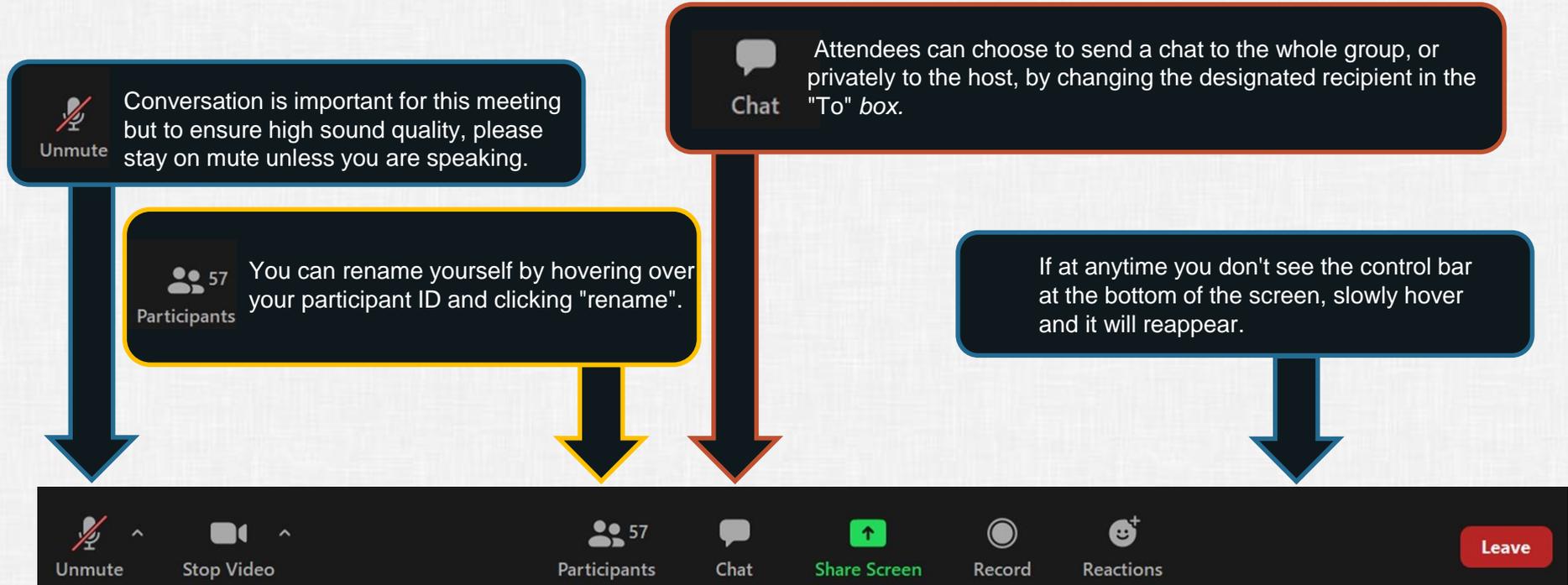


# Coming Together to Support High-Quality P-3 Teacher Preparation in California

Thursday, June 30, 2022



# Housekeeping



# Coming Together to Support High-Quality P-3 Teacher Preparation in California

Thursday, June 30, 2022



# Agenda

- ▷ Introductory Remarks  
Linda Darling-Hammond, LPI
- ▷ Poll & Remarks  
Laurel Doyle, CCCECE
- ▷ Policy Context  
Amy Reising & Phyllis Jacobson, CTC
- ▷ Research Presentation  
Hanna Melnick, LPI
- ▷ Regional Breakout Session 1
- ▷ Reflection  
Karen Escalante, CCTE & Jan Fish, PEACH

## BREAK

- ▷ Policy Context  
Sarah Neville-Morgan, CDE
- ▷ Panel Presentation
- ▷ Fishbowl
- ▷ Remarks  
Denise Kennedy, PEACH
- ▷ Regional Breakout Session 2
- ▷ Reflection  
Karen Escalante, CCTE
- ▷ Closing

# Today's Objectives

- ▶ Develop a shared vision for high-quality, accessible p-3 teacher preparation
- ▶ Build relationships across sectors to support the p-3 workforce
- ▶ Identify next steps for action





# Introductory Remarks

Linda Darling-Hammond (LPI)

# Importance of high-quality ECE



## Untangling the Evidence on Preschool Effectiveness

*Insights for Policymakers*

Beth Meloy, Madelyn Gardner, and Linda Darling-Hammond



JANUARY 2019



## An historic investment in California ECE

\$2.7 Billion for Universal  
TK and Expanded Funding  
for Preschool and Child Care

# + State Investments in P-3 workforce

## 1. Teacher pathway programs

- Teacher Residency Grants (\$554M)\*\*
- Classified School Employee Teacher Credential Program Grant (\$125M)
- Dual enrollment (\$200M)\*
- Golden State Pathway Program, CTE (\$500M)\*
- Integrated Teacher Education Program grants for IHEs (\$20M)\*

## 2. Scholarships for candidates

- Golden State Teacher Grants (\$25K per candidate, \$500M)

## 3. Funding for professional learning

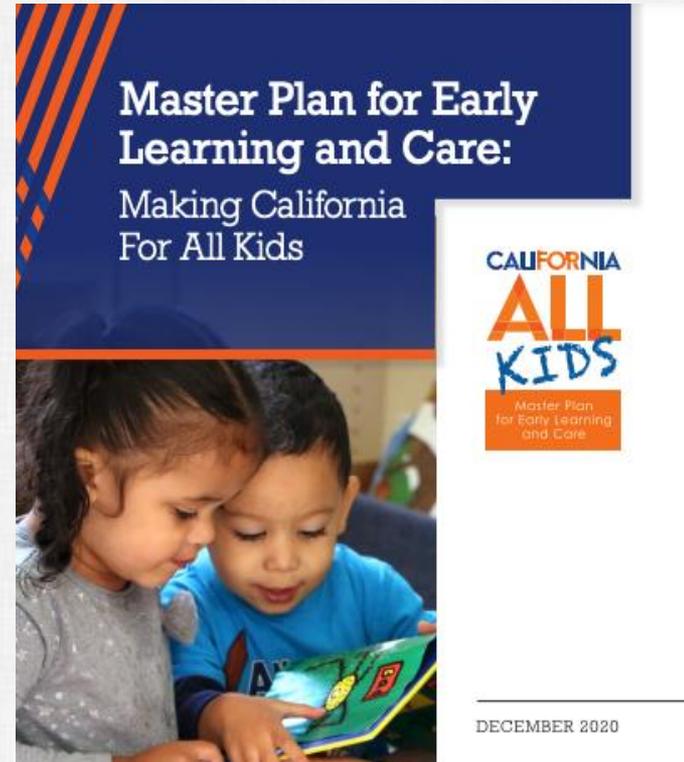
- 21CSLA ECE cohorts for school leaders
- Early literacy coaching (\$250M)\*
- Early Math Initiative (\$85M)\*
- Educator Effectiveness Block Grant (\$1.5B)

