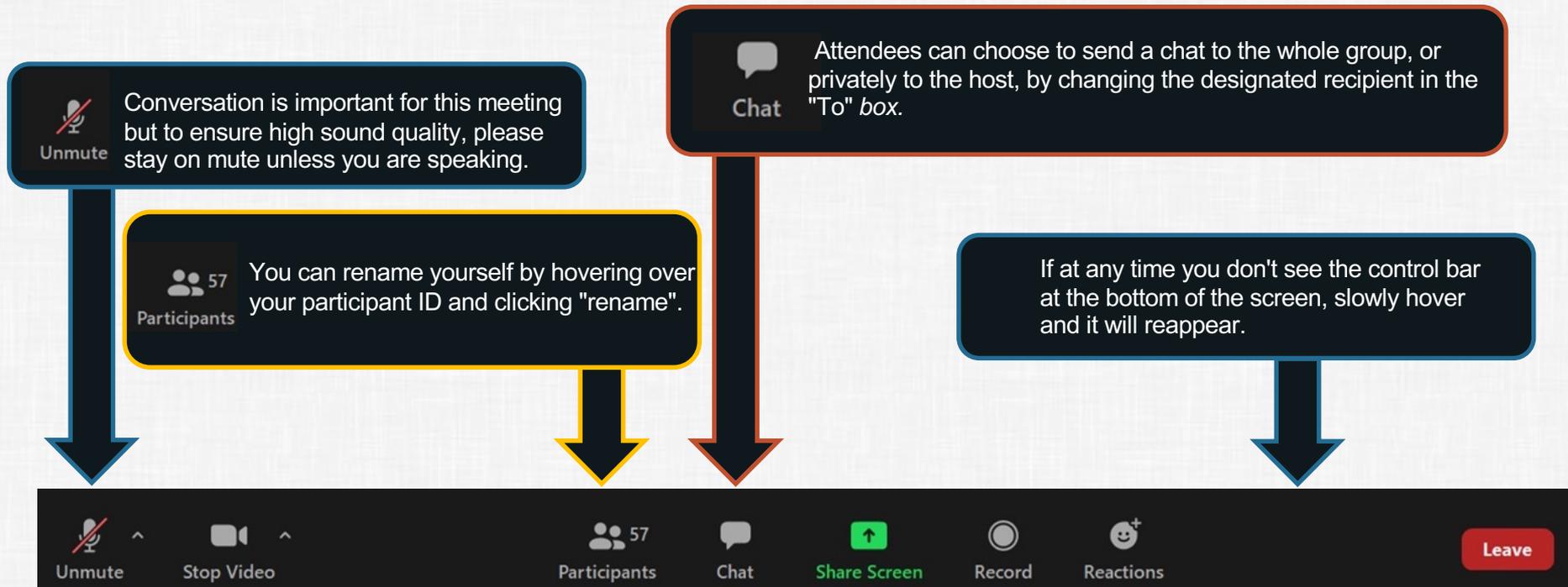


# Building Partnerships to Support High-Quality P-3 Teacher Preparation in California

Wednesday, November 9, 2022



# Housekeeping



# Building Partnerships to Support High-Quality P-3 Teacher Preparation in California

Wednesday, November 9, 2022



# Agenda

- ▷ Introduction  
Linda Darling-Hammond, LPI

- ▷ Policy Context  
Lupe Jaime Mileham, CDSS  
Renee Marshall, CTC  
Sarah Neville Morgan, CDE

## Framing The Need: Candidate Voices

Linda Jackson, Central USD  
Karen Sanchez, San Diego USD

- ▷ Breakout Session 1

## **BREAK**

- ▷ Promising Practices  
Brianna Bruns, California County  
Superintendents
- ▷ Promising Practices Panel  
Sacramento County E3
- ▷ Breakout Session 2, by Region
- ▷ Closing

Optional Debrief Session: 12pm - 1pm PT

# Today's Objectives

- ▶ Reflect on what it will take to expand a diverse and well-prepared workforce in your local context
- ▶ Learn from partnership models and consider actionable next steps to apply to strengthen your own partnerships





# Introduction

Linda Darling-Hammond (LPI)



