services	P0057218	08/03/2021	08/03/2021		\$39,332.69
	08/09/2021	A00200023	Abate-A-Weed	P0057180	07/28/2021	07/28/2021		\$2,106.62
		A00244581	Independent Fire and Safety,	P0057172	07/27/2021	07/27/2021		\$3,540.00
		A00200017	A.P.I. Plumbing	P0057165	07/27/2021	07/27/2021		\$78.30

Taft College Purchase Order Activity Report

1-August-2021 through 31-August-2021

FY 21-22

USER ID	ACTIVITY DATE	VENDOR NUMBER	VENDOR NAME	PURCHASE ORDER NUMBER	PURCHASE ORDER DATE	REQ. DATE	PURCHASE ORDER AMOUNT	CL	C	A
		A00201081	Westside Waste Management Co	P0057022	07/13/2021	07/13/2021				\$47,150.00
		A00200017	A.P.I. Plumbing	P0057238	08/05/2021	08/05/2021				\$42.37
		A00200282	True Value Home Center	P0057244	08/05/2021	08/05/2021				\$46.61
	08/10/2021	A00200715	Kern Electric Distributors	P0057260	08/09/2021	08/09/2021				\$73.65
	08/11/2021	A00200282	True Value Home Center	P0057259	08/09/2021	08/09/2021				\$304.04
		A00201051	Central Sanitary Supply	P0057247	08/09/2021	08/09/2021				\$357.89
		A00200282	True Value Home Center	P0057292	08/11/2021	08/11/2021				\$162.87
		A00201350	Four Seasons Carpet Cleaning	P0057291	08/11/2021	08/11/2021				\$750.00
		A00200017	A.P.I. Plumbing	P0057294	08/11/2021	08/11/2021				\$46.12
	08/16/2021	A00200423	Taft City School District	P0057267	08/10/2021	08/10/2021				\$2,316.63
		A00200352	Waxie Sanitary Supply	P0057255	08/09/2021	08/09/2021				\$298.58
		A00200149	Carquest Auto Parts	P0057314	08/16/2021	08/16/2021				\$21.45
		A00200498	Office Depot	P0057299	08/11/2021	08/11/2021				\$402.19
	08/23/2021	A00325452	Hillcrest Construction Compa	P0057377	08/23/2021	08/23/2021				\$127.61
	08/24/2021	A00200629	Grainger	P0057317	08/16/2021	08/16/2021				\$743.74
	08/25/2021	A00200282	True Value Home Center	P0057344	08/18/2021	08/18/2021				\$40.12
				P0057360	08/20/2021	08/20/2021				\$113.41
				P0057373	08/23/2021	08/23/2021				\$37.94
		A00200536	Praxair Distribution, Inc.	P0057359	08/20/2021	08/20/2021				\$133.69
		A00200620	Geary Pacific Supply	P0057376	08/23/2021	08/23/2021				\$395.56
		A00202335	Fastenal Industrial & Constr	P0057363	08/20/2021	08/20/2021				\$537.32
		A00238497	All-Tech Electronic Systems,	P0057386	08/24/2021	08/24/2021				\$782.89
	08/27/2021	A00200498	Office Depot	P0057422	08/27/2021	08/27/2021				\$546.25
	08/30/2021	A00200017	A.P.I. Plumbing	P0057423	08/30/2021	08/30/2021				\$64.35
		A00200282	True Value Home Center	P0057425	08/30/2021	08/30/2021				\$5.14
		A00266719	Parts Town, LLC	P0057424	08/30/2021	08/30/2021				\$202.40
		A00200017	A.P.I. Plumbing	P0057312	08/12/2021	08/12/2021				\$139.43
				P0057409	08/26/2021	08/26/2021				\$500.00
		A00200282	True Value Home Center	P0057408	08/26/2021	08/26/2021				\$94.34
	08/31/2021	A00200629	Grainger	P0057434	08/31/2021	08/31/2021				\$125.03
		A00313518	1000Bulbs.com	P0057435	08/31/2021	08/31/2021				\$178.51

							TOTAL USER			\$114,257.05
NFIGUEROA	08/02/2021	A00252942	TC Federal Financial Aid Cle	P0057185	07/28/2021	07/28/2021				\$598.00
		A00301903	TC Foundation HEPP Program	P0057176	07/27/2021	07/27/2021				\$320.00
		A00317961	Eduporium, Inc.	P0057186	07/28/2021	07/28/2021				\$3,306.84
		A00318323	Goldberg, Elena P.	P0057177	07/27/2021	07/27/2021				\$46.00
		A00318656	Lopez, Keli Micah.	P0057193	07/28/2021	07/28/2021				\$138.00
	08/03/2021	A00276428	Rivera, Alexa Tonya.	P0057211	08/02/2021	08/02/2021				\$186.00
	08/09/2021	A00276428	Rivera, Alexa Tonya.	P0057236	08/04/2021	08/04/2021				\$186.00
		A00271281	WKCCD-Taft College Grant Cle	P0057178	07/27/2021	07/27/2021				\$1,650.00
				P0057179	07/27/2021	07/27/2021				\$19,800.00

Taft College Purchase Order Activity Report

1-August-2021 through 31-August-2021

FY 21-22

USER ID	ACTIVITY DATE	VENDOR		PURCHASE ORDER		PURCHASE ORDER	CL	C	A
		NUMBER	NAME	NUMBER	DATE				
	08/13/2021	A00317961	Eduporium, Inc.	P0057301	08/11/2021	08/11/2021			\$3,546.59
	08/24/2021	A00200161	CDW-G	P0057367	08/23/2021	08/23/2021			\$1,827.03
		A00311324	CWDL, CPAs	P0057369	08/23/2021	08/23/2021			\$5,000.00
	08/25/2021	A00311324	CWDL, CPAs	P0057368	08/23/2021	08/23/2021			\$36,769.00

						TOTAL USER			\$73,373.46
SCRISS	08/04/2021	A00283035	CCLC	P0056977	07/12/2021	07/12/2021			\$7,075.00
	08/18/2021	A00283035	CCLC	P0057334	08/17/2021	08/17/2021			\$2,000.00

						TOTAL USER			\$9,075.00
TROMANDIA	08/30/2021	A00210285	Innovative Educators	P0057001	07/13/2021	07/13/2021			\$995.00

						TOTAL USER			\$995.00
TROWDEN	08/02/2021	A00200053	Apple Computer Inc.	P0057207	07/29/2021	07/29/2021			\$1,716.79
	08/03/2021	A00201787	Standard Insurance Company	P0057208	07/29/2021	07/29/2021			\$21,100.00
		A00300396	del Rosario, Heather Renee.	P0057189	07/28/2021	07/28/2021			\$487.40
	08/09/2021	A00200168	Central Valley Occupational	P0057209	07/29/2021	07/29/2021			\$305.00
	08/17/2021	A00306660	Advanced Data Storage, Inc.	P0057221	08/03/2021	08/03/2021			\$170.00
		A00324752	UKG INC	P0057240	08/05/2021	08/05/2021			\$42,000.00
		A00313898	TimeClock Plus, LLC	P0057248	08/09/2021	08/09/2021			\$108.00
				P0057249	08/09/2021	08/09/2021			\$195.00
		A00200168	Central Valley Occupational	P0057290	08/11/2021	08/11/2021			\$95.00
		A00200182	City of Taft Police Departme	P0057302	08/11/2021	08/11/2021			\$406.00
		A00250381	California Chamber of Commer	P0057246	08/05/2021	08/05/2021			\$384.00
		A00200238	Department of Justice	P0057288	08/11/2021	08/11/2021			\$576.00
	08/25/2021	A00200376	Amerio, Barbara J.	P0057382	08/24/2021	08/24/2021			\$99.00
		A00313870	Chavira, Jazmyn Kylee.	P0057327	08/16/2021	08/16/2021			\$30.50
	08/30/2021	A00303183	Southern Computer Warehouse,	P0057421	08/27/2021	08/27/2021			\$292.39

						TOTAL USER			\$67,965.08

**West Kern Community College District
Board of Trustees Meeting
September 8, 2021**

**Agenda Item 14.
A. Academic Employment**

1. Fall 2021 Adjunct Assignments

Item	Name	Assignment	Hourly Rate	Effective Date
a.	Abernathy, Cathy	POSC 1501	\$74.62	8/16/2021 - 12/17/2021
b.	Agundez, Adrian	CCIS 2020	\$74.62	8/16/2021 - 12/17/2021
c.	Anderson, Ian	POSC 1501	\$74.62	8/16/2021 - 12/17/2021
d.	Arellano, Claire	PHED 1646, 2146	\$63.51	8/16/2021 - 12/9/2021
e.	Aycock, Bette	DNTL 1511, 1514	\$74.62	8/16/2021 - 12/17/2021
f.	Brennan, Sean	GEOG 1510, 1520	\$74.62	8/16/2021 - 12/17/2021
g.	Brixey, Gabrielle	PHED 1523, 1524, 1623, 1723, 1724, 1823	\$74.62	8/16/2021 - 12/17/2021
h.	Burnham, Kyle	MUSC 1510	\$74.62	8/16/2021 - 12/17/2021
i.	Chairez, Yvonne	DNTL 1514, 2134	\$74.62	8/16/2021 - 12/17/2021
j.	Clemons, Reginald	ADMJ 1508 & CJA 2131	\$74.62	8/16/2021 - 12/17/2021
k.	Colaw, Rebecca	PSYC 1500, 2205	\$74.62	8/16/2021 - 12/17/2021
l.	Combs, Noelle	POSC 1501	\$74.62	8/16/2021 - 12/17/2021
m.	Conners, April	BIOL 1500, 1510	\$74.62	8/16/2021 - 12/17/2021
n.	Cottrell, Angela	BUSN 1500	\$74.62	8/16/2021 - 12/17/2021
o.	Cutrona, Angelo	PHED 1510, 1511, 1523, 1623, 1723, 1823, 2510, 2511	\$74.62	8/16/2021 - 12/17/2021
p.	Cutrona, Myisha	PHED 1523, 1623, 1723, 1823	\$74.62	8/16/2021 - 12/17/2021
q.	Davis, Terry	ENER 1510	\$74.62	8/16/2021 - 12/17/2021
r.	Dimayuga, Anna	ART 1800, 1811, ARTH 1510	\$74.62	8/16/2021 - 12/17/2021
s.	Dodson, Rebecca	DNTL 1514, 2134	\$63.51	8/16/2021 - 12/17/2021
t.	Duncan, Brandon	HIST 2231	\$74.62	8/16/2021 - 12/17/2021
u.	Durkan, Jana	MGMT 1530	\$74.62	10/25/2021 - 11/5/2021
v.	Echeverria, Amy	DRAM 1510	\$74.62	8/16/2021 - 12/17/2021
w.	Enciso, Rigoberto	OSH 2058	\$74.62	8/23/2021 - 10/15/2021
x.	Fariss, Jeff	HLED 1531, 1535	\$74.62	8/16/2021 - 12/17/2021
y.	Furman, Tori	WKEX 1014	\$74.62	8/16/2021 - 12/17/2021
z.	Garcia, Olivia	HIST 2231	\$74.62	8/16/2021 - 12/17/2021
aa.	Gee, Steven	PHED 1523, 1623, 1723, 1823	\$74.62	8/16/2021 - 12/17/2021
bb.	Golling, Leigh	DRAM 1510, 1535	\$74.62	8/16/2021 - 12/17/2021
cc.	Goodman, Daniel	CIS 1532	\$74.62	8/16/2021 - 12/9/2021
dd.	Grimes, Jessica	PHIL 1531	\$74.62	8/16/2021 - 12/17/2021
ee.	Guitron, Anna	SPAN 1601	\$74.62	8/16/2021 - 12/17/2021
ff.	Hall Silveira, Margaret	ECEF 1590	\$74.62	8/16/2021 - 12/17/2021
gg.	Hall, Daniel	CIS 1812, 1902	\$74.62	8/16/2021 - 12/9/2021