## 4. Flexible UPK grants

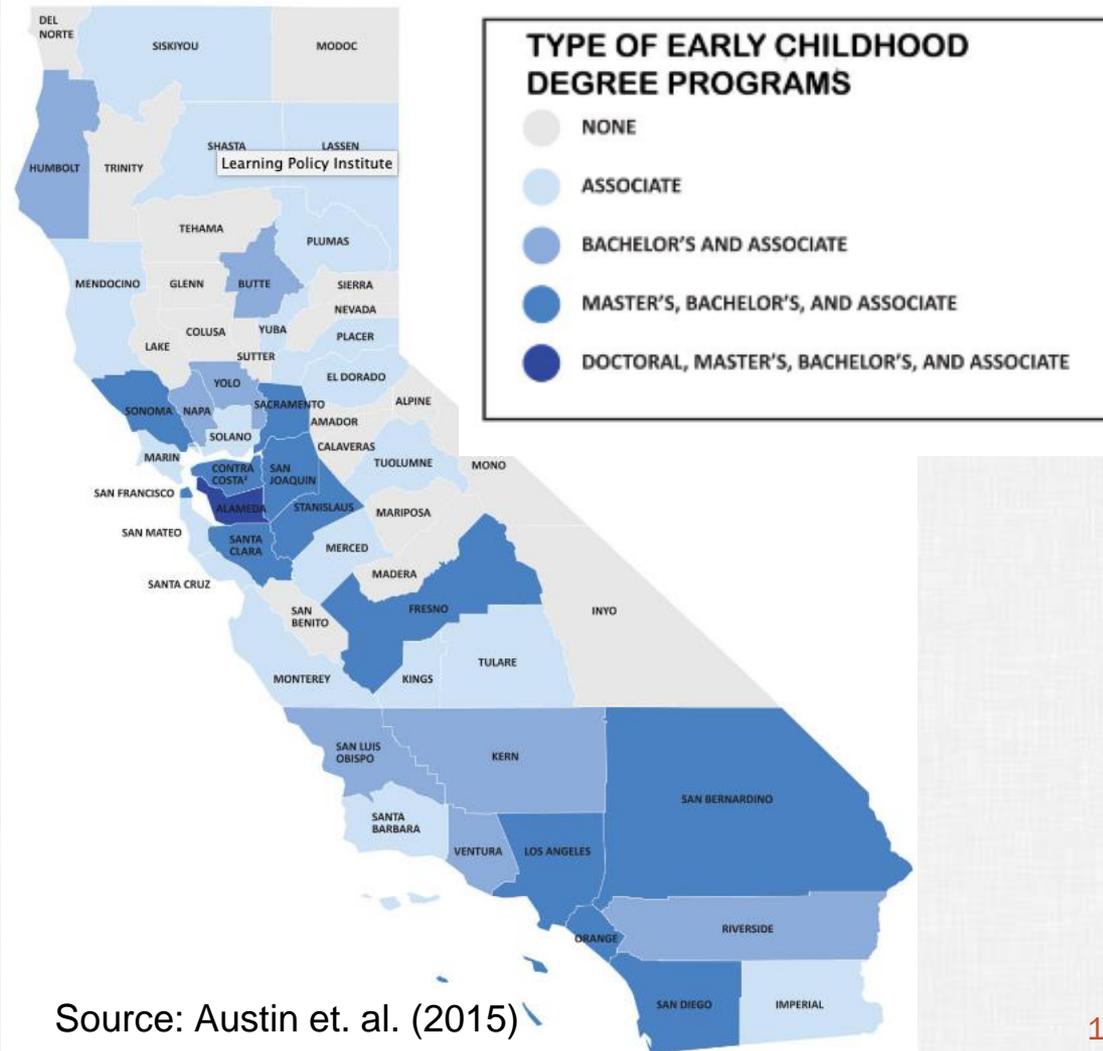
- California Prekindergarten Planning & Implementation Grant, including the Early Educator Teacher Development Grant (\$600M)\*\*
- California Universal Preschool Planning Grant Program (\$18M)\*

# California's vision for the ECE workforce

- ▶ Enhance educator competencies to optimally support child learning and development
- ▶ Incentivize, support, and fund career pathways
- ▶ Implement supportive program standards



# ECE expertise throughout CA



Source: Austin et. al. (2015)

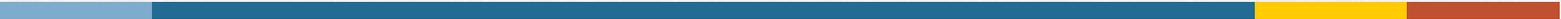
# The work ahead

- ▶ Create new P-3 programs
- ▶ Increase early childhood content in Multiple Subject Teacher Credential programs
- ▶ Strengthen and connect current 2- and 4-year programs
- ▶ Ensure multiple, accessible pathways into teaching



# A collective effort





# Poll & Remarks

Laurel Doyle (CCCECE)

# Context Setting

Amy Reising and  
Phyllis Jacobson  
Commission on  
Teacher Credentialing  
June 30, 2022



# Today's Policy Context

- The CTC is developing a PK-3 ECE Specialist Credential that will serve as a bridge for the current ECE workforce as well as for credentialed teachers who need to earn 24 units of ECE/CD coursework for apportionment purposes.
- This work's roots originate with the 2015 *Transforming the Workforce Birth through 8* report.
- To accomplish this vision, a PK-3 ECE Specialist credential is needed, with bridges to this credential available for those with ECE center-based experience and those Multiple Subject credential holders who want to earn this retooled PK-3 ECE Specialist credential
- The PK-3 ECE Specialist Credential requirements will be as rigorous as those for the Multiple Subject credential, with equivalency options available to recognize and value the prior experience of those working in center-based ECE PK programs



# What is the PK-3 ECE Specialist Credential?

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- The PK-3 ECE Specialist Credential refocuses and repurposes the existing ECE Specialist Credential to promote developmentally, culturally, and linguistically appropriate practices in grades PK-3
- The PK-3 ECE Specialist Credential is designed specifically to ensure developmentally appropriate practices across the continuum of grades PK-3 while also maintaining the K-3 curriculum.
- The PK-3 ECE Specialist Credential has parallel rigor and requirements to the Multiple Subject Credential, but with pathways designed to recognize and value the experience and expertise of teachers who hold a Child Development Permit or have other center-based preschool teaching experience at the Teacher or higher level.



# What's the Current Status of the PK-3 ECE Specialist Credential Work?

- 
- Draft components **developed** and shared with the field:
    - Draft **Authorization Statement** for the credential
    - Proposed **Credential Requirements**
    - Draft **Teaching Performance Expectations** for the job role of a PK-3 ECE Specialist teacher
    - Draft **Program Standards** for the quality and effectiveness of preparation programs for the PK-3 ECE Specialist Credential
  
  - See the [June 2022 Commission meeting](#) items 3A and 3B



# What's Still in Development?

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## **ECE Teaching Performance Assessment (ECE CalTPA)**

The ECE CalTPA is being developed with the advice of a Design Team of ECE content experts. The candidate tasks of the ECE CalTPA are currently being pilot-tested.

## **Reading Instruction Competency Assessment (RICA)**

Pursuant to SB 488, work is currently in process to develop a new Literacy Performance Assessment, expected to be available in 2025.

# Key Requirements of the Proposed PK- 3 ECE Specialist Credential Endorsed by the Commission

## **Key Requirements include:**

- Bachelor's or Higher degree
- Basic Skills (met by holding a BA or higher degree)
- Subject Matter Competency focusing on ECE/Child Development and K-3 curriculum and standards (can be met through CAP-8 or similar coursework at 4-year IHEs)
- Teacher Preparation Program, including 600 hours of clinical practice across PK and K-3, and passage of an applicable TPA
- Reading Instruction Competency Assessment (RICA) until such time as the new Literacy Performance Assessment pursuant to SB 488 is available.

