POSITION STATEMENT FOR DISCUSSION AT THE CTC STAKEHOLDER MEETING
ON ECE CREDENTIALING (NOVEMBER 7, 2013)

INTRODUCTION

A group of stakeholders and CTC-appointed Task Group members collaborated in the development of this position statement following the initial work that took place at the meeting of the CTC Task Group on ECE Credentialing in Sacramento on October 7, 2013. The intention of this Position Statement is to stimulate and structure discussion at the upcoming meeting on November 7, 2013, and beyond, with the longer-term goal of providing information and recommendations to members of the CTC at their meeting in February, 2014.

At the October meeting of the Task Group, members identified three critical issues related to ECE credentialing:

- Needed revisions to the existing Child Development Permit;
- Development of an Early Childhood Education Credential reflecting national trends in teacher certification;
- Consideration of implications of the national trends for the Multiple Subject Credential.

We believe these issues are interconnected and interdependent. Therefore, we recommend that the Task Group review and consider all three issues in proposing recommendations to the CTC for modifications to the existing credentialing system.

For clarity and ease of presentation, the following discussion presents each of the three issues separately. But the interrelationship between the three needs to be kept in mind throughout.

CONTEXT OF THE DISCUSSION

The recommendation to review and revise California’s ECE credentialing system is prompted by research in several areas. First, research has demonstrated important connections between high quality ECE programming and teachers who achieve higher levels of education (Barnett & Frede, 2010; Barnett, 2004). The most effective preschool teachers – those with at least a 4-year college degree and specialized training in early childhood – have more responsive interactions with children, provide richer language and cognitive experiences, and are less authoritarian in their teaching and interactions with children (Barnett, 2004). Second, research has underscored the importance of the first five years in terms of early learning, later school success, and the development of key structures in the brain (Center on the Developing Child, n.d.; Shonkoff and Phillips, 2000).

To strengthen the early childhood teacher preparation system and identify existing gaps, California and many states across the country have conducted studies to guide related planning and policy development. Specifically, the RAND Corporation conducted one of the most extensive studies on California’s early childhood workforce and recommended that California
“develop a well-defined ECE career pathway and associated credentials that are aligned with the Early Childhood Educator Competencies, the postsecondary education and training programs, and the potential or actual QRIS [Quality Rating and Improvement System]” (Karoly, 2012).

Statewide planning efforts, including the Advancement Project/First 5 California Water Cooler, Early Learning Quality Rating and Improvement Advisory Committee, and the California Comprehensive Early Learning Plan (CCELP) have drawn similar conclusions. “Career pathways should be developed based on the Competencies with aligned curriculum, including thorough integration with higher education coursework and professional development…. Credentials and staff educational qualifications need to be aligned with the Competencies and reflect mastery of those Competencies” (Child Development Division, 2013).

**ISSUE 1: NEEDED REVISIONS TO THE CHILD DEVELOPMENT PERMIT**

Various studies and planning efforts have engaged thousands of ECE stakeholders throughout California in a conversation about the need to revise the Child Development Permit. Although consensus has not been reached on the specific structure and content of a career pathway and teaching credentials, there is widespread agreement on the urgent need to develop a comprehensive career pathway with credentialing options (Figure 1).

In 2011, stakeholders from the ECE field initiated a process to gather broad-based input on developing a career ladder in California. In November, 2011, a report by the Early Childhood Professional Development and Education Collaboration (EPEC) outlined feedback from 3,000 ECE stakeholders who were surveyed about the possibility of revising the California permit structure and the development of a career ladder. Significantly, 60% of the respondents were current ECE teachers and assistant teachers. Overall, respondents felt that training should be only of a formal credit-bearing nature, work experience should be required for all permits, general education requirements should be required before the Associate Degree level, and teachers in center-based programs should have at least an Associate Degree in the field.

