**Expanding Professional Possibilities in Early Childhood**

Early Childhood Council of Larimer County

**Are you looking for qualified staff?** If so, participating in the Expanding Professional Possibilities in Early Childhood (EPPEC) project will help you address your workforce recruitment! We are looking for programs who want to be active participants in expanding the pool of qualified early childhood teachers. This project brings together three critical components:

1. Early care and education programs interested in addressing workforce shortages;
2. New recruits and/or current staff seeking higher qualifications as Early Childhood Teachers (ECT) through grant paid formal education; and
3. Training and support for current staff to be high-quality mentors for the new recruits/current employees.

This project combines an experienced Mentor Teacher with a cohort student, who will be concurrently completing coursework at Front Range Community College. These cohort students will be employed part-time in programs and will receive the on-the job guidance and support from their mentor teacher.  The quality education, mentoring, and positive work experience available to the cohort student employee will better prepare them as future Early Childhood Teachers. The recognition of the dedicated, experienced teachers as mentors to these newer teachers, will hopefully be the incentive they needed to continue their commitment to this field.

|  |  |
| --- | --- |
| **Quick Helpful Terms and Descriptions** | |
| Program/Site Administrator | The director or administrator who will help select & support a Mentor Teacher, hire and support a Cohort Student. |
| Mentor Teacher | The teacher chosen from your site to attend the Mentor Teacher training and become a Mentor for a Cohort Student. |
| Cohort Student | A currently or newly employed teacher from your site who will attend courses and receive guidance and feedback from the Mentor Teacher who is working with them. |
| Early Childhood Council of Larimer County | The ECCLC oversees the implementation of the EPPEC program by providing training, coaching support, and evaluation of project. |
| Early Childhood Coach | The Early Childhood Coach works at the ECCLC. They will provide guidance and support to the program, mentor teacher, and cohort student. |

**As you apply, you may want to consider…….**

* Will your staff be supportive of your interest in participating in this project?
* Think about the process you will use for selecting a staff member to be trained as a Mentor. Could there be any repercussions from other staff who might not be selected?
* Will you make sure all eligible employees are aware of the opportunity?
* If you are hiring a temporary employee from our cohort student pool, will this be to fill a gap in staffing or will it be an additional staff position?
* How will you plan for coaches and mentors to have time away from the mentor’s responsibility with children, to have 2-3 meetings of 30-60 minutes over the semester?
* In addition to informal conversations, can time be arranged and supported for the mentor and cohort students to conduct 4-6 formal meetings? (These meetings would ideally happen away from the responsibility of children.)
* Do you have previously trained mentors who are willing to participate and work with another cohort student?