# Bridges for Candidates to Earn the PK-3 ECE Specialist Credential

## **Bridge for Early Childhood Educators with a BA and Preschool experience**

- Child Development Permit Holders and other Center-based Teachers with a BA and prior preschool experience will be allowed to apply their preparation and experience teaching in PreK toward earning the ECE Specialist Credential
- Equivalency options within teacher preparation programs for recognizing and granting credit for prior experience as the teacher or higher level in center-based childcare and development

## **Bridge for Credentialed Teachers and a pathway to meet the 24 ECE Unit requirement for EC 48000 apportionment purposes**

- Holders of an MS/SS Teaching Credential will be able to apply the coursework they have already taken as well as any experience they have in Pre-K (including TK) towards meeting the requirements for the ECE Specialist Credential

# Public Input Opportunities

- **Two Design Teams, with content expert members from the field** (One for the ECE TPA, one for developing a new Program Quality Peer Review process for Child Development Permit preparation programs)
- **ECE Credentialing Workgroup** of content experts in the field to advise on the development of the PK-3 Credential (six meetings)
- **Public Input Surveys**, conducted for
  - the draft TPEs (two surveys, 974 responses)
  - the proposed PK-3 ECE Specialist Credential Requirements (376 responses)
  - the draft Program Standards (456 responses)
- **Two Sets of Virtual Public Input Focus Groups**, conducted for a variety of target audiences but open to all (total of 13 Focus Group opportunities and 791 participants)
- **Presentations, Discussions and Other Interactions** with the Field
  - Multiple presentations and discussions with educational groups and organizations (e.g., ACSA, County Offices of Education, PEACH, and others)
- **ECE Office Hours** twice monthly to engage with the field and respond to questions and receive input from the field
- **Monthly ECE News Update** to keep the field informed of the work and of public input opportunities
- **Multiple Commission meetings** with public comment opportunities during 2021 and 2022



# Commission Direction at the June 2022 Commission Meeting, and Next Steps

- The Commission **endorsed** the proposed **PK-3 ECE Specialist Authorization Statement**, the proposed **Credential Requirements**, the draft **TPEs**, and the draft **Program Standards**.
- Staff will review feedback from the June 2022 meeting and bring back the revised set of all four components at the August 2022 Commission meeting along with the draft regulations for Commission action.
- Staff are working on developing draft enabling **regulations** for the PK-3 ECE Specialist Credential for the Commission's consideration at the August 2022 meeting.
- **Technical assistance** for program sponsors interested in developing a PK-3 ECE Specialist Credential preparation program will begin in late summer/early fall 2022.

# To Keep Up to Date, Connect with These CTC Information Resources

- ✓ [Subscribe or Unsubscribe to PSD News Email List](#) (a weekly Friday comprehensive news update)
- ✓ [Subscribe to the ECE News](#) (a monthly comprehensive news update plus special editions as needed)
- ✓ ECE direct email: [ECE@ctc.ca.gov](mailto:ECE@ctc.ca.gov)
- ✓ [ECE webpage](#)





# Research Presentation

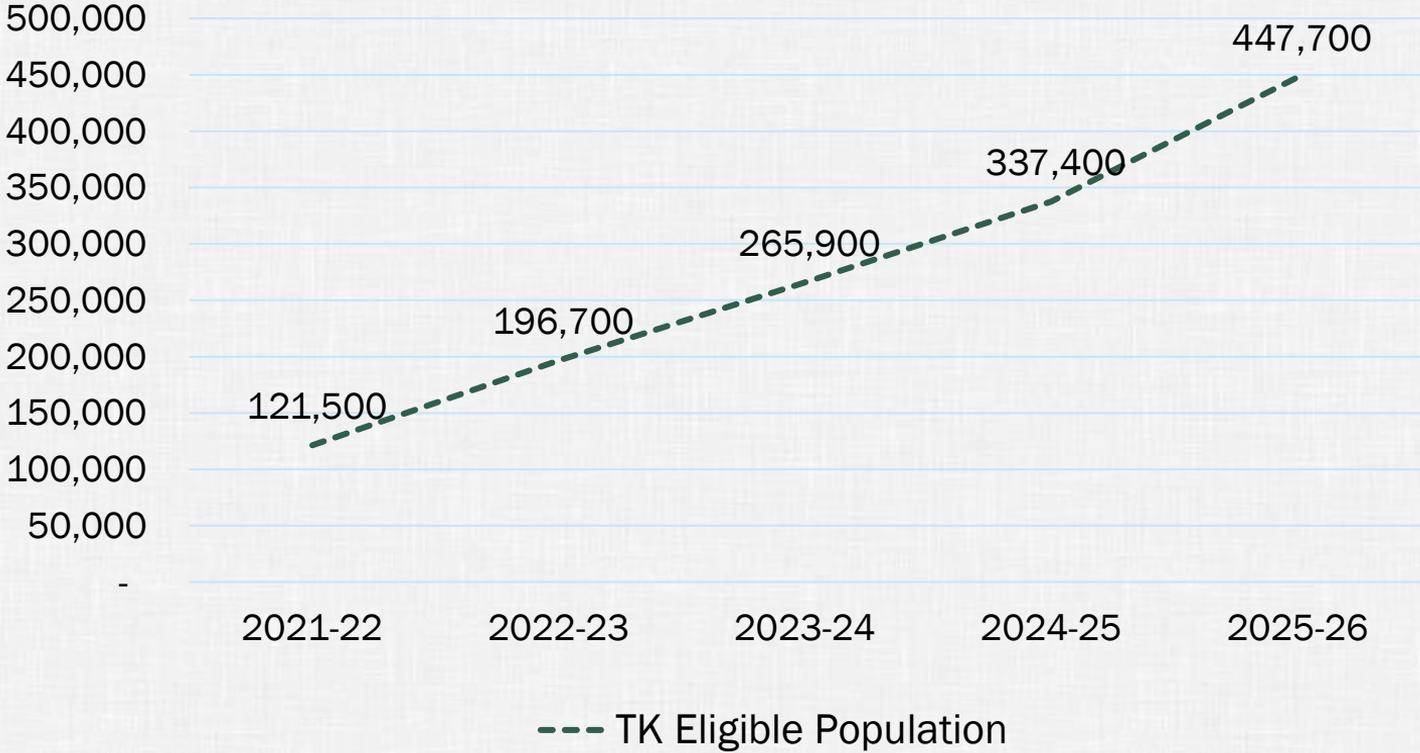
Hanna Melnick (LPI)

