TRANSFORMING THE WORKFORCE FOR CHILDREN BIRTH THROUGH AGE 8:

Implementation Plan for the State of California

CALIFORNIA http://twb8-ca.net



FIRST 5 CALIFORNIA: CHILD HEALTH, EDUCATION, AND CARE SUMMIT

APRIL 11, 2018

SESSION OBJECTIVES

- Provide information about the Transforming the Workforce for Children Birth Through Age Eight national report, California Implementation Plan, and ongoing implementation efforts.
- Review the draft *Systems Framework for a Professional Early Learning Workforce in California* and gather participant input on the framework and associated communications.

WHO IS IN THE ROOM?

Raise your hand if....



TRANSFORMING THE WORKFORCE FOR CHILDREN BIRTH THROUGH AGE 8:

Implementation Plan for the State of California

2016

Introductions:

GPG Presenters:

- Caitlin LawrenceToombs
- Maggie Steakley, MPP

Other TWB8 Team Members in the Room

WHY ECE WORKFORCE MATTERS

- Children are already learning at birth
- Early learning and development is rapid and cumulative
- Early childhood professionals play a critical role in children's early years
- Early childhood systems are fragmented, as are systems of support for the workforce
- High-quality practice requires more than just individual competency

Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation



Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation



Thirteen recommendations focused on:

- Strengthening qualification requirements based on knowledge and competencies
- Improving higher education and ongoing professional learning
- Promoting evaluation that leads to continuous improvements in professional and interprofessional practices
- The critical role of leadership
- Support for implementation and improvement of the knowledge base

IOM (Institute of Medicine) and NRC (National Research Council). 2015. *Transforming the workforce for children birth through age 8: A unifying foundation.* Washington, DC: The National Academies Press. INSTITUTE OF MEDICINE AND NATIONAL RESEARCH COUNCIL OF THE NATIONAL ACADEMIES

Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation

www/iom.edu/Birthtoeight



Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation



"Together, the recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning."

IOM (Institute of Medicine) and NRC (National Research Council). 2015. *Transforming the workforce for children birth through age 8: A unifying foundation.* Washington, DC: The National Academies Press. INSTITUTE OF MEDICINE AND NATIONAL RESEARCH COUNCIL OF THE NATIONAL ACADEMIES

CALIFORNIA IMPLEMENTATION PLANNING

- Co-convened by First 5 California (F5CA) & the California Department of Education, Early Education & Support Division (EESD)
- Supported by the David and Lucile Packard Foundation
- Aligned with other ongoing initiatives in California, such as:
 - California Commission on Teacher Credentialing's Child Development Permit Advisory Panel
 - EESD's ECE Professional Learning Team
 - Quality Counts California
 - CA Community Colleges Curriculum Alignment Project
 - Partnerships for Education, Articulation and Coordination through Higher Education (PEACH)

CALIFORNIA IMPLEMENTATION PLANNING

- California's planning process considered recommendations from the IOM & NRC report and other relevant reports:
 - The California Comprehensive Early Learning Plan
 - A Golden Opportunity (RAND)
 - Not Golden Yet (New America)
 - Teaching the Teachers of Our Youngest Children (CSCCE)
 - Synthesis of Recent Research Conditions of Children Birth to Age Five and Status of Early Childhood Services in California (AIR)



CALIFORNIA PLANNING STRUCTURE AND PROCESS

- Support Team:
 - F5CA, EESD, Glen Price Group (GPG)
- Action Planning Team:
 - Work Group 1: Licensing, permitting, and credentialing
 - Work Group 2: Professional pathways and lattices
 - Work Group 3: Higher education
- Core Team: Co-leads from each work group

IMPLEMENTATION PLAN

Vision:

To implement a fully developed and articulated statewide system of certification, support, and preparation for early childhood professionals.

