
3E

Information

Educator Preparation Committee

Update on the Work Relating to Early Childhood Education

Executive Summary: This agenda item provides an update on work relating to early childhood education since the prior updates provided to the Commission in February 2021, August 2021, and September 2021. This work has focused on building multiple key pieces of infrastructure to support the transition of the preparation and licensure of the early childhood workforce to a competency-based system similar to that of all other credentials. The work spans federal and other grant-supported activities as well as interagency collaborative efforts to (a) grow, develop, and provide multiple pathways for the early childhood education workforce; (b) respond to the need for additional qualified and prepared early childhood education teachers created by recent state initiatives expanding access to state preschool and universal transitional kindergarten programs; and (c) continue to support state efforts aligned with the direction provided in Workforce Development Goal 2 of the state’s Master Plan for Early Learning and Care.

Recommended Action: For information only

Presenters: Phyllis Jacobson, Administrator, Debbi Keeler and Cassandra Henderson, Consultants, Professional Services Division.

Strategic Plan Goals

I. Educator Quality

- b) Develop, maintain, and promote high quality authentic, consistent educator assessments and examinations that support development and certification of educators who have demonstrated the capacity to be effective practitioners.

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.

Update on the Work Relating to Early Childhood Education

Introduction

This agenda item provides an update on work relating to early childhood education since the prior updates provided to the Commission in [February 2021](#), [August 2021](#), and [September 2021](#). This work has focused on building multiple key pieces of infrastructure to support the transition of the preparation and licensure of the early childhood workforce to a competency-based system similar to that of all other credentials. The work spans federal and other grant-supported activities as well as interagency collaborative efforts to (a) grow, develop, and provide multiple pathways for the early childhood education workforce; (b) respond to the need for additional qualified and prepared early childhood education teachers created by recent state initiatives expanding access to state preschool and universal transitional kindergarten programs; and (c) continue to support state efforts aligned with the direction provided in Workforce Development Goal 2 of the state's [Master Plan for Early Learning and Care](#).

Background

The Commission has been working on transformative work in early childhood education (ECE) over the past several years to set the foundation and the context for the work discussed in this agenda item. Staff has provided regular updates on this work to the Commission in a series of prior agenda items and reports, as documented in [Appendix A](#).

In January 2020, the U.S. Department of Health and Human Services Administration for Children and Families awarded California a competitive three-year [Preschool Development Grant Birth through Five Renewal \(PDG-R\)](#). California received \$13.4 million per year for three years for a total of \$40.2 million through December 2022. The Governor appointed the California Health and Human Services Agency (CHHSA) as the lead agency for the grant in collaboration with the California Department of Education (CDE). The Commission received \$3 million to expend over three years to (a) develop a competency based ECE Teaching Performance Assessment at the Teacher level of the Child Development Permit to strengthen preparation and development of the early learning and care workforce, and (b) support the development and piloting of a program quality peer review (accreditation) process for preparation leading to the permit. These two initiatives are also responsive to the Master Plan call for a competency-based system of preparation and licensure. A previous report on PDG-R work was provided to the Commission in [August 2021](#).

The 2021 state budget expansion of universal Transitional Kindergarten (UTK) and eventually universal Preschool (UPK) to all four-year-olds in California is a major step forward in realizing the goals and vision of the Master Plan. When fully implemented, UPK/UTK is expected to serve as many as 250,000 four-year-olds, including most of those currently being served in the State

Preschool Program. [A recent report](#)¹ from the Center for the Study of Child Care Employment (CSCCE) at UC Berkeley estimates that implementing UPK/UTK will create a need for between 8,000 and 11,000 new teachers in a K-12 system that is already struggling with significant teacher shortages across the state. Given the urgent staffing need for additional qualified teachers for new and expanded TK access, creative, flexible, and feasible credentialing options that meet the expectations required to teach young learners are needed.

