
3B

Action

Legislative Committee

Analyses of Bills

AGENDA INSERT

Executive Summary: This agenda item presents analyses of educator preparation or licensing bills introduced by Legislators. The analyses will summarize current law, describe the bill provisions, estimate costs and recommend amendments, if applicable. The analyses will include, but are not limited to SB 1385 (Hancock) and AB 1853 (Bonilla).

Recommended Action: Staff will recommend a position, aligned with the Commission's Legislative Guidelines, in each bill analysis submitted for the Commission's consideration.

Presenters: Erin Sullivan, Assistant Consultant, Office of Governmental Relations

Strategic Plan Goal: 2

Support policy development related to educator preparation, conduct and professional growth

- ◆ Inform key legislators and policy makers on issues and ideas relevant to the Commission's scope of action

April 2012

Bill Analysis

AB 1853 (Bonilla) Recognition of Study in Transitional Kindergarten

Recommended Position: Support

Sponsor: Pre-School California

Bill Version: As amended April 19, 2012

Analysis of Bill Provisions

Assembly Bill 1853 (Bonilla) would encourage the Commission on Teacher Credentialing to convene a work group with specified membership to develop program standards for a recognition of study in Transitional Kindergarten (TK) for Multiple Subject credential holders teaching TK pupils. The bill also allows the Commission to work with the California Superintendent of Public Instruction to develop a website to post best practices information relating to implementing and sustaining TK programs.

Additionally, AB 1853 encourages teacher preparation institutions to establish goals for increasing the number of teachers prepared to offer instruction in TK, as well as encouraging Beginning Teacher Support and Assessment programs to provide appropriate support, mentoring, and assistance to beginning teachers in TK settings.

Finally, the bill specifies that the recognition of study shall not be construed as authorizing service to English language learners nor shall it be considered a type of authorization, be used as a condition of or in making employment decisions, and shall not replace the subject matter competence requirement for credentialing.

Background

The Kindergarten Readiness Act was passed by the Legislature and approved by the Governor in 2010. The act created TK as the first year of a two-year kindergarten experience and phased in new entry ages for kindergarten by transitioning the enrollment cutoff date for a child's fifth birthday from December 2 in 2011-12 to September 1 in 2014-15 and each year thereafter. Legislative analysis at that time highlighted several studies that determined delaying the start date for kindergarten would provide an opportunity for students to gain developmental preparedness for the academic demands of today's kindergarten and lay a foundation for greater overall academic achievement.

The Department of Education has determined the appropriate teacher for a TK classroom is one who holds a Multiple Subject teaching credential; however, according to the author and the sponsor, feedback from the field suggests multiple subject teachers feel the need for additional professional development in early childhood education.

At least one institution of higher education, Loyola Marymount University, has developed a professional development course of study for teachers of TK. The program includes four 3-unit courses and results in a TK Teaching Certificate upon completion. Additionally, school districts and county offices of education have developed professional development opportunities for their TK teachers, often in cooperation with a local institution of higher education.

Commission Activity

Following the passage of the Kindergarten Readiness Act, the Commission released a Credential Information Alert (CIA 11-08, see attached) in response to questions from stakeholders and the field. The CIA offered an explanation of the legislation, outlined credential types that would be appropriate for teacher of TK pupils, and confirmed that TK programs are subject to assignment monitoring and reporting.

In 2011, the Commission supported legislation similar to AB 1853 in Assembly Member Block's AB 1304, a bill that encouraged the Commission to convene a work group for the purpose of creating program standards for a recognition of study in linked learning. As with that bill, AB 1853 leaves the Commission with a great deal of flexibility to accomplish this work by encouraging rather than requiring and by imposing no completion date for this work.

Fiscal Impact

Because AB 1853 encourages the Commission to convene a workgroup and because the bill does not specify a timeline for completion of this work, the Commission could complete the work as staff, time and available funding allow. The project could be included as other projects are completed and included in the operating budget of the Commission.

Organizational Positions

Support

Preschool California (sponsor)
Advancement Project
Children Now
Fight Crime Invest in Kids California
First 5 Santa Clara County

Opposition

None on file

Relevant Commission Legislative Policies

Policy 1: The Commission supports legislation that proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California and opposes legislation that would lower standards for teachers and other educators.

Policy 6: The Commission supports alternatives to existing credential requirements that maintain high standards for the preparation of educators and opposes alternatives that do not provide sufficient assurances of quality.

Reason for Suggested Position

Education Code directs the Commission to establish and maintain standards for credentials and concentrations in particular subjects, as necessary. Although the funding for TK is currently being debated by the Governor and the Legislature, the statutory age limits for admission to regular kindergarten as set forth in the Kindergarten Readiness Act of 2010 persist. According to Preschool California there are currently 175 TK programs in California and many more ramping up for implementation in the coming school years. School districts and TK educators in the field are seeking guidance for preparing to deliver age- and developmentally appropriate curriculum that will prepare TK students for kindergarten and beyond. By setting standards for a recognition of study in TK, the Commission has the opportunity to create a uniform framework for a sequenced course of study for current and future TK teachers.