hh.	Hickman, Ryan	BIOL 2370	\$74.62	8/16/2021 - 12/17/2021
ii.	Howell, Christina	ECEF 1500	\$74.62	8/23/2021 - 10/15/2021
jj.	Jiles, Michael	ADMJ 1506, POSC 1501	\$74.62	8/16/2021 - 12/17/2021
kk.	Kashani, Tony	HUM 1500, 2010	\$74.62	8/16/2021 - 12/17/2021
ll.	Layne, David	BUSN 1051, 2010	\$74.62	8/16/2021 - 12/17/2021
mm.	Lemmons, Christene	DNTL 2134	\$63.51	8/16/2021 - 12/17/2021
nn.	Lidgett, Nick	HLED 1531, 1535	\$74.62	8/16/2021 - 12/17/2021
oo.	Lindquist, Erica	ARTH 1500, 1510	\$74.62	8/16/2021 - 12/17/2021
pp.	Lohman, Benjamin	JRNL 1510	\$74.62	8/16/2021 - 12/17/2021
qq.	Mansi, Gregory	HIST 2202	\$74.62	8/16/2021 - 12/17/2021
rr.	McDaniel, Steven	COMM 1507, 1511	\$74.62	8/16/2021 - 12/17/2021
ss.	Montelongo, Maribel	SPAN 1601	\$74.62	8/16/2021 - 12/17/2021
tt.	Nelms, Daniel	PHED 1508, 1523, 1623, 1723, 1823, 2508, 2734	\$74.62	8/16/2021 - 12/17/2021
uu.	Niday, George	WELD 1560	\$74.62	8/16/2021 - 10/15/2021
vv.	Nunez, George	DNTL 2134	\$74.62	8/16/2021 - 12/17/2021
ww.	Payne, Bryan	WELD 1500	\$74.62	8/16/2021 - 12/17/2021
xx.	Raber, Tabitha	ADMJ 1501, 1507	\$74.62	8/16/2021 - 12/17/2021
yy.	Reed, Nyoka	ART 1620	\$74.62	8/16/2021 - 12/17/2021
zz.	Rients, Amy	ECEF 1501, 1583	\$74.62	8/23/2021 - 12/9/2021
aaa.	Romero, Megan	ECEF 1621, 2051	\$74.62	8/23/2021 - 12/9/2021
bbb.	Ruff, Mandy	BSAD 2220	\$74.62	8/16/2021 - 12/17/2021
ccc.	Sabo, Gail	PSYC 2080	\$74.62	8/16/2021 - 12/17/2021
ddd.	Salinas, Mario	OSH 1552	\$74.62	10/18/2021 - 12/9/2021
eee.	Schoneweis, Caroline	ENGL 1500		8/16/2021 - 12/17/2021
fff.	Sicari, Chad	OSH 1500, 1532	\$74.62	8/16/2021 - 12/17/2021
ggg.	Smith, Amanda	ECEF 1601	\$74.62	8/16/2021 - 12/17/2021
hhh.	Smith, Gaysha	ARTH 1500	\$74.62	8/16/2021 - 12/17/2021
iii.	Snyder, Amy	PSYC 2033	\$74.62	8/16/2021 - 12/17/2021
jjj.	Sorensen, Chad	PHED 1505, 1721, 2505	\$74.62	8/16/2021 - 12/17/2021
kkk.	Swenson, Sonja	ARTH 2030, HUM 1500	\$74.62	8/16/2021 - 12/17/2021
lll.	Taibjee, Sukena	INCO 1048	\$74.62	8/16/2021 - 12/17/2021
mmm.	Uhalt, Joshua	PSYC 2200	\$66.53	8/16/2021 - 12/17/2021
nnn.	Vallejo, Benigno	HLED 1541, 1543	\$74.62	8/16/2021 - 12/17/2021
ooo.	VanRy, Veronica	SOC 1510, 2038, 2120	\$74.62	8/16/2021 - 12/17/2021
ppp.	VanSistine-Yost, Linda	INCO 1048	\$74.62	10/18/2021 - 12/9/2021
qqq.	Villa, Walter	POSC 1501	\$74.62	8/16/2021 - 12/17/2021
rrr.	Webster, Stephanie	BIOL 2265	\$63.51	8/16/2021 - 12/17/2021
sss.	Wessely, Jason	ADMJ 1501, 1505	\$74.62	8/16/2021 - 12/17/2021
ttt.	White, Marisol	SOC 1510, 2038, 2120	\$74.62	8/16/2021 - 12/17/2021

uuu.	Wymore, Dave	ADMJ 1501	\$74.62	8/16/2021 - 12/17/2021
vvv.	Bopp, Jill	Adjunct Instructor - Administration of Justice	\$74.62	8/16/2021 - 6/30/2022
www.	Jiles, Michael	Adjunct Instructor - Administration of Justice, Political Science	\$74.62	8/16/2021 - 6/30/2022
xxx.	Sundgren, Lori	Adjunct Counselor Pool	\$74.62	8/16/2021 - 6/30/2022

2. 2021-22 Athletic Assistant Coaches

Item	Name	Assignment	Stipend	Effective Date
a.	Gee, Steven	Assistant Baseball Coach	\$5,154.21	1/1/2022 - 5/31/2022
b.	Delaney, John	Assistant Women's Soccer Coach	\$5,154.21	8/1/2021 - 12/31/2021
c.	Gonzalez, Robert	Assistant Women's Soccer Coach	\$2,577.11	8/1/2021 - 12/31/2021
d.	Bogden, Steven	Assistant Women's Soccer Coach	\$2,577.11	8/1/2021 - 12/31/2021
e.	Delaney, John	Assistant Men's Soccer Coach	\$5,154.21	8/1/2021 - 12/31/2021
f.	Gonzalez, Robert	Assistant Men's Soccer Coach	\$2,577.11	8/1/2021 - 12/31/2021
g.	Bogden, Steven	Assistant Men's Soccer Coach	\$2,577.11	8/1/2021 - 12/31/2021
h.	Atkinson, Morgan	Assistant Softball Coach	\$5,154.21	8/1/2021 - 12/31/2021
i.	Rosenberger, Brinley	Assistant Softball Coach	\$2,577.11	8/1/2021 - 12/31/2021
j.	Borjon, Brandi	Assistant Women's Golf Coach	\$5,154.21	8/1/2021 - 12/31/2021

3. 2021-22 Athletic Head Coaches

Item	Name	Assignment	Stipend	Effective Date
a.	Maiocco, Vince	Head Baseball Coach (Recruiting)	\$3,056.41	1/1/2022 - 5/31/2022
b.	Cutrona, Angelo	Head Women's Soccer Coach	\$12,685.40	8/1/2021 - 12/31/2021
c.	Cutrona, Angelo	Recruiting Stipend	\$3,056.41	8/1/2021 - 12/31/2021
d.	Curtona, Angelo	Head Men's Soccer Coach	\$12,685.40	8/1/2021 - 12/31/2021
e.	Curtona, Angelo	Recruiting Stipend	\$3,056.41	8/1/2021 - 12/31/2021
f.	Brixey, Gabrielle	Head Women's Softball Coach	\$12,685.40	1/1/2022 - 5/31/2022
j.	Brixey, Gabrielle	Recruiting Stipend	\$3,056.41	1/1/2022 - 5/31/2022
h.	Brixey, Gabrielle	Travel Stipend	\$1,000.00	1/1/2022 - 5/31/2022
i.	Nelms, Daniel	Head Women's Basketball Coach	\$12,685.40	1/1/2022 - 5/31/2022
j.	Nelms, Daniel	Recruiting Stipend	\$3,056.41	1/1/2022 - 5/31/2022
k.	Sorenson, Chad	Head Women's Golf Coach	\$6,342.70	8/1/2021 - 12/31/2021
l.	Thomson, Tony	Head Women's Golf Coach (Co)	\$6,342.70	8/1/2021 - 12/31/2021
m.	Sorenson, Chad	Head Men's Golf Coach	\$12,685.40	1/1/2022 - 5/31/2022
n.	Sorenson, Chad	Recruiting Stipend	\$3,056.41	1/1/2022 - 5/31/2022

**West Kern Community College District
Board of Trustees Meeting
September 8, 2021**

**Agenda Item 14.
B. Classified Employment**

1. Classified

Item	Name	Assignment	Range/ Step	FTE	Hourly Rate	Effective Date
a.	Albison, Callie	Direct Support Coordinator	13A	47.5%	\$17.87	9/13/2021
b.	Burch, Kelsey	Direct Support Coordinator	13C	47.5%	\$19.70	8/2/2021
c.	Carty, Ramona	Direct Support Coordinator	13E	47.5%	\$21.71	8/2/2021
d.	Farewell, Lachelle	Direct Support Coordinator	13A	47.5%	\$17.87	9/6/2021
e.	Ocegeda, Luis	Campus Safety Officer	19A	40.0%	\$20.72	9/1/2021
f.	Owens, Warren	Direct Support Coordinator	13G	47.5%	\$23.37	8/2/2021
g.	Powell, Cindi	Direct Support Coordinator	13G	47.5%	\$23.37	8/2/2021
h.	Powell, David	Direct Support Coordinator	13G	47.5%	\$23.37	8/2/2021
i.	Pulido, Adriana	Direct Support Aide	1C	47.5%	\$14.64	9/13/2021
j.	Romandia, Tosha	Extra Duty - Tutor	13A	47.5%	\$21.71	8/25/2021
k.	Self, Isaac	Direct Support Coordinator	13B	47.5%	\$18.76	8/2/2021
l.	Swope, Kody	Direct Support Aide	1C	47.5%	\$14.64	9/13/2021
m.	Tristan, Bailey	Campus Safety Officer	19A	40.0%	\$20.72	9/6/2021
n.	Wilkerson, Amanda	Direct Support Coordinator	13B	47.5%	\$18.76	8/2/2021
o.	Wise, Orion	Extra Duty - Learning Center Administration Clerk	13E	47.5%	\$21.71	8/25/2021

2. Management

Item	Name	Assignment	Range/ Step	FTE	Hourly Rate	Effective Date
a.	Kerhulas, Jaime	Temporary Interim COVID Response Coordinator	11/6	A/N	\$40.00	8/25/2021

C. Separations

Item	Name	Position	Range/ Step	FTE	Stipend/ Salary	Effective Date
a.	Cuate, Bertha	Retirement - Basic Skills Tutor	--	--	--	8/31/2021
b.	Grimes, Jessica	Resignation - Dean of Instruction and CTE	--	--	--	9/30/2021
c.	Reyes, Sylvia	Resignation - DSPS Technician I	--	--	--	9/2/2021

**WEST KERN COMMUNITY COLLEGE DISTRICT GENERAL FUND UNRESTRICTED
 BUDGETED SOURCES OF FUNDS AT ACCOUNT LEVEL 1
 REVENUE ACCOUNTS FISCAL YEAR 2021-2022
 FOR THE MONTH ENDING AUGUST 31, 2021**

Account Level	Account Level Description	Proposed Budget	Adjusted Budget	YTD Activity	Encumbrances	Balance
8600	State Revenues	22,254,772	22,254,772	2,401,836	0	19,852,936
8800	Local Revenues	8,412,633	8,412,633	848,947	0	7,563,686
Summary		30,667,405	30,667,405	3,250,784	0	27,416,622