Priority Areas:

- 1. Permitting and Credentialing
- 2. Professional Pathways
- 3. Higher Education and Ongoing Professional Learning

IMPLEMENTATION PLAN STRUCTURE

Each Priority Area contains:

- Recommendations
- Objectives
- Suggested implementation partners
- Timeline

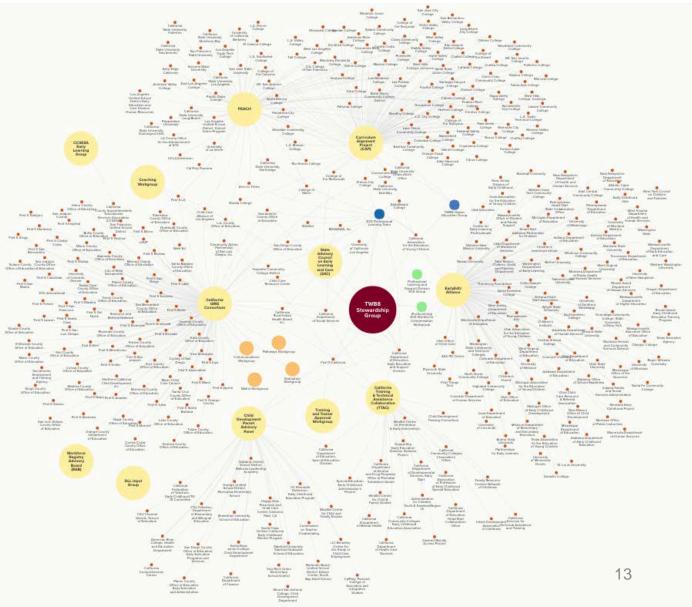
IMPLEMENTATION STRUCTURE: CONSTELLATION MODEL











IMPLEMENTATION UPDATES

Constellations:

- ECE PL Team (Lattice, System Framework)
- CTC TWB8 Technical Advisory Group (Informing teacher/administrator performance expectations and preparation program guidelines)

IMPLEMENTATION UPDATES

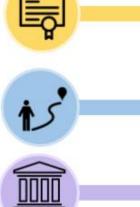
Aligned Efforts:

- CTC Permit Revisions
- Non-unit-bearing Coursework from an ECE Lens (CA)
- EarlyEdU Crosswalk (CAP)
- PEACH Expansion
- Quality Teacher-Child and Teacher-Teacher Interactions (PEACH)
- ECE Competencies Mapping Tool and Coursework Integration (PEACH)
- Statewide Training and Technical Assistance Infrastructure Development (F5CA, EESD, WestEd)
- Adult Learning and Coaching competencies added to the Professionalism area of the ECE Competencies (EESD)

SYSTEM FRAMEWORK: YOUR INPUT

- Review the System Framework:
 - A framework to clarify the state's developing system of support for the ECE workforce
 - A tool to clarify how different efforts and programs fit together to support the big picture
- Gather your questions
- Gather your input on using this as a communications tool

V2 of 4 Systems Framework for a Professional Early Learning Workforce in California DRAFT



2. Career Opportunities

emotional, and physical development.

Policy makers outline the education and experiences necessary to advance within the early learning profession and move between and across professions working with young children.

3. Higher Education

Institutions of higher education prepare early learning educators to meet qualification requirements and advance the academic and professional level of the field.



4. Professional Development and Learning

Professional development and technical assistance providers deliver accessible, high-quality training, coaching, mentoring, and other professional learning and development opportunities to the early learning workforce.



5. Evaluation, Data, and Research

Policy makers and professional learning/preparation providers use data to assesses the impact of efforts to strengthen the early learning workforce, identify effective practices, and inform policies and programs to improve outcomes for young children.



6. Coherent and Adequate Funding

Legislators and policy makers support the early learning workforce with funding that reflects the true cost of providing high-quality care, including equitable compensation for early childhood professionals.

1. Competency- and Practice-Based Qualifications Credentialing and licensing bodies set appropriate standards for the knowledge, skills, and experience that early learning professionals need to support children's cognitive, social,

> Comprehensive Professional Learning and Support System for Professionals Working with Children from Birth Through

> > Age 8 in California

Notes on Definitions: A Professional Early Learning Workforce includes professionals working with children from birth through age 8. These include: caregivers, teachers, administrators, principals, specialists, coaches, trainers, and school psychologists. It also includes infrastructure support professionals such as program coordinators, Resource and Referral staff, and First 5 County commission staff. Eventually California seeks to build a system of support for all early learning and professionals, including the broader range of professional roles listed in the table on pages 46-47 of the National <u>Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation</u>.