**An historic investment  
in California ECE**



# As ECE expands, so must the workforce

- ▶ **Lead TK teachers** with a teaching credential (11,900 to 15,600 by 2025-26)
- ▶ **Assistant TK teachers** (16,000 to 20,000 total)
- ▶ **California State Preschool (CSPP) and Head Start teachers**
- ▶ **Preschool and child care lead and assistant teachers**, including in infant/toddler classrooms
- ▶ **Expanded learning staff** to work with young children
- ▶ **Program and school administrators** with ECE expertise

*Retaining and supporting the **current ECE workforce** is critical.*



# Early educators need a unique skillset

## Within the Learning Setting

- Developmentally appropriate, multicultural practice
- Observation and assessment of development and learning
- Individualized supports and inclusion-based practices
- Literacy and math foundations



## Supporting the Learning Setting

- Family support and partnership
- Continuous improvement and professionalism



# PK-3 Early Childhood Education Specialist Credential

- ▶ Will authorize teachers to teach in PK-3 grades.
- ▶ Requires a B.A., completion of a teacher preparation program, and at least 600 hours of clinical experience
- ▶ Will provide a bridge for Early Childhood Educators with a B.A. and Preschool experience → Child Development Permit Holders with a B.A. will be allowed to apply their preparation and experience teaching in PreK toward earning the credential



# PK-3 Early Childhood Education Specialist Credential - Timeline

- Currently moving through the state regulations process
- Expected to be established in law beginning in early 2023.
- Technical assistance for prospective program sponsors will begin in November 2022 and continue into 2023
- Preparation programs may submit program proposals for review, but approval cannot be granted until the regulations are approved by the Office of Administrative Law (OAL)
- Preparation programs will be developed for launch in fall 2023 (and beyond)