**West Kern Community College District General Fund Unrestricted
 Budgeted Sources of Funds at Account Level 1
 Expenditure Accounts Fiscal Year 2021-2022
 For the Month Ending August 31, 2021**

Account Level	Account Level Description	Proposed Budget	Adjusted Budget	YTD Activity	Encumbrances	Balance
1000	Academic Salaries	9,846,360	9,846,360	1,009,912	0	8,836,447
2000	Classified & Other Nonacademic Sala	5,907,781	5,907,781	884,875	0	5,022,906
3000	Employee Benefits	8,979,394	8,979,394	1,051,571	435,290	7,492,533
4000	Supplies and Materials	459,344	459,344	8,807	83,920	366,617
5000	Other Operating Expenses & Services	4,466,842	4,466,842	636,436	2,076,958	1,753,448
6000	Capital Outlay	172,623	172,623	875	2,981	168,768
7000	Other Outgo	494,242	494,242	0	75,000	419,242
7200	Transfers	340,818	340,818	153,753	0	187,065
		30,667,405	30,667,405	1,894,349	2,674,149	26,098,907

**Disbursement Register of Expenditures Greater than \$10,000
For the Month of August 2021**

Check Number	Check Date	Vendor Name	Description	Net Amount
78052853	08/04/2021	American Express	AMEX - July Charges	18,691.35
78052854	08/04/2021	AP Architects	AP Architects - Student Center - June 2021	13,012.15
78052865	08/04/2021	Community College League of California	2021-2022 Membership Dues	10,100.00
78052869	08/04/2021	FFP Fund V Lessee1, LLC	ForeFront Power - June 2021	24,407.86
78052880	08/04/2021	Lozano Smith, LLP	2021-22 Legal Retainer	20,000.00
78052883	08/04/2021	Michael Flooring Inc.	Flooring Building 6 & 7	23,582.00
78052894	08/04/2021	Serban Sound & Communications	Classroom audio/video System CCTV	22,265.16
78052906	08/04/2021	TM Signs and Graphics	Centennial Banners	13,472.74
78052911	08/04/2021	Westec	Westec - 2021-22 Open PO	17,928.75
78052911	08/04/2021	Westec	Westec - 2021-22 Open PO	68,129.25
78052944	08/11/2021	CDW-G	Lenovo M70a AiO (WESTEC)	14,004.71
78052945	08/11/2021	Cen-Cal Construction	CDC Fence Concrete	12,479.55
78052947	08/11/2021	Colombo Construction Co., Inc.	Colombo - Student Center - Pay App 17	617,595.13
78052955	08/11/2021	Jaguar Wrought Iron Inc.	93 ft x 2 ft steel tube fencing	17,000.00
78052956	08/11/2021	Lakeshore	Children's indoor/outdoor supplies	11,346.95
78052957	08/11/2021	Montgomery Hardware Co.	7 Doors with Hardware and Installation (Child Care	35,869.77
78052962	08/11/2021	Sierra School Equipment Co.	Sierra Schools Equip - Student Center Furnishings	42,271.75
78052986	08/17/2021	Alcorn Aire, Inc.	Replace Evaporative Cooler with new HVAC system	25,460.00
78052992	08/17/2021	CDW-G	Lenovo M90a AiO	16,229.49
78053004	08/17/2021	FFP Fund V Lessee1, LLC	ForeFront Power - July 2021	22,785.12
78053014	08/17/2021	MBS Textbook Exchange, Inc.	Textbooks	10,299.29
78053018	08/17/2021	P. G. & E.	PGE - District - 21-22	19,930.72
78053026	08/17/2021	Serban Sound & Communications	Serban Sound - Student Center Project	21,540.67
78053028	08/17/2021	Student Insurance	Inv.#270436	53,052.00
78053047	08/17/2021	West Kern Adult Education Network JPA	2021-22 AEBG Pass-through to WKEAN	72,197.00
				1,223,651.41

ASO
Balance Sheet
As of August 31, 2021

Aug 31, 21

ASSETS

Current Assets

Checking/Savings

ASO Safe1 216,138.97

ASO Safe1 - Savings 143.82

Total Checking/Savings 216,282.79

Total Current Assets 216,282.79

TOTAL ASSETS 216,282.79

LIABILITIES & EQUITY

Equity

Restricted Funds

Anime and Above 1,692.00

Art Club 834.00

ASO Athletics 38,929.29

ASO General - Operating 102,798.69

ASSE 385.43

Baseball Club 6,767.33

Best Buddies 4,180.82

Cougar Echo 773.50

D.H. Class of 2022 70.00

D.H. CLUB GENERAL 3,195.11

ECE 3,518.99

Golf Club Mens 1,365.00

Golf Club Womens 1,121.25

Intersivity Club 1,703.37

Literary Club 1,831.53

NSLS Club 3,905.15

On Our Own 899.36

Performing Arts 2,902.62

Phi Theta Kappa 700.00

Roleplaying Game Club 745.42

Soccer Club - Mens 3,063.01

Soccer Club - Womens 3,035.40

Social Science/ Research 3,239.31

Softball Club 5,450.54

Spectrum 1,482.45

STEM 3,972.40

TC Cares 609.00

TIL Reunion 1,461.73

Uniform Replacement 10,282.45

Veterans Club 1,639.91

Women's Athletic Club 2,860.79

Women's Basketball Club 866.94

Total Restricted Funds 216,282.79

Total Equity 216,282.79

TOTAL LIABILITIES & EQUITY 216,282.79

COUNTY OF KERN
ELECTRONIC RECORD OF DEPOSIT
 SEC.26900-26902 GOV.CODE

USER NAME
 Amanda Bauer
 SUBMIT DATE
 Aug 02, 2021 10:12:17AM
 PROCESS DATE
 NOT PROCESSED AT
 THIS TIME
 DEPT NO.
 0886
 EROD NO.
 553831

THE AUDITOR - CONTROLLER OF KERN COUNTY, HEREBY CERTIFIES THAT THE AMOUNT DUE
 THE TREASURER OF SAID COUNTY FOR MONEYS COLLECTED BY WEST KERN COMMUNITY COLLEGE DIST-GENERAL
 IN SETTLEMENT OF THE FOLLOWING ACCOUNTS IS THE SUM OF \$2,937,867.00

DESCRIPTION OF DEPOSIT	FUND NO.	DEPT NO.	REVENUE CODE	AMOUNT	FUND TOTAL
General Fund Deferral Repayment	84096	0886	5480	\$2,042,387.00	\$2,042,387.00
SEAP Deferral Repayment	84097	0886	5480	\$895,500.00	\$895,500.00

TOTAL DEPOSIT: \$2,937,867.00

GENERAL DEPOSIT NOTES:

SITE OF DEPOSIT: TTC ACCOUNT DEPOSITED: General CASH: \$0.00 CHECKS: \$0.00 DIRECT DEPOSIT: \$2,937,867.00 CREDIT
 CARD: \$0.00
 NOTES: Deposit # 220009

SECTION 26901 GOVERNMENT CODE
 I HEREBY SWEAR THAT THIS IS A TRUE AND
 CORRECT RECORD OF THE TOTAL AMOUNT
 DUE THE KERN COUNTY TREASURER TO
 AND INCLUDING:

NOT PROCESSED
 NOT SIGNED
 AUDITOR'S AUTHORIZED SIGNATURE

NOT PROCESSED
 NOT SIGNED
 TTC AUTHORIZED SIGNATURE

DEPOSIT TRANSACTIONS

Date last used from: 00/00/0000 To 99/99/9999
 Transaction Number from: 220009 To 220009
 Date entered from: 00/00/0000 To 99/99/9999

APPROVED AND UNAPPROVED TRANSACTIONS

NUMBER	DATE	ENTERED	DESCRIPTION	-FUND-ORG-ACCT-PROGR-	AMOUNT	A/R
LN.	DI	DETAIL	DESCR			
220009	08/02/2021	08/02/2021	2021-22 Repayment Scheudle	ENTERED BY: AMB UNAPPROVED		
1.	78	Gen Apportionment Def. Repay	11000-000-8612-00000		2,042,367.00	N
2.	78	SEAP Deferral Repayment	12000-319-8644-00000		895,500.00	N
				TOTAL AMOUNT	2,937,867.00	*
				DISTRICT TOTAL	2,937,867.00	**
				GRAND TOTAL	2,937,867.00	***

Amanda Bauer

From: Bertha Lopez <lopezbe@kerncounty.com>
Sent: Friday, July 30, 2021 10:34 AM
To: Amanda Bauer; Mindy Jewell; Nancy Figueroa
Cc: Angelica Leon; Anna Fourie; Christina J. Linck; Joebryne Cabahug
Subject: West Kern Comm College EROD needed
Attachments: Colleges Deferral.pdf

Importance: High

Please submit an E-ROD today for School Apportionment West Kern Community College.

Total \$2,937,867.00

Mark E-ROD as being submitted at the Tax Collectors Office as a Direct Deposit.

Thank You

Bertha Lopez

Fiscal Support Technician

Kern County Treasurer-Tax Collector

1115 Truxtun Avenue, 2nd Floor

Bakersfield, CA 93301

Phone: (661) 868-3413

Fax: (661) 868-3409

E-mail: lopezbe@kerncounty.com

***** This is an EXTERNAL EMAIL. Stop and think before replying, clicking links or opening attachments. *****

2021-22

2021-22 Apportionment & Revenue

Program	Amount Certified	21-22 Allocation Budgeted	<i>Difference Budgeted vs Certified (Adjustment Needed)</i>	Account	July
ADJUSTMENT: PY General Apportionment Deferrals	3,532,753	-	(3,532,753)	11000-000-86129-00000	2,042,367
ADJUSTMENT: PY Categorical - SEAP Deferrals	1,492,501	-	(1,492,501)	12000-319-86449-00000	895,500

2021-22 Combined Deferral Repayment Schedule

<u>District</u>	<u>Deferral Certification</u>	<u>July 2021 Payment</u>	<u>August 2021 Payment</u>	<u>Total Payments</u>
Riverside	30,015,176	17,576,277	11,717,518	29,293,795
San Bernardino	19,126,707	11,207,553	7,471,701	18,679,254
San Diego	26,229,804	15,500,325	10,333,550	25,833,875
San Francisco	135,010	78,051	52,036	130,087
San Joaquin Delta	14,397,580	8,432,460	5,621,640	14,054,100
San Jose-Evergreen	4,957,143	2,958,588	1,972,393	4,930,981
San Luis Obispo	3,031,629	1,807,725	1,205,150	3,012,875
San Mateo	6,970,217	4,158,651	2,772,435	6,931,086
Santa Barbara	11,672,437	6,833,049	4,555,364	11,388,413
Santa Clarita	11,522,632	6,767,883	4,511,923	11,279,806
Santa Monica	18,249,150	14,300,034	12,678,310	26,978,344
Sequoias	11,991,971	7,030,404	4,686,936	11,717,340
Shasta-Tehama-Trinity	8,060,772	4,715,094	3,143,396	7,858,490
Sierra	5,785,860	3,451,455	2,300,966	5,752,421
Siskiyou	3,089,524	1,802,916	1,201,943	3,004,859
Solano	7,763,691	4,547,385	3,031,591	7,578,976
Sonoma	13,700,726	8,037,804	5,358,534	13,396,338
South Orange County	10,589,500	6,322,671	4,215,112	10,537,783
Southwestern	13,674,240	8,022,900	5,348,596	13,371,496
State Center	38,341,849	22,437,504	14,958,336	37,395,840
Ventura	28,597,563	16,723,512	11,149,009	27,872,521
Victor Valley	4,108,875	2,418,702	1,612,468	4,031,170
West Hills	8,649,891	5,052,504	3,368,333	8,420,837
West Kern	5,025,254	2,937,867	1,958,578	4,896,445
West Valley-Mission	4,935,757	2,943,783	1,962,521	4,906,304
Yosemite	16,589,604	9,724,002	6,482,667	16,206,669
Yuba	8,868,309	5,199,816	3,466,547	8,666,363
Total	981,383,889	584,695,387	396,688,502	981,383,889