Given the current early childhood teacher shortage, the recommendations of the Master Plan, the pending implementation of UPK/UTK, and the progress already made to date in reframing competency-based preparation and licensure for the ECE workforce, this agenda item provides an update on the progress made on all of the interrelated ECE workforce development work taking place since the most recent report to the Commission in [September 2021](#).

In general, Commission staff are pleased to report that a significant amount of progress has been, and continues to be, made on all of these initiatives, projects, and activities, and all are currently on schedule. Progress details are provided below.

Part I: Update on the Work Relating to the PDG-R Grant

The [August 2021](#) Commission agenda item described the status at that time of the ongoing collaborative work with the field to implement the provisions of the Preschool Development Grant-Renewal (PDG-R).

Since August 2021, the two Design Teams of ECE experts advising the Commission on the development of both the new ECE Teaching Performance Assessment and the new Program Quality Peer Review process are continuing to move this initial developmental work forward to pilot testing in late winter 2021-late spring 2022. The four ECE Pilots, as described below, are continuing to support implementation of this transformative work of moving towards TPE-aligned curriculum and instruction within ECE preparation programs as well as towards supporting these programs to complete a self-analysis regarding how close they are to meeting the Commission's adopted Program Guidelines that address quality preparation for the ECE workforce.

Update on the Work of the ECE Pilots

At the present time, 59 two- and four- year institutions of higher education are voluntarily participating in the ECE Pilots. [Appendix B](#) provides the list of the 59 participating Pilot institutions. Full information on the informational webinars and other technical assistance provided to interested institutions of higher education regarding the pilots, the pilot

¹ Williams, A., Montoya, E., Kim, Y., & Austin, L.J.E. (2021). *New Data Shows Early Educators Equipped to Teach TK*. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/early-educators-equipped-to-teach-tk/>

requirements, and pilot guidance is available on the dedicated [ECE webpage](#) on the Commission's website.

- **ECE Pilots 1 and 2 Update:** ECE Pilots 1 and 2 represent Initial efforts by participating ECE preparation programs to **implement TPE-aligned curriculum (Pilot 1)** and to work towards meeting the **Program Guidelines (standards) (Pilot 2)**, supported by outreach and technical assistance to these programs and program sponsors. The status of this work is that all 59 Pilot institutions of higher education are currently working to implement TPE-aligned curriculum within their coursework and fieldwork/practicum experiences for candidates and are engaging in an initial self-study and analysis regarding the degree to which their current programs and administrative structures meet the Commission's adopted **Program Guidelines**.
- **ECE Pilot 3 Update:** The new **TPE-based ECE Teaching Performance Assessment** is being developed, piloted, and field tested within **ECE Pilot 3**. The development process for the assessment and scoring process is moving through a two-year development cycle, including a pilot test and field test with the system planned to be available for full operation the fall of 2023. **ECE Pilot 3** will also include assisting and training ECE preparation programs that prepare the early childhood workforce to participate in trying out the candidate assessment tasks with candidates, scoring candidate responses, and providing helpful feedback to guide the final version of the assessment, its scoring components, and training materials for programs and for assessors (scorers).

The Early Childhood Education CalTPA Design Team was charged with creating a locally scored performance assessment that would be feasible given the state's ECE context, manageable in terms of complexity of the system, and provide convincing evidence of teacher knowledge, skills, and abilities in relation to the Commission's adopted ECE Teaching Performance Expectations and Assessment Design Standards. Background information on the Design Team activities and meetings was provided in the [August 2021](#) Commission agenda.

To date, the ECE Design Team has collaborated to create a performance assessment with three distinct learning cycles. These cycles include Cycle 1, Observing Young Children; Cycle 2, Planning Learning Activities; and Cycle 3, Building Family Partnerships. These cycles focus on key competency areas of observation, intentional instructional planning of developmentally appropriate learning activities, and building positive connections with families.