Both the EPEC report and the CCELP concluded that revisions to the Child Development Permit should be integrated with the California Early Childhood Educator Competencies (Child Development Division, 2013; Early Childhood Professional Development, 2011). Until recently, California has not been prepared to fully undertake this effort due to a lack of clearly articulated competencies and the need to establish a set of foundational courses articulated across community colleges and transferrable to the 4-year university system. Over the last decade, through projects funded by the California Department of Education Child Development Division and First 5 California, higher education faculty in teacher preparation programs across the state have worked together and with other stakeholders to address these barriers.
Specifically, the Curriculum Alignment Project (CAP) and the passage of SB1440 have been highly successful in creating course alignment among California Community Colleges and transfer paths to the California State University system. The initial set of lower division courses known as the “Lower Division 8” have been fully integrated into all of the major professional development initiatives in California, including CARES Plus, the Quality Rating and Improvement System (funded through the Race To The Top federal grant), and the California ECE Workforce Registry. These courses are also fully aligned with the California Early Childhood Educator Competencies and the SB1440 Transfer Model Curriculum transfer degree path. The CAP “Lower Division 8” courses represent what many states refer to as “Core Competency Areas” or “Core Courses” that serve as the foundation of their career ladders. What has been missing in California is the integration of the CAP courses and the Transfer Model Curriculum into the Child Development Permit structure and, ultimately, into the requirements for an ECE teaching credential.

Since its adoption in 1994, the various levels of Child Development Permit have established the requirements for early childhood educators in Title 5 publicly-funded early childhood education settings. However, for the past two decades the Permit structure has also been integrated into a variety of other programs and professional development initiatives, thereby serving as the de facto early childhood career ladder for California. As such, although designed originally for publicly-funded ECE programs, the impact of revising the Child Development Permit and developing an accompanying ECE teaching credential will reach far beyond publicly-funded programs (Bredekamp & Goffin, 2012).

**ISSUE 2: DEVELOPMENT OF AN EARLY CHILDHOOD EDUCATION CREDENTIAL REFLECTING NATIONAL TRENDS IN TEACHER CERTIFICATION**

*Child Development Permit as a Pathway to BA Degree and Credential.* Revising the Child Development Permit is an important first step toward better preparing early educators to meet the educational and developmental needs of California’s youngest children. However, transforming the permit structure so that it creates a pathway to degrees and credential options is equally important. According to Bredekamp and Goffin (2012), “dramatic growth in the ECE knowledge base justifies a 4-year degree plus specialized ECE certification because now there is so much more that teachers need to know and to be able to do – though associate’s degree programs should continue to play an integral role in ECE teacher preparation.” In order for the Child Development Permit to fully serve as a pathway toward degrees and credential options, revisions will need to reflect and align with the CA Preschool Learning Foundations and Curriculum Frameworks that span infancy through the preschool years. As well, revisions will need to incorporate the CA Early Childhood Educator Competencies and align with other related statewide efforts (e.g., CAP, CCELIP). Finally, the revised Child Development Permit will need to allow for multiple entry pathways (e.g., Community College to 4-year institutions, multiple subject credential endorsement) as well as multiple endpoints (e.g., assistant teacher, master teacher).
Various Models of ECE Certification. As of 2004, 39 states plus the District of Columbia have determined that the appropriate standard minimum preparation for lead teachers in State Preschool programs is a bachelor’s degree coupled with some kind of certification or credential in early childhood education. In 2004, the 11 states that did not require a BA were Arizona, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Iowa, New Mexico and Ohio (Bellm, Whitebook, Cohen, and Stevenson, 2004).

New Jersey and Oklahoma rank at the top in national evaluations measuring early childhood curriculum standards, student outcomes, teacher quality and access (Barnett, 2008). Both states require that early childhood teachers hold a bachelor’s degree along with specialized training in early childhood education. Unlike California, students in New Jersey and Oklahoma typically obtain their teaching credential in the course of completing a bachelor’s degree. And both undergraduate and post-BA certification pathways include extensive fieldwork to connect course content knowledge with practical experience (Stebbing & Sullivan, 2011).

In the context of considering the need for ECE credentialing and degrees, it is noteworthy that federal regulations mandate that half of all Head Start lead teachers nationwide have BA degrees by fall, 2013. According to reports from the Department of Health and Human Services, the national Head Start program surpassed the statutory requirement; 62% of teachers had earned a BA degree by FY2012 (McCann, 2013).

ECE Credential Content. Hyson, Horm and Winton (2012) have identified key priorities for course content and clinical practice emphases in ECE teacher preparation programs, including:

- Child development in all domains (constantly updated through neuroscience research);
- Knowledge and pedagogy in core academic disciplines (e.g., numeracy and literacy);
- Content related to diverse characteristics and needs of increasing numbers of children with disabilities, and children who are ethnically and linguistically diverse.

In California, with its increasingly diverse population, it is particularly important that the content of an ECE credential ensures that teachers have the necessary depth of knowledge and requisite competency in these three areas.