2021-22 SEAP Deferral Repayment Schedule

<u>District</u>	<u>SEAP Deferral Certification</u>	<u>July 2021 Payment</u>	<u>August 2021 Payment</u>	<u>Total Payments</u>
San Francisco	-	-	-	-
San Joaquin Delta	4,977,171	2,986,302	1,990,869	4,977,171
San Jose-Evergreen	4,239,622	2,543,772	1,695,850	4,239,622
San Luis Obispo	2,517,274	1,510,365	1,006,909	2,517,274
San Mateo	5,896,992	3,538,194	2,358,798	5,896,992
Santa Barbara	3,882,668	2,329,602	1,553,066	3,882,668
Santa Clarita	4,862,786	2,917,671	1,945,115	4,862,786
Santa Monica	8,108,608	4,865,166	3,243,442	8,108,608
Sequoias	4,459,843	2,675,907	1,783,936	4,459,843
Shasta-Tehama-Trinity	2,512,916	1,507,749	1,005,167	2,512,916
Sierra	4,868,738	2,921,244	1,947,494	4,868,738
Siskiyou	767,461	460,476	306,985	767,461
Solano	2,697,611	1,618,566	1,079,045	2,697,611
Sonoma	5,352,464	3,211,479	2,140,985	5,352,464
South Orange County	9,171,095	5,502,657	3,668,438	9,171,095
Southwestern	5,371,053	3,222,633	2,148,420	5,371,053
State Center	12,396,237	7,437,741	4,958,496	12,396,237
Ventura	8,712,259	5,227,356	3,484,903	8,712,259
Victor Valley	1,977,701	1,186,620	791,081	1,977,701
West Hills	2,367,778	1,420,668	947,110	2,367,778
West Kern	1,492,501	895,500	597,001	1,492,501
West Valley-Mission	4,127,965	2,476,779	1,651,186	4,127,965
Yosemite	6,087,061	3,652,236	2,434,825	6,087,061
Yuba	3,329,651	1,997,790	1,331,861	3,329,651
Total	404,896,224	242,937,741	161,958,483	404,896,224

2021-22 SCFF Deferral Repayment Schedule

Prior Year Net Gen Adjustment

District	SCFF Deferral Certification (July P2 less amount paid through June 2021)	July 2021 Payment	August 2021 Payment	Total Payments	Deferral over/under payment	July	August
Pasadena Area	10,958,965	11,239,948	11,239,948	22,479,896	(11,520,931)	(6,912,559)	(4,608,372)
Peralta	13,177,039	7,617,954	5,078,634	12,696,588	480,451	288,271	192,180
Rancho Santiago	10,962,345	6,337,587	4,225,058	10,562,645	399,700	239,820	159,880
Redwoods	2,749,281	1,589,424	1,059,615	2,649,039	100,242	60,145	40,097
Rio Hondo	9,936,181	5,744,337	3,829,559	9,573,896	362,285	217,371	144,914
Riverside	19,784,879	11,438,100	7,625,398	19,063,498	721,381	432,829	288,552
San Bernardino	12,272,028	7,094,745	4,729,830	11,824,575	447,453	268,472	178,981
San Diego	10,858,900	6,277,782	4,185,189	10,462,971	395,929	237,557	158,372
San Francisco	135,010	78,051	52,036	130,087	4,923	2,954	1,969
San Joaquin Delta	9,420,409	5,446,158	3,630,771	9,076,929	343,480	206,088	137,392
San Jose-Evergreen	717,521	414,816	276,543	691,359	26,162	15,697	10,465
San Luis Obispo	514,355	297,360	198,241	495,601	18,754	11,252	7,502
San Mateo	1,073,225	620,457	413,637	1,034,094	39,131	23,479	15,652
Santa Barbara	7,789,769	4,503,447	3,002,298	7,505,745	284,024	170,414	113,610
Santa Clarita	6,659,846	3,850,212	2,566,808	6,417,020	242,826	145,696	97,130
Santa Monica	10,140,542	9,434,868	9,434,868	18,869,736	(8,729,194)	(5,237,516)	(3,491,678)
Sequoias	7,532,128	4,354,497	2,903,000	7,257,497	274,631	164,779	109,852
Shasta-Tehama-Trinity	5,547,856	3,207,345	2,138,229	5,345,574	202,282	121,369	80,913
Sierra	917,122	530,211	353,472	883,683	33,439	20,063	13,376
Siskiyou	2,322,063	1,342,440	894,958	2,237,398	84,665	50,799	33,866
Solano	5,066,080	2,928,819	1,952,546	4,881,365	184,715	110,829	73,886
Sonoma	8,348,262	4,826,325	3,217,549	8,043,874	304,388	182,633	121,755
South Orange County	1,418,405	820,014	546,674	1,366,688	51,717	31,030	20,687
Southwestern	8,303,187	4,800,267	3,200,176	8,000,443	302,744	181,646	121,098
State Center	25,945,612	14,999,763	9,999,840	24,999,603	946,009	567,605	378,404
Ventura	19,885,304	11,496,156	7,664,106	19,160,262	725,042	435,025	290,017
Victor Valley	2,131,174	1,232,082	821,387	2,053,469	77,705	46,623	31,082
West Hills	6,282,113	3,631,836	2,421,223	6,053,059	229,054	137,432	91,622
West Kern	3,532,753	2,042,367	1,361,577	3,403,944	128,809	77,285	51,524
West Valley-Mission	807,792	467,004	314,355	778,359	29,433	17,672	11,761
Yosemite	10,502,543	6,071,765	4,047,842	10,119,608	382,935	229,761	153,174
Yuba	5,538,658	3,202,026	2,134,686	5,336,712	201,946	121,168	80,778
Total	576,487,665	341,757,646	234,730,019	576,487,665	-	(1)	1

COUNTY OF KERN
ELECTRONIC RECORD OF DEPOSIT
SEC.26900-26902 GOV.CODE

USER NAME
Mindy Jewell
SUBMIT DATE
Aug 04, 2021 12:59:39PM
PROCESS DATE
NOT PROCESSED AT
THIS TIME
EROD NO.
554059

DEPT NO.
0886

THE AUDITOR - CONTROLLER OF KERN COUNTY, HEREBY CERTIFIES THAT THE AMOUNT DUE THE TREASURER OF SAID COUNTY FOR MONEYS COLLECTED BY WEST KERN COMMUNITY COLLEGE DIST-GENERAL IN SETTLEMENT OF THE FOLLOWING ACCOUNTS IS THE SUM OF \$302.66

DESCRIPTION OF DEPOSIT	FUND NO.	DEPT NO.	REVENUE CODE	AMOUNT	FUND TOTAL
BOOKSTORE	84698	0886	5490	\$302.66	\$302.66

TOTAL DEPOSIT: \$302.66

GENERAL DEPOSIT NOTES:

SITE OF DEPOSIT: BANK ACCOUNT DEPOSITED: General CASH: \$302.66 CHECKS: \$0.00 DIRECT DEPOSIT: \$0.00 CREDIT CARD: \$0.00
NOTES: DEPOSIT #220010

SECTION 26901 GOVERNMENT CODE
I HEREBY SWEAR THAT THIS IS A TRUE AND CORRECT RECORD OF THE TOTAL AMOUNT DUE THE KERN COUNTY TREASURER TO AND INCLUDING:

NOT PROCESSED

NOT SIGNED
AUDITOR'S AUTHORIZED SIGNATURE

NOT PROCESSED

NOT SIGNED
TTC AUTHORIZED SIGNATURE

078 WEST KERN COMM. COLLEGE
 WKCCD DEPOSIT

DEPOSIT TRANSACTIONS
 Date last used from: 08/04/2021 To 08/04/2021
 Transaction Number from: 220010 To 220010
 Date entered from: 00/00/0000 To 99/99/9999

J18361 DC0100 L.00.01 08/04/21 PAG

APPROVED AND UNAPPROVED TRANSACTIONS

NUMBER	DATE	ENTERED	DESCRIPTION	-FUND-ORG-ACCT-PROGR-	AMOUNT
LN.	DI	DETAIL	DESCR		
220010	08/04/2021	08/04/2021	WKCCD DEPOSIT		302.66
1.	78	BOOKSTORE SALES		31000-423-8841-69100	302.66
				ENTERED BY: MDJB UNAPPROVED	
				TOTAL AMOUNT	302.66
				DISTRICT TOTAL	302.66
				GRAND TOTAL	302.66

COUNTY OF KERN
ELECTRONIC RECORD OF DEPOSIT
 SEC.26900-26902 GOV.CODE

USER NAME
 Mindy Jewell
 SUBMIT DATE
 Aug 04, 2021 01:03:18PM
 PROCESS DATE
 NOT PROCESSED AT
 THIS TIME
 EROD NO.
 554060

DEPT NO.
 0886

THE AUDITOR - CONTROLLER OF KERN COUNTY, HEREBY CERTIFIES THAT THE AMOUNT DUE THE TREASURER OF SAID COUNTY FOR MONEYS COLLECTED BY WEST KERN COMMUNITY COLLEGE DIST-GENERAL IN SETTLEMENT OF THE FOLLOWING ACCOUNTS IS THE SUM OF \$11,429.00

DESCRIPTION OF DEPOSIT	FUND NO.	DEPT NO.	REVENUE CODE	AMOUNT	FUND TOTAL
STUDENT RECEIPTS	84096	0886	5490	\$11,429.00	\$11,429.00

TOTAL DEPOSIT: \$11,429.00

GENERAL DEPOSIT NOTES:

SITE OF DEPOSIT: BANK ACCOUNT DEPOSITED: General CASH: \$11,429.00 CHECKS: \$0.00 DIRECT DEPOSIT: \$0.00 CREDIT CARD: \$0.00
 NOTES: DEPOSIT #220011

SECTION 26901 GOVERNMENT CODE
 I HEREBY SWEAR THAT THIS IS A TRUE AND CORRECT RECORD OF THE TOTAL AMOUNT DUE THE KERN COUNTY TREASURER TO AND INCLUDING:

NOT PROCESSED

NOT PROCESSED

NOT SIGNED
 AUDITOR'S AUTHORIZED SIGNATURE

NOT SIGNED
 TTC AUTHORIZED SIGNATURE

078 WEST KERN COMM. COLLEGE
 WKCCD DEPOSIT

DEPOSIT TRANSACTIONS

J18362 DC0100 L.00.01 08/04/21 PA

Date last used from: 08/04/2021 To 08/04/2021
 Transaction Number from: 220011 To 220011
 Date entered from: 00/00/0000 To 99/99/9999