All three cycles encompass the following overarching principles:

- Asset-based teaching and learning
- Understanding and incorporating children's funds of knowledge and cultural and linguistic assets
- Observation as a key component of planning

- An integrated approach to instruction: Math and literacy curricular areas are integrated with social-emotional development, movement, arts, physical development
- Collaboration: candidates collaborate with supervising/mentor teachers and other adult assistants in planning, teaching, and reflecting on practice
- Relationships with families: through the three cycles, candidates engage in meaningful ways with families and/or guardians to build and strengthen relationships
- Reflective practice

The CTC Performance Assessment team and Evaluation Systems, a division of Pearson, Inc., worked with ECE practitioners and college faculty to complete a bias review of all three cycles on January 12-13, 2022. Pilot testing will take place in spring 2022, with 34 institutions of higher education that provide ECE workforce preparation volunteering to participate.

- ***ECE Pilot 4 Update:*** Under ECE Pilot 4, a new **ECE program quality review process** has been developed by the **Program Quality Peer Review Design Team** for future use for Commission review and approval of ECE preparation programs leading to a Child Development Permit. A micro-pilot is presently underway with two community colleges and two four-year institutions to try out the technical assistance materials developed for use by Pilot institutions and the components of the Program Quality Peer Review process to determine if any revisions are needed prior to initiating a larger pilot with multiple institutions of higher education beginning in late spring 2022.

An orientation to the Self-Study process was conducted with the micro-pilot participants on November 10, 2021. The micro-pilot is underway through spring 2022 and will move through the Self-Study and Peer-to-Peer review components of the overall Peer Review process as designed by the Design Team. The larger pilot implementation involving additional institutions of higher education will take place during spring-fall 2022. Staff notes that programs that have participated in the pilot of one or more of the tasks of the new ECE Teaching Performance Assessment will be able to incorporate their outcomes into their Self-Study documentation and outcomes analysis.

Next steps in this work include:

- A check-in meeting with the micro-pilot participants on January 28, 2022
- A technical assistance meeting with institutions to review the Peer-to-Peer elements of the review process
- Training for peer reviewers for the first round of Peer-to Peer paired meetings in mid-March 2022
- Virtual site visits for the micro-pilot participants (component 3 of the Program Quality Peer Review Process) in late spring 2022

- An anticipated meeting of the Design Team in late spring 2022 to review the micro-pilot outcomes and make any suggested modification to the Program Quality Peer Review process

*Note: **Pilots 3 and 4** are open together or individually to any interested institution/program offering ECE preparation for the Child Development Permit whether or not the institution/program is also participating in Pilots 1 and 2.*

Technical Support for the ECE Pilot Participating Institutions since August 2021

Commission staff have provided ongoing technical assistance for all participating institutions in the pilots since August 2021. These supports include ECE office hours, a dedicated email box, monthly ECE News Updates along with special editions of the ECE News Update as needed, and specific guidance for next steps as institutions begin participating in the pilot test activities within Pilots 3 and 4.

In November 2021, Institutions participating in Pilots 1 and 2 were provided a survey opportunity to share their progress towards implementing TPE-aligned curriculum within their coursework, ECE Program Guideline alignment and their future plans to participate in Pilots 3 and 4, to identify additional support needed. Eleven of the 59 pilot institutions participated in the overall survey with nine stating they are in process with TPE alignment and two that are completely aligned. Four institutions stated they had not yet started alignment with the Program Guidelines while seven indicated they are in process. The majority of respondents (7) indicated they are planning on participating in the pilot test activities within Pilots 3 and 4.

One of the major challenges respondent institutions cited was the additional time and effort involved in the alignment process with limited staff resources and funding. They confirmed the internal institutional and/or segmental timeline of requiring up to two years for accomplishing revision and reapproval of coursework. Programs identified a hesitancy to lock in these kinds of changes until there emerges clearer direction regarding the requirements of a competency-based system for PK-3 for all institutions that prepare this workforce. Programs participating in the ECE Pilots requested a variety of support activities, including future webinars on TPE/Program alignment, a clear definition for each of the four ECE Pilots and how they relate to one another, providing a variety of times during the day for ECE office hours, and individualized technical assistance. Commission staff are continuing to communicate with pilot programs through regular updates that identify current work and upcoming pilot activities, as well as to plan additional technical assistance activities in response to the feedback received.