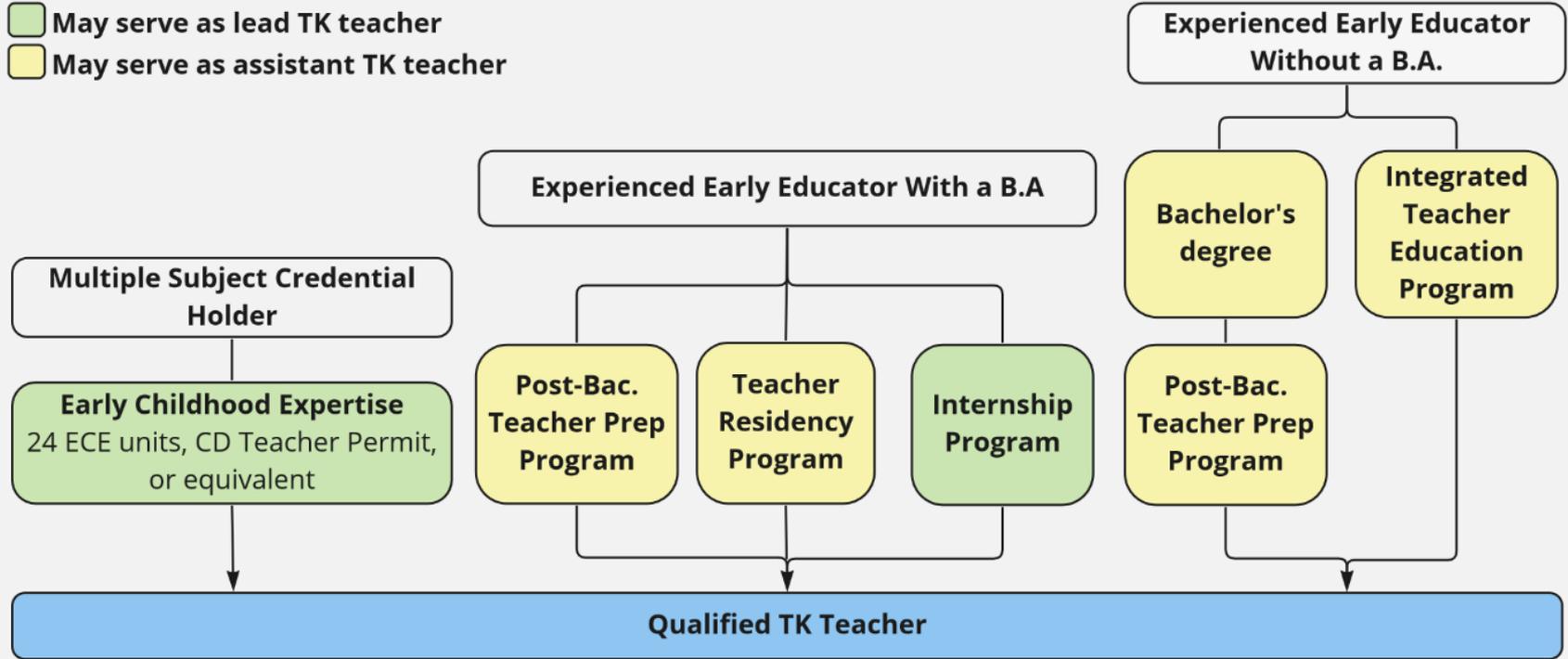
# Child Development Permits

Permit Level *	Education Requirements	Experience
Assistant	6 units ECE <u>Or</u> ROP program	None
Associate	12 units ECE <u>Or</u> CDA	50 days
Teacher	24 units ECE & 16 units GE <u>Or</u> A.A. in ECE	175 days <u>Or</u> 3 semester units field work
Master	24 units ECE & 16 units GE plus 8 units specialization <u>Or</u> B.A. and 12 units ECE	350 days <u>Or</u> 3 semester units field work

\*Required in some ECE settings.

# Pathways into the TK workforce

- May serve as lead TK teacher
- May serve as assistant TK teacher



# Pathways to Child Development Permits & Credentials

- ▶ Dual enrollment in high school (Golden State Teacher Pathways Program)
- ▶ Apprenticeship programs (state & federal funding)
- ▶ Programs for expanded learning staff
- ▶ A.A. and B.A. cohort programs (Classified School Employee Teacher Credentialing Program)
- ▶ Postbaccalaureate programs / residencies

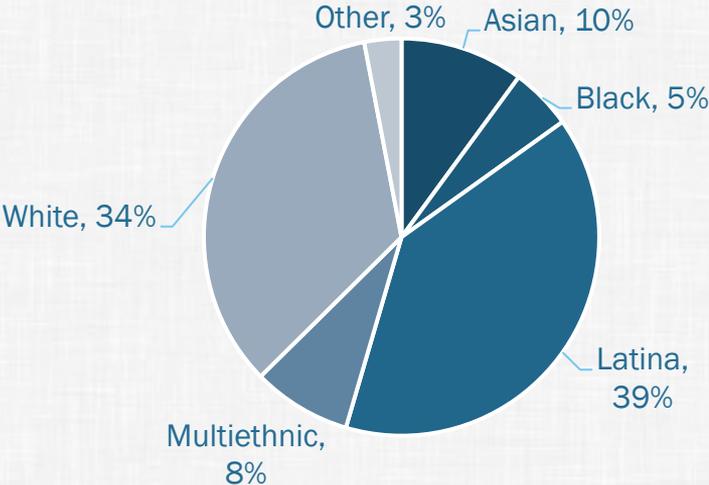
*\*Early Educator Teacher Development grant, UPK Planning & Implementation Grants may be used for all pathways*



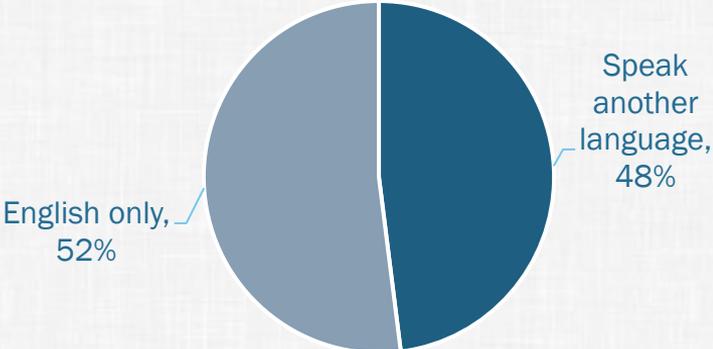
Photo credit: EDvance

# Maintaining the diversity of the ECE workforce

Two-Thirds of the Center-Based ECE Workforce People of Color



Nearly Half of Center-Based Early Educators Speak Another Language



Source: [Center for the Study of Child Care Employment](#) (October 11, 2022)

# Equitable pathways require multifaceted supports

- ▶ Clear advising and navigation
- ▶ Cohorts of learners progressing together
- ▶ Financial support that minimizes up-front costs for candidates
- ▶ Flexible coursework offered at accessible times and locations



# We need to leverage all our expertise

- Community-based ECE programs
- LEAs and county offices
- ECE/Child Development and teacher preparation
- State agencies and networks
- Philanthropy



