TRANSFORMING THE WORKFORCE FOR CHILDREN BIRTH THROUGH AGE 8:

Implementation Plan for the State of California

NOVEMBER 2016
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*Appendices are available at http://twb8-ca.net*
Dear Supporters of Early Learning and Care:

One of the most influential documents on early learning to be published last year was the report from the Institute of Medicine (IOM) and National Research Council (NRC), *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*. The report served as a catalyst for creating a plan to ensure that professionals working with young children in California are well prepared to most effectively support every child’s growth and development.

In January 2016, First 5 California and the California Department of Education, Early Education and Support Division convened a small Action Planning Team for an intensive nine-month process to discuss the recommendations from the IOM and NRC report, identify key priorities for California, and develop a plan for achieving these priorities. Using the recommendations in the IOM and NRC report to inform this work, the planning team was informed by a breadth of additional research and recommendations regarding California’s early childhood workforce.

The resulting plan is intended to serve as a roadmap for implementing a fully developed and articulated statewide system of certification, preparation, and support for California’s early childhood professionals. It contains concrete objectives for creating real systems-level change over the next five years.

To be successful in the implementation of this plan, we need your help. We invite you to join us to work closely and engage in positive change for the early childhood workforce.

The release of this implementation plan launches our next phase of work. We urge you to visit the project’s website (www.twb8-ca.net) and sign up for our e-mail list. We will use the website and e-mail list to share opportunities for involvement.

Thank you for your continued dedication to transforming California’s early childhood workforce.

Camille Maben  
Executive Director  
First 5 California  

Debra McMannis  
Director  
California Department of Education,  
Early Education and Support Division
EXECUTIVE SUMMARY

In 2015, the Institute of Medicine (IOM) and the National Research Council (NRC) released a seminal report, *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*, which includes a synthesis of the extensive research about early childhood development and the competencies and supports that professionals working with young children (the “early childhood workforce”) need. The IOM/NRC report provides a detailed blueprint for national, state, and local leaders to “improve the quality of professional practice and the practice environments for care and education professionals.” Following the release of the IOM/NRC report, the National Academy of Medicine organized an implementation planning process for a select number of states to develop action plans for implementing key recommendations from the report. California was one of five states to participate in the first round of implementation planning.

In early 2016, First 5 California and the California Department of Education Early Education and Support Division convened key stakeholders in the field of early care and education to engage in an intensive and robust process to consider the most relevant IOM/NRC recommendations in relation to key issues facing California’s early childhood workforce. In addition to the IOM/NRC report, this effort drew upon several other reports and sets of recommendations focusing on professionals working with children from birth through age 8 in California. California’s collaborative planning process was guided by a shared vision to implement a fully developed and articulated statewide system of certification, support, and preparation for early childhood professionals.

The result of this planning process is California’s *Transforming the Workforce for Children Birth Through Age 8 (TWB8) Implementation Plan*. The Implementation Plan outlines key recommendations and objectives (including responsible parties and timelines) to achieve the shared vision for California’s early childhood workforce across three mutually reinforcing Priority Areas. See “Implementation Planning Process” for a description of how these priority areas were identified and how they relate to the IOM/NRC recommendations.

1. **Priority Area 1 – Permitting and Credentialing:** Professionals working with young children must have specific knowledge and skills in order to effectively support children’s learning and development. However, current permit and credential requirements for professionals working with children birth through age 8 in California vary by program type, funding source, and child age range. Additionally, these permit and credential requirements are not consistent in the use of competency- and practice-based qualification requirements. California’s TWB8 Implementation Plan includes recommendations for developing a competency- and practice-based system of candidate preparation, assessment, and certification based on adopted performance expectations (see Appendix E), preparation standards (see Appendix D), and exemplars of candidate performance assessments (Note: Appendices are available at http://twb8-ca.net). Additional work within this Priority Area includes support for professional development providers to enhance mentoring, coaching, and other supports for early childhood professionals. It also includes support, including targeted financial aid, for preparation providers to implement new Preparation Standards and candidate performance expectations.

2. This report uses the term “early childhood professionals” to encompass a broader range of professional roles listed in the table on pages 46-47 of the IOM/NRC report.
2. **Priority Area 2 – Professional Pathways:** In order to attract and retain a high quality early childhood workforce, California must provide clearly defined and articulated professional pathways with opportunities for advancement. The Implementation Plan includes recommendations for developing an early childhood career lattice, supporting individuals to enter and progress along identified professional pathways within the lattice. In conjunction with this, the plan recommends adopting a shared system for monitoring how the workforce progresses in relation to professional pathways.

3. **Priority Area 3 – Higher Education and Ongoing Professional Learning:** Preparing California’s early childhood workforce to meet the competency- and practice-based qualification requirements of a new permitting and credentialing system will require significant enhancements and modifications to higher education and professional learning programs. The Implementation Plan outlines strategies for building the capacity of California’s degree granting institutions and faculty to support the preparation and ongoing professional learning needs of all levels of the early childhood workforce.

The recommendations below provide a cohesive implementation framework to California’s TWB8 vision, as articulated above.

### 1. Permitting and Credentialing

1. **Adopt standards for the development and certification of early care and education (ECE) professionals that define essential knowledge and skills and articulate with the California Multiple Subject teaching credential and the California Quality Rating and Improvement System (as it relates to the Quality Continuum Framework).** Standards should:
   - Be responsive to diverse (e.g., economic, linguistic, cognitive, social and emotional) conditions and abilities of children;
   - Be responsive to family, culture, and language;
   - Be responsive to different age groups birth to age 8 (B-8), relevant pedagogies, and individual learning needs of children; and
   - Reflect research-based core cross-sector knowledge and skills.

2. **Develop and implement a robust and responsive statewide system of support and technical assistance (TA) for professional development providers that supports quality, including building capacity for coaching and mentoring.**

3. **Implement standards-based preparation, and develop and implement standards-based performance assessments for use by ECE workforce preparation programs to formatively assess candidates’ progress in developing competence.**
2. Professional Pathways

2.1 Collaboratively develop an early childhood career lattice that specifies competency-, degree-, and practice-based qualification requirements for professional roles at all levels working with children from birth through age 8, and outlines viable career advancement pathways.

2.2 Identify opportunities and support solutions to help individuals overcome barriers to advancing along the career lattice.

2.3 Adopt and support the California ECE Workforce Registry as a single, shared system for reporting qualifications and training for professionals working with children from birth through age 8.

3. Higher Education and Ongoing Professional Learning

3.1 Engage stakeholders to identify and prioritize tasks to support:
- Western Association of Schools and Colleges (WASC) accredited degree-granting institutions’ ability to provide courses and/or programs aligned to the Performance Expectations and Preparation Standards for ECE professionals.
- Effective curriculum and articulation policies and practices to support ECE workforce and leadership program development (including master teachers, coaches, mentors, and trainers).
- Institutional infrastructure needs, including but not limited to program capacity, fiscal support practicum and field placement availability, advisement, full-time faculty ratio, and other support services.

3.2 Based on outcomes from Recommendation 3.1, address priorities related to:
- Program development in order to align with California Commission on Teacher Credentialing (CTC) professional Preparation Standards and other relevant early childhood-related professional preparation guidelines.
- Institutional infrastructure, including placement of students in lab school settings and other high quality field placement sites.

3.3 Support faculty and administrators at WASC-accredited degree-granting institutions to develop and/or revise programs to better meet preparation and professional development needs of ECE field-based supervising teachers, mentors, coaches, trainers, and other early childhood professionals.