# TK will be universal by 2025-26

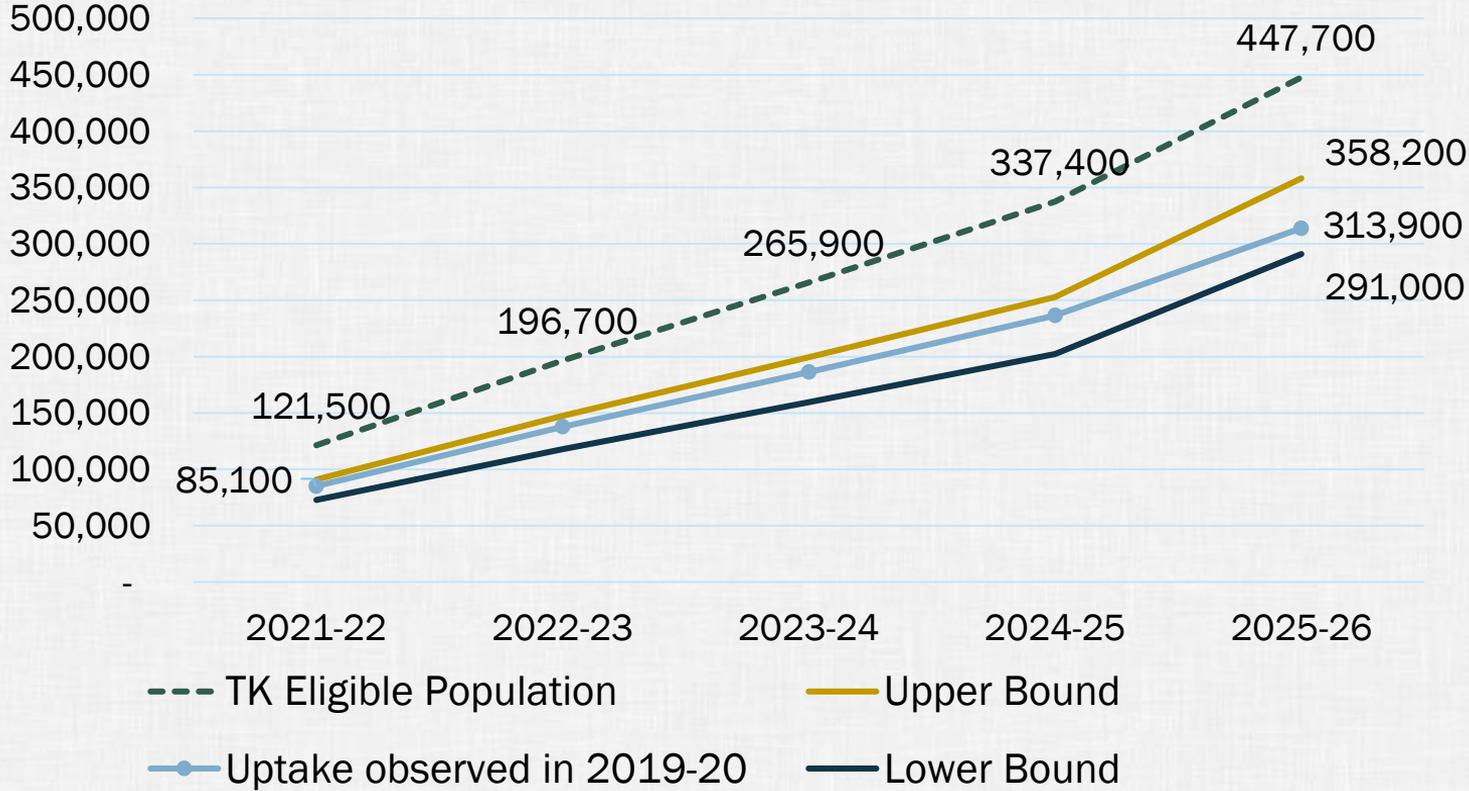
	TK ELIGIBILITY (MUST TURN 5 BETWEEN DATES)	MAXIMUM # CHILDREN PER ADULT
2021-22	Sept 2 to Dec 2	31
2022-23	Sept 2 to Feb 2	12
2023-24	Sept 2 to April 2	10*
2024-25	Sept 2 to June 2	10*
2025-26	All 4-year-olds	10*

\*10:1 ratio requirement contingent on funding availability.