The term policy maker is used to mean a member of a government agency, legislature, or other organization who is responsible for making new regulations, laws, etc.

V4 of 4

Systems Framework for a Professional Early Learning Workforce in California - DRAFT Theory of Action

	1. Competency- and Practice-Based Qualifications	 Adopt and implement performance expectations for ECE teachers and administrators (California Commission on Teacher Credentialing), informed by NAEYC's Power to the Profession, CA ECE Competencies, and the California Standards for the Teaching Profession (California <i>Transforming the</i> <i>Workforce for Children Birth through Age Eight Recommendation [TWB8] Rec:</i> 1.1). Adopt and implement qualifications and certification process for ECE coaches and trainers (TWB8 Rec: 1.1). 	•	Comprehensive Professional Learning and Support System for Professionals Working with Children from Birth Through Age 8 in California
1.5	2. Career Opportunities	 Develop, adopt, and implement a cohesive career lattice that shows education requirements for different positions in the early learning field (including educators, administrators, specialists / mentors / coaches, and early learning infrastructure/support providers) (TWB8 Rec: 2.1). Pilot, refine, and finalize the California ECE Workforce Registry and align it to the career lattice (TWB8 Rec: 2.3). 	•	
	3. Higher Education	 Implement ECE-specific non-unit-bearing coursework at community colleges to support general education pre-requirements through an early learning context to onboard students to the academic environment using content that is relevant to their learning. Adopt and implement California Commission on Teacher Credentialing program guidelines & identify a verification of completion option (TWB8 Recs: 3.1, 3.2). Implement QRIS modules in ECE coursework. Infuse practice-based learning in all coursework (TWB8 Rec: 3.3). Implement standards-based performance assessments for use by preparation programs to assess ECE candidates progress towards developing competencies (TWB8 Rec: 1.3). 	•	
	4. Professional Development and Learning	 Expand support for coaches and trainers to become certified (TWB8 Rec: 1.2). Expand access to professional learning and development across ECE settings (from certified coaches and trainers) as part of full implementation of Quality Counts California (QCC). Provide support to expand local professional development and learning capacity. 	•	
M	5. Evaluation, Data, and Research	 Expand the workforce registry and analyze registry data to identify areas for targeted workforce support (TWB8 Rec: 2.2). Develop a multi-agency early childhood data infrastructure plan, including funding and reciprocal linkages needed from other existing data systems. Implement pilot studies (ex: Dual Language Learner pilot study) and use findings to shape professional learning and preparation. 	•	
e	6. Coherent and Adequate Funding	 Identify opportunities to streamline and align current funding and coordinate/align First 5 California and California Department of Education workforce improvement efforts. Explore models for tiered reimbursement; implement reimbursement rate system reform and rate increases. Support the Assembly's Blue Ribbon Commission to put forth recommendations to the legislature for more coherent and adequate funding to support the ECE workforce. Identify opportunities to implement recommendations from the National Academy of Science's <i>Transforming the Financing of Early Care and Education.</i> Ensure the Governor and State Superintendent of Public Instruction understand the funding needed to adequately support the ECE workforce. Identify continued support and funding to fully implement Quality Counts California (QCC). Ensure the early learning workforce is equitably compensated. 	•	

SYSTEM FRAMEWORK: YOUR INPUT

- What questions do you have about the framework?
 - Write these on an index card
- Form groups of three to discuss: Could you take this framework back to your colleagues and explain it? What would you need to do that?
 - Ask one person to take notes on the template

THANK YOU AND FINAL FEEDBACK

Take a set of two colored dots that corresponds to your role:



Red: Early Learning Caregiver/Teacher/K-3 Teacher



Yellow: Early Learning Administrator/School Administrator



Blue: Early Learning Specialist (ex: School psychologist, coaches/trainers/ mentors, social workers, etc)



Green: Early Learning Infrastructure Support Person (ex: Program coordinator, First 5 Commissioner or Commission staff, R&R staff, researcher, etc.) On your way out, place your two dots on one of the posters to identify which area of the framework you think needs the most stateattention.

THANK YOU twb8ca.net