The Implementation Plan also includes a summary of related reports and initiatives that informed California’s Implementation Plan, an overview of the planning process, and objectives for each recommendation that specify suggested implementation partners and timelines for implementation.
STATEMENT OF INTENT

A child's early years are the most critical for forming a strong foundation for their future development and learning. Research demonstrates that professionals working with children from birth through age 8 play a crucial role in helping young children develop physically, socially, and emotionally and their work should be grounded in shared knowledge, skills, and abilities.

In recent years there have been several collaborative efforts to address California's early childhood workforce. The 2015 release of Transforming the Workforce for Children Birth Through Age 8: A Unified Foundation served as a catalyst for aligning ongoing initiatives and prioritizing efforts to ensure that all levels of California's early childhood workforce are well-positioned to shape the future success of the state's youngest learners. The resulting Transforming the Workforce for Children Birth Through Age 8 (TWB8) Implementation Plan for the State of California seeks to achieve this goal by implementing a fully developed and articulated competency- and practice-based system of preparation, certification, and support for early childhood professionals.

In the proposed system, professionals working with young children:

- Have the knowledge, skills, and abilities needed to support each child's learning and development;
- Are able to progress along career pathways that encompass multiple sectors including education, child care, and health; and
- Access and complete training, higher education programs, and ongoing professional development opportunities that prepare them with the necessary knowledge, skills, and abilities to enter and/or progress along career pathways.

The specific recommendations and objectives included in this plan describe the proposed roadmap for creating this system. California's plan has a particular emphasis on early care and education workforce development as a starting point for implementation, with the intent to expand and translate the enclosed recommendations to other professional roles within the early childhood workforce. While significant questions and challenges remain at the state and national levels, implementation of the recommendations outlined in this plan will result in meaningful progress for California over time.
BACKGROUND AND CONTEXT

In 2016, First 5 California (F5CA) and the California Department of Education Early Education and Support Division (EESD) convened a small Action Planning Team (APT) of early childhood stakeholders from across California to identify priorities and develop a plan based on recommendations from the Institute of Medicine (IOM) and National Research Council’s (NRC) report, Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation.

INSTITUTE OF MEDICINE AND NATIONAL RESEARCH COUNCIL REPORT

The IOM and NRC released the report entitled Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation (TWB8) in April 2015 with key recommendations to achieve a “workforce that can truly meet the needs of children from birth through age 8.” The report provides a blueprint for action that builds on a unifying foundation of research for child development, shared knowledge and competencies for early childhood professionals, and principles for professional learning and development. This blueprint provides a pathway to improve the quality of care and education as a means to ultimately improve outcomes for children.3

The report opens with the following summary, highlighting the need to ensure that adults providing education and care to young children have the necessary knowledge and abilities to successfully support childhood learning, growth, and development:

Children are already learning at birth, and they develop and learn at a rapid pace in their early years, when the environments, supports, and relationships they experience have profound effects. Their development is not only rapid but also cumulative. Children’s health, development, and early learning provide a foundation on which later learning—and lifelong progress—is constructed. Young children thrive when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and responsive to their individual progress. Thus, the adults who provide for their care and education bear a great responsibility.4

OTHER REPORTS INFLUENTIAL TO CALIFORNIA’S IMPLEMENTATION PLAN

In addition to the IOM/NRC report, the implementation planning work in California was informed by a number of other reports and recommendations as a means to build upon significant statewide work already underway. At the outset of the planning process, recommendations from the reports listed below were reviewed and compared to identify areas of alignment. This analysis yielded a “recommendations crosswalk,” which is included in Appendix C:


4. Ibid.


New research that emerged over the course of the planning period also helped to inform California’s planning work, including the recently released Early Childhood Workforce Index by the Center for the Study of Child Care Employment (CSCCE), and Early Learning Career Pathways Initiative: Credentialing in the Early Care and Education Field, released by the U.S. Department of Education, Office of Early Learning in June 2016.

Additionally, the U.S. Department of Health and Human Services (HHS released a Policy Statement on Early Childhood Career Pathways in July 2016, that is closely aligned with the work proposed in this plan).

**PARTNER INITIATIVES**

California is home to an abundance of early childhood initiatives that are paving the way for positive change for children birth through age 8 and those who serve them. Throughout this process, the planning teams endeavored to leverage existing knowledge and resources and avoid duplication of work.

Representatives from a number of ongoing initiatives helped inform this work. The California Commission on Teacher Credentialing’s (CTC) Child Development Permit Advisory Panel and the California Department of Education’s (CDE) Professional Learning Team were particularly influential given the alignment and timing of these projects with California’s TWB8 implementation planning process. More information on these efforts is included below.

The Child Development Permit Advisory Panel (CDP AP) was convened by the CTC in response to California Senate Bill 858, which requires the CTC to “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.” The CDP AP was charged with reviewing the current requirements for licensure and recommending updates as appropriate. The CDP AP timeline coincided with the work of the APT, which provided a significant opportunity to align efforts.


8. Senate Bill 858 (Chap. 32, Stats. 2014).
In a June 2016 update on the work of the CDP AP, CTC described the relationship between the two initiatives:

The TWB8 group intersects with and parallels work being undertaken by the Commission’s Child Development Advisory Panel, and thus it makes sense that the work being done by the TWB8 group should be informed by the work of the panel and vice versa.

Both the CDP AP and the TWB8 group were working simultaneously on the issue of the nature and scope of what should constitute necessary preparation for the ECE workforce. Since the TWB8 work could not move forward expeditiously without a set of underlying competencies for the ECE workforce, and the CDP AP was working on competencies to undergird the requirements for earning a Child Development Permit, staff prioritized the work of developing and coming to agreement across both groups (CDP AP and TWB8) on a single set of expected competencies for each of the levels of the Permit.9

The work of the CDP AP directly informed and aligned with the TWB8 planning efforts described in Priority Area 1: Permitting and Credentialing. Additional information about the CDP AP, including meeting agendas, materials, and minutes, is available at http://www.ctc.ca.gov/educator-prep/early-care.html.

The Professional Learning Team (PL Team), formed in 2014, was charged with the mission of developing and maintaining a statewide professional learning system for a cross-sector ECE workforce. The PL Team, an initiative of the CDE - EESD, aims to inform key decision makers about best practices in professional learning and the status of the ECE workforce in California. Members of the PL Team were invited to join the TWB8 planning process in various capacities, and the PL Team did not meet separately during this time in order to avoid duplication of efforts.10 As the PL team reconvenes following the conclusion of the TWB8 planning period, it will use this plan as a key source of guidance for its continued work.

In addition to the partner initiatives above, California’s TWB8 Action Planning Team (APT - see “Implementation Planning - Process and Structure” below for additional information) also received invaluable support and guidance from members representing other multi-stakeholder initiatives that aligned with this effort. These initiatives/groups included:

- California Community College Early Childhood Educators (CCCECE)
- California Quality Rating and Improvement System (QRIS) Consortium
- Curriculum Alignment Project (CAP)
- Early Childhood Professional Development and Education Collaborative (EPEC) Career Ladder Project (completed in 2011)
- Partnerships for Education, Articulation, and Coordination through Higher Education (PEACH)
- ZERO TO THREE Western Office and First 5 LA Prenatal to Age 5 Workforce Development Project

10. See Appendix A for a list of Action Planning Team Members that were also members of the PL Team.
IMPLEMENTATION PLANNING PROCESS

NATIONAL MEETINGS AND SUPPORT

Following the release of the IOM/NRC report, the National Academy of Medicine (NAM) called for an accelerated process to develop implementation plans at the state and national levels to address priority recommendations from this report. California participated as one of five states and regions in the first cohort engaged in detailed implementation planning.