According to the Child Division of the California Department of Education (2009), coursework and clinical experiences should address the following areas:

- Developing teachers’ cultural competence;
- Systematically supporting children as dual language learners; Modifying curriculum to serve children with differing abilities;
- Creating contexts for learning that invite children’s active participation and investigation;
- Creating contexts that invite families to participate as engaged members of the learning community.
With respect to working effectively with young dual language learners, an ECE credential must be designed to prepare teachers to implement integrated approaches to learning, be reflective about how they teach, be owners of their knowledge of children’s learning and development, and strengthen their role as professionals versus preparing them to simply follow a scripted curriculum (Goldenberg, Nemeth, Hicks, Zepeda and Cardona, 2013).

According to the National Association for the Education of Young Children (NAEYC, 2009), ECE coursework leading to a credential should encompass content, pedagogy and in-depth fieldwork and student teaching across the span of the early childhood years (i.e., infants, toddlers, preschoolers, children up through grade 3). Content and pedagogy need to address knowledge of child development and learning, family engagement, ecological perspectives that frame a family-school-community partnership, knowledge of adult learning principles and pedagogy, knowledge of diverse populations of children and family, the ability to use differentiated learning to respond to individual children’s needs and strengths, and knowledge and pedagogy in core academic disciplines. As well, credentialed teachers should have clear understanding of how the California Preschool Learning Foundations align with the Common Core State Standards.

It is significant that the School Board of Los Angeles Unified School District, the largest school district in the state, has formally acknowledged of the importance of aligning early education across the birth to 8 years grade level/grade span. Figure 1 below describes the resolution and relevant LAUSD positions and contextual factors.

FIGURE 1: The Need for an Early Education Credential – Los Angeles Unified School District Resolution

The Need for an Early Education Credential and Los Angeles Unified School District Resolution

With the continued need for high quality early education programs in the Los Angeles Unified School District, the LAUSD School Board adopted a resolution on June 18, 2013 titled Resolution in Support of Aligning Preschool through 3rd Grade. The resolution was written to inform stakeholders of the importance of early education as it “ensures that all children are on the path to college and career readiness.” The resolution emphasizes that “we (LAUSD) must lay the foundation early, focusing on children’s learning starting at birth, preparing them for Kindergarten and building on their progress in early elementary grades.” This resolution, along with the district’s commitment to continue funding the district’s 86 early education centers, 85 state preschool programs, 4 Infant Care Centers, 14 LAUP programs, and 308 School Readiness and Language Development Programs (SRLDP), recognizes the importance what a high quality early education program offers. However, if the resolution is to become a reality, it is also necessary that an Early Education Credential be developed to ensure that infant, toddler, preschool, and transitional kindergarten students receive an education from a teacher that understands early childhood development (See Appendix A).

Furthermore, there is a need to review the current Multiple Subject Teaching Credential and update authorizations to include early childhood education much like the authorizations to teach English Learners or those with special needs. Since PreK-3 alignment is a national initiative to transform how children ages
The research conducted by Harvard University’s Center on the Developing Child demonstrates that the cornerstone of a successful education is the learning that takes place from preschool through third grade. The learning that takes place between 0-5 is crucially important for the following reasons:

- During a child’s first three years of life, their brains are being wired for future success. Brain development is more rapid during this period than at any other, with more than 700 neural connections created each second. Children are learning everything from smiling, walking and speaking to making choices, exploring and developing relationships;
- During the pre-Kindergarten years (including transitional kindergarten), young children not only develop core academic knowledge in pre-literacy and early math, they also develop important learning skills, such as paying attention, managing emotions and completing tasks.
- There is an extensively large number of English Language Learners under the age of five within LAUSD.
- There is also a growing body of research indicating the ability of young children to learn more than one language in a supportive environment and research that demonstrates that acquiring more than one language in the early years increases brain development and promotes academic achievement.