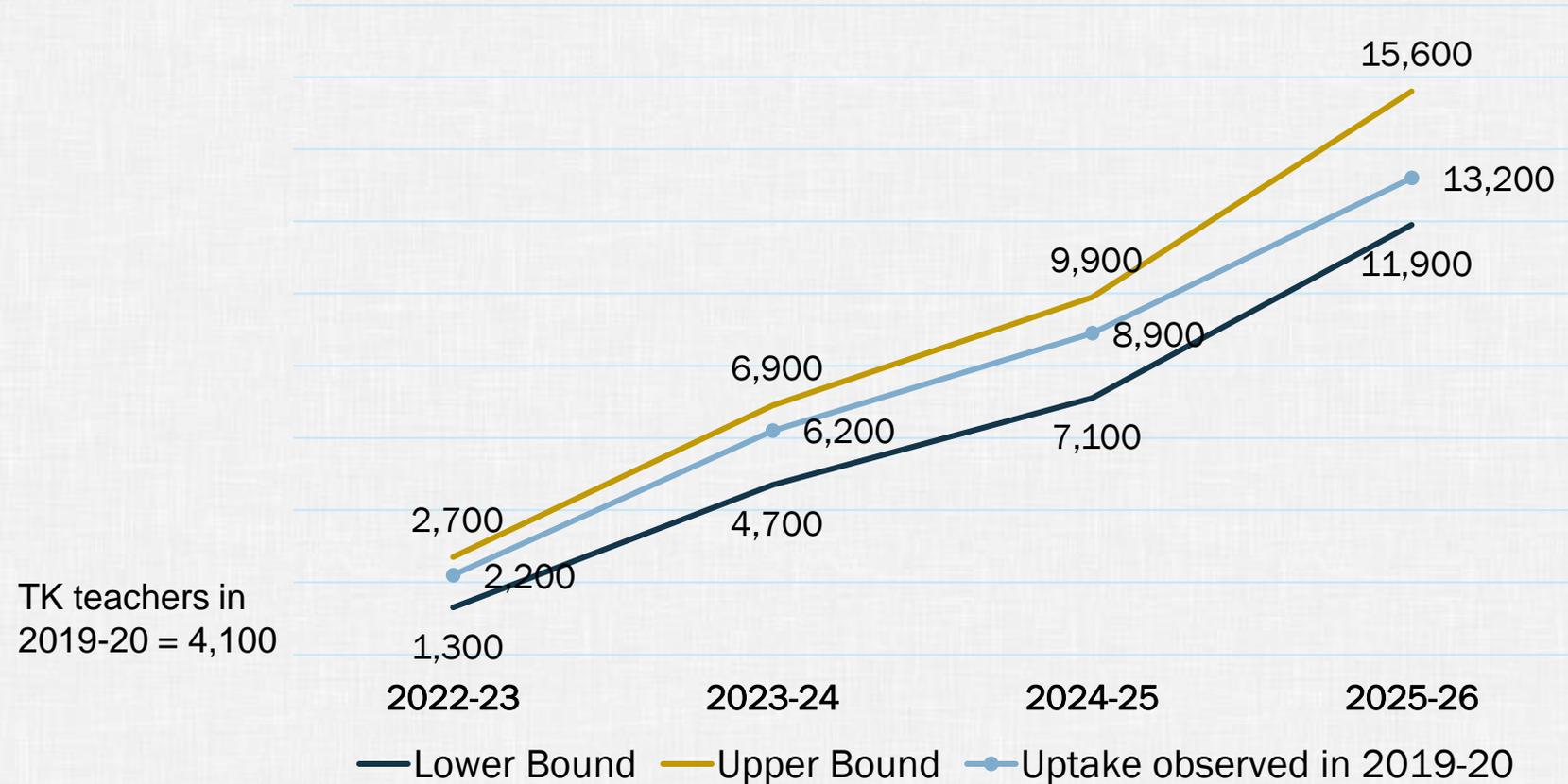
# Projected TK eligibility



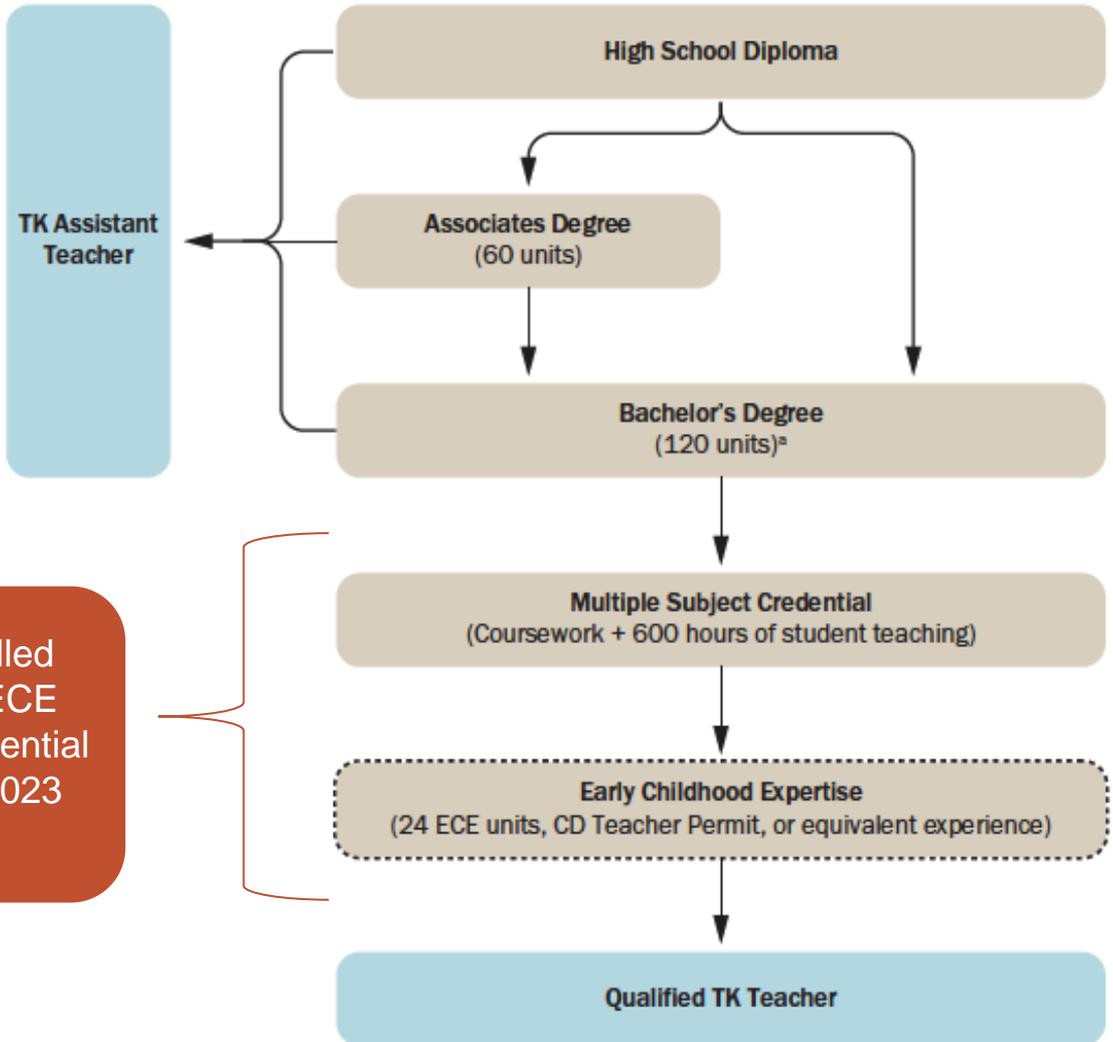
# Projected TK enrollment



# Projected Demand for Additional Lead TK Teachers



# Requirements to Teach in TK



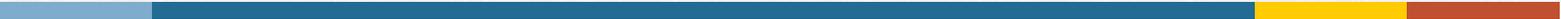
Might be fulfilled with a PK-3 ECE Specialist Credential starting Fall 2023

# Experienced Early Educators with a B.A.

- ▷ Many poised to earn a credential
  - 41,000 early educators have a B.A. (49%)
  - 29,000 also hold a CD Teacher Permit
- ▷ More diverse workforce than TK-12
  - 66% center-based ECE teachers are people of color vs. 39% in TK-12
- ▷ ECE center-based teachers earn  $\frac{1}{2}$  TK salary, on average



Sources: [Powell, A., Montoya, E., Austin, L.E., & Kim, Y. \(2022\)](#). [Powell, A., Kim, Y., & Montoya, E. \(2021\)](#); [California Department of Education. \(2020\)](#).

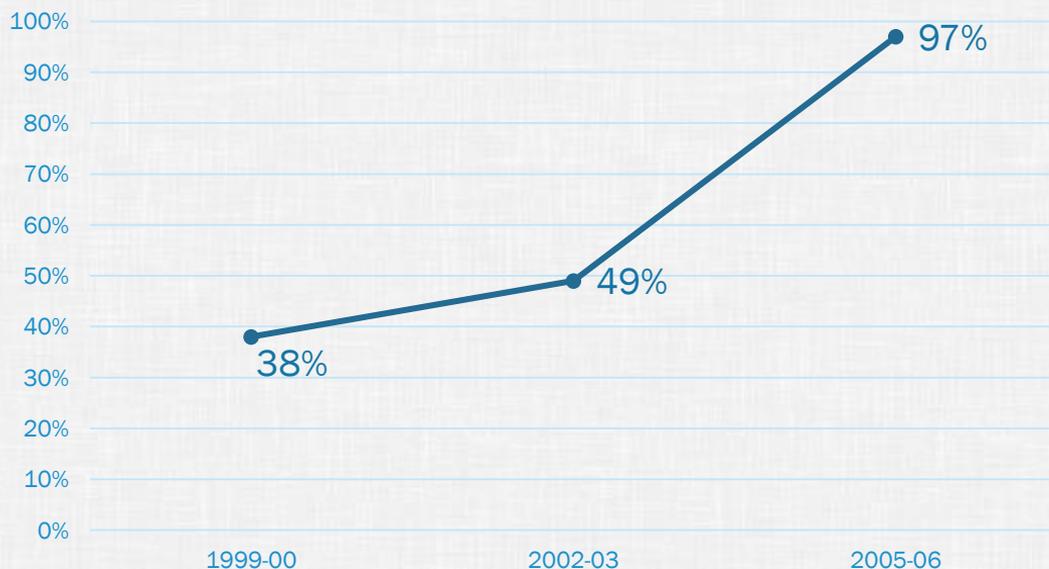


# Building the P-3 Workforce: Lessons from Other States



# Lessons for California from New Jersey

The Portion of P-3 Certified Teachers Increased Rapidly



# Investments in higher education

1. Collaborated with higher education to rapidly create P-3 programs
2. Developed multiple pathways to credential
3. Created state grants for higher education capacity building



# Investments in P-3 teacher candidates

4. Offered **scholarships and supports** for working students, including current educators
5. Mandated district **coaching and professional learning**



Photo credit: EDvance

# California has several investments in place... requiring a collective effort to implement

1. P-3 credential
2. Multiple paths to a credential
3. Capacity building grants
4. Scholarship and student support funding
5. Coaching and professional learning funds