Led by NAM’s newly launched Innovation to Incubation (i2I) Division, the national process included a series of three meetings for core teams from each participating state and region to engage in focused planning and to share challenges and successes in their planning processes. These meetings also provided an opportunity to hear from national leaders and experts on a variety of related topics including an overview of federal programs to support technical assistance, tools to estimate program costs, and financing considerations related to implementing a Bachelor’s Degree requirement.

CALIFORNIA STRUCTURE AND PROCESS

In fall 2015, representatives from F5CA and EESD formed a Support Team, which met regularly to provide high-level guidance and direction for the planning work. As an initial task, the Support Team identified invitees to join a small Action Planning Team (APT) to engage in detailed planning work over the course of five in-person meetings. APT members represented higher education and research, state agencies, and local education programs and employers. Identification of APT invitees was informed by the professional roles listed in the IOM/NRC report. Several members represented the partner initiatives described above. A full list of members for all TWB8 teams is included as Appendix A. The Support Team also identified an initial list of key stakeholders to engage on an advisory level during the planning process that is described in Appendix G.

At the initial meeting of the APT in January 2016, the group reviewed the recommendations in the IOM/NRC report, along with recommendations from other relevant reports (see the Recommendations Crosswalk in Appendix C) in order to identify priority issues on which to center the planning work. In completing this prioritization, the APT considered the significant ongoing work in California in order to maximize opportunities to leverage existing infrastructure and momentum and avoid duplication of efforts. The team also considered where the greatest impact could be achieved given its understanding of California’s context and need. This resulted in the prioritization of four key recommendations from the national IOM/NRC report:

• #1: Strengthen competency-based qualification requirements for all care and education professionals working with children from birth through age 8.

• #2: Develop and implement comprehensive pathways and multi-year timelines at the individual, institutional, and policy levels for transitioning to a minimum bachelor’s degree qualification requirement with specialized knowledge and competencies for all lead educators working with children birth through age 8.

• #3: Strengthen practice-based qualification requirements, including a supervised induction period for all lead educators working with children birth through age 8.

• #5: Develop and enhance programs in higher education for care and education professionals.
Following this first APT meeting, a smaller Core Team from California attended an early February 2016 meeting in Washington, DC, the first of three national cohort meetings coordinated by i2i. At this national meeting, the Core Team reviewed the recommendations prioritized by the APT and discussed options for structuring ongoing work. This discussion and consideration of the four initially-identified recommendations resulted in the development of three Priority Areas for California’s planning process:

1. **Permitting and credentialing requirements**, including developing competency- and practice-based performance expectations, preparation standards, and performance assessments (IOM/NRC Recommendations 1 and 3) related to the ongoing revision of the Child Development Permit, which will include a bachelor’s degree requirement for Master Teachers (IOM/NRC Recommendation 2), and implementing a statewide system of support and technical assistance for professional development providers that focuses on developing competencies for coaches and mentors (IOM/NRC Recommendation 1).

2. **Professional pathways**, including developing a career lattice to document and align the competency-, degree-, and practice-based qualification requirements of various professional roles working with children birth through age 8 in California (IOM/NRC Recommendations 1, 2, and 3), supporting individuals to enter and move along various professional pathways, and adopting standardized systems for tracking the workforce as they enter and progress along the career lattice.

3. **Higher education and ongoing professional learning**, including building the capacity of degree granting institutions to support the preparation and professional development needs of all levels of the early childhood workforce (IOM/NRC Recommendation 5).

At the second APT meeting (late February 2016), the Core Team presented the proposed Priority Areas and key themes, with the suggestion that the APT divide into three work groups, each focused on one priority and led by two members of the Core Team. The APT agreed with the proposed approach and formed work groups, which met regularly throughout the remainder of the planning period, through both APT meetings and separate webinars and phone meetings. Over the course of the planning period and through three additional in-person APT meetings, the APT work groups drafted recommendations and objectives (including responsible parties and timelines) for their Priority Areas (see the “Implementation Plan” section below for details).

To gather input from additional stakeholders, a Stakeholder Engagement Workshop was held in June 2016. Workshop participants reviewed draft plan documents and provided valuable feedback and suggestions, many of which were incorporated into the plan by the APT work groups. Stakeholder Engagement Workshop participants (and invitees unable to attend) were provided with a second opportunity to provide feedback on a draft of the plan in August 2016 via an online feedback form.

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11. See Appendix A for a list of Core Team members.
12. According to the U.S. Department of Labor’s Competency Model Clearinghouse, “Career ladders and lattices are devices that help people visualize and learn about the job options that are available as they progress through a career...Career ladders display only vertical movement between jobs. In contrast, career lattices contain both vertical and lateral movement between jobs and may reflect more closely with the career pathways of today’s work environment.” Career One Stop, Competency Model Clearinghouse. “Career Ladder/Lattice General Instructions.” Retrieved from http://www.careeronestop.org/competencymodel/careerpathway/CPWCllInstructions.aspx
13. Some of the work groups expanded during this time to add members with unique experiences or expertise related to the selected Priority Areas.
14. See Appendix G for a brief overview of the stakeholder engagement process.
IMPLEMENTATION PLAN

To create a fully developed and articulated competency- and practice-based system of preparation, certification, and support for professionals working with children birth through age 8, the Action Planning Team puts forth the following recommendations and objectives in three interrelated Priority Areas: 1) Permitting and credentialing; 2) Professional pathways; and 3) Higher education and ongoing professional learning. For each Priority Area the plan includes recommendations, objectives, suggested implementation partners, and a proposed timeline for this work.

PRIORITY AREA 1: PERMITTING AND CREDENTIALING

Current requirements in California to obtain a permit or credential to work with children birth to age 8 vary by program type and funding stream (child care, state preschool, Early Head Start, Head Start, Transitional Kindergarten (TK), K-3, etc.) and rarely include competency-based requirements for what candidates should know and be able to do to perform their jobs. Many of the requirements for these permits consist of a combination of field experience and a certain number of higher education units from specific courses or general areas of study (e.g., ECE or Child Development). Expanding qualification requirements to focus on demonstrated competence will more directly ensure that professionals have the necessary knowledge and skills, while providing flexibility for preparation programs in the manner in which they support candidates to develop the required competencies.

The IOM/NRC report calls on states to review and revise qualification requirements for professionals working with children birth through age 8 to better reflect the science of child development and early learning, including developing competency-based qualification requirements (IOM/NRC Recommendation 1), degree-based qualification requirements (IOM/NRC Recommendation 2), and practice-based requirements (IOM/NRC Recommendation 3). The IOM/NRC report further suggests that “preparation programs; training, mentoring, and coaching; and in-service professional development are all critical direct mechanisms for developing and sustaining the knowledge and competencies of professionals.”15 Thus, this implementation plan includes recommendations to support the critical role of professional development providers, including coaches and mentors.

The IOM/NRC recommendations are supported by a number of other relevant reports and plans, including New America’s recommendation in the 2015 report Not Golden Yet to “Update California’s teacher preparation and credentialing systems to ensure that teachers of young children (starting at age three and up through third grade) are required to have credentials that align with what research shows is best for young children.”16 While this recommendation goes beyond the establishment of required competencies to also address continuity of credentials across birth to age 5 and TK-12 teachers, there is a distinct focus on specifying the “the special skills needed to teach pre-K, TK, kindergarten, and the early elementary grades.”17

15. Institute of Medicine & National Research Council (2015), 357.
17. Ibid.
The California Comprehensive Early Learning Plan (CCELP), adopted by the State Advisory Council on Early Learning and Care in 2013, also focuses on the importance of workforce competencies. The Plan specifies four system drivers that are critical for the system to succeed. One driver, “A Great Early Education Workforce,” and associated details indicate that “Credentials and staff educational qualifications need to be aligned with the Competencies and reflect mastery of those Competencies.”

