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Information

Educator Preparation Committee

Update on Work Related to the Child Development Permit

Executive Summary: This agenda item presents an update on the work related to the Commission's Child Development Permit, including an outline and timeline of the work going forward.

Recommended Action: For information only

Presenters: Phyllis Jacobson, Administrator, and Erin Sullivan, Consultant, Professional Services Division.

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.

February 2018

Update on Work Related to the Child Development Permit

Introduction

This agenda item provides an update on the work related to the Commission's Child Development Permit, including an outline and timeline of the work going forward.

Background

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 also presented a draft set of performance expectations for the current Teacher level of the permit and draft program guidelines for preparers of the early care and education workforce, both of which had been widely shared with the field through review by the CDP AP and feedback from stakeholders via field surveys. Following the staff's presentation, the Commission directed staff to continue to develop and obtain feedback from the field on a set of performance expectations for all levels of child development/early care and education (CD/ECE) professionals and guidelines for the programs that prepare this workforce for licensure in California.

Staff returned at the [October 2017](#) Commission meeting with a set of draft performance expectations for the Master Teacher level of the permit and further information on the progress of other parallel efforts to update and improve preparation for CD/ECE professionals, particularly the work of the statewide Transforming the Workforce Birth through Eight (TWB8) workgroup of stakeholders focusing on implementing the recommendations in the 2015 report [Transforming the Workforce for Children Birth through Age 8](#) by the National Institute of Medicine and the National Research Council. Commission staff have been participating in the TWB8 work for the past two years.

Staff recommended that the Commission not adopt structural changes to the Permit at the present time given concerns expressed by the field regarding the potential impact on supply and demand, costs of implementation, and the current lack of infrastructure to support many of the recommended changes.

Staff also recommended, however, that the work relating to the Child Development Permit should move forward via a process of:

- 1) 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);
- 2) Completing a draft set of program guidelines for preparers of the early care and education workforce;
- 3) Inviting broad-based feedback from stakeholders on the full set of performance expectations and program guidelines;

- 4) Providing opportunities for interested programs to pilot the performance expectations and program guidelines; and
- 5) Bringing the final draft versions of the performance expectations and the program guidelines back for Commission review and potential approval.

In addition, staff's six-step implementation plan included identifying and evaluating possible quality assurance mechanisms for workforce preparation and, ultimately, revisiting the CDP AP's recommended changes to the permit structure to ensure the permit, performance expectations, program guidelines and quality assurance mechanisms together form a coherent and defensible structure for quality preparation and support of California's CD/ECE workforce.

The Commission signaled support of the six-step plan and directed staff to return with a timeline for this work.

A Closer Look at the Work Plan

Staff will move forward the development process for both the performance expectations and the program guidelines by working collaboratively with a smaller Technical Advisory group comprised of stakeholder members including Deborah Stipek, Chair of the Commission's Child Development Permit Advisory Panel, and the TWB8 Higher Education workgroup augmented with representation from the California Community College Early Childhood Educators (CCCECE) and the California Child Development Administrator Association (CCDAA). The TWB8 Higher Education workgroup has been working on an operational plan for addressing the National Institute of Medicine/National Research Council recommendations that includes collaborating with Commission staff and others to further the work related to the performance expectations and program guidelines. This task group (Appendix A) includes key stakeholders within the higher education community, including but not limited to the California State University, First 5 California, the California Department of Education, the Child Development Training Consortium's Curriculum Alignment Project (CAP), PEACH (an early childhood higher education collaborative), and the California Association of Educators of Young Children (CAEYC). Some of the members of the TWB8 Higher Education workgroup were also members of the Child Development Permit Advisory Panel, a factor which supports continuity between these ECE-focused efforts. Staff will work with this Technical Advisory group to finalize a set of draft performance expectations and program guidelines and will then circulate these documents for statewide stakeholder feedback prior to presenting them to the Commission for review and adoption.

The work of the TWB8 workgroup is being facilitated by the [Glen Price Group](#) (GPG), a known and respected consulting service with a long history of experience in assisting governmental entities and other public sector clients achieve goals in the areas of early childhood education, workforce development, and public education. GPG has facilitated California's TWB8 planning and implementation efforts since late 2015 with support from the David and Lucile Packard Foundation. GPG and the TWB8 workgroup have signaled their support for the Commission's efforts to strengthen the preparation of California's CD/ECE workforce and have indicated a willingness to add members to the group as described above in order to provide broad input on the draft performance expectations and program guidelines.

The bimonthly meeting agendas of the TWB8 higher education workgroup will include time dedicated specifically to reviewing and providing feedback on the Commission’s draft performance expectations and program guidelines for CD/ECE preparation programs. Following completion of a final draft ready for further input from stakeholders, the documents will be made available through a public survey process for statewide stakeholder input from the field and any other interested parties.

At the same time, Commission staff will also make the opportunity available for any interested CD/ECE preparation program or program sponsor to participate in piloting the draft performance expectations and program guidelines, and will facilitate technical assistance as needed during a two-semester piloting phase. At the end of the pilot, Commission staff will synthesize findings from the pilot and feedback from the programs and provide an update to the Commission.

Proposed Timeline for Work Relating to the Child Development Permit

Activity	Target Completion Dates
Work with expanded Technical Advisory TWB8 workgroup to finalize draft performance expectations and program guidelines	Spring 2018
Recruit and identify programs interested in piloting implementation of these two documents within coursework/fieldwork and program operations	Spring 2018
Circulate surveys for statewide stakeholder feedback on the draft performance expectations and program guidelines	May/June 2018
Provide draft performance expectations and program guidelines, along with technical assistance as needed, to programs interested in piloting implementation	May/June 2018
Programs begin piloting	Fall 2018
Collect initial feedback from piloting programs	December 2018
Programs continue piloting	Spring 2019
Collect final feedback from pilot	May/June 2019
Final draft performance expectations and program guidelines presented for Commission review and potential adoption	Summer 2019
Potential quality assurance mechanisms presented for initial Commission review	Late Spring/Summer 2019
Review and further discussion of CDP AP permit structure recommendations	Summer 2019

Next Steps

Staff is scheduled to begin working with the Technical Advisory workgroup later this month. Staff will bring a progress update to the Commission at its June 2018 meeting.

Appendix A
Members of the TWB8 Higher Education Workgroup

Name	Affiliation
Jan Fish	PEACH; CSUN; LACOE ECE Workforce Consortium
Cecelia Fisher-Dahms	CDE, EESD
Nancy Hurlbut	California State University, Pomona; PEACH
June Millovich	Saddleback College; Child Care Consortium Training Project/CAP
Chris Sciarrino	Early Learning Lab
Debi Silverman	First 5 California, Training and Quality Improvement
Chana Wynne Swan	First 5 California
Elizabeth Golchert	CDE, EESD
Mary Beth Miller	Fresno City College; CAP
Deborah Stipek	Chair, CDP AP
Barbara Tamialis	CCCECE
Nina Buthee	CCDAA
Phyllis Jacobson	CTC
Erin Sullivan	CTC