Photo credit: EDvance



## Breakout #1

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

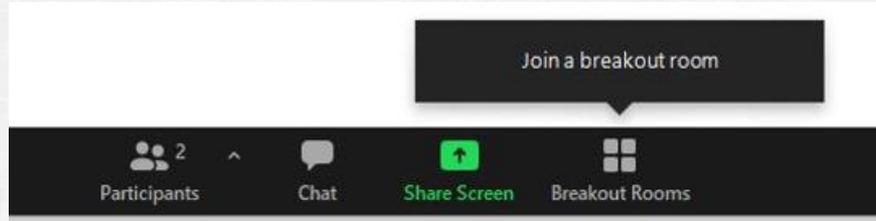
Region 9: San Diego, Orange, Imperial

Region 10: Riverside, San Bernardino, Inyo, Mono

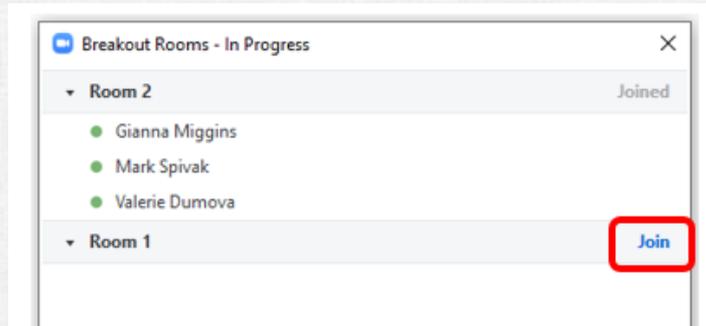
Region 11: Los Angeles

# 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.



# Whole Group Share Out #1:

Jan Fish (PEACH)

Karen Escalante (CCTE)



Break (2:00 – 2:08)



Welcome Back!



# California's UPK Policy Context LPI Convening

June 30 2022



**CALIFORNIA DEPARTMENT OF EDUCATION**  
Tony Thurmond, State Superintendent of Public Instruction

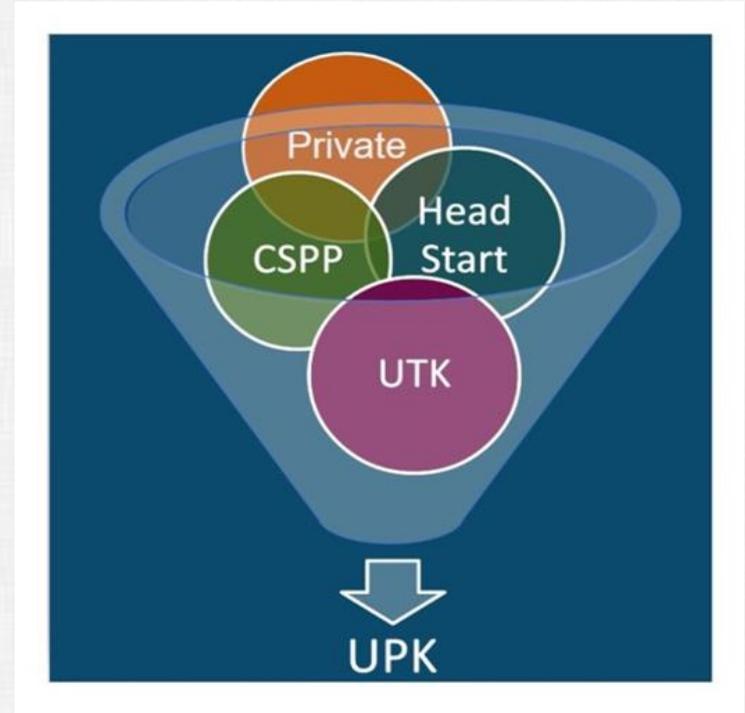


# TRANSFORMING SCHOOLS



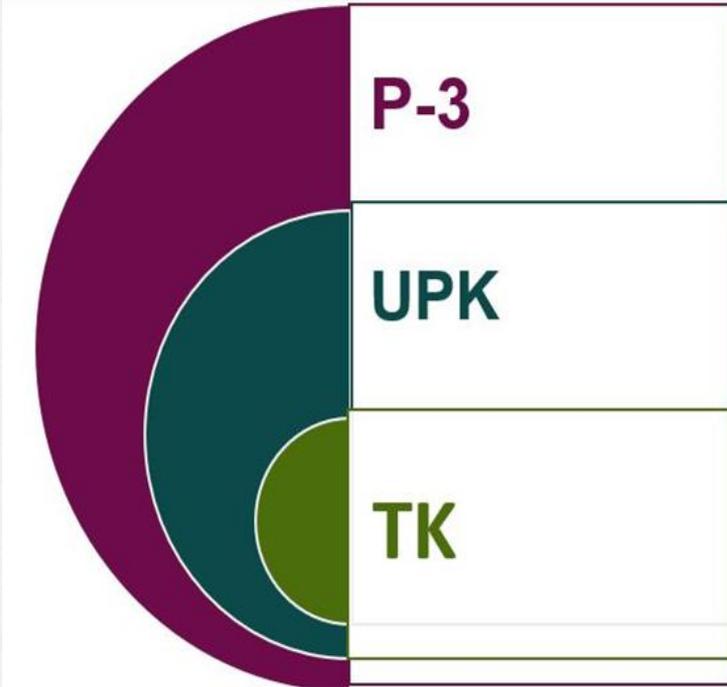
# Implementation: Defining UPK

UPK will bring together programs across early learning and K-12, relying heavily on Universal Transitional Kindergarten (UTK) and California State Preschool Program (CSPP), as well as Head Start, community-based organizations (CBOs), and private preschool to ensure every four-year old child – regardless of background, race, zip code, immigration status, or income level – has access to a quality learning experience the year before kindergarten.



Note: Only Transitional Kindergarten will be available to all four year olds free of charge

# Implementation: A foundation for P-3 Alignment



- P-3 Connects UPK with Kindergarten, 1st, 2nd, and 3rd grade
- Aligns developmentally informed best practices, UPK–3rd grade.
- UPK is a mixed-delivery system of UTK, CSPP, Head Start, private providers, and more
- Provides every four-year-old access to high- quality learning the year before kindergarten
- TK is an integral program in the mixed delivery system for achieving UPK
- The only program that must serve any four-year old child that wants to enroll by 2025–26.

# CDE's Short-term Goals for UPK Workforce and Workforce Development System

## Increase in:

- Qualified UPK teachers and assistant teachers, especially for TK and CSPP
- UPK teachers who reflect CA's linguistic and racial/ethnic diversity
- CSPP teachers who hold a Child Development Teacher Permit or higher
- UPK teachers accessing pathways to advance from the early learning and care and expanded learning fields
- UPK workforce retention and stability
- UPK educators providing effective and developmentally informed instruction aligned with the Preschool Learning Foundations (PLF)
- ELO-P staff/programs serving TK and K have staff with ECE/child development training or units

# Aligning Collective Actions to Achieve Our Goals

- The CDE is utilizing its partnerships to work collectively across State Agencies, Policy Leadership, and the Organizations that impact the UPK/P-3 System to:
  - Identify actions (activities that lead to outputs that support outcomes)
  - Create action plans to coordinate and direct efforts to influence implementation and practice
  - Measure, report, make data accessible, and hold ourselves accountable for progress



# Panel Presentations

# Panel Presenters



MODERATOR

## Sara Plasencia

Policy Advisor, Learning  
Policy Institute



## Stephanie Ceminsky

Director, Early Learning  
and Development, San  
Diego Unified School  
District



## Kathleen White

Lead, Bay Area Regional  
Joint Venture



## Pei-Ying Wu

Assistant Professor &  
Fansler Chair, California  
State University, Fresno

# San Diego Unified School District University of La Verne | TEACH-Lead San Diego

"As there is no *universal recipe* for building a program that sustains itself and meets district goals, it does however, *provide an opportunity* for best practices to be district specific and progressively developed over time."

-MacDonald & Dorr, 2010

# San Diego Unified School District University of La Verne | TEACH-Lead San Diego

## Continuous Cycle of Development

Expand skills with multiple entry points at *every level* of the organization.