APPROVED AND UNAPPROVED TRANSACTIONS

NUMBER	DATE	ENTERED	DESCRIPTION	-FUND-ORG-ACCT-PROGR-	AMOUNT
LN.	DI	DETAIL	DESCR		
220011	08/04/2021	08/04/2021	WKCCD DEPOSIT		11,429.00
1.	78	STUDENT RECEIPTS		11000-000-9161-00000	11,429.00
				ENTERED BY: MDJB UNAPPROVED	
				TOTAL AMOUNT	11,429.00
				DISTRICT TOTAL	11,429.00
				GRAND TOTAL	11,429.00

COUNTY OF KERN
ELECTRONIC RECORD OF DEPOSIT
 SEC.26900-26902 GOV.CODE

USER NAME
 Mindy Jewell
 SUBMIT DATE
 Aug 04, 2021 01:10:25PM
 PROCESS DATE
 NOT PROCESSED AT
 THIS TIME
 DEPT NO.
 0886
 EROD NO.
 554061

THE AUDITOR - CONTROLLER OF KERN COUNTY, HEREBY CERTIFIES THAT THE AMOUNT DUE THE TREASURER OF SAID COUNTY FOR MONEYS COLLECTED BY WEST KERN COMMUNITY COLLEGE DIST-GENERAL IN SETTLEMENT OF THE FOLLOWING ACCOUNTS IS THE SUM OF \$250,950.44

DESCRIPTION OF DEPOSIT	FUND NO.	DEPT NO.	REVENUE CODE	AMOUNT	FUND TOTAL
GENERAL FUND	84096	0886	5490	\$44,698.68	\$44,698.68
RESTRICTED FUND	84097	0886	5490	\$57,238.59	\$57,238.59
CHILD DEVELOPMENT	84496	0886	5490	\$13,995.27	\$13,995.27
TIL	84697	0886	5490	\$87,333.87	\$87,333.87
BOOKSTORE	84698	0886	5490	\$47,129.03	\$47,129.03
CAFETERIA	84699	0886	5490	\$555.00	\$555.00

TOTAL DEPOSIT: \$250,950.44

GENERAL DEPOSIT NOTES:

SITE OF DEPOSIT: BANK ACCOUNT DEPOSITED: General CASH: \$250,950.44 CHECKS: \$0.00 DIRECT DEPOSIT: \$0.00 CREDIT CARD: \$0.00
 NOTES: DEPOSIT #220012

SECTION 26901 GOVERNMENT CODE
 I HEREBY SWEAR THAT THIS IS A TRUE AND CORRECT RECORD OF THE TOTAL AMOUNT DUE THE KERN COUNTY TREASURER TO AND INCLUDING:

NOT PROCESSED

NOT SIGNED
 AUDITOR'S AUTHORIZED SIGNATURE

NOT PROCESSED

NOT SIGNED
 TTC AUTHORIZED SIGNATURE

078 WEST KERN COMM. COLLEGE
 WKCCD DEPOSIT

DEPOSIT TRANSACTIONS
 Date last used from: 08/04/2021 To 08/04/2021
 Transaction Number from: 220012 To 220012
 Date entered from: 00/00/0000 To 99/99/9999

J18363 DC0100 I.00.01 08/04/21 PAG

APPROVED AND UNAPPROVED TRANSACTIONS

NUMBER	DATE	ENTERED	DESCRIPTION	-FUND-ORG-ACCT-PROGR-	AMOUNT
LN.	DI	DETAIL	DESCR		
220012	08/04/2021	08/04/2021	WKCCD DEPOSIT	ENTERED BY: MDJB UNAPPROVED	
1.	78	INSURANCE REIMBURSEMENTS		11000-412-8876-67300	3,278.30
2.	78	REIMBURSEMENT		11004-000-5425-00000	1,119.58
3.	78	WEST KERN OPEB		11000-412-5990-73900	39,500.00
4.	78	TRANSCRIPTS		11000-000-8879-00000	800.80
5.	78	FEDERAL WORK STUDY		12401-353-8153-64600	23,404.54
6.	78	FWS ADMIN ALLOWANCE		12401-353-8151-64600	1,412.46
7.	78	FOUNDATION SALARIES		12000-114-8892-70999	9,352.70
8.	78	HEERF I		12725-421-8199-00000	23,068.89
9.	78	CREDIT CARD BOOKSTORE SALES		31000-423-8841-69100	47,129.03
10.	78	CAFETERIA SALES		32000-422-8841-69400	555.00
11.	78	CC CHILD CARE FOOD		33429-310-8621-69250	195.27
12.	78	CC EARLY HEAD START		33000-310-8890-69200	13,800.00
13.	78	TIL REGIONAL CENTERS		39000-314-8699-64991	87,333.87
				TOTAL AMOUNT	250,950.44
				DISTRICT TOTAL	250,950.44
				GRAND TOTAL	250,950.44

COUNTY OF KERN
ELECTRONIC RECORD OF DEPOSIT
 SEC.26900-26902 GOV.CODE

USER NAME
 Mindy Jewell
 SUBMIT DATE
 Aug 11, 2021 12:58:55PM
 PROCESS DATE
 NOT PROCESSED AT
 THIS TIME
 EROD NO.
 554600

DEPT NO.
 0886

THE AUDITOR - CONTROLLER OF KERN COUNTY, HEREBY CERTIFIES THAT THE AMOUNT DUE THE TREASURER OF SAID COUNTY FOR MONEYS COLLECTED BY WEST KERN COMMUNITY COLLEGE DIST-GENERAL IN SETTLEMENT OF THE FOLLOWING ACCOUNTS IS THE SUM OF **\$58,135.27**

DESCRIPTION OF DEPOSIT	FUND NO.	DEPT NO.	REVENUE CODE	AMOUNT	FUND TOTAL
HOUSING RENT	75960	0886	5490	\$500.00	\$500.00
CREDIT CARD STUDENT RECEIPTS	84096	0886	5490	\$57,635.27	\$57,635.27

TOTAL DEPOSIT: **\$58,135.27**

GENERAL DEPOSIT NOTES:

SITE OF DEPOSIT: BANK ACCOUNT DEPOSITED: General CASH: \$58,135.27 CHECKS: \$0.00 DIRECT DEPOSIT: \$0.00 CREDIT CARD: \$0.00
 NOTES: DEPOSIT #220016

SECTION 26901 GOVERNMENT CODE
 I HEREBY SWEAR THAT THIS IS A TRUE AND CORRECT RECORD OF THE TOTAL AMOUNT DUE THE KERN COUNTY TREASURER TO AND INCLUDING:

NOT PROCESSED

NOT PROCESSED

NOT SIGNED
 AUDITOR'S AUTHORIZED SIGNATURE

NOT SIGNED
 TTC AUTHORIZED SIGNATURE

078 WEST KERN COMM. COLLEGE
WKCCD DEPOSIT

DEPOSIT TRANSACTIONS
Date last used from: 08/11/2021 To 08/11/2021
Transaction Number from: 220016 To 220016
Date entered from: 00/00/0000 To 99/99/9999

J21709 DC0100 L.00.01 08/11/21 PAG

APPROVED AND UNAPPROVED TRANSACTIONS										
NUMBER	DATE	ENTERED	DESCRIPTION	-FUND-ORG-ACCT-PROGR-						AMOUNT
LN.	DI	DETAIL	DESCR							
220016	08/11/2021	08/11/2021	WKCCD DEPOSIT	ENTERED BY: MDJB UNAPPROVED						
1.	78	CREDIT CARD	STUDENT RECEIPTS	11000-000-9161-00000					57,635.27	
2.	78	HOUSING RENT		35000-000-8851-00000					500.00	
								TOTAL AMOUNT	58,135.27	
								DISTRICT TOTAL	58,135.27	
								GRAND TOTAL	58,135.27	

COUNTY OF KERN
ELECTRONIC RECORD OF DEPOSIT
 SEC.26900-26902 GOV.CODE

USER NAME
 Mindy Jewell
 SUBMIT DATE
 Aug 11, 2021 12:48:10PM
 PROCESS DATE
 NOT PROCESSED AT
 THIS TIME
 ERD NO.
 554598

DEPT NO.
 0886

THE AUDITOR - CONTROLLER OF KERN COUNTY, HEREBY CERTIFIES THAT THE AMOUNT DUE
 THE TREASURER OF SAID COUNTY FOR MONEYS COLLECTED BY WEST KERN COMMUNITY COLLEGE DIST-GENERAL
 IN SETTLEMENT OF THE FOLLOWING ACCOUNTS IS THE SUM OF **\$69,458.04**

DESCRIPTION OF DEPOSIT	FUND NO.	DEPT NO.	REVENUE CODE	AMOUNT	FUND TOTAL
CREDIT CARD STUDENT RECEIPTS	84096	0886	5490	\$69,458.04	\$69,458.04

TOTAL DEPOSIT: **\$69,458.04**

GENERAL DEPOSIT NOTES:

SITE OF DEPOSIT: BANK ACCOUNT DEPOSITED: General CASH: \$69,458.04 CHECKS: \$0.00 DIRECT DEPOSIT: \$0.00 CREDIT
 CARD: \$0.00
 NOTES: DEPOSIT #220017

SECTION 26901 GOVERNMENT CODE
 I HEREBY SWEAR THAT THIS IS A TRUE AND
 CORRECT RECORD OF THE TOTAL AMOUNT
 DUE THE KERN COUNTY TREASURER TO
 AND INCLUDING:

NOT PROCESSED

NOT SIGNED
 AUDITOR'S AUTHORIZED SIGNATURE

NOT PROCESSED

NOT SIGNED
 TTC AUTHORIZED SIGNATURE

078 WEST KERN COMM. COLLEGE
 WKCCD DEPOSIT

DEPOSIT TRANSACTIONS
 Date last used from: 08/11/2021 To 08/11/2021
 Transaction Number from: 220017 To 220017
 Date entered from: 00/00/0000 To 99/99/9999

J21710 DC0100 L.00.01 08/11/21 PAG

APPROVED AND UNAPPROVED TRANSACTIONS

NUMBER	DATE	ENTERED	DESCRIPTION	-FUND-ORG-ACCT-PROGR-	AMOUNT
LN.	DI	DETAIL	DESCR		
220017	08/11/2021	08/11/2021	WKCCD DEPOSIT		
1.	78	CREDIT CARD	STUDENT RECEIPTS	11000-000-9161-00000	
				ENTERED BY: MDJB UNAPPROVED	69,458.04
				TOTAL AMOUNT	69,458.04
				DISTRICT TOTAL	69,458.04
				GRAND TOTAL	69,458.04

COUNTY OF KERN
ELECTRONIC RECORD OF DEPOSIT
SEC.26900-26902 GOV.CODE

USER NAME
Mindy Jewell
SUBMIT DATE
Aug 11, 2021 10:34:25AM
PROCESS DATE
NOT PROCESSED AT
THIS TIME
EROD NO.
554573

DEPT NO.
0886

THE AUDITOR - CONTROLLER OF KERN COUNTY, HEREBY CERTIFIES THAT THE AMOUNT DUE
THE TREASURER OF SAID COUNTY FOR MONEYS COLLECTED BY WEST KERN COMMUNITY COLLEGE DIST-GENERAL
IN SETTLEMENT OF THE FOLLOWING ACCOUNTS IS THE SUM OF \$2,706.14

DESCRIPTION OF DEPOSIT	FUND NO.	DEPT NO.	REVENUE CODE	AMOUNT	FUND TOTAL
BOOKSTORE	84698	0886	5490	\$2,706.14	\$2,706.14

TOTAL DEPOSIT: \$2,706.14

GENERAL DEPOSIT NOTES:

SITE OF DEPOSIT: BANK ACCOUNT DEPOSITED: General CASH: \$2,706.14 CHECKS: \$0.00 DIRECT DEPOSIT: \$0.00 CREDIT
CARD: \$0.00
NOTES: DEPOSIT #220013