# State Policy Panel



**Lupe Jaime-  
Mileham**

Deputy Director,  
Child Care and  
Development  
Division, California  
Department of  
Social Services



**Renee Marshall**

Administrator,  
Professional  
Services Division,  
California  
Commission on  
Teacher  
Credentialing



**Sarah Neville-  
Morgan**

Deputy  
Superintendent of  
Instruction,  
California  
Department of  
Education



# Framing The Need: Candidate Voices

# P-3 Teacher Candidate Voices



**Linda Jackson**

- CSPP teacher in Central USD
- Has 16 years of teaching experience and Site Supervisor Permit
- Working on BA + MS credential
- Enrolled at National University but currently taking coursework at Fresno City College



**Karen Sanchez**

- Paraeducator co-teaching in TK classroom in SDUSD
- Started working in TK classrooms as parent volunteer
- Working on her CD Teacher Permit
- San Diego USD + University of LaVerne

# Candidate Voices – Barriers and Challenges

- ▶ Understanding the P-3 credential and what I need to teach in different ECE settings
- ▶ Knowing what programs and pathways are available to me
- ▶ Navigating the system
- ▶ Accessing high-quality advising
- ▶ Finding opportunities for clinical placements

What can your organization do to address these barriers?

What could a partnership between organizations do to address these barriers?



# Breakout Session 1



Break - 10:50 – 10:55 am PT



# CALIFORNIA COUNTY SUPERINTENDENTS

## Promising Practices Presentation

Brianna Bruns | Director, Policy & Advocacy

# CDE UPK GUIDING PRINCIPLES

For COEs

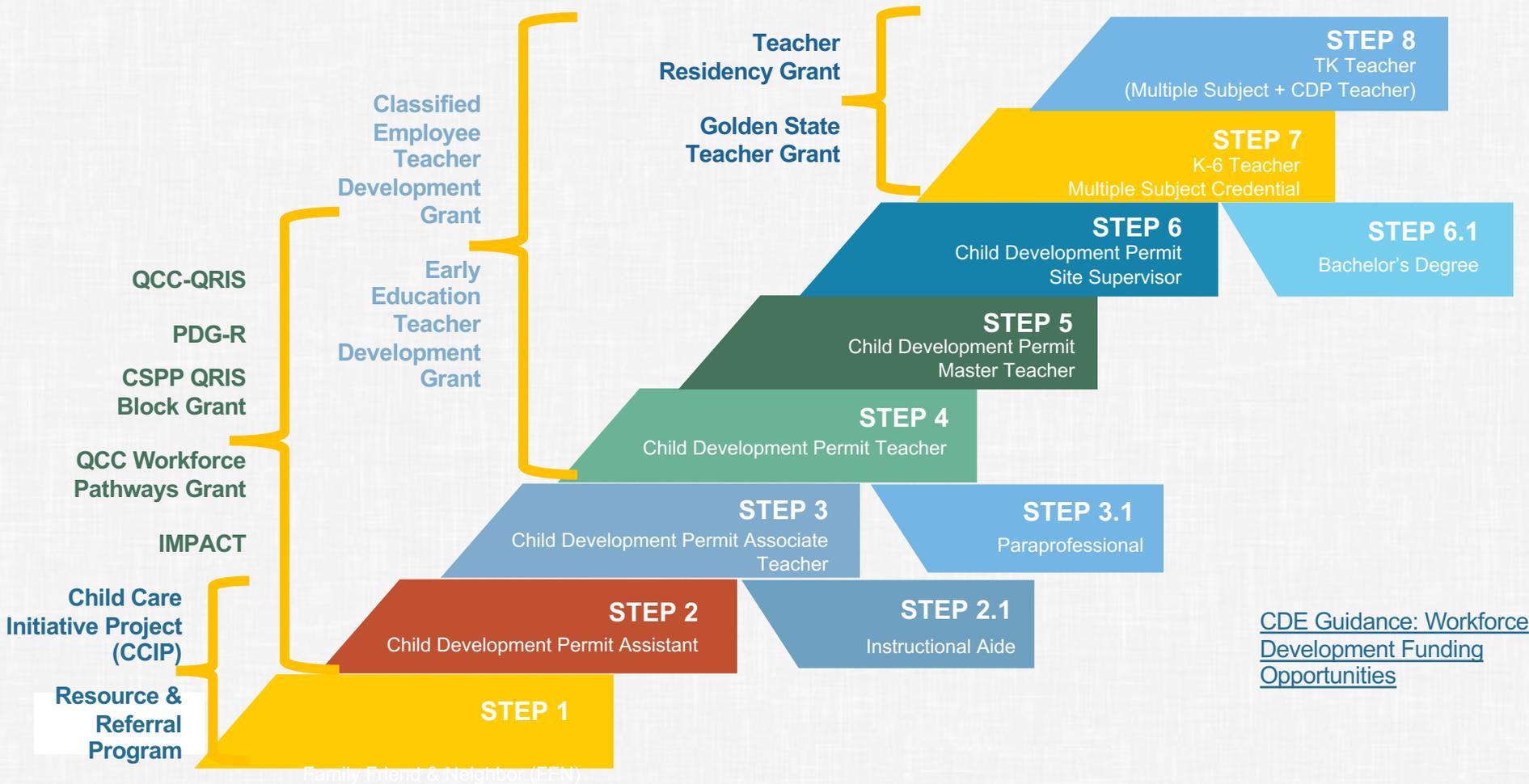
**01.** Lead with a **focus on equity** - on behalf of children, families, and programs serving young children