|  |
| --- |
| **Program & Site Administrator Responsibilities and Supports Provided by ECCLC** |
| **Program/ Site Administrator Responsibilities:**   * Hire a temporary employee(s) (for spring semester) who is not currently employed **or** identify an existing employee who needs additional courses and mentoring to achieve ECT qualifications.   + Employers are expected to establish a reasonable working schedule for the cohort student/employee depending upon their course load.   + Ideally the student and mentor will work in the same classroom and have opportunities to overlap schedules. If this is not the arrangement, the program will need to outline how they will provide the student and mentor opportunities to see each other in action at least 80 hours in a semester or 50% of the student’s working hours. * Identify a staff member who is ECT qualified, ideally with a minimum of 2 years of experience in ECE, to be trained and serve as a mentor teacher. See Mentor Teacher Core Practice Qualifications below. * Provide time for the mentor to:   + Attend all 3 days of mentor training (see dates/times below);   + Provide a self-reflection of their core practices (see page 5);   + Time to receive support from an ECCLC coach (2-3 sessions, one with inclusion of the cohort student/employee) during the semester;   + Scheduled time to mentor the cohort student/employee through overlap in the classroom setting during various times of the day;   + Complete formal observations of the student/employee using an observation form designed by the ECCLC. Observations should be conducted during varied hours/activities of the day and debriefed with the cohort student/employee;   + One-on-one mentoring meetings (min. 4 per semester) with cohort student/employee, while away from the responsibilities of caring for children (this may include a coach for one or more meetings); |
| **Program/Site Will Receive:**   * Up to $640 for staff time (~32 hours) for the Mentor Teacher to:   + Attend Mentor Teacher training;   + Meet with an ECCLC coach and/or designated cohort student/employee;   + Attend minimum of 1 Mentor Teacher Community of Practice events. * ECCLC will cover costs of fingerprinting and background checks for any new student employees. Additional onboarding costs may be available, please discuss this with ECCLC if needed. * Educational costs for the student/employee are paid by ECCLC (up to $2,000 per student for up to 9 credits). * Orientations to the EPPEC program provided by an Early Childhood Coach. * A Cultural Consciousness Toolkit. You can use the activities included in the toolkit as part of a professional development activities or at staff meetings. |
| **Mentor Teacher Responsibilities and Supports provided by ECCLC** |
| **Mentor Teacher Responsibilities**:   * Complete the Mentor self-reflection (page 5) * Commit to attend all dates of the mentor teacher training: Saturdays **January 11, January 25, and February 8, 2020**, at the ECCCLC, from 8:00 AM to 4:00 PM (lunch will be provided). * Actively participate in coaching sessions with an ECCLC coach. * Provide mentorship to student/employee through working together in a classroom and one-on-one meetings. * Observe cohort student/employee using the observation tool from the ECCLC. * Attend a minimum of 1 Community of Practice event offered in spring 2020. These are additional training opportunities to follow the mentor training, and a time to connect with other mentors. These sessions will be offered on a weekday evening.   **Mentor Teacher Core Practice Qualifications**:  ***These are the recommended qualifications for Mentor Teachers*-**   * Individual is competent in supervising young children individually and in group settings. This includes attending to one child or a small group, while also keeping an awareness of the whole classroom. * Individual provides positive interactions with children, with two way communication. * Individual supports young children’s social and emotional development through labeling children’s and their own emotions, encouraging children to interact, and supporting children to understand developmentally appropriate expectations. * Individual supports and guides positive transitions in which children are engaged. * Individual is responsive to children’s cues and knows when to adjust activities for children. |
| **Mentor Will Receive:**   * $100 stipend for completion of all three days of Mentor Teacher training. * Three days of training (18 hours), with additional points on your EC Credential for a series training. * Coaching support from an ECCLC credentialed coach. * Opportunity to participate in Community of Practice events with other Mentors. * Up to $200 in stipends for mentoring a cohort student/employee(s). * Personal and professional growth through skill development in mentoring and leadership. |
|  |
| **READY TO APPLY?**  **Complete applications will be processed upon receipt, with preference given to applications received on or before December 16, 2019.**  **PROGRAM APPLICATION:** <https://www.surveymonkey.com/r/EPPEC-ProgramApplicationsp20>  **MENTOR TEACHER APPLICATION:** See page 5.  **Have Questions about the Program or Mentor Teacher components?**  Please contact Heather Blanco at [hblanco@ecclc.org](mailto:hblanco@ecclc.org) or at (970) 377-3388 X 208 |

|  |
| --- |
| **Cohort Students/Employees** |
| Cohort Students are individuals new to the early childhood education field or existing child care staff (including aides, assistant teachers, etc.). The cohort students will complete up to 9 credit hours of formal education, receive high quality on-the-job learning with a mentor, and be more prepared to serve as a future Early Childhood Teacher (ECT).  **Cohort Student Responsibilities:**   * Student will receive career pathway advising to establish a learning plan with the goal of reaching ECT qualification at the end of the cohort. * Scholarship will cover up to 9 on-campus credits. * Hybrid model- part online, part on campus   + On campus evening courses at FRCC Larimer campus.   + Students will spend approximately 15-25 hours of time each week on class and homework time. * Students will work in a child care/preschool program, and will be expected to establish a reasonable working schedule depending upon course load. If not currently employed, student will need to apply and get hired at a participating program. * Students will need to meet regularly with their assigned mentors.   **KNOW ANYONE READY TO APPLY TO BE A COHORT STUDENT/EMPLOYEE?**  If you have an existing staff person you would like to have join the cohort, please identify them on your Program Application and have them complete the cohort application [here](https://ecclc.org/early-care-and-education-providers/ece-workforce-grant/).  If you know someone not currently working in ECE but is interested, please have them contact Lauren Powers at [lpowers@ecclc.org](mailto:lpowers@ecclc.org) for more information about the cohort student/employee portion of this project.  Cohort Student applications are available now and due December 10th |

**Expanding Professional Possibilities in Early Childhood (EPPEC)**

**Mentor Teacher Interest Form & Self Reflection**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Program Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-mail\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **Self-Reflection: Please include a brief description and/or example.** |
| 1. Please tell us why you are interested in this project and why you would be an effective Mentor Teacher. |
| 1. When talking to children, I primarily use positive statements, telling children what to do instead of what not to do. |
| 1. I am responsive to children’s cues and know when to adjust activities. |
| 1. 4. I teach and support children’s social and emotional development. |
| 1. 5. Please share an example of how you would support an adult to learn a new skill or practice. |
| 1. 9.Please share any other thoughts/questions you have about being a mentor: |