An outreach effort was also made in November and December 2021 to invite institutions to join in piloting the Quality Peer Review process (Pilot 4) beginning with the Self-Study phase. Future work for late winter-early spring 2022 will focus on initiating the annual survey data collection for institutions in Pilots 1 and 2.

Part II: Early Childhood Education (ECE) Credentialing Workgroup

In the [September 2021](#) Commission agenda item, staff presented a rationale and a proposal to further develop a competency-based system for the ECE workforce providing multiple accessible pathways to an updated Early Childhood Specialist Credential that focuses specifically on grades PK-3. This work is an integral part of coordinated efforts to support the implementation of universal Transitional Kindergarten across the state and respond to the need for additional qualified early childhood teachers. Staff also presented a plan to the Commission at that time for establishing an ECE Credentialing Workgroup of experts in the field to advise the Commission on potential requirements for the refocused and repurposed ECE Specialist PK-3 Credential as well as on potential pathways and options to earn this new credential. Commission staff are pleased to report that this process is underway as envisioned and described to the Commission in September 2021.

An invitation for applications from ECE experts to serve on the ECE Credentialing Workgroup was issued in late fall 2021, with over 185 applications received by the deadline date in late November 2021. The ECE Workgroup was appointed by the Executive Director in early December 2021, and the first meeting of the Workgroup was held on December 16, 2021. The members represent a wide range of expertise in the field of early childhood education, including but not limited to practitioners, higher education faculty, employers, and others, as shown in the list of Workgroup members provided in [Appendix C](#). The charge to the ECE Workgroup is to provide recommendations for the Commission's future consideration regarding:

- What the requirements should be for the proposed refocused PK-3 ECE Specialist Credential, and
- What the multiple pathways and options should be for meeting these requirements.

The Workgroup is scheduled to meet five times between December 2021-March 2022, with recommendations from the advisory group expected to be presented to the Commission for information at the April 2022 meeting. In addition, the goal is also to bring to the Commission in April a set of draft Program Standards, including Teaching Performance Expectations for establishing a refocused and repurposed PK-3 ECE Specialist Credential.

At the first meeting of the ECE Credentialing Workgroup on December 16, 2021, the agenda focused on what the Teaching Performance Expectations (TPEs) (i.e., the competencies, or knowledge, skills and abilities) should be for this PK-3 ECE Specialist Credential. The Workgroup reviewed both the existing ECE Teacher and Multiple Subject TPEs and drafted a unique working set of TPEs for the ECE Specialist Credential that the group felt included the key ideas and concepts from both of these two sets of Commission-adopted TPEs, as applicable to the intended ECE Specialist Credential grade range of PK-3.

The second meeting of the ECE Credentialing Workgroup on January 13, 2022, addressed alignment of this initial draft set of ECE Specialist Credential TPEs to additional TPEs in Literacy and Early Childhood Special Education adopted by the Commission, as well as foundational concepts relating to early mathematics. Following the meeting, the Workgroup's input resulted

in formulating a complete draft set of ECE Specialist Credential TPEs based on all of the TPE-related work and combined input from the ECE Credentialing Workgroup members. Staff is planning to conduct a field review of the full set of draft ECE Specialist Credential TPEs via a public survey process during late February 2022, and to use the results from the field review to provide a revised draft set of proposed ECE Specialist PK-3 Credential TPEs for review and consideration at the April 2022 Commission meeting.