**02.** Approach UPK planning and implementation with a **learning mindset**

**03.** **Connect** partners and implementers to **promote coherence** and integration of early childhood and TK-12 systems

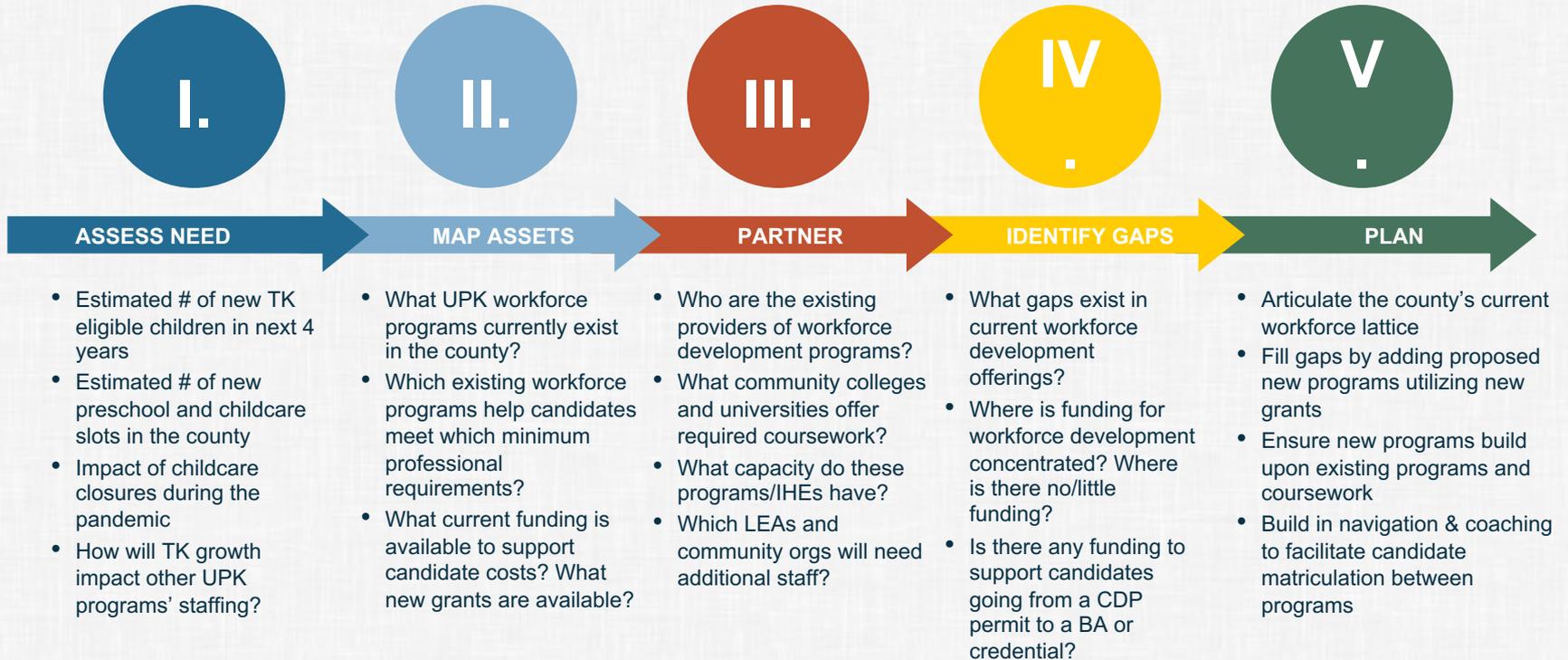
**04.** Approach UPK planning and implementation as an **informer and capacity-builder** at all levels