Furthermore, the July 2016 HHS Policy Statement on Early Childhood Career Pathways encourages states to establish a “coherent sequence of credentials that represent increased educational attainment and demonstrate competency” that are “grounded in the science of child development and in effective, developmentally appropriate teaching practices and program leadership.” The policy statement also recommends “every level of a credential should include a demonstration of competency, such as observational assessments and portfolios.”

On September 30, 2016, the HHS (Office of Child Care, Administration for Children and Families (ACF)) issued a final rule that “makes regulatory changes to the Child Care and Development Fund (CCDF) based on the Child Care and Development Block Grant Act of 2014.” This final rule directly refers to the IOM/NRC report in describing the components that will be required in each Lead Agency’s professional development framework. “The recent report of the National Academies of Sciences’ expert panel on the early childhood workforce speaks to the intentional and multifaceted system of supports that will be needed to ensure that every caregiver, teacher, and director can provide high-quality development and learning to the diversity of children in child care and early childhood programs.” As a result, the six required components are: professional standards and competencies, career pathways, advisory structures, articulation, workforce information, and financing.

Given this clear alignment with both the IOM/NRC report and the California Implementation Plan put forth in this document, implementation efforts will, to the extent possible, align with CDE’s development of California’s FY2019-FY2021 CCDF Plan (which will be reviewed by ACF to determine compliance with the new regulations). While this final rule is being described here in relation to the permitting and credentialing section of California’s TWB8 Implementation Plan, the new components that will be required as part of each CCDF Lead Agency’s professional development framework relate to all sections of this Implementation Plan.

California’s early childhood permitting and credentialing landscape is multi-faceted and includes Title 22 regulations for community care licensing by the California Department of Social Services, and Title 5 regulations for elementary schools and early education centers contracting with the CDE. In addition, federal Head Start regulations govern centers with federal Head Start funding, adding another layer of regulation. Detailed information on these regulations and corresponding permitting and credentialing structures was compiled by the CTC as part of the CDP AP process, and is available at the following link: http://www.ctc.ca.gov/educator-prep/early-care-files/Child-Development-Permit-master.pdf.

21. Federal Register, 81 FR 67504-5. 45 CFR §98.44
The following existing systems, infrastructure, and resources in California are of particular relevance to the recommendations within this Priority Area:

- **The CTC Child Development Permit Matrix** currently consists of six permit levels, including one (Program Director) which requires a bachelor's degree.²² Child Development Permits are required for teachers and administrators at child care and development programs that contract with the CDE, including through the California State Preschool Program.²³ Permits can also satisfy requirements for Child Care Center Directors at child care centers licensed under Title 22.²⁴ The requirements for each permit level specify numbers of education units by type (ECE or Child Development, General Education, School-age Emphasis [an option for candidates working with older children, including those ages 5-8]), and experience requirements. The current matrix is in the process of being revised and updated, and the CTC is rapidly moving toward new competency-based requirements that are aligned with both the California ECE Competencies (see below) and the California Standards for the Teaching Profession (see below). The CDP AP is recommending that the revised matrix include a bachelor's degree requirement for Master Teachers who serve as mentors and coaches to lead teachers.

- **The CTC Early Childhood Specialist Credential** enables teachers holding a basic teaching credential to “develop and coordinate curriculum, develop programs, and deliver staff development including age-appropriate teaching methodologies for child development programs and early childhood education programs in grades three and below which are coordinated by school districts or county offices of education. This credential also authorizes teaching courses in child development in grades K–12 inclusive and in classes organized primarily for adults.”²⁵

- **The California ECE Competencies** from the California Department of Education “describe the knowledge, skills and dispositions that early childhood educators need in order to provide high quality care and education to young children and their families.” These competencies were developed collaboratively by the CDE and F5CA and released in 2011 to serve as a foundational guide for professional development efforts for early childhood educators.²⁶

- **The California Standards for the Teaching Profession (CSTP)** define six standards intended to “provide a common language and a vision of the scope and complexity of the profession by which all teachers define and develop their practice.”²⁷ The CSTP are meant to support educators’ professional growth and improvement, from pre-service and throughout their careers. Importantly, the CSTP serve as a tool to prompt individual reflection about student learning and teaching practice; to support the development of professional goals; and to guide, monitor, and assess the progress of a teacher’s practice toward those goals.²⁸ Across California, the CSTP play an important role in teacher preparation programs, including those preparing students to obtain multiple subject teaching credentials, required for those

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²². Recommendation 2 in the IOM/NRC report calls for a minimum of a “bachelor’s degree...with specialized knowledge and competencies for all lead educators working with children birth through age 8.”
²⁴. 22 CCR § 101215.1
teaching TK-3rd grade. Additionally, the CSTP are used to guide the Beginning Teacher Support and Assessment (BTSA) Induction program. The BTSA Induction program engages new (preliminary credentialed) teachers in a two-year, job-embedded, formative assessment system of mentoring support and professional growth to fulfill the requirements for “clear” California Clear Multiple Subject, Single Subject, and Education Specialist credentials.29

- California’s **Transitional Kindergarten** (TK) program, operated by the CDE as part of the K-12 system, is the first year of a two-year kindergarten program for children who turn five between September 2 and December 2.29 TK teachers must hold a teaching credential, and for those teachers assigned on or after July 1, 2015, there is an additional education or experience requirement. Specifically, these TK teachers have until August 1, 2020 to complete 24 units in early childhood education, child development, or both; obtain experience determined to be equivalent to those 24 units; or hold a CTC-issued Child Development Permit.

The recommendations and objectives below detail the proposed process for California to move to competency-based qualifications for Child Development Permits. This shift will include providing Performance Expectations for each permit level (see Appendix D), and Preparation Standards to inform higher education programs (see Appendix E). It will also include providing certification and ongoing technical assistance to early childhood mentors, coaches, and trainers and working closely with early childhood educator preparation programs to implement standards-based preparation.31

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28. Ibid.
29. In California, a Preliminary or Level I Credential is a teaching or service credential that is valid for five years and cannot be renewed. Preliminary/Level I credentials require the holder to complete additional specific requirements based on the preparation pathway and documentation submitted with the initial application for certification. The term “clear” or “level II” credential signifies that all education and program requirements for the professional level (i.e. “clear”) credential have been met. Retrieved from http://www.ctc.ca.gov/credentials/clear-credential.html
30. Children who turn five before September 1 are admitted to kindergarten.
31. For additional information on the process for developing the draft Performance Expectations and Preparation Standards, see: http://www.ctc.ca.gov/commission/agendas/2016-06/2016-06-2E.pdf
**Recommendation 1.1:** Adopt standards for the development and certification of early care and education (ECE) professionals that define essential knowledge and skills and articulate with the California Multiple Subject teaching credential and the California Quality Rating and Improvement System (as it relates to the Quality Continuum Framework). Standards should:

- Be responsive to diverse (e.g., economic, linguistic, cognitive, social and emotional) conditions and abilities of children;
- Be responsive to family, culture, and language;
- Be responsive to different age groups birth to age 8 (B-8), relevant pedagogies, and individual learning needs of children; and
- Reflect research-based core cross-sector knowledge and skills.