Classified Pathway: Early Childhood Education Teaching Permit, Teaching Credentials, and Advanced Degrees

Certificated Pathway: TK Authorization Units, Advanced Degree, and Preliminary Administrative Credential

Leadership Pathway: Leadership Development Courses, Learning Group Leader, Co-Facilitator, Advanced Degree

## Intentional, Flexible, with Systems of Support

Specialized San Diego Unified Cohort Model

Learning Groups | Mentorship | Guidance

Focus on Challenges and the Elimination of Barriers

# San Francisco Bay Area, BACCC, Community College Regional Joint Venture

## Pipelines, Pathways and Apprenticeships in the ECE/EDU Sector

The Bay Area Community College Consortium (28 community colleges) prioritizes projects utilizing Strong Workforce Funds. For the past 7 years, the ECE/EDU Sector has received competitive funding to develop community college-based pipelines, pathways and more recently, apprenticeships, as a way of addressing significant workforce shortages in the sector.

### Community Colleges are uniquely positioned:

- ▶ Majority of ECE and EDU workforce in CA begin at a CCC – we are the top of the funnel
- ▶ Provision of dual enrollment and high school pathways allow for early career exploration
- ▶ Ability to pair need for immediate jobs with long-term careers in teaching
- ▶ Grow your Own – recruitment should be replaced with early identification and support
- ▶ Focus on majority of high school graduates that will be remaining in the community and attending community college or have no higher education plans

# San Francisco Bay Area, BACCC, Community College Regional Joint Venture

## Accomplishments to Date:

- ▶ Labor market data on sector needs with the centers of excellence
- ▶ Community of practice, technical assistance workshops
- ▶ Teach for the Bay – virtual student facing SF Bay region conference
- ▶ Regional website – [www.teachforthebay.com](http://www.teachforthebay.com)
- ▶ Development of 6 new apprenticeships in ECE/EDU building on legacy program at Berkeley City College
  - Apprentices do not pay college tuition
  - Provides pathway for employment and college completion

## Next Steps:

- ▶ Increase pre-apprenticeships in school districts and LEAs
- ▶ Target parents with young children as potential workforce

# Fresno County Higher Education ECE Workforce Roundtable

## Purpose & Context:

Discuss Universal Preschool (UPK)/Universal Transitional Kindergarten and explore collaborative opportunities to increase and build the capacity of the ECE workforce in Fresno County.

## Participants:

- ▶ Fresno County Superintendent of Schools ECE Department
- ▶ CSU, Fresno: Child and Family Science Department (BA); Literacy, Early Childhood, Bilingual and Special Education Department (Teacher Preparation)
- ▶ Community Colleges: Fresno City College, Clovis Community College, Reedley College, Merced Community College.

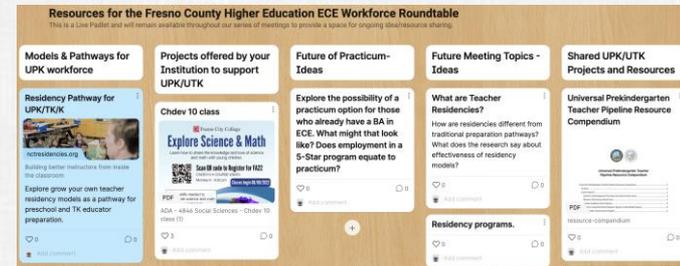
# Fresno County Higher Education ECE Workforce Roundtable

## Accomplishments So Far:

- ▶ Hosted the first roundtable meeting on March 31, 2022
- ▶ Provided presentations on 4 topics and had breakout discussions
- ▶ A Padlet for sharing information/resources and topics of interest

## Next Steps:

- ▶ Host next roundtable meetings
- ▶ Gather UPK plan from districts
- ▶ Create a directory of ECE Units programming





# Fishbowl: Santa Clara County

# SANTA CLARA COUNTY COLLABORATIVE

BUILDING A UPK EDUCATOR WORKFORCE PIPELINE



**ASSOCIATE DEAN,  
SANTA CLARA  
UNIVERSITY,  
SCHOOL OF ED &  
PSYCH**

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Marco Bravo



**DIRECTOR, SANTA  
CLARA COE  
EDUCATOR  
PREPARATION**

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Adora Fisher



**SUPERINTENDENT,  
ORCHARD  
ELEMENTARY  
SCHOOL**

---

Jeff Bowman



**TEACHER  
OUTREACH  
COORDINATOR,  
CABRILLO COLLEGE**

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Kim Sakamoto



**REGION 5 LEAD,  
EXPANDED  
LEARNING  
COORDINATOR**

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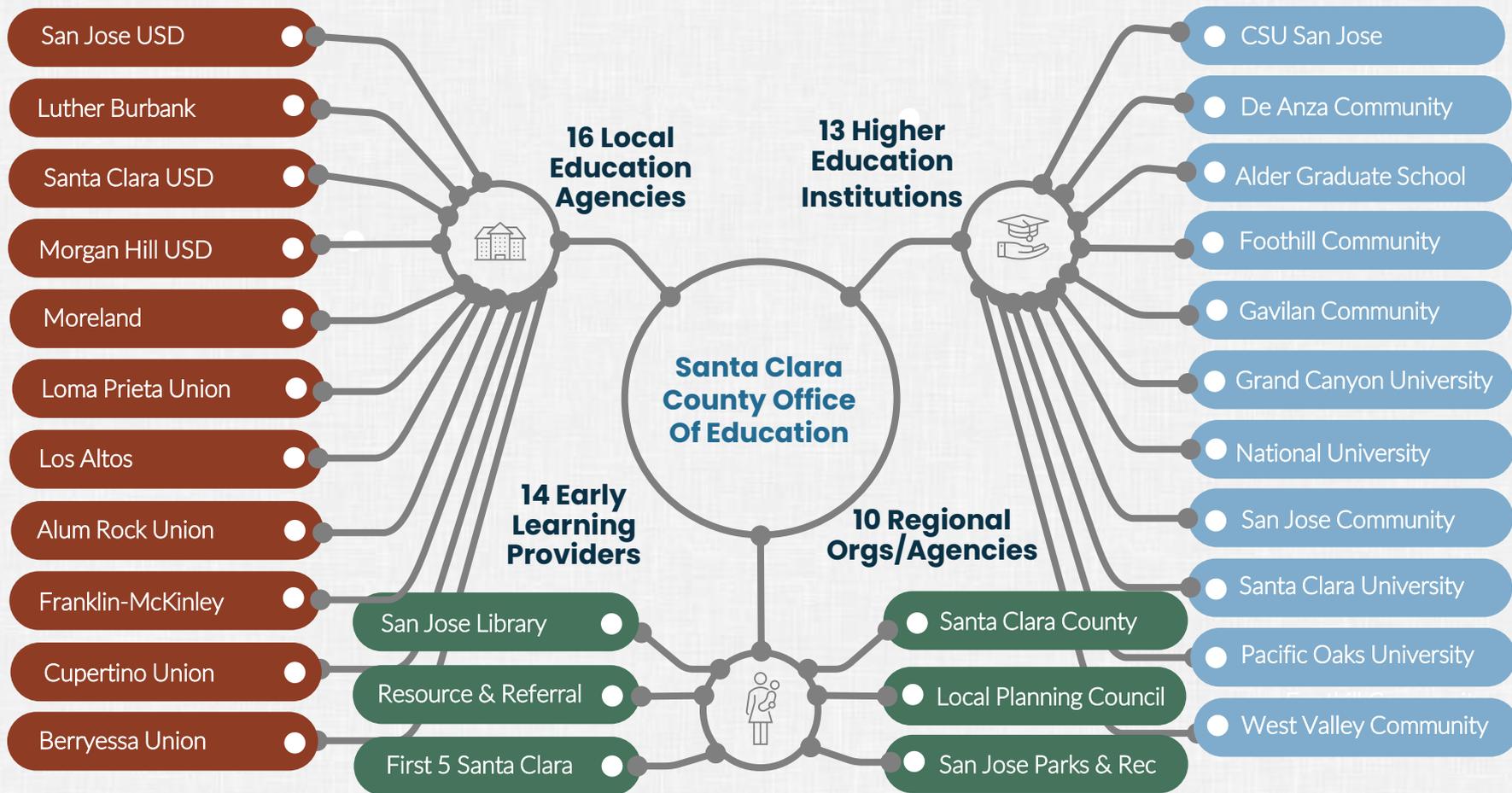
Mara Wold

