TRANSFORMING THE WORKFORCE: EARLY CHILDHOOD EDUCATION WORKFORCE EFFORTS IN CALIFORNIA

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INTRODUCTIONS
GROUP WORK

- Walk around the room and answer some of the questions pertaining to workforce development.
  - What is the future of ECE teacher preparation in California?
  - Do any changes need to occur to our ECE Matrix
  - Where do you find trainings to enhance your professional development goals?
  - Do you feel that your educational training prepared you for being a teacher? Explain?
  - Do you have fears or concerns about workforce development and the future of ECE in California?
  - What is the biggest issue facing ECE professionals in California?
Child Development Permit Advisory Panel (CDP AP)

- California Senate Bill 858
  - Asked 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 child care and development programs and permits authorizing supervision of a child care and development program.”

- Child Development Permit Advisory Panel (CDP AP)
  - Put together a group of stakeholders to review the existing matrix and determine if changes needed to be made.
  - Work began in Spring 2014
<table>
<thead>
<tr>
<th>Permit Title</th>
<th>Education Requirement (Option 1 for all permits)</th>
<th>Experience Requirement (Applies to Option 1 Only)</th>
<th>Alternative Qualifications (with option numbers indicated)</th>
<th>Authorization</th>
<th>Five Year Renewal</th>
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</thead>
<tbody>
<tr>
<td>Assistant Teacher</td>
<td>Option 1: 12 units ECE/CD including core courses**</td>
<td>50 days of 3+ hours per day within 2 years</td>
<td>Option 2: Child Development Associate (CDA) Credential</td>
<td>Authorizes the holder to provide in the care, development and instruction of children in a child care and development program, and supervise an Assistant and an aide.</td>
<td>105 hours of professional growth**</td>
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<td></td>
<td>*<em>plus 16 General Education (GE) units</em></td>
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<td>Teacher</td>
<td>Option 1: 24 units ECE/CD including core courses**</td>
<td>175 days of 3+ hours per day within 4 years</td>
<td>Option 2: AA or higher in ECE/CD or related field with 3 units supervised field experience in ECE/CD setting</td>
<td>Authorizes the holder to provide in the care, development and instruction of children in a child care and development program, and supervise an Assistant and an aide.</td>
<td>105 hours of professional growth**</td>
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<td>*<em>plus 16 GE units</em></td>
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<td>**plus 6 specialization units</td>
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<td>**plus 2 adult supervision units</td>
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<td>Master Teacher</td>
<td>Option 1: 24 units ECE/CD including core courses**</td>
<td>300 days of 3+ hours per day within 4 years</td>
<td>Option 2: BA or higher (does not have to be in ECE/CD) with 3 units supervised field experience in ECE/CD setting</td>
<td>Authorizes the holder to provide in the care, development and instruction of children in a child care and development program, and supervise an Assistant and an aide.</td>
<td>105 hours of professional growth**</td>
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<td>*<em>plus 16 GE units</em></td>
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<td>**plus 2 adult supervision units</td>
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<td>Site Supervisor</td>
<td>Option 1: AA (or 60 units) which includes:</td>
<td>360 days of 3+ hours per day within 4 years</td>
<td>Option 2: AA or higher (does not have to be in ECE/CD) with 3 units supervised field experience in ECE/CD setting</td>
<td>Authorizes the holder to supervise a child care and development program operating at a single site; provide service in the child care, development and instruction of children in a child care and development program, and serve as a coordinator of curriculum and staff development.</td>
<td>105 hours of professional growth**</td>
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<td></td>
<td>• 24 ECE/CD units with core courses**</td>
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<td>**plus 6 administration units</td>
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<td>**plus 2 adult supervision units</td>
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<td>Program Director</td>
<td>Option 1: BA or higher (does not have to be in ECE/CD) including:</td>
<td>One year of Site Supervisor experience</td>
<td>Option 2: Admin, credential with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting</td>
<td>Authorizes the holder to supervise a child care and development program operating in a single site or multiple sites; provide service in the child care, development, and instruction of children in a child care and development program, and serve as coordinator of curriculum and staff development.</td>
<td>105 hours of professional growth**</td>
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*Note: All unit requirements listed above are semester units. All course work must be completed with a grade of C or better from a regionally accredited college. Spanish translation is available.

**One course in each of four general education categories, which are degree applicable: English/Language Arts; Math or Science; Social Sciences; Humanities and/or Fine Arts.

**Core courses include childhood growth & development; child development individually or in child and family relations; and program curriculum. You must have a minimum of three semester units or four quarter units in each of the core areas.