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<tr>
<th>Objective</th>
<th>Suggested Implementation Partners</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>1. Expand draft Performance Expectations to other levels of the Child Development Permit, and conduct field review of draft Child Development Permit Advisory Panel (CDP AP) recommendations, draft Performance Expectations (See Appendix D), and draft Preparation Standards (see Appendix E).</td>
<td>CTC, CDE, CDP AP</td>
<td>Additional levels drafted by Fall 2016</td>
</tr>
<tr>
<td>2. Conduct field review of draft CDP AP recommendations, draft Performance Expectations, and draft Preparation Standards (CTC).</td>
<td>CTC, CDE</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>3. Present final recommendations of the CDP AP regarding revisions to the Child Development Permit matrix, Performance Expectations, and Preparation Standards to the Commission on Teacher Credentialing for consideration and possible adoption.</td>
<td>CTC, CDP AP</td>
<td>Winter 2017</td>
</tr>
<tr>
<td>4. Work with the CTC’s Certification Division to revise the current Verification of Completion (VOC) process from one based on the review of candidate coursework and titles, to one based on the review of documents submitted in response to Preparation Standards. Develop and adopt Title 5 regulations for the VOC process.</td>
<td>CTC, CDE</td>
<td>Completion by Fall 2017</td>
</tr>
<tr>
<td>5. Develop pathways for candidates to move from the CDP matrix structure and permit-focused preparation to the Multiple Subject Credential and Early Childhood Specialist Credential.</td>
<td>CTC, CDE</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>6. Provide information to the field about the changes resulting from Objectives 1.1.1-1.1.5.</td>
<td>CTC, CDE</td>
<td>2017/2018</td>
</tr>
</tbody>
</table>

32. Updates on this work will be available at http://www.ctc.ca.gov/educator-prep/early-care.html
**Recommendation 1.2:** Develop and implement a robust and responsive statewide system of support and technical assistance (TA) for professional development providers that supports quality, including building capacity for coaching and mentoring.

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<tr>
<th>Objective</th>
<th>Suggested Implementation Partners</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>1. Identify current TA providers for ECE Professional Development providers and identify the types of support provided.</td>
<td>CDE, F5CA</td>
<td>Winter 2017</td>
</tr>
<tr>
<td>2. Identify and categorize current requirements for professional development positions (coaches, mentors, and trainers).</td>
<td>CDE, F5CA</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>3. Based on results from Objective 1.2.2, develop criteria to certify ECE professional development positions (coaches, mentors, trainers. Coordinate with ECE Specialist Credential issued by the CTC.</td>
<td>CDE, F5CA</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>4. Secure funding to provide annual TA to professional development providers regionally throughout the state that is responsive to the needs of the field.</td>
<td>CDE, F5CA</td>
<td>Fall 2018</td>
</tr>
</tbody>
</table>

This work will draw upon existing research, including “PEACH Paper 6—Checking for Flow: The Current Status of ECE Trainings and ECE Trainer Competencies” (2014) which included development of an ECE Trainer Qualification Matrix. This paper is available upon request.
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<th>Timeline</th>
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</thead>
<tbody>
<tr>
<td>1. Identify potential funding sources and opportunities for braiding and blending funding sources to support the transition to standards-based ECE preparation.</td>
<td>CDE, F5CA</td>
<td>Winter 2017</td>
</tr>
<tr>
<td>2. Explore the viability of promoting financial aid decisions favoring programs that would be aligned to CTC-adopted Preparation Standards and Performance Expectations.</td>
<td>CDE, F5CA</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>3. Work with stakeholders to develop sample/prototype performance assessments for programs to use with candidates in support of continuous preparation program improvement.</td>
<td>CDE, F5CA</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>4. Implement candidate performance assessments formatively to provide prospective permit holders with diagnostic information to support their professional growth for permit renewal, and provide preparation programs with data to support program improvement.</td>
<td>EC preparation providers, degree-granting institutions</td>
<td>Completion by Fall 2021</td>
</tr>
</tbody>
</table>

Recommendation 1.3: Implement standards-based preparation (see “Preparation Standards” in Recommendation 1.1 and Appendix E), and develop and implement standards-based performance assessments (see “Performance Expectations” in Recommendation 1.1 and Appendix D) for use by ECE workforce preparation programs to formatively assess candidates’ progress in developing competence.\(^{34}\)

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34. A performance assessment would be designed to measure the candidate’s knowledge, skills, and abilities, including demonstrating their ability to meet the Performance Expectations of the job for which they are being trained.
PRIORITY AREA 2: PROFESSIONAL PATHWAYS

As indicated in the IOM/NRC report, career advancement pathways, including career options and opportunities for advancement, are key institutional factors that can affect the capacity of the early childhood workforce for quality professional practice.35

The recommendations and objectives within this Priority Area will help California:

- Document the multitude of options available to work with children birth through age 8 in California and the relevant competency-, degree-, and practice-based qualification requirements for each option through the development of a career lattice;
- Support individuals to enter and advance along various pathways within the career lattice; and
- Enhance and standardize data collection practices to track the movement of the workforce within the career lattice and monitor the impact of professional development supports through expansion of the California ECE Workforce Registry.

The proposed career lattice and workforce registry will serve as tools for documenting, supporting, and promoting the competency-, degree-, and practice-based qualification requirements identified for permitting and credentialing (IOM/NRC Recommendations 1, 2, and 3) and the preparation and professional development programs available to support the workforce (IOM/NRC Recommendation 5).

The work in this Priority Area is directly supported by the HHS Policy Statement on Early Childhood Career Pathways, which promotes development of career pathways that “support and develop the specialized competencies and skills of early childhood educators and early childhood program directors.” HHS suggests career pathways should create “clarity about different career choices and how to achieve them, regardless of the point at which the individual enters the pathway.” It should also “reduce barriers to training and education.” In addition, HHS encourages “tracking progress of individuals as they enter and at each step of the pathway.”

Career Lattice

Developing a comprehensive career lattice for professionals working with young children is particularly important as California faces the impact of a widespread teacher shortage and high turnover rates for early childhood educators.36 In California, enrollment in traditional K-12 teacher preparation programs declined by 76 percent from 2001 to 2014.37 Early education teacher/staff turnover rates in 2012 from centers was 50%, in comparison to the average annual classroom staff turnover rate of 13% in 2012.38 A clearly articulated career lattice to support educators to enter and advance in careers working with young children can play a major role in the field’s ability to attract and retain a quality workforce.

35. Institute of Medicine & National Research Council (2015), 469.
Multiple recent reports include recommendations to establish a career lattice or ladder. In its 2012 report, A Golden Opportunity: Advancing California’s Early Care and Education Workforce Professional Development System, RAND recommended the state develop a career ladder as part of an overarching framework for defining an effective ECE workforce professional development system. The career ladder is one of the “four Cs” to be aligned through this approach, with the others being competencies, credentials, and curriculum for ECE higher education and training. The career ladder is framed here as a key tool for organizing information about the different professional roles, associated requirements, and pathways for advancement.

The CCELP also references the development of career pathways as part of its “five C’s” (based on the four identified in the RAND report, with the addition of compensation). Career pathways are called out specifically in the CCELP as part of the early education workforce driver. Similar to the RAND report, the career pathways are framed in the CCELP as a tool for clearly identifying requirements and demonstrating pathways for advancement.

More recently, in its Early Childhood Workforce Index 2016 report, the Center for the Study of Child Care Employment (CSCCE) at UC Berkeley reaffirmed the recommendations in the RAND report and the CCELP, recommending that states “Develop well-defined career pathways, linked to requirements, from entry through leadership roles.”