In the Los Angeles Unified School District, all Early Education teachers have a Child Development Permit, and additional details of current teacher qualifications can further be broken down into the following:

- (60 Units College) – 34
- (Associate’s Degree) – 23
- (Bachelor’s Degree) – 395
- (Bachelor’s + Masters) – 12
- (Bachelor’s + Masters +Doctorate) – 1
- Unidentified – 151 (all have at least 60 units but have not recorded degrees or degree progress to LAUSD Human Resources)

Therefore, the early education credential is needed to:

- Ensure that Transitional Kindergarten students receive an education from a credentialed teacher that understands the cognitive and social emotional development of young children as well as the importance of family engagement and theories of language acquisition, dual language acquisition, the strategies to differentiate learning for individual children in the classroom based on language development, children’s development across five domains, and children’s special needs.
- Allow early education teachers the opportunity to earn a credential while validating the importance of teaching students from 0-8.
- Improve the professional development knowledge conceptual learning and clinical practice process at the university level.
- Add an accreditation process for ECE credential teacher preparation programs and a professional development system that makes explicit an education continuum and a career ladder in ECE for early educational professionals.
- Provide pay parity and working conditions and benefits equity for early education teachers.
- Monitor credential renewal and professional growth plans.
ISSUE 3: CONSIDERATION OF IMPLICATIONS OF THE NATIONAL TRENDS FOR THE MULTIPLE SUBJECT CREDENTIAL

To adequately serve the children and families of California, the CTC must anticipate what will be required to ensure that the early education workforce has the necessary understanding of child development, early learning (birth to age 8), and pedagogy that respects the unique relationship between teaching and learning in the early years. Statewide and national trends in teacher licensure and credentialing confirm this perspective (Bellm, et al., 2004; Figure 1). CTC has identified 2014 as the year during which the Commission will review and revise the state’s teaching credentials. Related TAP recommendations to CTC (Professional Services Committee, Item 3A, Proposed Plan for Implementing Recommendations from TAP, August 1, 2013) recognize child development as a key component of teacher knowledge as well as a key organizing principle for teaching credentials, including language to suggest “reorienting credentials by subject, grade level-age span and developmental context of students”:

“The current credential and authorization structure in California reflects the importance of specialized knowledge related to subject matter mastery. At the same time, specialized knowledge and experience focused on the developmental needs and expectations of students (by age and grade level) are not equally addressed within the current credential and authorization structure (italics added)” (p. 34).

The Professional Services Committee document also acknowledges and reinforces the need for revising the Multiple Subject credential:

“California is the only state to authorize a credential holder across such a wide grade/age span (Multiple Subject Credential holders are authorized to teach in self-contained settings...from PreK to adult). [TAP recommendations include that] the Commission should...[w]ork with the legislature to authorize Multiple Subject Credential holders to teach all content areas in TK through 8th grade....” (p. 35).

Models for Early Childhood Grade/Age Span. As Bornfreund (2011) reports, “Most experts in child development see early childhood as extending up through third grade or eight years of age, with middle childhood (the label used to describe children in upper elementary grades) extending through eighth grade.” Our review of teacher credential/licensure trends across the country reveals the following patterns with respect to the early childhood grade/age span:

- 14 states have a teaching license/credential spanning birth-grade 3
- 9 states have a teaching license/credential spanning birth-Kindergarten, grade 1 or grade 2
- 20 states have a teaching license/credential spanning preschool and primary grades (some states have more than one license/credential of this sort):
  - preschool-grade 3 (16 states)
  - preschool-grade 4 (2 states)
  - preschool-grade 2 (2 states)
  - preschool-Kindergarten (2 states)
With respect to patterns that extend to the middle childhood grade/age span, our review revealed the following patterns:

- 14 states have a teaching license/credential spanning Kindergarten-grade 8
  - 13 of these also offer a license/credential for birth-grade 3 or preschool-grade 3
- 9 states have a teaching license/credential spanning grades 4-8
  - All of the above 9 states also offer at least one license/credential for birth-5, birth-3rd grade or preschool-3rd grade
- 14 states have a teaching license/credential spanning Kindergarten-grade 6
  - 13 of these also offer at least one grade/age span for the early childhood years

These trends in teacher credentialing and licensing demonstrate a clear move toward acknowledging children’s unique learning and developmental requirements during the early years and establishing qualitatively different requirements from the middle childhood and upper grades. In consideration of this, our primary recommendation would be to create a stand-alone credential for Early Childhood Education. If that is not possible, we recommend that the CTC construct two Multiple Subject Credentials across two grade/age spans.

**Implications for the Multiple Subject Credential.** Several characteristics of existing pathways for early childhood teacher preparation suggest implications for the revision of the Multiple Subject Credential.

- The ECE field utilizes *multiple points of entry* for courses of study leading to professional preparation. Planning and implementing any credential or any modification to an existing credential needs to take this into account.

- To create an education continuum for the ECE field, it will be important to articulate Multiple Subject Credential course content, clinical practice, and levels of education within a revised Child Development Permit structure. Doing so will safeguard access to career pathways, align course content, and accommodate areas where there might be overlap in curriculum content or clinical practice across the Child Development Permit structure and the Multiple Subject Credential requirements.