SECTION 26901 GOVERNMENT CODE
I HEREBY SWEAR THAT THIS IS A TRUE AND
CORRECT RECORD OF THE TOTAL AMOUNT
DUE THE KERN COUNTY TREASURER TO
AND INCLUDING:

NOT PROCESSED

NOT SIGNED
AUDITOR'S AUTHORIZED SIGNATURE

NOT PROCESSED

NOT SIGNED
TTC AUTHORIZED SIGNATURE

078 WEST KERN COMM. COLLEGE
WKCCD DEPOSIT

DEPOSIT TRANSACTIONS
Date last used from: 08/11/2021 To 08/11/2021
Transaction Number from: 220013 To 220013
Date entered from: 00/00/0000 To 99/99/9999

J21582 DC0100 L.00.01 08/11/21 PAG

APPROVED AND UNAPPROVED TRANSACTIONS

NUMBER	DATE	ENTERED	DESCRIPTION	-FUND-ORG-ACCT-PROGR-	AMOUNT
LN.	DI	DETAIL	DESCR		
220013	08/11/2021	08/11/2021	WKCCD DEPOSIT		
1.	78	BOOKSTORE SALES		31000-423-8841-69100	
				ENTERED BY: MDJB UNAPPROVED	2,706.14
				TOTAL AMOUNT	2,706.14
				DISTRICT TOTAL	2,706.14
				GRAND TOTAL	2,706.14

COUNTY OF KERN
ELECTRONIC RECORD OF DEPOSIT
SEC.26900-26902 GOV.CODE

USER NAME
Mindy Jewell
SUBMIT DATE
Aug 11, 2021 10:35:36AM
PROCESS DATE
NOT PROCESSED AT
THIS TIME
EROD NO.
554574

DEPT NO.
0886

THE AUDITOR - CONTROLLER OF KERN COUNTY, HEREBY CERTIFIES THAT THE AMOUNT DUE
THE TREASURER OF SAID COUNTY FOR MONEYS COLLECTED BY WEST KERN COMMUNITY COLLEGE DIST-GENERAL
IN SETTLEMENT OF THE FOLLOWING ACCOUNTS IS THE SUM OF \$3,781.43

DESCRIPTION OF DEPOSIT	FUND NO.	DEPT NO.	REVENUE CODE	AMOUNT	FUND TOTAL
STUDENT RECEIPTS	84096	0886	5490	\$3,781.43	\$3,781.43

TOTAL DEPOSIT: \$3,781.43

GENERAL DEPOSIT NOTES:

SITE OF DEPOSIT: BANK ACCOUNT DEPOSITED: General CASH: \$3,781.43 CHECKS: \$0.00 DIRECT DEPOSIT: \$0.00 CREDIT
CARD: \$0.00
NOTES: DEPOSIT #220014

SECTION 26901 GOVERNMENT CODE
I HEREBY SWEAR THAT THIS IS A TRUE AND
CORRECT RECORD OF THE TOTAL AMOUNT
DUE THE KERN COUNTY TREASURER TO
AND INCLUDING:

NOT PROCESSED

NOT SIGNED
AUDITOR'S AUTHORIZED SIGNATURE

NOT PROCESSED

NOT SIGNED
TTC AUTHORIZED SIGNATURE

078 WEST KERN COMM. COLLEGE
 WKCCD DEPOSIT

DEPOSIT TRANSACTIONS
 Date last used from: 08/11/2021 To 08/11/2021
 Transaction Number from: 220014 To 220014
 Date entered from: 00/00/0000 To 99/99/9999

J21583 DC0100 L.00.01 08/11/21 PAG

APPROVED AND UNAPPROVED TRANSACTIONS

NUMBER	DATE	ENTERED	DESCRIPTION	-FUND-ORG-ACCT-PROGR-	AMOUNT
LN.	DI	DETAIL	DESCR		
220014	08/11/2021	08/11/2021	WKCCD DEPOSIT		
1.	78	STUDENT RECEIPTS		11000-000-9161-00000	
				ENTERED BY: MDJB UNAPPROVED	3,781.43
				TOTAL AMOUNT	3,781.43
				DISTRICT TOTAL	3,781.43
				GRAND TOTAL	3,781.43

COUNTY OF KERN
ELECTRONIC RECORD OF DEPOSIT
 SEC.26900-26902 GOV.CODE

USER NAME
 Mindy Jewell
 SUBMIT DATE
 Aug 11, 2021 10:38:21AM
 PROCESS DATE
 NOT PROCESSED AT
 THIS TIME
 EROD NO.
 554575

DEPT NO.
 0886

THE AUDITOR - CONTROLLER OF KERN COUNTY, HEREBY CERTIFIES THAT THE AMOUNT DUE THE TREASURER OF SAID COUNTY FOR MONEYS COLLECTED BY WEST KERN COMMUNITY COLLEGE DIST-GENERAL IN SETTLEMENT OF THE FOLLOWING ACCOUNTS IS THE SUM OF **\$76,608.80**

DESCRIPTION OF DEPOSIT	FUND NO.	DEPT NO.	REVENUE CODE	AMOUNT	FUND TOTAL
BOND	80785	0886	5490	\$2,859.20	\$2,859.20
GENERAL FUND	84096	0886	5490	\$638.60	\$638.60
TIL	84697	0886	5490	\$72,750.00	\$72,750.00
CAFETERIA	84699	0886	5490	\$361.00	\$361.00

TOTAL DEPOSIT: **\$76,608.80**

GENERAL DEPOSIT NOTES:

SITE OF DEPOSIT: BANK ACCOUNT DEPOSITED: General CASH: \$76,608.80 CHECKS: \$0.00 DIRECT DEPOSIT: \$0.00 CREDIT
 CARD: \$0.00
 NOTES: DEPOSIT #220015

SECTION 26901 GOVERNMENT CODE
 I HEREBY SWEAR THAT THIS IS A TRUE AND CORRECT RECORD OF THE TOTAL AMOUNT DUE THE KERN COUNTY TREASURER TO AND INCLUDING:

NOT PROCESSED

NOT PROCESSED

NOT SIGNED
 AUDITOR'S AUTHORIZED SIGNATURE

NOT SIGNED
 TTC AUTHORIZED SIGNATURE

078 WEST KERN COMM. COLLEGE
WKCCD DEPOSIT

DEPOSIT TRANSACTIONS
Date last used from: 08/11/2021 To 08/11/2021
Transaction Number from: 220015 To 220015
Date entered from: 00/00/0000 To 99/99/9999

J21584 DC0100 L.00.01 08/11/21 PAG

APPROVED AND UNAPPROVED TRANSACTIONS

NUMBER	DATE	ENTERED	DESCRIPTION	-FUND-ORG-ACCT-PROGR-	AMOUNT
LN.	DI	DETAIL	DESCR		
220015	08/11/2021	08/11/2021	WKCCD DEPOSIT		
				ENTERED BY: MDJB	UNAPPROVED
1.	78	INSURANCE REIMBURSEMENTS		11000-412-8876-67300	638.60
2.	78	CAFETERIA SALES		32000-422-8841-69400	361.00
3.	78	TPSID		39000-308-8821-64991	72,750.00
4.	78	REIMBURSEMENT		42351-000-6414-71003	2,859.20
				TOTAL AMOUNT	76,608.80
				DISTRICT TOTAL	76,608.80
				GRAND TOTAL	76,608.80

COUNTY OF KERN
ELECTRONIC RECORD OF DEPOSIT
 SEC.26900-26902 GOV.CODE

USER NAME
 Mindy Jewell
 SUBMIT DATE
 Aug 19, 2021 01:35:16PM
 PROCESS DATE
 NOT PROCESSED AT
 THIS TIME
 DEPT NO.
 0886
 EROD NO.
 555230

THE AUDITOR - CONTROLLER OF KERN COUNTY, HEREBY CERTIFIES THAT THE AMOUNT DUE
 THE TREASURER OF SAID COUNTY FOR MONEYS COLLECTED BY WEST KERN COMMUNITY COLLEGE DIST-GENERAL
 IN SETTLEMENT OF THE FOLLOWING ACCOUNTS IS THE SUM OF **\$1,958,578.00**

DESCRIPTION OF DEPOSIT	FUND NO.	DEPT NO.	REVENUE CODE	AMOUNT	FUND TOTAL
SCHOOL APPORTIONMENT DEFERRAL	84096	0886	5490	\$1,361,577.00	\$1,361,577.00
SCHOOL APPORTIONMENT DEFERRAL	84097	0886	5490	\$597,001.00	\$597,001.00

TOTAL DEPOSIT: **\$1,958,578.00**

GENERAL DEPOSIT NOTES:

SITE OF DEPOSIT: TTC ACCOUNT DEPOSITED: General CASH: \$0.00 CHECKS: \$0.00 DIRECT DEPOSIT: \$1,958,578.00 CREDIT CARD: \$0.00
 NOTES: DEPOSIT #220018

SECTION 26901 GOVERNMENT CODE
 I HEREBY SWEAR THAT THIS IS A TRUE AND
 CORRECT RECORD OF THE TOTAL AMOUNT
 DUE THE KERN COUNTY TREASURER TO
 AND INCLUDING:

NOT PROCESSED

NOT SIGNED
 AUDITOR'S AUTHORIZED SIGNATURE

NOT PROCESSED

NOT SIGNED
 TTC AUTHORIZED SIGNATURE

078 WEST KERN COMM. COLLEGE
 WKCCD DEPOSIT

DEPOSIT TRANSACTIONS
 Date last used from: 08/19/2021 To 08/19/2021
 Transaction Number from: 220018 To 220018
 Date entered from: 00/00/0000 To 99/99/9999

J26380 DC0100 L.00.01 08/19/21 PAG

APPROVED AND UNAPPROVED TRANSACTIONS

NUMBER	DATE	ENTERED	DESCRIPTION	-FUND-ORG-ACCT-PROGR-	AMOUNT
LN.	DI	DETAIL	DESCR		
220018	08/19/2021	08/19/2021	WKCCD DEPOSIT		
1.	78	SCHOOL APPORTIONMENT DEFERRAL		11000-000-8612-00000	1,361,577.00
2.	78	SCHOOL APPORTIONMENT DEFERRAL		12000-319-8649-00000	597,001.00
				TOTAL AMOUNT	1,958,578.00
				DISTRICT TOTAL	1,958,578.00
				GRAND TOTAL	1,958,578.00

ENTERED BY: MDJB UNAPPROVED

COUNTY OF KERN
ELECTRONIC RECORD OF DEPOSIT
 SEC.26900-26902 GOV.CODE

USER NAME
 Mindy Jewell
 SUBMIT DATE
 Aug 19, 2021 01:36:19PM
 PROCESS DATE
 NOT PROCESSED AT
 THIS TIME
 EROD NO.
 555231

DEPT NO.
 0886

THE AUDITOR - CONTROLLER OF KERN COUNTY, HEREBY CERTIFIES THAT THE AMOUNT DUE
 THE TREASURER OF SAID COUNTY FOR MONEYS COLLECTED BY WEST KERN COMMUNITY COLLEGE DIST-GENERAL
 IN SETTLEMENT OF THE FOLLOWING ACCOUNTS IS THE SUM OF \$4,581.86

DESCRIPTION OF DEPOSIT	FUND NO.	DEPT NO.	REVENUE CODE	AMOUNT	FUND TOTAL
BOOKSTORE	84698	0886	5490	\$4,581.86	\$4,581.86

TOTAL DEPOSIT: \$4,581.86

GENERAL DEPOSIT NOTES:

SITE OF DEPOSIT: BANK ACCOUNT DEPOSITED: General CASH: \$4,581.86 CHECKS: \$0.00 DIRECT DEPOSIT: \$0.00 CREDIT
 CARD: \$0.00
 NOTES: DEPOSIT #220019

SECTION 26901 GOVERNMENT CODE
 I HEREBY SWEAR THAT THIS IS A TRUE AND
 CORRECT RECORD OF THE TOTAL AMOUNT
 DUE THE KERN COUNTY TREASURER TO
 AND INCLUDING:

NOT PROCESSED

NOT SIGNED
 AUDITOR'S AUTHORIZED SIGNATURE

NOT PROCESSED

NOT SIGNED
 TTC AUTHORIZED SIGNATURE

078 WEST KERN COMM. COLLEGE
WKCCD DEPOSIT

DEPOSIT TRANSACTIONS
Date last used from: 08/19/2021 To 08/19/2021
Transaction Number from: 220019 To 220019
Date entered from: 00/00/0000 To 99/99/9999

J26407 DC0100 L.00.01 08/19/21 PAG

APPROVED AND UNAPPROVED TRANSACTIONS

NUMBER	DATE	ENTERED	DESCRIPTION	-FUND-ORG-ACCT-PROGR-	AMOUNT
LN.	DI	DETAIL	DESCR		
220019	08/19/2021	08/19/2021	WKCCD DEPOSIT		
1.	78	BOOKSTORE SALES		31000-423-8841-69100	
				ENTERED BY: MDJB UNAPPROVED	4,581.86
				TOTAL AMOUNT	4,581.86
				DISTRICT TOTAL	4,581.86
				GRAND TOTAL	4,581.86

COUNTY OF KERN
ELECTRONIC RECORD OF DEPOSIT
 SEC.26900-26902 GOV.CODE

USER NAME
 Mindy Jewell
 SUBMIT DATE
 Aug 19, 2021 01:37:27PM
 PROCESS DATE
 NOT PROCESSED AT
 THIS TIME
 DEPT NO.
 0886
 EROD NO.
 555233

THE AUDITOR - CONTROLLER OF KERN COUNTY, HEREBY CERTIFIES THAT THE AMOUNT DUE
 THE TREASURER OF SAID COUNTY FOR MONEYS COLLECTED BY WEST KERN COMMUNITY COLLEGE DIST-GENERAL
 IN SETTLEMENT OF THE FOLLOWING ACCOUNTS IS THE SUM OF \$41,502.28

DESCRIPTION OF DEPOSIT	FUND NO.	DEPT NO.	REVENUE CODE	AMOUNT	FUND TOTAL
STUDENT RECEIPTS	84096	0886	5490	\$41,502.28	\$41,502.28

TOTAL DEPOSIT: \$41,502.28

GENERAL DEPOSIT NOTES:

SITE OF DEPOSIT: BANK ACCOUNT DEPOSITED: General CASH: \$41,502.28 CHECKS: \$0.00 DIRECT DEPOSIT: \$0.00 CREDIT CARD: \$0.00
 NOTES: DEPOSIT #220020

SECTION 26901 GOVERNMENT CODE
 I HEREBY SWEAR THAT THIS IS A TRUE AND
 CORRECT RECORD OF THE TOTAL AMOUNT
 DUE THE KERN COUNTY TREASURER TO
 AND INCLUDING:

NOT PROCESSED
NOT SIGNED
 AUDITOR'S AUTHORIZED SIGNATURE

NOT PROCESSED
NOT SIGNED
 TTC AUTHORIZED SIGNATURE

078 WEST KERN COMM. COLLEGE
 WKCCD DEPOSIT

DEPOSIT TRANSACTIONS
 Date last used from: 08/19/2021 To 08/19/2021
 Transaction Number from: 220020 To 220020
 Date entered from: 00/00/0000 To 99/99/9999

J26410 DC0100 L.00.01 08/19/21 PAG

APPROVED AND UNAPPROVED TRANSACTIONS

NUMBER	DATE	ENTERED	DESCRIPTION	-FUND-ORG-ACCT-PROGR-	AMOUNT
LN.	DI	DETAIL	DESCR		
220020	08/19/2021	08/19/2021	WKCCD DEPOSIT		41,502.28
1.	78	STUDENT RECEIPTS		11000-000-9161-00000	41,502.28
				ENTERED BY: MDJB UNAPPROVED	
				TOTAL AMOUNT	41,502.28
				DISTRICT TOTAL	41,502.28
				GRAND TOTAL	41,502.28

COUNTY OF KERN
ELECTRONIC RECORD OF DEPOSIT
 SEC.26900-26902 GOV.CODE

USER NAME
 Mindy Jewell
 SUBMIT DATE
 Aug 19, 2021 01:39:10PM
 PROCESS DATE
 NOT PROCESSED AT
 THIS TIME
 DEPT NO.
 0886
 EROD NO.
 555234

THE AUDITOR - CONTROLLER OF KERN COUNTY, HEREBY CERTIFIES THAT THE AMOUNT DUE
 THE TREASURER OF SAID COUNTY FOR MONEYS COLLECTED BY WEST KERN COMMUNITY COLLEGE DIST-GENERAL
 IN SETTLEMENT OF THE FOLLOWING ACCOUNTS IS THE SUM OF **\$1,069,551.04**

DESCRIPTION OF DEPOSIT	FUND NO.	DEPT NO.	REVENUE CODE	AMOUNT	FUND TOTAL
GENERAL FUND	84096	0886	5490	\$10,985.00	\$10,985.00
RESTRICTED FUND	84097	0886	5490	\$847,541.38	\$847,541.38
CHILD DEVELOPMENT	84496	0886	5490	\$208,161.00	\$208,161.00
CAFETERIA	84699	0886	5490	\$2,863.66	\$2,863.66

TOTAL DEPOSIT: **\$1,069,551.04**

GENERAL DEPOSIT NOTES:

SITE OF DEPOSIT: BANK ACCOUNT DEPOSITED: General CASH: \$1,069,551.04 CHECKS: \$0.00 DIRECT DEPOSIT: \$0.00 CREDIT CARD: \$0.00
 NOTES: DEPOSIT #220021

SECTION 26901 GOVERNMENT CODE
 I HEREBY SWEAR THAT THIS IS A TRUE AND
 CORRECT RECORD OF THE TOTAL AMOUNT
 DUE THE KERN COUNTY TREASURER TO
 AND INCLUDING:

NOT PROCESSED

NOT SIGNED
 AUDITOR'S AUTHORIZED SIGNATURE

NOT PROCESSED

NOT SIGNED
 TTC AUTHORIZED SIGNATURE

078 WEST KERN COMM. COLLEGE
 WKCCD DEPOSIT

DEPOSIT TRANSACTIONS
 Date last used from: 08/19/2021 To 08/19/2021
 Transaction Number from: 220021 To 220021
 Date entered from: 00/00/0000 To 99/99/9999

J26412 DC0100 L.00.01 08/19/21 PAG

APPROVED AND UNAPPROVED TRANSACTIONS

NUMBER	DATE	ENTERED	DESCRIPTION	-FUND-ORG-ACCT-PROGR-	AMOUNT
LN.	DI	DETAIL	DESCR		
220021	08/19/2021	08/19/2021	WKCCD DEPOSIT		
				ENTERED BY: MDJB	UNAPPROVED
1.	78	DEGREE VERIFY		11000-421-8879-64500	112.00
2.	78	HEERF III STUDENT		11000-421-8199-00000	10,865.00
3.	78	RETAINED FINANCIAL AID		11000-000-9526-00000	8.00
4.	78	TPSID		12433-314-8199-00000	15,645.83
5.	78	HEERF II		12720-421-8199-00000	826,720.55
6.	78	HEERF III		12418-421-8199-00000	5,175.00
7.	78	CAFETERIA SALES		32000-422-8841-69400	2,863.66
8.	78	CC STATE PRESCHOOL		33528-310-8621-69200	208,161.00
				TOTAL AMOUNT	1,069,551.04
				DISTRICT TOTAL	1,069,551.04
				GRAND TOTAL	1,069,551.04

COUNTY OF KERN
ELECTRONIC RECORD OF DEPOSIT
SEC.26900-26902 GOV.CODE

USER NAME
Mindy Jewell
SUBMIT DATE
Aug 26, 2021 01:37:53PM
PROCESS DATE
NOT PROCESSED AT
THIS TIME
DEPT NO. 0886
EROD NO.
555769

THE AUDITOR - CONTROLLER OF KERN COUNTY, HEREBY CERTIFIES THAT THE AMOUNT DUE
THE TREASURER OF SAID COUNTY FOR MONEYS COLLECTED BY WEST KERN COMMUNITY COLLEGE DIST-GENERAL
IN SETTLEMENT OF THE FOLLOWING ACCOUNTS IS THE SUM OF **\$5,824.41**

DESCRIPTION OF DEPOSIT	FUND NO.	DEPT NO.	REVENUE CODE	AMOUNT	FUND TOTAL
BOOKSTORE	84698	0886	5490	\$5,824.41	\$5,824.41

TOTAL DEPOSIT: **\$5,824.41**

GENERAL DEPOSIT NOTES:

SITE OF DEPOSIT: BANK ACCOUNT DEPOSITED: General CASH: \$5,824.41 CHECKS: \$0.00 DIRECT DEPOSIT: \$0.00 CREDIT
CARD: \$0.00
NOTES: DEPOSIT #220022

SECTION 26901 GOVERNMENT CODE
I HEREBY SWEAR THAT THIS IS A TRUE AND
CORRECT RECORD OF THE TOTAL AMOUNT
DUE THE KERN COUNTY TREASURER TO
AND INCLUDING:

NOT PROCESSED

NOT SIGNED
AUDITOR'S AUTHORIZED SIGNATURE

NOT PROCESSED

NOT SIGNED
TTC AUTHORIZED SIGNATURE

078 WEST KERN COMM. COLLEGE
 WKCCD DEPOSIT

DEPOSIT TRANSACTIONS
 Date last used from: 08/26/2021 To 08/26/2021
 Transaction Number from: 220022 To 220022
 Date entered from: 00/00/0000 To 99/99/9999

J29962 DC0100 L.00.01 08/26/21 PAG

APPROVED AND UNAPPROVED TRANSACTIONS

NUMBER	DATE	ENTERED	DESCRIPTION	-FUND-ORG-ACCT-PROGR-	AMOUNT
LN.	DI	DETAIL	DESCR		
220022	08/26/2021	08/26/2021	WKCCD DEPOSIT		
1.	78	BOOKSTORE SALES		31000-423-8841-69100	5,824.41
				ENTERED BY: MDJB UNAPPROVED	5,824.41
				TOTAL AMOUNT	5,824.41
				DISTRICT TOTAL	5,824.41
				GRAND TOTAL	5,824.41

COUNTY OF KERN
ELECTRONIC RECORD OF DEPOSIT
 SEC.26900-26902 GOV.CODE

USER NAME
 Mindy Jewell
 SUBMIT DATE
 Aug 26, 2021 01:39:02PM
 PROCESS DATE
 NOT PROCESSED AT
 THIS TIME
 DEPT NO.
 0886
 EROD NO.
 555770

THE AUDITOR - CONTROLLER OF KERN COUNTY, HEREBY CERTIFIES THAT THE AMOUNT DUE
 THE TREASURER OF SAID COUNTY FOR MONEYS COLLECTED BY WEST KERN COMMUNITY COLLEGE DIST-GENERAL
 IN SETTLEMENT OF THE FOLLOWING ACCOUNTS IS THE SUM OF \$16,324.64