While the IOM/NRC report does not include a recommendation specifically related to developing a career lattice, a well-developed career lattice will provide a tool for organizing and documenting the results of Priority Areas 1 and 3. The IOM/NRC report does, however, provide information on common features of career lattices, specifying that a recent scan found that 37 states have documentation of how early childhood professionals can access training and education to support career advancement.

The proposal to develop a career lattice builds on significant work that has been completed in California. Specifically, the EPEC California Early Childhood Educator Career Ladder Project, which released its final report in 2011, gathered input from over 3,000 stakeholders through online surveys and focus groups to identify key findings and recommendations regarding development of a career ladder for California.

40. Governor’s State Advisory Council on Early Learning and Care (2013).
43. See http://www.epecinfo.com/career-ladder-project.html for more information on the Career Ladder Project.
A key component of the career lattice, proposed in Recommendation 2.1 below, is the focus on competency-based requirements (similar to the Performance Expectations proposed in Recommendation 1.1 and included in Appendix E) in addition to educational unit or degree requirements. The proposed lattice would be organized around the principle that all professionals working with children birth through age 8 must have a core set of competencies in addition to any specific competencies that are required to perform their job. The IOM/NRC report illustrates this concept with the tree graphic to the right.\(^44\)

The efforts to identify and document the core competencies for professionals working with children birth through age 8 in California will draw upon the significant work of the Prenatal to Age 5 Workforce Development Project, an initiative of ZERO TO THREE’s Western Office and First 5 Los Angeles. This project included the development of Cross-Sector Competencies for the Prenatal to Age Five Workforce, which include specific knowledge, skills, and attitudes important for the prenatal to age 5 workforce, including early care and education, early intervention, social services/child welfare, infant mental health, and physical health.\(^45\) It will be critical for these competencies to include cultural and linguistic competencies and competencies around trauma-informed care to ensure that California’s Early Childhood workforce can appropriately support California’s diverse early learners.

Additionally, the proposed lattice will align with the efforts of California’s Quality Rating and Improvement System (QRIS) Consortium as recommended in the HHS Policy Statement on Early Childhood Career Pathways.\(^46\)

\(^44\) Institute of Medicine & National Research Council (2015). 510.
\(^45\) See https://www.zerotothree.org/our-work/p-5-workforce-development.
\(^46\) U.S. Department of Health and Human Services (2016).
Workforce Registry

A workforce registry is a critical complement to the career lattice and serves as an essential tool for understanding the early childhood workforce in California, including how individuals progress through different professional roles. The California Early Care and Education Workforce Registry was initially created for use in Los Angeles and San Francisco, and is now available for expansion to additional counties. However, there is a need to expand both its scope (in terms of the range of professions and geographies represented in the Registry) and its use, to allow for a more comprehensive picture of the early childhood field.

Development of a workforce registry is supported by recommendation 13a from the IOM/NRC report, “State and municipal governments, in collaboration with nongovernmental resource organizations and with the financial and technical support of federal agencies, should establish data systems for systematically gathering information on the workforce across professional roles and settings that serve children from birth through age 8.”

The recent HHS Policy Statement on Early Childhood Career Pathways also recommends states coordinate workforce data systems, such as a workforce registry, to “track workforce progress and direct resources.” HHS suggests, “comprehensive workforce data systems provide a vehicle for answering key questions about the workforce: trends and distributions across settings and ages of children services; training and level of education; workplace conditions and compensation; and diversity and longevity of the workforce. The data system also produces records to validate and verify qualifications or ongoing professional development for licensing, program accreditation, QRIS, wage incentives, and credentials.”

Additional reports have emphasized the importance of a workforce registry for California. RAND’s 2012 report, A Golden Opportunity, recommends California “implement an ECE workforce registry, inclusive of all members of the workforce, to identify who is in the field, their demographic characteristics, their educational and professional development experiences and credentials, and their employment history; support linking registry to a database of ECE programs to identify the context in which people are working.” RAND explains workforce registries can be used to “track and validate the education and training of the workforce, improve access to education and training resources, enhance the recognition and status of the workforce, and track other relevant data on the workforce.” More recently, New America’s 2015 Not Golden Yet report contains a recommendation to improve workforce data systems to more accurately capture the full picture of the early learning workforce, including through the expansion of the California ECE Workforce Registry, and the requirement relevant agencies and programs use the registry.

47. See: https://www.caregistry.org
51. Ibid.
### Recommendation 2.1: Collaboratively develop an early childhood career lattice that specifies competency-, degree-, and practice-based qualification requirements for professional roles at all levels working with children from birth through age 8, and outlines viable career advancement pathways.  

<table>
<thead>
<tr>
<th>Objective</th>
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| 1. Develop a framework for documenting aligned career pathways for professionals working with children from birth through age 8 that includes competency- and practice-based requirements.  
54. This work will be directly informed by the findings of the EPEC Career Ladder Project and will be aligned to the California ECE Career Registry (see Recommendation 2.3.) See Appendix F for an initial list of professions for inclusion in the lattice. The career lattice should capture the Performance Expectations developed by the CTC (See Appendix D). | CDE, F5CA, and key stakeholders representing different professions represented on the lattice who will form a Professional Pathways Workgroup | Winter 2017 |
| 2. Map existing and emerging information related to career pathways for professionals working with children from birth through age 8, and identify what additional work is needed to complete the framework. | CDE, F5CA, and Professional Pathways Workgroup | Spring 2018 |
| 3. Work with leaders from relevant fields to make policy and regulatory changes necessary to bridge existing gaps and fully align requirements for career pathways. | TWB8 Core Team and Professional Pathways Workgroup | 2018/2019 |

### Recommendation 2.2: Identify opportunities and support solutions to help individuals overcome barriers to advancing along the career lattice.  

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<tbody>
<tr>
<td>1. Identify key barriers to career advancement and effective state and county models to support movement along the career lattice.</td>
<td>F5CA and First 5 Association, in partnership with SAC, CSCCE, and Professional Pathways Workgroup</td>
<td>Summer 2018</td>
</tr>
<tr>
<td>2. Disseminate key learnings from effective state and county models for addressing barriers, and encourage implementation of these practices.</td>
<td>F5CA, IMPACT hubs</td>
<td>Summer 2019</td>
</tr>
</tbody>
</table>
| 3. Convene a work group to identify and address compensation issues, a known barrier to advancement. | CDE and F5CA in partnership with SAC, CSCCE, researchers, and Professional Pathways Workgroup | 2017/2018  
55. This timeline may shift to accommodate the release of the National Academies’ planned study on financing the early care and education workforce and other relevant research. |
| 4. Identify and develop policy and regulatory changes as needed to strengthen and sustain appropriate supports. | CDE, F5CA, advocates | 2019/2020 |

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53. Pathways consist of entry points and sequential steps to move towards and between professional positions. 
54. This work will be directly informed by the findings of the EPEC Career Ladder Project and will be aligned to the California ECE Career Registry (see Recommendation 2.3.) See Appendix F for an initial list of professions for inclusion in the lattice. The career lattice should capture the Performance Expectations developed by the CTC (See Appendix D). 
55. This timeline may shift to accommodate the release of the National Academies’ planned study on financing the early care and education workforce and other relevant research.
### Recommendation 2.3: Adopt and support the California ECE Workforce Registry as a single, shared system for reporting qualifications and training for professionals working with children from birth through age 8.