***Holders of the Administrative Services Credential may serve as a Site Supervisor or Program Director.

**Note: Multiple Subject or a Single Subject in Home Economics.

**Professional growth hours must be completed under the guidance of a Professional Growth Advisor. Call (202) 657-4600 for assistance in locating an advisor.
In 2015, the Institute of Medicine (IOM) and the National Research Council (NRC) released a seminal report, Transforming the Workforce for Children Birth Through Age 8. The IOM/NRC report provided a detailed blueprint for national, state, and local leaders to “improve the quality of professional practice and the practice environments for care and education professionals.” California was one of five states to participate in the first round of implementation planning.
Early 2016, First 5 California and the California Department of Education Early Education and Support Division stakeholders in ECE started to review the content provided by the IOM/NRC.

California’s collaborative planning process was guided by a shared vision to implement a fully developed and articulated statewide system of certification, support, and preparation for early childhood professionals.

As a result, the ‘California Transforming the Workforce for Children Birth Through 8 (TWB8) Implementation Plan’ was developed

- Will review later in the presentation

http://twb8-ca.net/files/CA_TWB8_Implementation_Plan.pdf
At the February 2017 Commission meeting, staff presented the final recommendations of the Commission’s Child Development Permit Advisory Panel (CDP AP).

These recommendations focused on potential changes to the Permit structure as well as to candidate requirements for the Permit levels.

Staff (CTC) recommended that the Commission NOT adopt structural changes to the Permit. Field expressed concerns regarding...

- potential impact on supply and demand
- costs of implementation
- current lack of infrastructure to support many of the recommended changes.

CTC staff developed the ‘Technical Advisory Work Group’ to review teacher competencies and continue with the work of the CDP AP.
In October 2017, CTC staff presented a work plan developing and implementing performance expectations for permit candidates. (Technical Advisory Work Group)

CTC staff received significant feedback from higher education representatives and other ECE stakeholders expressing their desire for CTC to engage key stakeholders in a revision process for on teacher competencies.

Staff drafted performance expectations for the Master Teacher and Teacher level of the permit.
Performance Expectations for the Child Development Teacher-Level and Master Teacher-Level Permit

- The Teacher level Performance Expectations have previously undergone a Field Review and are presented here for reference purposes.

The California Standards for the Teaching Profession:

- Standard 1: Engaging and Supporting All Students in Learning
- Standard 2: Creating and Maintaining Effective Environments for Student Learning
- Standard 3: Understanding and Organizing Subject Matter for Student Learning
- Standard 4: Planning Instruction and Designing Learning Experiences for All Students
- Standard 5: Assessing Students for Learning Standard

Standard 6: Developing as a Professional Educator in the ECE context, “students” is understood to refer to “young children,” from birth through age 8.
Staff (CTC) recommended, that the work relating to the Child Development Permit should move forward via a process of:

- Completing, with input from the field, a draft set of performance expectations for all of the types of service authorized by the Permit (assisting, teaching, mentoring, administrating);
- Completing a draft set of program guidelines for preparers of the early care and education workforce;
- Inviting broad-based feedback from stakeholders on the full set of performance expectations and program guidelines;
- Providing opportunities for interested programs to pilot the performance expectations and program guidelines.
- Bringing the final draft versions of the performance expectations and the program guidelines back for Commission review and potential approval.
CA ECE NETWORK MAPPING

- In December 2017 GlenPriceGroup (GPG) launched the California Early Care and Education (ECE) Network Maps, two interactive maps that show the organizations and collaboratives working to affect ECE policy at the state level in California.

- In relation to TWB8 implementation efforts, these maps are serving as a tool to help align and connect ECE workforce efforts and organizations focusing on ECE workforce in California.
ECE COLLABORATIVES MAP

http://glenpricegroup.com/maps/ca-ece/main.html#collaboratives-tab
ECE ORGANIZATIONS MAP

http://glenpricegroup.com/maps/ca-ece/main.html#statelevelorgs-tab
TWB8- IMPLEMENTATION PLAN

- The result of the (TWB8) Implementation Plan outlined key recommendations and objectives (including responsible parties and timelines) to achieve the shared vision for California’s early childhood workforce.
  - Permitting and Credentialing
  - Professional Pathways
  - Higher Education and Ongoing Professional Learning
1. PERMITTING AND CREDENTIALING

1.1- Adopt standards for the development and certification of early care and education (ECE) professionals that define essential knowledge and skills and articulate with the California Multiple Subject teaching credential and the California Quality Rating and Improvement System (as it relates to the Quality Continuum Framework). Standards should:

- Be responsive to diverse (e.g., economic, linguistic, cognitive, social and emotional) conditions and abilities of children;
- Be responsive to family, culture, and language;
- Be responsive to different age groups birth to age 8 (B-8), relevant pedagogies, and individual learning needs of children; and
- Reflect research-based core cross-sector knowledge and skills.

1.2- Develop and implement a robust and responsive statewide system of support and technical assistance (TA) for professional development providers that supports quality, including building capacity for coaching and mentoring.