For these reasons, staff is recommending a “**Support**” position.

Analyst: *Erin Sullivan*

Date of Analysis: *April 19, 2012*



CREDENTIAL INFORMATION ALERT

DATE: August 25, 2011

NUMBER: 11-08

SUBJECT: Transitional Kindergarten Assignments

Summary:

The Legislature adopted the *Kindergarten Readiness Act* in 2010 in an effort to provide more age-appropriate services as the entry age for kindergarten is moved to September 1 over the next several years. Senate Bill (SB) 1381 (Chap. 705, Stats. 2010) amended Education Code (EC) sections 46300, 48000, and 48010 to change the required birth date for admission to kindergarten and established a transitional kindergarten program beginning in the 2012–2013 school year. The bill also changed the required birth date for admission to first grade. This Credential Information Alert (CIA) is limited to addressing the appropriate credentials and teaching permits for serving in transitional kindergarten assignments.

Key Provisions and Important Dates:

According to the amended EC sections, transitional kindergarten is the first year of a two-year kindergarten program that uses a developmentally and age appropriate modified kindergarten curriculum. SB 1381 requires that students entering kindergarten be at least five years old by November 1 for the 2012-2013 school year; by October 1 for the 2013-2014 school year; and by September 1 for the 2014-15 school year and each year thereafter.

EC section 48000(c) provides information on students that are eligible for transitional kindergarten. According to statute, a child is eligible for transitional kindergarten if the student will have his or her fifth birthday between November 2 and December 2 beginning in the 2012-2013 school year; between October 2 and December 2 beginning the 2013-2014 school year; and between September 2 and December 2 beginning the 2014-2015 school year and each year thereafter.

The California Department of Education (CDE) is the agency with authority over these sections of statute and additional information is available through their website as noted in the References section. According to the referenced *Transitional Kindergarten Frequently Asked Questions*, each elementary or unified school district must offer transitional kindergarten and kindergarten classes for all children eligible to attend.



Transitional kindergarten classrooms, as defined in EC section 48000(d), are appropriately staffed by the holder of a teaching credential or permit that authorizes general education instruction in a self-contained classroom for the grade level of Kindergarten. Transitional kindergarten classrooms as defined in statute are not preschool classrooms or child development programs; therefore, holders of Children's Center Instructional or Child Development Permits including those with the school-age emphasis will not be authorized to teach transitional kindergarten. Employing agencies should distinguish between those transitional preschool programs intended to support kindergarten readiness from the transitional kindergarten classrooms mandated and delineated in statute.

Credentials that authorize instruction in transitional kindergarten classrooms are provided below.

General:

Kindergarten-Primary (grades K-3)

Elementary (grades K-8)

Standard:

Early Childhood (grades preschool-3)

Elementary (grades K-9)

Ryan/SB 2042:

Multiple Subject (grades preschool, K-12 and adults)

Multiple Subject University Intern (grades preschool, K-12 and adults)

Multiple Subject District Intern (grades K-8)

Specialist Instruction Credential in Early Childhood Education

A Multiple Subject General Education Limited Assignment Permit (GELAP), Multiple Subject Short-Term Staff Permit (STSP) or Multiple Subject Provisional Internship Permit (PIP) authorizes the same service as a Multiple Subject Teaching Credential.

Students identified as English learners in a transitional kindergarten classroom must have the same level of services as those in kindergarten. Therefore, students identified as English learners that require instruction in English Language Development (ELD) or Specially Designed Academic Instruction in English (SDAIE) services must have a teacher authorized to provide the appropriate English learner instructional services indicated.

It is important to note that transitional kindergarten assignments as defined in statute are subject to assignment monitoring and reporting by the county offices of education under the provisions of EC §44258.9. The Commission's Administrator's Assignment Manual will be updated to include information on transitional kindergarten assignments.



Source:

EC sections 46300, 48000, and 48010

References:

Transitional Kindergarten Frequently Asked Questions (California Department of Education)

<http://www.cde.ca.gov/ci/gs/em/kinderfaq.asp#E1>

Kindergarten in California (California Department of Education)

<http://www.cde.ca.gov/ci/gs/em/kinderinfo.asp>

Contact Information:

For questions regarding transitional kindergarten programs or implementation:

California Department of Education at 1-916-323-4629, or by email at MAutry@cde.ca.gov.

For questions regarding appropriate assignment and authorization:

Commission's Assignment Unit at 1-916-322-5038 (voicemail line), or by email at cawassignments@ctc.ca.gov.