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<tbody>
<tr>
<td>1. Encourage broader use of the California ECE Workforce Registry through other California early childhood initiatives.</td>
<td>CDE, F5CA, other agencies that fund local initiatives with support from Professional Pathways Workgroup</td>
<td>Summer 2017</td>
</tr>
<tr>
<td>2. Secure diverse funding streams to support the Registry, including state, local, and philanthropic funds.</td>
<td>CDE, F5CA other state agencies in partnership with ECE Workforce Registry</td>
<td>2019</td>
</tr>
</tbody>
</table>
| 3. Expand the Registry to be more inclusive of the early childhood workforce by:  
   • Incorporating additional early childhood professions into the Registry as appropriate.  
   • Changing the name of the Registry to reflect the broader range of professions that will be included. | ECE Workforce Registry | 2020 |
| 4. Use the Registry for required state agency reporting of qualifications and training | CDE, F5CA, other state agencies in partnership with ECE Workforce Registry | Changes to Registry to support statewide use: 2021; State utilization will be dependent on code and/or legislative changes |

56. Additional professional roles that could be incorporated into the Registry might include out of school time professionals, early intervention specialists, professionals in healthcare settings, social workers including school-based social workers, and community-based program staff at settings such as libraries, museums, community centers, etc.
PRIORITY AREA 3: HIGHER EDUCATION AND ONGOING PROFESSIONAL LEARNING

California’s higher education system is both robust and diverse, including 113 California Community Colleges (CCC), 23 California State University (CSU) campuses, 10 University of California (UC) campuses, and many private colleges and universities. In the 2013-14 school year, 145 institutions offered early childhood degree programs (up from 136 in 2004-5), consisting of 190 associate degree programs, 50 bachelor’s degree programs, 29 master’s degree programs, and one doctoral program.57

The specific recommendations and objectives put forth in this plan outline a process to:

- Assess the current capacity and needs of California’s higher education systems;
- Address identified needs in order to align preparation programs with emerging Performance Expectations for Child Development Permit candidates and Preparation Standards (see Priority Area 1 for additional information);
- Build and expand awareness of this work within the higher education community; and
- Take steps toward establishing a cross-disciplinary early childhood bachelor’s degree.

These recommendations focus on degree-granting institutions that are accredited by the Western Association of Schools and Colleges (WASC).

Recommendation 5 from the IOM/NRC report, “Develop and enhance programs in higher education for care and education professionals,” provided overall guidance for planning around higher education. Recommendation 5a provided additional specificity, “Institutions of higher education, including leadership, administrators, and faculty, should review and revise the requirements and content of programs for students pursuing qualification to practice as care and education professionals working with children from birth through age 8.”58

The HHS Policy Statement on Early Childhood Career Pathways also recommends states “strengthen professional preparation and ongoing development to be competency based” in order to prepare an early childhood workforce that “can demonstrate mastery of research-based competencies to support children’s cognitive, social, emotional, and physical development.”59

The California recommendations and objectives below also were informed by guidance from other reports on higher education. RAND recommended California “continue the process of alignment and articulation of the ECE curriculum within and across the CCCs and CSU system, as well as alignment with the early educator competencies and career ladder; evaluate the effectiveness of higher education programs in promoting required ECE competencies.”60 In Teaching the Teachers of Our Youngest Children, the CSCCE offers a number of recommendations for higher education, including a recommendation to build a leadership pipeline, with sub-recommendations to identify skills and knowledge needed for leadership roles, and to identify corresponding courses of study and degree levels. The same report includes suggestions for increasing faculty support including first identifying the number of full-time faculty positions necessary, and including faculty in the California ECE Workforce Registry (see Priority Area 2 for additional information on the registry).61

The work proposed through the California TWB8 implementation planning process builds upon significant progress made to date by a number of ongoing efforts and collaboratives focused on higher education.

- The **Curriculum Alignment Project (CAP)**, a project of the Child Development Training Consortium, worked with community college faculty and stakeholders from across the state to develop a set of eight courses and a transferrable degree intended as a foundation for all early care and education professions. In 2012, through a process supported by RTT-ELC funds, the CAP added seven new courses in three specialization areas: Infant/Toddler, Administration, and Children with Special Needs. In 2015-16, CAP expanded further with the development of 16 course outlines to support Transitional Kindergarten teachers’ professional development or unit requirements. As of June 2016, 98 community colleges are officially aligned with the eight CAP core courses and 213 courses have been aligned to the specialization areas.62

- The **California Community College Early Childhood Educators (CCCECE)** is a member-based organization with the mission “to serve as a dynamic voice for California Community College Early Childhood Education.”63 CCCECE has a well-developed statewide network structured around the state’s regions, which is used to gather information periodically and enables CCCECE to communicate rapidly and broadly on urgent issues. CCCECE is active in policy discussions and works to inform and monitor ECE policy development.

- The **Center for the Study of Child Care Employment (CSCCE)**, based at UC Berkeley, has conducted research and put forth policy recommendations related to the early care and education workforce, with a nationwide focus. Earlier in 2016, the CSCCE launched the State of the Early Childhood Workforce Initiative, which seeks to determine strategies to “secure livable and equitable wages, supportive work environments, and educational opportunities for all early educators.”64 This multi-year project consists of a set of resources and a biennial Early Childhood Workforce Index. Additional resources including specific information on financing mechanisms and how states are addressing salary parity with K-12 teachers are forthcoming. In addition, CSCCE has developed SEQUAL, a tool to document working conditions in an early childhood program (e.g., Do teachers have paid planning time? regular staff meetings?).

- **Baccalaureate Pathways in Early Care and Education (BPECE)** was a faculty-initiated project that was developed by CSU faculty who were involved in the CAP project. The purpose of BPECE was to convene CSU baccalaureate faculty to develop an academic pathway based on the CAP 8 for students through the BA/BS and articulated with a teaching credential. BPECE created strong bonds between and among faculty at virtually all related CSU baccalaureate programs that can serve as an important part of the foundation of ECE collaboration going forward, across public and private institutions with baccalaureate programs. BPECE is not currently funded and would require additional investment to complete further work.

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63. See: http://cccece.net/
64. See: http://cscce.berkeley.edu/state-of-the-early-childhood-workforce/
• **Partnerships for Education, Articulation and Coordination through Higher Education (PEACH)**

The PEACH collaborative includes early childhood education/child development faculty representatives from 25 institutions of higher education (IHEs). The mission of PEACH is to strengthen existing, and support the development of new and enhanced academic professional development pathways and related education programs for both the current and future ECE workforce. PEACH works at the state level, advocating for and supporting the revision of the Child Development Permit Matrix and for the approval of an ECE Credential in California for professionals working with children birth through age 8. PEACH also advocates for the development of one or more additional ECE-specific doctoral programs in the state to strengthen the ECE-specific knowledge base of faculty who prepare ECE workforce and ECE/CD faculty at community colleges, CSUs, UCs, and private university campuses. PEACH conducts research and related ECE convenings to document existing unit-bearing ECE professional preparation coursework and field-based experiences as well as the professional preparation for coaches, mentors and trainers and the implications of these efforts for capacity building of current ECE/CD higher education faculty members.

Implementation of the recommendations and objectives below will require close coordination with the work outlined for Priority Area 1: Permitting and Credentialing. In particular, the CTC’s decisions related to adopting Performance Expectations for Child Development Permit holders and corresponding Program Preparation Standards will directly impact much of the work outlined below. It also will be important to collaborate with the groups and agencies who govern other early childhood-related professional preparation guidelines to ensure comprehensive preparation opportunities for the early childhood workforce.