1.3- Implement standards-based preparation, and develop and implement standards-based performance assessments for use by ECE workforce preparation programs to formatively assess candidates’ progress in developing competence.
2. PROFESSIONAL PATHWAYS

- 2.1 Collaboratively develop an early childhood career lattice that specifies competency-, degree-, and practice-based qualification requirements for professional roles at all levels working with children from birth through age 8, and outlines viable career advancement pathways.

- 2.2 Identify opportunities and support solutions to help individuals overcome barriers to advancing along the career lattice.

- 2.3 Adopt and support the California ECE Workforce Registry as a single, shared system for reporting qualifications and training for professionals working with children from birth through age 8.
THE CALIFORNIA EARLY LEARNING CAREER LATTICE
(RECOMMENDATION 2.1)

- Defines roles, trainings, and education necessary to demonstrate competence in a wide variety of positions in early learning. The Career Lattice can be used throughout the early learning system for the full spectrum of professional opportunities:
  - Defining the training, qualifications, and certification/credentials that early childhood educators should have and be able to demonstrate at various levels of professional responsibility.
  - Outlining a pathway for professional advancement and achievement from someone just entering the field, whether that individual is a classroom aide, teacher, or multi-site program director; and
  - Identifying the basic educational benchmarks early educators need in order to move into positions that support early education and other early educators including coaches, trainers, higher education faculty, or infrastructure support.

Eventually, this lattice will be aligned with California’s ECE Workforce Registry and F5CA’s Coach and Trainer Certification Processes.
3. HIGHER EDUCATION AND ONGOING PROFESSIONAL LEARNING

3.1 Engage stakeholders to identify and prioritize tasks to support:
- Western Association of Schools and Colleges (WASC) accredited degree-granting institutions’ ability to provide courses and/or programs aligned to the Performance Expectations and Preparation Standards for ECE professionals.
- Effective curriculum and articulation policies and practices to support ECE workforce and leadership program development (including master teachers, coaches, mentors, and trainers).
- Institutional infrastructure needs, including but not limited to program capacity, fiscal support practicum and field placement availability, advisement, full-time faculty ratio, and other support services.

3.2 Based on outcomes from Recommendation 3.1, address priorities related to:
- Program development in order to align with California Commission on Teacher Credentialing (CTC) professional Preparation Standards and other relevant early childhood-related professional preparation guidelines.
- Institutional infrastructure, including placement of students in lab school settings and other high quality field placement sites.

3.3 Support faculty and administrators at WASC-accredited degree-granting institutions to develop and/or revise programs to better meet preparation and professional development needs of ECE field-based supervising teachers, mentors, coaches, trainers, and other early childhood professionals.
QUESTION

- What is the Future of ECE?
- How can we prepare for these changes?

Reflect back on the questions provided in the beginning of the training.
SANTA CLARA COUNTY- WORKFORCE DEVELOPMENT

- AB212 training opportunities
  - Popular training: Trauma Series
  - New: Leadership workshops/coursework/conference reimbursement

- FIRST 5 Santa Clara Impact Programs such as SEEDS/myTeachstone – primary works with family child care centers. Prepare FCCs to be part of QUALITY MATTERS, Santa Clara’s Quality Rating and Improvement System

- Inclusion Collaborative

- Local non-profits- Choices for Children and 4C’s

- Community College Partnerships

- First 5- Community of Learning
SANTA CLARA COUNTY - WORKFORCE DEVELOPMENT (CONT.)

- FREE ONLINE Opportunities
  - California Early Childhood Online (CECO)
  - Desired Results (webinars)
  - Healthy and Active Preschoolers
  - Strengthening Families
SANTA CLARA COUNTY
QUALITY MATTERS STIPEND PROGRAM

ELIGIBILITY – Early educators who work at a rated site

Stipend Requirements

- Submit an online enrollment form
  - Includes completing a professional development plan
- Complete one of the below options:
  - College Coursework ($600): Complete a minimum of 3 semester/4 quarter units
  - Training Option ($400): Complete a minimum of 21 hours of professional development
- Create or have a Registry account
- Submit college transcripts to the Registry
Professional Development Plan

“Taking this Early Childhood Education Leadership course will support my supervision, coaching, mentoring style to better support the teachers in our program.” - Site Supervisor, Head Start Program

Impact of training

“In-person training helped me improve my use of CLASS in the classroom. I was also able to use the system much more naturally without straining to come up with the language or strategy to use with children.” - Assistant Teacher, State Preschool
How will you or your agency begin to adapt some of these ideas in your program?

- Are you ready for these changes?
- If not how can you become more involved in this process?
REFERENCES

- Child Development Permit Matrix
  - https://www.ctc.ca.gov/credentials/req-child-dev

- Transforming the Workforce for Children Birth Through Age 8 in California
  - http://twb8-ca.net/

- TWB8 Implantation Plan

- ECE Collaborative Map
  - http://glenpricegroup.com/maps/ca-ece/main.html#collaboratives-tab

- ECE Organizations Map
  - http://glenpricegroup.com/maps/ca-ece/main.html#statelevelorgs-tab