Subsequent meetings of the ECE Credentialing Workgroup in February and March 2022 will address what other credential requirements may be appropriate for the proposed new ECE Specialist PK-3 credential, what the content and focus of teacher preparation programs for this credential should include, and what the multiple pathways and options could be for meeting the Workgroup-recommended credential requirements, particularly for current holders of a Child Development Permit or Multiple Subject Credential, and for prospective teachers who do not yet hold a prior credential. In addition, the work group will learn about the development of the ECE teaching performance assessment and the general education performance assessment and discuss the two versions comparing similarities and differences in the Commission's two TPAs.

In addition to the work of the ECE Credentialing Workgroup, other parallel public participatory activities for gathering input from interested parties into the work are planned, including a public input survey regarding the ECE Specialist Credential TPEs that will be conducted in late February 2022, and a series of focus groups at different days and times to provide for maximum public input during March 2022 regarding the credentialing requirements that will be developed by the ECE Credentialing Workgroup during its February-March 2022 meetings. These outreach activities will be organized and facilitated by the Glen Price Group (GPG), which is supporting and providing facilitation for the meetings of the ECE Credentialing Workgroup. Information regarding input received from all of these activities will be analyzed and reported to the Commission at a future Commission meeting.

Part III: Parallel and Complementary Work under the [Early Educator Investment Collaborative \(EEIC\) Grant](#)

In 2018-19, the Commission joined a partnership with three CSU campuses (CSU Sacramento, CSU Bakersfield, and Cal Poly Pomona) to apply for, and ultimately be successful in receiving, grant funding under the philanthropically supported Early Educator Investment Collaborative grant program. The goals of this grant program include providing enhanced preparation to the early childhood workforce through recruitment and support for underrepresented groups and focused preparation for ECE teacher candidates to work effectively with young multilingual language learners and their families in early childhood education programs and settings. The goals and approaches suggested by these funders are similar in purpose and focus to the efforts the Commission is already undertaking under the PDG-R grant, and so this collaboration provides an additional opportunity to help develop effective preparation approaches for the early childhood workforce that would be parallel and complementary to other ongoing related efforts. The Commission is receiving a total of \$375,000 over the three-year grant period of

2021-22 to 2023-24 to support staff work with the EEIC grant project. CSU Sacramento is the project grantee and director for this work.

All three of the EEIC participating CSU campuses have joined the ECE Pilots being implemented by the Commission. This close relationship helps to further inform both projects as well as to ensure that both efforts are working towards the same or similar goals and outcomes. The EEIC collaborative is working on developing learning, teaching, and assessment strategies appropriate to support dual language learners, and has already made significant progress in recruiting and supporting underrepresented groups to participate in ECE preparation at their respective campuses. A recent report to the EEIC Collaborative funders highlights these and other grant accomplishments to date. As a result of these promising efforts, the EEIC Collaborative invited the CSU/CTC partnership to present its work at the EEIC roundtable session at the virtual January 20, 2022, Winter Collaboratives meeting of the Council of Chief State School Officers (CCSSO).

Part IV: Collaborative Interagency Work Related to the Implementation of UTK

The California Department of Education brought together in summer 2021 multiple state and other agencies to support implementation of the unprecedented investments in the budget act of 2021, including UPK, which includes universal Transitional Kindergarten (UTK). Earlier efforts during 2015-2018 when the Commission, the CDE, and other state and local agencies and entities were engaged in planning under the *Transforming the Workforce Birth through Eight* activities had demonstrated that the sheer number of agencies, interested communities, and other initiatives in the field of early childhood education constituted and could be pictured as a “constellation” similar in size and complexity to the large number of stars seen under a clear night sky.

Constellation teams, including a State Leadership Team (SLT) that includes representatives from the California Department of Education, State Board of Education, Governor’s Office, Department of Finance, and the Commission and a P-3 & UPK Kitchen Cabinet that includes the SLT as well as representatives from the Health and Human Services Agency, First 5 California, the Learning Policy Institute, California County Superintendents Educational Services Association, the Association of California School Administrators, California Education Partners, business, philanthropy, and others, have been meeting on a regular basis since August 2021 to help coordinate UPK implementation across the state. Additional constellations focus on local implementation and promising practices, research, and workforce and include expanded participants representing research and equity expertise, TK, state preschool, and Head Start. Additional ways of engaging with the field in this work to promote broader input from a diverse sector of education and early learning partners include virtual meetings and other participatory activities.

