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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.

Recommended Action: For information only

Presenter: 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.

November 2018

Update on Work Related to the Child Development Permit

Introduction

This agenda item provides an update on the work related to the Commission on Teacher Credentialing's (Commission) Child Development Permits.

Background

At the [June 2018](#) Commission meeting staff presented an update on efforts to review and strengthen, as needed, the preparation of individuals for a Child Development Permit and a plan for continuing the work. The item included a description and target completion dates for the associated activities. Several of the proposed activities and completion dates that were presented at the June 2018 meeting have shifted as staff has continued to engage with the field around understanding the roles of current early care and education professionals, the needs for preparation of those entering the workforce, and the capacity of current preparers of the workforce to modify their preparation programs. This agenda item provides an update on staff's activities since June 2018.

Activities and Developments since June 2018

Commission's Stakeholder Surveys

Following several months of field work, staff finalized a draft set of performance expectations for the key four job-related categories applicable within state-funded Early Childhood Education (ECE) programs: Assisting, Teaching, Mentoring/Coaching, and Administrating. Staff also finalized a draft set of program guidelines for preparers of this workforce. Stakeholder surveys regarding the four updated sets of Teaching Performance Expectations and the set of Program Guidelines were made publically available for broad-based field input in late May 2018. The surveys were scheduled to close on July 13 but low response rates combined with requests from the field for additional time prompted staff to extend the surveys to September 15, 2018. The extension of time resulted in nearly double the response rate. Staff has been able to do a preliminary analysis of the survey feedback and has identified that the field would like to see greater emphasis in the competencies around dual language learners and social-emotional development, and a more intentional crafting of language that emphasizes play as learning. Staff will be conducting a thorough review of all stakeholder feedback that has been received since late May with a focus on bringing a final set of draft performance expectations and program guidelines to the Commission for adoption at the February 2019 meeting.

Other Activities and Developments

Since the work to update and strengthen the requirements leading to a Commission-issued Child Development Permit began in 2015, the statewide momentum around appropriate recognition, preparation, and compensation of the ECE workforce has dramatically increased. A number of parallel efforts have begun statewide and nationally and Commission staff have

endeavored to stay informed and involved, as appropriate, in the work of the ECE communities. In the last year alone, a number of new reports have been published by respected entities in the field of ECE. These include, but are not limited to, the following:

- [*“Transforming the Financing of Early Care and Education,”*](#) a follow-up publication by the Institutes of Medicine (IOM) and the National Research Council (NRC) that provides information on the economic and social benefits of fully funding a high-quality early childhood education system. The report includes recommendations focused on ensuring all families have equal access, providing financial support so that practitioners can increase their knowledge and skills and attain required qualifications and/or licensing through higher education or professional development, providing for fair and appropriate compensation of the workforce, and providing funding to postsecondary institutions for faculty development and better alignment of course content with current research.
- [*“Early Childhood Workforce Index 2018,”*](#) by the Center for the Study of Child Care Employment, University of California, Berkeley. The first publication of this report was issued in 2016 and was intended by its researchers to “establish a baseline description of early childhood employment conditions and policies on a state-by-state basis.” The 2018 issue tracks trends in the ECE workforce since 2016 in the areas of compensation, qualifications, educational and financial supports, work environments, and workforce data.
- A draft of the updated position statement of the National Association for the Education of Young Children (NAEYC) on the [*“Professional Standards and Competencies for Early Childhood Educators”*](#) which was driven, in part, by NAEYC’s recent publication [*“Power to the Profession,”*](#) a national initiative to define the ECE profession by defining a framework of “career pathways, knowledge and competencies, qualifications, standards, and compensation.”
- [*“Getting Down to Facts II: Current Conditions and Paths Forward for California Schools,”*](#) (GDF II) a national collaborative research project coordinated by Stanford University and Policy Analysis for California Education (PACE). In 36 technical reports and 19 research briefs, GDF II reports on the current condition of California’s PK-12 education system in the areas of student success, governance, personnel, and finance. Of particular interest to the Commission’s ECE-focused staff is the technical report titled [*“Early Childhood Education in California”*](#) by Dr. Deborah Stipek, who served as the chair of the Commission’s Child Development Permit Advisory Panel. In her report, Dr. Stipek discusses key findings on a variety of important issues, including but not limited to the value, in general, of high-quality preschool for children, their families, and the public; the inconsistent and low requirements for ECE educators; the inconsistent and, in some cases, absent standards for ECE programs serving children and their families; the prohibitively high cost of ECE programs; and the poor wages afforded the ECE workforce.

Commission staff notes that the range of ECE stakeholders at both the state and national level recognize the importance of working collaboratively to synchronize our parallel efforts. In the last two years, ECE policy makers and stakeholders in California as well as across the nation have begun to better coalesce and coordinate their efforts resulting in a much stronger momentum toward change than has been seen in the past decade.

Next Steps for 2018-19

1. Staff continues to collaborate with the field regarding the work relating to the licensing of the workforce in California’s publicly-funded ECE programs, and anticipates returning to the Commission at its February 2019 meeting with an analysis of the feedback from the stakeholder surveys and revised final draft performance expectations and program guidelines documents based on the feedback for the Commission’s review and possible adoption.
2. Following the February 2019 Commission meeting, staff will develop a plan for next steps including an analysis of possible options for moving forward.

Staff requests any further direction or input the Commission might have concerning the proposed work relating to the Child Development Permit as presented in this agenda item.