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65. These representatives include 14 community colleges, 6 California State University (CSU) campuses, 3 private universities (University of La Verne, Pacific Oaks College and Pepperdine University), as well as UCLA’s Applied Developmental Psychology Minor (with its Megan E. Daly Infant Development Program [IDP] laboratory) and UCLA Extension Early Childhood Education Program.
## Objective

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<th>Objective</th>
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<tbody>
<tr>
<td>1. Inventory current unit-bearing coursework and field experiences at degree-granting institutions.</td>
<td>TWB8 Core Team, TWB8 Higher Ed Team (to be formed in late 2016)</td>
<td>2017</td>
</tr>
<tr>
<td>2. Convene faculty, administrators, faculty governance groups, and professional associations from CCC, CSU, UC, and private institutions to build awareness of <em>Transforming the Workforce for Children Birth through Age 8</em> and other developments that are impacting early childhood workforce preparation, share inventory findings, and engage faculty and administrators to identify and prioritize individual infrastructure and program needs and tasks in order to build capacity to align with Performance Expectations and Preparation Standards for ECE professionals (as identified in Priority Area 1).</td>
<td>TWB8 Higher Ed Team (Large Convention #1)</td>
<td>2017</td>
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<tr>
<td>3. Finalize and document workgroup outcomes.</td>
<td>TWB8 Higher Ed Team</td>
<td>2017</td>
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### Recommendation 3.1: Engage stakeholders to identify and prioritize tasks to support:

- WASC-accredited degree-granting institutions’ ability to provide courses and/or programs aligned to the Performance Expectations and Preparation Standards for ECE professionals.
- Effective curriculum and articulation policies and practices to support ECE workforce and leadership program development (including master teachers, coaches, mentors, and trainers).
- Institutional infrastructure needs, including but not limited to program capacity, fiscal support practicum and field placement availability, advisement, full-time faculty ratio, and other support services.

66. Review related research such as *Teaching the Teachers of Our Youngest Children: The State of Early Childhood Higher Education in California* (2015), and *Community Colleges Stronger Workforce Taskforce* (2015) to inform and guide the tasks in this Priority Area.
**Recommendation 3.2:** Based on outcomes from Recommendation 3.1, address priorities related to:

- Program development in order to align with CTC professional Preparation Standards and other relevant early childhood related professional preparation guidelines.
- Institutional infrastructure, including placement of students in lab school settings and other high quality field placement sites.

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<tr>
<td>1. Modify and/or articulate lower and upper division competencies to align with CTC professional Preparation Standards as well as other early childhood-related professional preparation guidelines and standards.</td>
<td>Faculty and administrators from degree-granting institutions, and ECE faculty support groups (Large Convention #2)</td>
<td>2018</td>
</tr>
<tr>
<td>2. Develop, and/or modify practicum- and field-based experiences in alignment with CTC and other early childhood professional preparation standards (including a virtual, video-based option).</td>
<td>Faculty and administrators from degree-granting institutions, and statewide ECE faculty support groups (Large Convention #3)</td>
<td>Spring 2018</td>
</tr>
<tr>
<td>3. Build cross-disciplinary early childhood options in bachelor’s degree programs at the upper division level to include options that meet leadership, policy, and advocacy competencies (including for master teachers, coaches, mentors and trainers).</td>
<td>Faculty at bachelor’s, master’s, doctorate-granting institutions, CSU and UC Chancellors’ Offices, the Association of Independent California Colleges and Universities (AICCU), and relevant faculty groups/organizations (Medium Convention #4A)</td>
<td>Start in Spring 2018; Programs to begin in 2020</td>
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<td>4. Review existing coursework, including student learning outcomes and reflected competencies, and programs to support articulation of new lower and upper division courses as necessary to achieve continuity of student learning outcomes and transfer requirements.</td>
<td>CCC, CSU, UCs and private university faculty responsible for lower and upper division coursework and field-based experiences (Medium Convention #4B)</td>
<td>Spring 2018</td>
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<td>5. Identify strategies to address infrastructure, including program capacity, fiscal support practicum and field placement availability, advisement, full-time faculty ratio, and other support services.</td>
<td>Student services, instructional, and facilities administrators. Potentially this could be presenting at their already established meetings (Medium Convention #4C)</td>
<td>Spring 2018</td>
</tr>
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<td>6. Review progress, next steps, and newly emerging areas of work related to program implementation.</td>
<td>Faculty and administrators from degree-granting institutions, and statewide ECE faculty support groups (Large Convention #5)</td>
<td>Fall 2019</td>
</tr>
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<td>7. Finalize, document, and disseminate workgroup outcomes.</td>
<td>Small Higher Ed Team</td>
<td>After each convention</td>
</tr>
</tbody>
</table>
Recommendation 3.3: Support faculty and administrators at WASC-accredited degree-granting institutions to develop and/or revise programs to better meet preparation and professional development needs of ECE field-based supervising teachers, mentors, coaches, trainers, and other early childhood professionals.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Suggested Implementation Partners</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>1. Identify, develop, and provide professional development for faculty and field-site supervising teachers on early childhood professional Preparation Standards.</td>
<td>Faculty and administrators in collaboration with statewide early childhood faculty support groups, in conjunction with the CTC (See Objective 3.2.1)</td>
<td>2018/2019</td>
</tr>
<tr>
<td>2. Identify, develop, and provide professional development for faculty related to implementation of early childhood competency-based performance candidate assessments (as developed in Objective 1.3.3) and related early childhood professional preparation candidate assessments.</td>
<td>Faculty from all degree-granting institution systems, CTC, existing statewide early childhood faculty support groups; early childhood-related professional organizations (e.g., Zero to Three); mentors, teachers, and others in the role of supervising field-based placements</td>
<td>2018/2019</td>
</tr>
<tr>
<td>3. Identify, develop, and provide unit-bearing professional development for trainers and other providers of non-unit bearing training.</td>
<td>Faculty, EESD Child Care Preparation administrators, mentors, and trainers</td>
<td>2018/2019</td>
</tr>
</tbody>
</table>
NEXT STEPS

With the release of this implementation plan for the State of California, the next phase of the work will be to implement the plan itself, building on the momentum generated through the planning work and leveraging existing team structures. In particular, there is interest and support for:

- Implementation of recommendations and objectives developed in the planning phase;
- Additional focused research and action planning for specific areas (e.g., compensation, higher education); and
- Communication with the field about the implementation plan and progress, including opportunities to support and participate in implementation efforts.

Updates on the implementation work will be shared online at http://twb8-ca.net.

Implementation of Recommendations and Objectives

The Core Team, comprised of co-leads from the three Priority Area work groups that developed this plan, will continue to meet regularly. This team will take primary responsibility for moving the plan forward and monitoring implementation efforts. In this role, the Core Team will work closely with the existing organizations and collaboratives indicated in the “Responsible” column in the tables above to support coordination and progress of efforts.

Additional Research and Action Planning

Beyond the Core Team’s continued meeting and direct support for plan implementation, a number of objectives specified in the plan call for additional research or action planning. For example, Objective 2.2.3 is to “Convene a work group to identify and address compensation issues, a known barrier to advancement,” and Objective 3.1.1 focuses on conducting additional research on the capacity of degree-granting institutions. As part of its support for plan implementation, the Core Team will coordinate the formation and work of task forces and/or other groups to complete this work.

Communication with the Field

Communication with the field will include email and web communications to share the plan, implementation progress updates, and opportunities to support continued implementation efforts. This information will also be shared through presentations at meetings and conferences, as appropriate.