This work is currently ongoing, and staff will continue to inform the Commission about the work and outcomes of these collaborative activities.

Part V: Other Early Childhood Education Related Work

Revisiting Needed Changes to the Child Development Permit

The implementation of Universal Transitional Kindergarten and current development of an Early Childhood Specialist Credential will change the context for providing services in early childhood education. Implications for credentialing, staffing, and movement between and across the State Preschool and TK-12 system are not fully known at the present time. In light of the significant changes underway to implement universal TK across the state, as well as to provide additional credentialing opportunities for those currently in the Child Development Permit system to move into TK and/or grades PK-3, it would be prudent to see what the needs will be for staffing in state preschool as well as what the requirements for staff who would choose to remain within the Permit structure before moving forward with considering potential changes to the Child Development Permit.

Staff Recommendation

Staff recommends that the Commission review the updates to the early childhood education work provided in the agenda item and provide any feedback and direction to staff as the Commission may deem appropriate.

Next Steps

Commission staff are working closely with California Department of Education (CDE) staff as the CDE prepares for full implementation of UPK and considers next steps for the State Preschool Program. Close collaboration with the CDE, the Health and Human Services Agency, and other state agencies and communities of interest to continue the work described in this agenda item will ensure that the Commission's work around credentialing the ECE workforce is well informed by programmatic decisions that will shape UPK implementation and the California State Preschool Program going forward.

Commission staff will also take any additional steps to implement as needed any feedback and/or direction from the Commission regarding this work and will continue to provide regular updates to the Commission at future meetings.

Appendix A

Prior Related Agenda Items and Reports

- Between 2015-17 the Commission's Child Development Permit Advisory Panel (CDP AP) reviewed the requirements for earning and renewing a Child Development Permit. Recommendations were presented to the Commission in October 2017. (<https://www.ctc.ca.gov/commission/agendas/2017-10/october-2017-commission-agenda>)
- Between 2017 and 2019 [Teaching Performance Expectations](#) for the Child Development Permit were developed, and extensively reviewed by the field. Performance expectations focused on assisting, teaching, mentoring, and leading in an ECE setting were adopted by the Commission in 2019.
- Program [Guidelines](#) for preparation leading to the Child Development Permit were also developed, reviewed by the field between 2017 and 2019 and adopted by the Commission in 2019.
- In [February 2021](#), the Commission heard a presentation on the Master Plan for Early Learning and Care, which includes important framing for the development of the ECE workforce with implications for the Commission's work in this area.
- The [August 2021](#) Commission agenda item described the status of the ongoing collaborative work with the field to implement the provisions of the Preschool Development Grant-Renewal (PDG-R) related to moving towards a competency-based preparation and licensure system for the ECE workforce.
- The [September 2021](#) Commission agenda item addressed Establishing Multiple, Accessible Pathways to a Permit or Credential Authorizing Service in State Preschool and Transitional Kindergarten. This agenda item proposed refocusing and repurposing the existing Early Childhood Specialist Credential to serve as a PK-3 credential along with the establishment of an ECE Credentialing Workgroup to advise the Commission on this work.

