

Information

Educator Preparation Committee

Update on the Commission's Review of the Child Development Permit

Executive Summary: This agenda presents the progress made to-date in establishing a Child Development Permit Advisory Panel to review and recommend changes in the structure and requirements of the Child Development Permit Matrix pursuant to the Budget Act of 2015. A summary of the actions taken to create the panel, the application process and criteria for the make-up of this panel are included.

Recommended Action: For information only

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Strategic Plan Goal

II. Program Quality and Accountability

- a) Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

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Introduction

In June 2014, SB 858 (Chap. 32, Stats. 2014), the education finance budget trailer bill for the 2014-15 State Budget, was signed. The bill required the Commission on Teacher Credentialing to review and revise, as appropriate, the requirements for 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. The focus of this work will be on the structure and requirements for the Child Development Permit which is used for teachers in Early Care and Education (ECE) settings under Title 5 California Code of Regulations.

An agenda item was presented to the Commission in August 2014 which provided information about the current permit, research on ECE topics, and the current status of ECE teacher preparation in the U.S. and in California (<http://www.ctc.ca.gov/commission/agendas/2014-08/2014-08-4E.pdf>). At that time, the Commission directed the Executive Director to establish, when resources allowed, a Child Development Permit Advisory Panel comprised of a broad spectrum of constituents to review the current structure and requirements for licensure in this field and recommend changes as appropriate to the preparation of early childhood educators. This item is an update on the progress of this work.

Background

The education finance budget trailer bill for the 2014-15 State Budget was signed into law in June 2014. It included new requirements for educator preparation in California that have a direct impact on the work of the Commission. In particular, the State Budget Act contains mandates related to the Child Development Permit and preparation for teachers of Transitional Kindergarten. Below is a summary of these two provisions.

- A. *The Child Development Permit.* Education Code Section 48361.1(a) requires that, on or before July 1, 2016, the Commission on Teacher Credentialing shall 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.

- B. *Transitional Kindergarten.* Whereas previously, California's new Transitional Kindergarten (TK) program curriculum was to be a "modified" kindergarten curriculum, Education Code Section 48000(f) requires that the TK classroom curriculum will be aligned to the California *Preschool Learning Foundations*, standards for three and four year olds in nine domains developed by the California Department of Education.

Education Code Section 48000(g) requires that as condition of receipt of apportionment for pupils in a transitional kindergarten program, a school district or charter school shall ensure that teachers assigned to a transitional kindergarten classroom after July 1, 2015, have been issued at least one credential by the Commission on Teacher Credentialing, and shall, by August 1, 2020, have one of the following:

1. At least 24 units in early childhood education, or childhood development, or both
2. As determined by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in paragraph one.
3. A child development permit issued by the Commission on Teacher Credentialing *(It is important to note that this requirement for TK teachers is part of the funding language for school districts and will not be monitored by the Commission.)*

Current Status of the Child Development Permit Advisory Panel (CDP AP)

When the Budget Act of 2014-15 was signed, the Commission had already embarked on the current work of revising and updating teacher preparation program standards for the Multiple and Single Subject Preliminary and Clear credentials and streamlining and strengthening the accreditation system. The Professional Services Division (PSD) was responsible for this work. Due to the heavy load for PSD, the work on the CDP AP was delayed until spring of 2015 when an application process was opened for interested individuals to apply to be members of the advisory panel.

The application process opened on March 6, 2015. The deadline for completed applications to be submitted to the Commission was April 3, 2015. An electronic survey collecting each applicant's current and past experiences, contact information, and self-ratings on knowledge of important areas of discussion (e.g., Early Childhood Education Teacher Competencies, Preschool Learning Foundations and Frameworks documents, ECE assessments, early literacy and math instruction, etc.) was prepared and disseminated. The applicants also were required to submit a resume and a brief Statement of Qualifications. Of the 121 surveys that were completed, 85 individuals also submitted the additional required documents. Staff reviewed all 85 completed application packets and submitted a list of recommended panelists, based on their constituency, knowledge of the topics, background qualifications, and demographics to the Commission's Executive Director.

The final determination was that 20 individuals should be selected with participants coming from four-year institutions of higher education, California community colleges (where the majority of ECE teacher preparation takes place), county offices of education and local education agencies, and public and private child development centers. Appointments reflect, to the extent feasible, the ethnic and cultural diversity of California public schools. Consistent with the Commission's policy regarding the appointment of Advisory Panels adopted at the April 2015 meeting, this panel is subject to the Bagley-Keene Open Meetings Act and all interested stakeholders are welcome to attend the Advisory Panel's meetings.

The Child Development Permit Advisory Panel will focus on the following questions:

1. What is the scope of knowledge and skill needed to work in ECE positions that require a Child Development Permit?
2. How should the current permit structure be modified to ensure that ECE teachers and administrators are adequately prepared to work in this sector?
3. How can the State best monitor and ensure quality in preparation of the ECE workforce?

The estimated budget for the CDP AP is \$85,000. Four to six meetings are being planned. The goal is to bring recommendations addressing the first two questions above to the Commission for discussion at its December 2015 meeting.

Next Steps

Commission feedback and direction about this work is welcome. Staff expects to provide an update on the work of the panel at the Commission's October 2015 meeting.