- Newly implemented Common Core State Standards emphasize pedagogy and students’ learning process (i.e., the ability to articulate what they learn and how they learned it), processes central to early childhood education and academic ECE teacher preparation content. Stipek (2011) notes that typical ECE teaching strategies, including environmental design and daily schedule planning, respond to emerging research on students’ active discovery learning and apply well to intentional teaching of academic subjects. Existing alignment between ECE theory and practice and Common Core State Standards should strengthen modifications made to the Multiple Subject Credential.

**Integration with TAP recommendations.** Based on our review of data and trends from states across the country, it is our belief that the TAP recommendation to modify the Multiple Subject Credential would be best served by creating two authorizations across two grade/age spans: 1) birth-grade 3 (ages 0-8); 2) grades 2-8 (ages 7 to 14). Such a design would appropriately define
the early years and their educational demands, and acknowledge the specialized knowledge, skills and competencies necessary to teach young children. At the same time, the design would identify a sufficiently broad grade/age span for an elementary/middle childhood Multiple Subject Credential. In the spirit of the recommendations made by TAP in August, 2013, both new grade/age span categories would be established – as has been done in other states – within the framework of California’s Multiple Subject Credential. There would be minimal overlap between the two grade/age spans, and principals’ ability to hire teachers with the specialized knowledge and skills to teach specific grade/age spans would be maximized.

Within this model, teacher candidates would be required to complete a teacher preparation program that would include research-based content, pedagogical skills, and competencies appropriate to the selected grade/age span (i.e., birth-grade 3 or grades 2-8), and field experience and student teaching in two grade level/age spans. Students selecting the grades 2-8 focus would choose two different grade levels. Students selecting the birth-grade 3 focus would choose two of three possible early childhood age spans: infant-toddler (0-3 years), preschool-TK (3-5 years), TK-grade 3 (4-8 years). This proposal resembles the existing Special Education Credential in which candidates specialize in mild to moderate and/or moderate to severe disabilities. Similarly, this modification of the Multiple Subject Credential acknowledges the specialized knowledge required for teaching different age ranges within the early childhood period of birth to 8 years.

CONCLUSION

As the Task Group continues their work, we urge group members to consider the issues highlighted in this paper with respect to the impact they have on ECE teacher preparation and ECE grade level teacher practice, and to consider thoughtful reconsideration of the early childhood teacher credentialing options. Such reconsideration needs to include revision of the Child Development Permit, development of an ECE credential, and modifications to the Multiple Subject Credential. Aside from strengthening the early education workforce, the proposed changes and revisions would put California in line with the national trend toward recognizing the qualitatively different knowledge, skills and dispositions required of the ECE workforce, and ensure that those differences are reflected in the state system of teacher credentialing and licensure.

CONTRIBUTORS

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Appendix A

Ms. Martinez, Mr. Kayser, Mr. Zimmer - Resolution in Support of Aligning Preschool through 3rd Grade. (For Action June 18, 2013, 12 p.m.)

Whereas, The Los Angeles Unified School District is committed to providing every student with a quality education in a safe, caring environment and ensuring that every student will graduate college-prepared and career ready;

Whereas, To ensure that all children are on the path to college and career readiness, we must lay the foundation early, focusing on children’s learning starting at birth, preparing them for Kindergarten and building on their progress in early elementary grades;

Whereas, PreK-3 alignment is a national initiative to transform how children ages three to eight learn in schools based on research demonstrating that the cornerstone of a successful education is the learning that takes place from preschool through third grade;

Whereas, Currently, there is little instructional coordination from year to year, even within the same school, much less across a school district or a state;

Whereas, Without early education programs, children growing up in low-income households lose ground to their middle-class peers and that gap only widens as they advance through elementary school;

Whereas, According to decades of developmental and educational research, the first eight years of life are critical because that is when children acquire three distinct types of skills and knowledge:

• Developing a strong foundation in cognitive skills such as early reading and math; • Building social and emotional capabilities that allow children to interact productively with both peers and adults; and

• Establishing engagement in school and learning1;