**05.** **Respect and leverage** the knowledge and expertise of the early learning and care and expanded learning communities

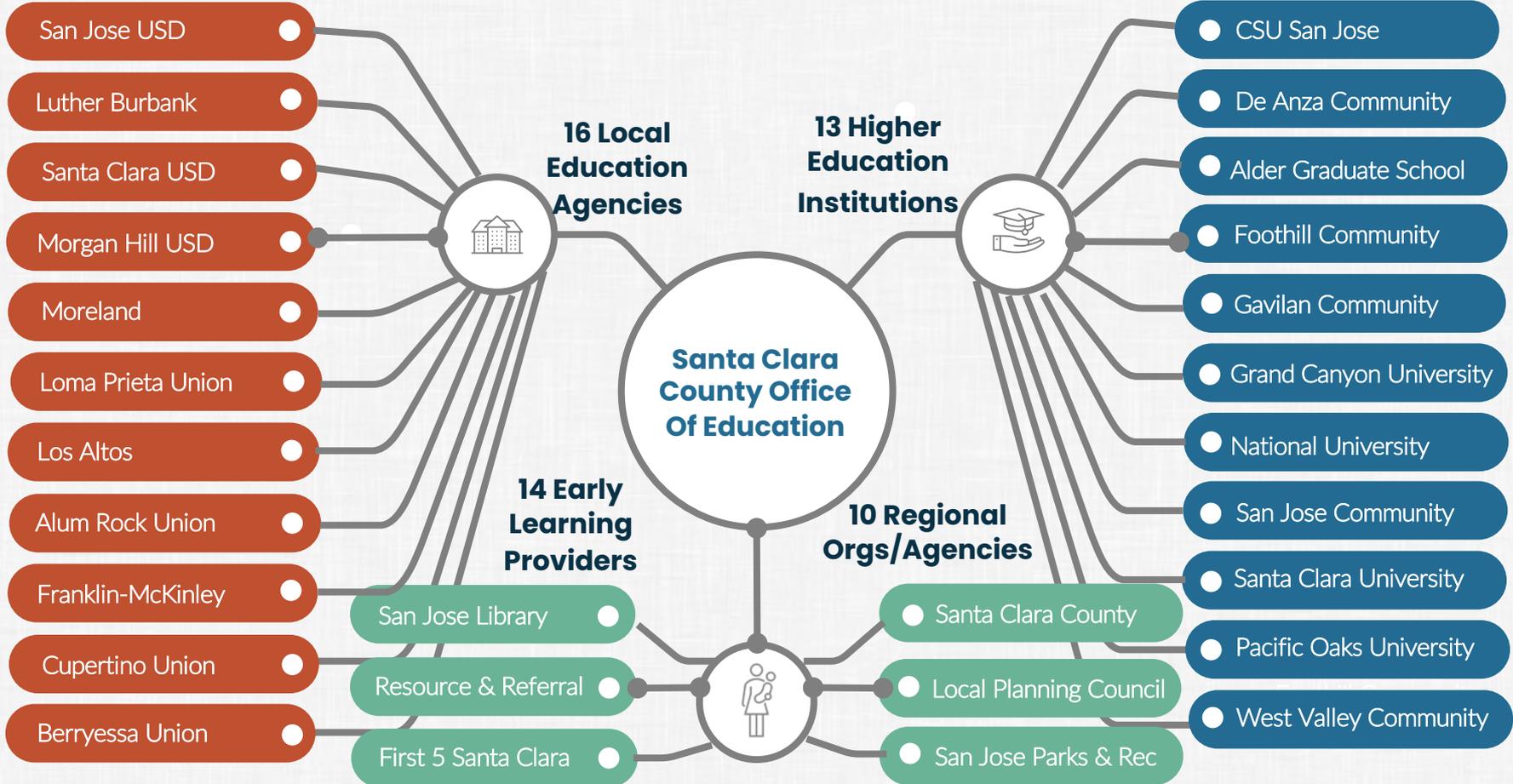


# SANTA CLARA COUNTY COLLABORATIVE

## BUILDING A COUNTYWIDE WORKFORCE PIPELINE



# SANTA CLARA COUNTY COLLABORATIVE



# Questions

Contact

[bbruns@cacountysupts.org](mailto:bbruns@cacountysupts.org)