DESCRIPTION OF DEPOSIT	FUND NO.	DEPT NO.	REVENUE CODE	AMOUNT	FUND TOTAL
STUDENT RECEIPTS	84096	0886	5490	\$16,324.64	
					\$16,324.64

TOTAL DEPOSIT: \$16,324.64

GENERAL DEPOSIT NOTES:

SITE OF DEPOSIT: BANK ACCOUNT DEPOSITED: General CASH: \$16,324.64 CHECKS: \$0.00 DIRECT DEPOSIT: \$0.00 CREDIT CARD: \$0.00
 NOTES: DEPOSIT #220023

SECTION 26901 GOVERNMENT CODE
 I HEREBY SWEAR THAT THIS IS A TRUE AND
 CORRECT RECORD OF THE TOTAL AMOUNT
 DUE THE KERN COUNTY TREASURER TO
 AND INCLUDING:

NOT PROCESSED

NOT SIGNED
 AUDITOR'S AUTHORIZED SIGNATURE

NOT PROCESSED

NOT SIGNED
 TTC AUTHORIZED SIGNATURE

078 WEST KERN COMM. COLLEGE
 WKCCD DEPOSIT

DEPOSIT TRANSACTIONS
 Date last used from: 08/26/2021 To 08/26/2021
 Transaction Number from: 220023 To 220023
 Date entered from: 00/00/0000 To 99/99/9999

J29964 DC0100 L.00.01 08/26/21 PA

APPROVED AND UNAPPROVED TRANSACTIONS

NUMBER	DATE	ENTERED	DESCRIPTION	-FUND-ORG-ACCT-PROGR-	AMOUNT
LN.	DI	DETAIL	DESCR		
220023	08/26/2021	08/26/2021	WKCCD DEPOSIT		
1.	78	STUDENT RECEIPTS		11000-000-9161-00000	
				ENTERED BY: MDJB UNAPPROVED	16,324.64
				TOTAL AMOUNT	16,324.64
				DISTRICT TOTAL	16,324.64
				GRAND TOTAL	16,324.64

COUNTY OF KERN
ELECTRONIC RECORD OF DEPOSIT
 SEC.26900-26902 GOV.CODE

USER NAME
 Mindy Jewell
 SUBMIT DATE
 Aug 26, 2021 01:40:33PM
 PROCESS DATE
 NOT PROCESSED AT
 THIS TIME
 DEPT NO.
 0886
 EROD NO.
 555771

THE AUDITOR - CONTROLLER OF KERN COUNTY, HEREBY CERTIFIES THAT THE AMOUNT DUE
 THE TREASURER OF SAID COUNTY FOR MONEYS COLLECTED BY WEST KERN COMMUNITY COLLEGE DIST-GENERAL
 IN SETTLEMENT OF THE FOLLOWING ACCOUNTS IS THE SUM OF \$6,325.53

DESCRIPTION OF DEPOSIT	FUND NO.	DEPT NO.	REVENUE CODE	AMOUNT	FUND TOTAL
GENERAL FUND	84096	0886	5490	\$1,157.01	\$1,157.01
RESTRICTED FUND	84097	0886	5490	\$2,843.02	\$2,843.02
CAFETERIA	84699	0886	5490	\$2,325.50	\$2,325.50

TOTAL DEPOSIT: \$6,325.53

GENERAL DEPOSIT NOTES:

SITE OF DEPOSIT: BANK ACCOUNT DEPOSITED: General CASH: \$6,325.53 CHECKS: \$0.00 DIRECT DEPOSIT: \$0.00 CREDIT
 CARD: \$0.00
 NOTES: DEPOSIT #220024

SECTION 26901 GOVERNMENT CODE
 I HEREBY SWEAR THAT THIS IS A TRUE AND
 CORRECT RECORD OF THE TOTAL AMOUNT
 DUE THE KERN COUNTY TREASURER TO
 AND INCLUDING:

NOT PROCESSED

NOT SIGNED
 AUDITOR'S AUTHORIZED SIGNATURE

NOT PROCESSED

NOT SIGNED
 TTC AUTHORIZED SIGNATURE

078 WEST KERN COMM. COLLEGE
 WKCCD DEPOSIT

DEPOSIT TRANSACTIONS
 Date last used from: 08/26/2021 To 08/26/2021
 Transaction Number from: 220024 To 220024
 Date entered from: 00/00/0000 To 99/99/9999

J29965 DC0100 1.00.01 08/26/21 PAG

APPROVED AND UNAPPROVED TRANSACTIONS

NUMBER	DATE	ENTERED	DESCRIPTION	-FUND-ORG-ACCT-PROGR-	AMOUNT	
LN.	DI	DETAIL	DESCR			
220024	08/26/2021	08/26/2021	WKCCD DEPOSIT			
					ENTERED BY: MDJB UNAPPROVED	
1.	78	INSURANCE REIMBURSEMENTS		11000-412-8876-67300	343.94	
2.	78	REIMBURSEMENT		11000-000-8892-00000	748.07	
3.	78	RETAINED FINANCIAL AID		11000-000-9526-00000	65.00	
4.	78	DHS ADMIN		12602-309-8839-64992	2,843.02	
5.	78	CAFETERIA SALES		32000-422-8841-69400	2,325.50	
					TOTAL AMOUNT	6,325.53
					DISTRICT TOTAL	6,325.53
					GRAND TOTAL	6,325.53

COUNTY OF KERN
ELECTRONIC RECORD OF DEPOSIT
 SEC.26900-26902 GOV.CODE

USER NAME
 Mindy Jewell
 SUBMIT DATE
 Aug 30, 2021 10:59:22AM
 PROCESS DATE
 NOT PROCESSED AT
 THIS TIME
 DEPT NO.
 0886
 EROD NO.
 555999

THE AUDITOR - CONTROLLER OF KERN COUNTY, HEREBY CERTIFIES THAT THE AMOUNT DUE
 THE TREASURER OF SAID COUNTY FOR MONEYS COLLECTED BY WEST KERN COMMUNITY COLLEGE DIST-GENERAL
 IN SETTLEMENT OF THE FOLLOWING ACCOUNTS IS THE SUM OF **\$1,916,177.00**

DESCRIPTION OF DEPOSIT	FUND NO.	DEPT NO.	REVENUE CODE	AMOUNT	FUND TOTAL
AUGUST APPORTIONMENT	84096	0886	5490	\$344,794.00	\$344,794.00
AUGUST APPORTIONMENT	84097	0886	5490	\$1,571,383.00	\$1,571,383.00

TOTAL DEPOSIT: **\$1,916,177.00**

GENERAL DEPOSIT NOTES:

SITE OF DEPOSIT: TTC ACCOUNT DEPOSITED: General CASH: \$0.00 CHECKS: \$0.00 DIRECT DEPOSIT: \$1,916,177.00 CREDIT CARD: \$0.00 NOTES: DEPOSIT #220025

SECTION 26901 GOVERNMENT CODE
 I HEREBY SWEAR THAT THIS IS A TRUE AND
 CORRECT RECORD OF THE TOTAL AMOUNT
 DUE THE KERN COUNTY TREASURER TO
 AND INCLUDING:

NOT PROCESSED
NOT SIGNED
 AUDITOR'S AUTHORIZED SIGNATURE

NOT PROCESSED
NOT SIGNED
 TTC AUTHORIZED SIGNATURE

078 WEST KERN COMM. COLLEGE
 WKCCD DEPOSIT

DEPOSIT TRANSACTIONS
 Date last used from: 08/30/2021 To 08/30/2021
 Transaction Number from: 220025 To 220025
 Date entered from: 00/00/0000 To 99/99/9999

J31584 DC0100 L.00.01 08/30/21 PAG

APPROVED AND UNAPPROVED TRANSACTIONS

NUMBER	DATE	ENTERED	DESCRIPTION	-FUND-ORG-ACCT-PROGR-	AMOUNT
LN.	DI	DETAIL	DESCR		
220025	08/30/2021	08/30/2021	WKCCD DEPOSIT	ENTERED BY: MDJB UNAPPROVED	
1.	78	AUGUST	APPORTIONMENT	11000-000-8612-00000	1,500,856.00
2.	78	AUGUST	APPORTIONMENT	11000-000-8618-00000	10,056.00
3.	78	AUGUST	APPORTIONMENT	11006-201-8633-00000	8,947.00
4.	78	AUGUST	APPORTIONMENT	11000-000-8612-00000	51,524.00
5.	78	AUGUST	APPORTIONMENT	12551-353-8615-64600	3,871.00
6.	78	AUGUST	APPORTIONMENT	12551-353-8625-64600	16,735.00
7.	78	AUGUST	APPORTIONMENT	12000-303-8622-64300	34,724.00
8.	78	AUGUST	APPORTIONMENT	12000-305-8624-64301	4,309.00
9.	78	AUGUST	APPORTIONMENT	12000-311-8623-64200	22,512.00
10.	78	AUGUST	APPORTIONMENT	12000-311-8660-64200	816.00
11.	78	AUGUST	APPORTIONMENT	12600-309-8627-64992	12,302.00
12.	78	AUGUST	APPORTIONMENT	12000-319-8644-00000	131,168.00
13.	78	AUGUST	APPORTIONMENT	12573-353-8691-64600	10,909.00
14.	78	AUGUST	APPORTIONMENT	12569-353-8699-64600	3,773.00
15.	78	AUGUST	APPORTIONMENT	12000-318-8699-64800	2,267.00
16.	78	AUGUST	APPORTIONMENT	12643-223-8647-00000	19,956.00
17.	78	AUGUST	APPORTIONMENT	12603-125-8643-68900	72,196.00
18.	78	AUGUST	APPORTIONMENT	12909-301-8699-00000	5,248.00
19.	78	AUGUST	APPORTIONMENT	12653-301-8699-63900	4,008.00
TOTAL AMOUNT					1,916,177.00
DISTRICT TOTAL					1,916,177.00
GRAND TOTAL					1,916,177.00

WEST KERN COMMUNITY COLLEGE DISTRICT

Travel Period: 8/1/2021 - 8/31/2021

Employee	Event/Purpose	Location	Travel Start Date	Travel End Date	Estimated Cost
Roth, Rebecca	Bringing Ed Systems Together	Virtual	8/18/2021	8/20/2021	\$ -
Dumbrigue, Joanne	Outreach	Kern County	8/1/2021	6/30/2022	\$ 3,000.00
Bauer, Amanda	Kern County Batch Pick Ups	Bakersfield, CA	8/3/2021	6/30/2022	\$ 100.00
Watts, Cliff	Kern County Batch Pick Ups	Bakersfield, CA	8/3/2021	6/30/2022	\$ 100.00
Wilkerson, Amanda	Enhacing Student Independence	Kern County	8/4/2021	6/30/2022	\$ 50.00
Carty, Ramona	Enhacing Student Independence	Kern County	8/1/2021	6/30/2022	\$ 100.00
Dodson, John	Enhacing Student Independence	Kern County	8/5/2021	6/30/2022	\$ -
Owens, Patricia	Enhacing Student Independence	Kern County	8/4/2021	6/30/2022	\$ 50.00
Self, Isaac	Enhacing Student Independence	Kern County	8/3/2021	6/30/2022	\$ 100.00
Powell, Cindi	Enhacing Student Independence	Kern County	8/4/2021	6/30/2022	\$ 100.00
Owens, Warren	Enhacing Student Independence	Kern County	8/10/2021	6/30/2022	\$ 50.00