# SANTA CLARA COUNTY COLLABORATIVE

## BUILDING A COUNTYWIDE WORKFORCE PIPELINE



# SANTA CLARA COUNTY COLLABORATIVE



# SANTA CLARA COUNTY COLLABORATIVE

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## STEP V.I: ESTABLISHING A SHARED VISION & MISSION

**What candidates does the collaboration want to target? What characteristics should idea candidates have?**

Based on the goals of our partners, our collaboration wanted to focus on recruitment of candidates that could help achieve the following:

- **Increase the ethnic, racial, and language diversity of the UPK and K-12 workforce; and**
- **Ensure that UPK staff have the right experience and background to work with younger children.**

In Santa Clara, the early learning and childcare workforce is made up primarily of women of color and English Learners. These staff already have experience and a demonstrated commitment to working with 3 and 4 year-olds. **To achieve the goals of the collaboration, we decided to focus on elevating and promoting the existing early learning and care workforce.**

Teachers with a multiple subject credential can also access the lattice through programs to support the acquisition of the required 24 units to teach TK.

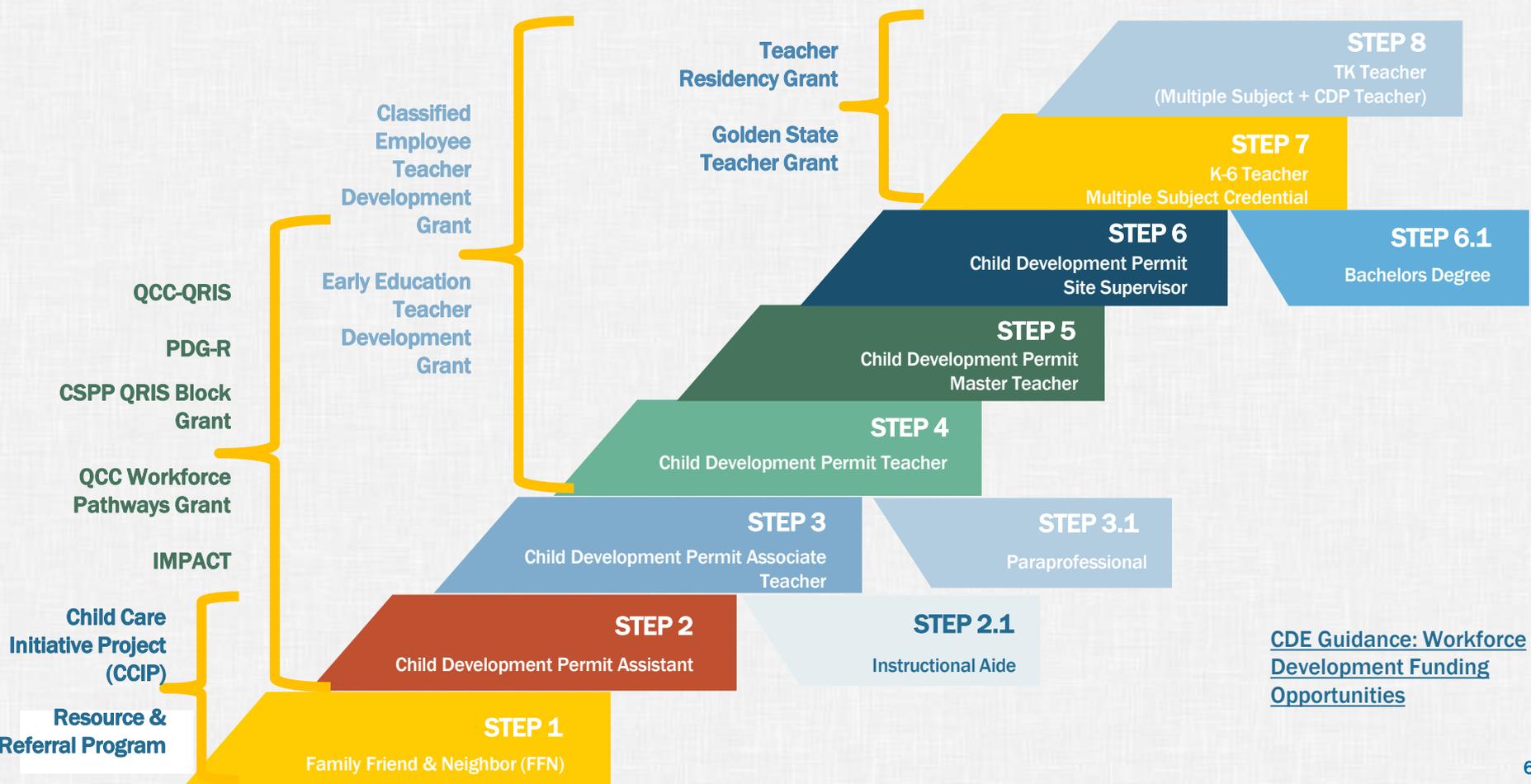
# SANTA CLARA COUNTY COLLABORATIVE

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## STEP V.I: IDENTIFYING BEST PRACTICES FOR TARGETED CANDIDATES

No upfront costs for candidates	Additional wrap around supports like childcare and applying for assistance programs
Navigator/career counselors	Classes during flexible hours, ie nights, weekends
Mentor/coaches	Stipends upon completion of certain benchmarks
Cohorts (including EL cohorts with higher ed classes taught in native language)	Reasonable payback requirements (eg commitment to work for provider for 2 or 3 years)

[See CDE Guidance UPK Workforce Recruitment and Professional Learning for more.](#)



[CDE Guidance: Workforce Development Funding Opportunities](#)



# Remarks & Reflections

Denise Kennedy (PEACH)



## 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



# Whole Group Share Out #2:

Karen Escalante (CCTE)



# Announcement

Renee Marshall

# Bridging Child Development and Education Community of Practice

- ▶ Identified the need for shared language
- ▶ CoP focus: Development of the **Common Language Crosswalk**
- ▶ Stakeholders from across education systems: **ALL are welcome!**
- ▶ Meeting weekly in summer Thursdays 1:30-2:30 pm (PST)
- ▶ If interested in joining the Bridging CD&E CoP please go to:  
<https://forms.gle/db2HzYARa9QAv7sy5>
- ▶ Questions? [Education@Renee-Marshall.edu](mailto:Education@Renee-Marshall.edu) and [rajohnson@vcccd.edu](mailto:rajohnson@vcccd.edu)

# Thank you!

Cathy Yun

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

Hanna Melnick

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