**CALIFORNIA COUNTY  
SUPERINTENDENTS**



# Promising Practices Panel

# Sacramento E3



MODERATOR

**Julie  
Montali**

Executive  
Director, Early  
Learning,  
Sacramento COE

**Mark  
Drewes**

Regional Lead,  
Region 3  
Expanded  
Learning,  
Sacramento COE

**Margaret  
Fortune**

President & CEO,  
Fortune School of  
Education

**Anthony  
Garcia**

Director of  
Community  
Services, Child  
Action, Inc.

**Ana Garcia-  
Nevarez**

Professor &  
UPLIFT Project  
Director, CSU  
Sacramento

**Laurie  
Perry**

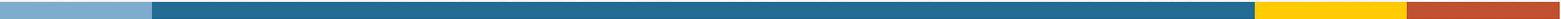
ECE Faculty,  
Sacramento City  
College

**Joi  
Tikoi**

Director of  
Academics,  
Gateway  
Community  
Charters

**Shayla  
Williams-  
Barnes**

Regional Director,  
Catalyst Kids



# Breakout Session #2



## Breakout #2

**Region 1:** Sonoma, Mendocino, Lake, Humboldt, Del Norte

**Region 2:** Butte, Shasta, Glenn, Siskiyou, Lassen, Trinity, Modoc, Plumas, Tehama

**Region 3:** Sacramento, Alpine, Colusa, Sierra, El Dorado, Sutter, Nevada, Yolo, Placer, Yuba

**Region 4:** Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Solano

**Region 5:** Santa Cruz, Monterey, Santa Clara, San Benito

**Region 6:** Amador, Calaveras, San Joaquin, Stanislaus, Tuolumne

**Region 7:** Fresno, Kings, Madera, Mariposa, Merced, Tulare

**Region 8:** Kern, San Luis Obispo, Santa Barbara, Ventura

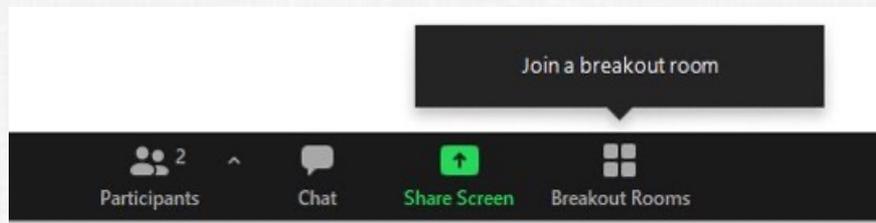
**Region 9:** San Diego, Orange, Imperial

**Region 10:** Riverside, San Bernardino, Inyo, Mono

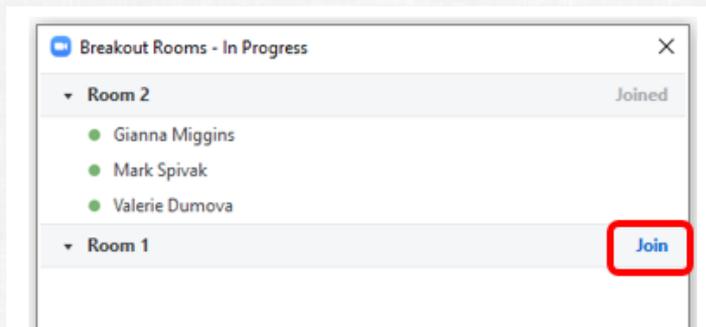
**Region 11:** Los Angeles

# Joining a Breakout Room

1. Once rooms open, participants will see a **Breakout Rooms** button on their tool bar



2. Select "**Breakout Rooms**" or "**Join a breakout room**", and the breakout rooms pop-up appears with the available rooms.
3. Select "**Join**" to the right of the room name to enter the breakout room.



**Ask for Help:** is always available in a breakout room. Using the Ask for Help button notifies the host know that a participant has a question or needs assistance.

# Thank you!

Cathy Yun

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Hanna Melnick

[hmelnick@learningpolicyinstitute.org](mailto:hmelnick@learningpolicyinstitute.org)