Whereas, During a child’s first three years of life, their brains are being wired for future success. Brain development is more rapid during this period than at any other, with more than 700 neural connections created each second. Children are learning everything from smiling, walking and speaking to making choices, exploring and developing relationships2;


http://www.eec.state.ma.us/docs1/NewsUpdates/20120807-prek-3rd-comprehensive-approach.pdf
Whereas, In the pre-Kindergarten years, young children not only develop core academic knowledge in pre-literacy and early math, they develop important learning skills, such as paying attention, managing emotions and completing tasks. Over a hundred studies, in the U.S. alone, show that quality preschool significantly benefits children’s school success;

Whereas, There is an increasing number of English Language Learners under the age of five in our community and there is also a growing body of research indicating the ability of young children to learn more than one language in a supportive environment and that acquiring more than one language in the early years increases brain development and promotes academic achievement;

Whereas, The early elementary grades are when children learn to understand foundation math, reading, and reasoning skills that allow them to tackle more complex subjects in fourth grade and beyond;

Whereas, California is failing to meet the needs of all its children and far too many of California’s children do not have access to the high-quality early learning experiences they need and deserve;

Whereas, Our students are not getting a strong start when it matters most;

Whereas, In California, 52 percent of 3rd graders test below proficient in English-Language Arts and more than 30 percent are not proficient in Mathematics. For low-income students and those of color, significant barriers exist, with nearly half testing below proficient in both English and Math;

Whereas, In 2011-2012, only 43 percent of the District’s 3rd graders were proficient in 3rd grade English Language Arts and 62 percent of 3rd graders are expected to be proficient in English Language Arts by 2013-2014;


Whereas, The District currently educates over 35,000 young children in early learning programs intended to prepare them for K-12 success;

Whereas, While well-designed pre-Kindergarten does improve children’s social and cognitive skills, these gains frequently fade as children advance beyond Kindergarten;

Whereas, Since adopting a preschool through 3rd grade approach within its school district, the Montgomery County Public Schools (MCPS) in Maryland has seen nearly 88 percent of 3rd graders read proficiently and a narrowing of the achievement gap and increase in benefits for English Learners;

Whereas, Research shows that students who start out behind too often stay behind and those who are not reading proficiently in 3rd grade are four times more likely to not graduate from high school4;

Whereas, There is increasing evidence that high quality curricula and instruction, data-driven improvement, and instructional leadership that creates and sustains a supportive environment for young learners are central to effective reforms and that, in concert, they help to narrow achievement gaps and provide children with a solid foundation for lifelong learning; and

Whereas, When these crucial efforts are connected and aligned to create continuity between early care and education (ECE) and elementary schools, the gains are even greater; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District reaffirms its commitment to its youngest learners by committing to the development of a framework based on educational standards, curricula, assessment and professional development that are strongly aligned across high-quality pre-Kindergarten, Kindergarten, first, second and third grades;

Resolved further, That the Board directs the Superintendent to establish a Preschool Through 3rd Grade (P-3) Alignment and Articulation Task Force comprised of the Office of Early Childhood Education, Office of Curriculum, Instruction and School Support, Parent and Community Services Branch, early learning content and curriculum experts, community stakeholders,

http://www.aecf.org/-/media/Pubs/Topics/Education/Other/DoubleJeopardyHowThirdGradeReadingSkillsandPovery/DoubleJeopardyReport030812forweb
Facilities Services Division, school leaders, teachers, key public institutions including universities and philanthropies, and others as appropriate for the purpose of developing a framework by which the District can adopt a preschool through 3rd grade approach;

Resolved further, That the aforementioned Task Force is charged with developing goals and a comprehensive plan to position the District to become a leader in the nation around aligning preschool through 3rd grade, primarily focusing on issues of preK-3 implementation across both school- and community-based sites; and, be it finally,

Resolved, The Task Force will issue a report within 90 days outlining recommendations for improvements to the District’s long-term educational challenges that begin with creating an aligned and high-quality system of early learning across early childhood and elementary education.

The report shall focus on:

• Funding sources for increasing access to high quality preschool for children in all of the District’s early learning programs from birth to age five, particularly in areas in the District where early learning opportunities are severely limited.

• High-quality parental engagement in early learning programs that help position parents to serve as their child’s first and lifelong teacher, as well as, educating them to become critical advocates for all children in the District.

• Child development and early childhood curriculum

• Data systems to track progress of children across preschool through 3rd grade

• Explore potential collaboration with internal and community based providers who can offer developmental screenings to diagnose and treat early developmental delays

• Explore joint ECE and K-3 professional development

• Work with the Facilities Services Division to identify and prioritize highest need communities for expansion.
References