Appendix B

Institutions/Programs Participating in the ECE Pilots, PDG-R Grant Years 1 & 2 as of January 5, 2022

California Community Colleges

	Location
1.	Antelope Valley College
2.	Berkeley City College
3.	Cerro Coso Community College
4.	Chabot College
5.	City College of San Francisco
6.	College of Marin
7.	College of the Canyons
8.	Contra Costa College
9.	Copper Mountain College
10.	Cosumnes River College
11.	Diablo Valley College
12.	East Los Angeles College (ELAC)
13.	El Camino Community College
14.	Hartnell College
15.	Imperial Valley College
16.	Las Positas College
17.	Los Angeles Pierce College
18.	Los Angeles Southwest College
19.	Los Angeles Trade Tech (LATTC)
20.	Merced College
21.	Merritt College
22.	Moorpark College
23.	Moreno Valley College
24.	Mt. San Antonio College
25.	Mt. San Jacinto College
26.	Norco College
27.	Ohlone College
28.	Orange Coast College
29.	Palomar College
30.	Rio Hondo College
31.	Riverside City College
32.	Saddleback College
33.	Santa Monica College
34.	Santa Rosa Community College
35.	Santiago Canyon College
36.	Shasta College
37.	Skyline Community College
38.	Solano Community College
39.	Ventura College
40.	Victor Valley College
41.	West Los Angeles College
42.	Yuba College

Total: 42

CSU Campuses

	Location
1.	CSU Bakersfield
2.	CSU Cal Poly Pomona
3.	CSU Dominguez Hills
4.	CSU Fullerton
5.	CSU Long Beach
6.	CSU Los Angeles
7.	CSU San Francisco
8.	CSU San Jose
9.	CSU Sonoma
10.	CSU Stanislaus

Total: 10

Private/Independent Colleges/Universities

	Location
1.	Fresno Pacific University
2.	Mt. Saint Mary's University
3.	Pacific Oaks College
4.	UMass Global (<i>previously Brandman Univ.</i>)
5.	University of La Verne
6.	Vanguard University

Total: 6

University of California Campuses

	Location
1.	UC Riverside Extension

Total: 1

Grand Total: 59

Appendix C
ECE Credentialing Workgroup Members 2021-22

NAME	AFFILIATION
PRESCHOOL AND ELEMENTARY PRACTITIONERS	
Erika Minnett Holman	Los Angeles Unified School District
Veronica Mejorado	Long Beach Unified School District Head Start
Anna Arambula Gonzalez	Fresno Unified School District
Danette Brown	La Habra Elementary School District (CTA Representative)
Amy Kassorla Weisberg	Topanga Elementary Charter School
Nicoli Ueda	Los Angeles Unified School District
Michael de la Torre	Los Angeles Unified School District (Commissioner Liaison)
FACULTY	
Bernadette Towns	Bakersfield College
Raquel Ramirez Ochs	Fresno City College
Michelle Galindo	Southwestern College
Joya Chavarin	Berkeley City College
Deborah Stipek	Stanford University
Linda M. Platas	San Francisco State University
Helen Davis	UCLA (UC Representative)
DeeDee Perez Granados	CSU Bakersfield (CSU Representative)
Jerrell Hill	Pacific Oaks University (AICCU Representative)
Marissa Luna Lopez	UC Merced
Andrea Golloher	San Jose State University
Sharon Seidman	CSU Fullerton
Kathryn Williams Browne	Skyline Community College (Commissioner Liaison)
EMPLOYERS	
Jennifer Hicks	Placer County Office of Education (CCSESA Representative)
Nina Buthee	Every Child California (CDAA Representative)
Ana Boyenga	Atwater Unified School District (ACSA Representative)
Deanna Mathies	Fresno Unified School District
Heather Pilgrim	Oak Valley Union Elementary School District
Lucia Garay	San Diego County Office of Education
Mitchell Ha	Hayward Unified School District
OTHER PROFESSIONAL ORGANIZATIONS	
Carola Oliva-Olson	Institute for Racial Equity and Excellence
Patricia Lozano	Early Edge
Chris Reeve	California School Boards Association
Ashley Williams	Center for the Study of Child Care Employment

Commission Staff to the ECE Credentialing Workgroup

Phyllis Jacobson	Cassandra Henderson
Amy Reising	Zoltan Sarda
Debra Keeler	June Millovich