

TRANSFORMING THE WORKFORCE FOR CHILDREN BIRTH THROUGH AGE 8:

NOVEMBER
2016

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:

NOVEMBER
2016

Implementation Plan for the State of California



Introductions:

GPG Presenters:

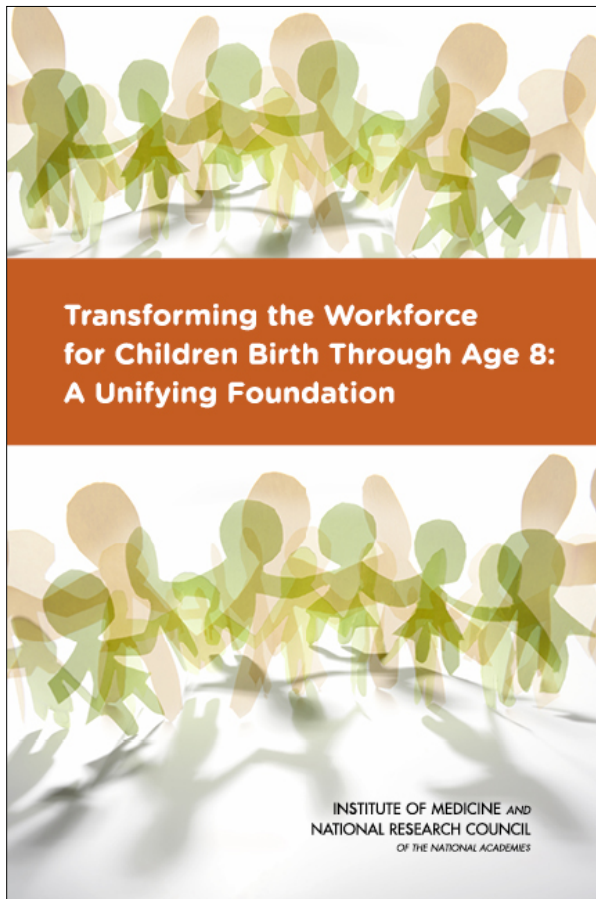
- Caitlin Lawrence-Toombs
- Maggie Steakley, MPP

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



Thirteen recommendations focused on:

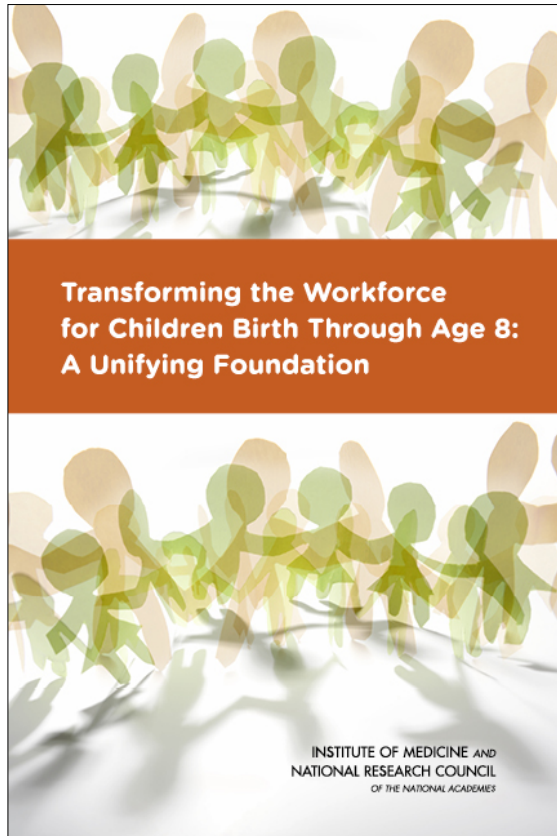
- Strengthening qualification requirements based on knowledge and competencies
- Improving higher education and ongoing professional learning
- Promoting evaluation that leads to continuous improvements in professional and interprofessional practices
- The critical role of leadership
- Support for implementation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



"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.

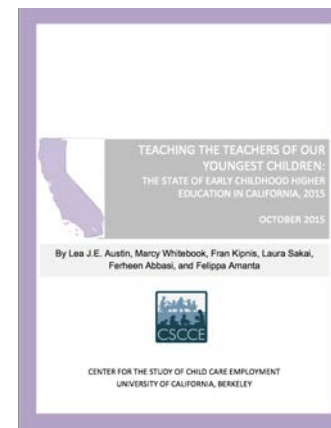
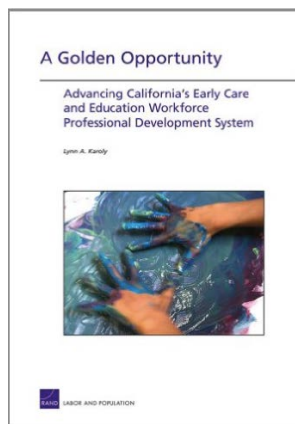
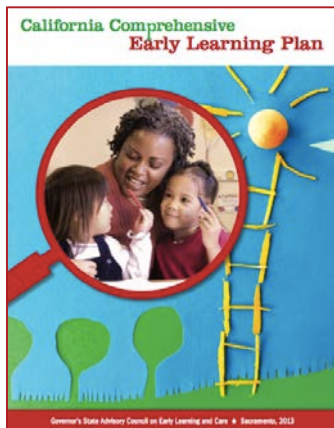
INSTITUTE OF MEDICINE AND
NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

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:

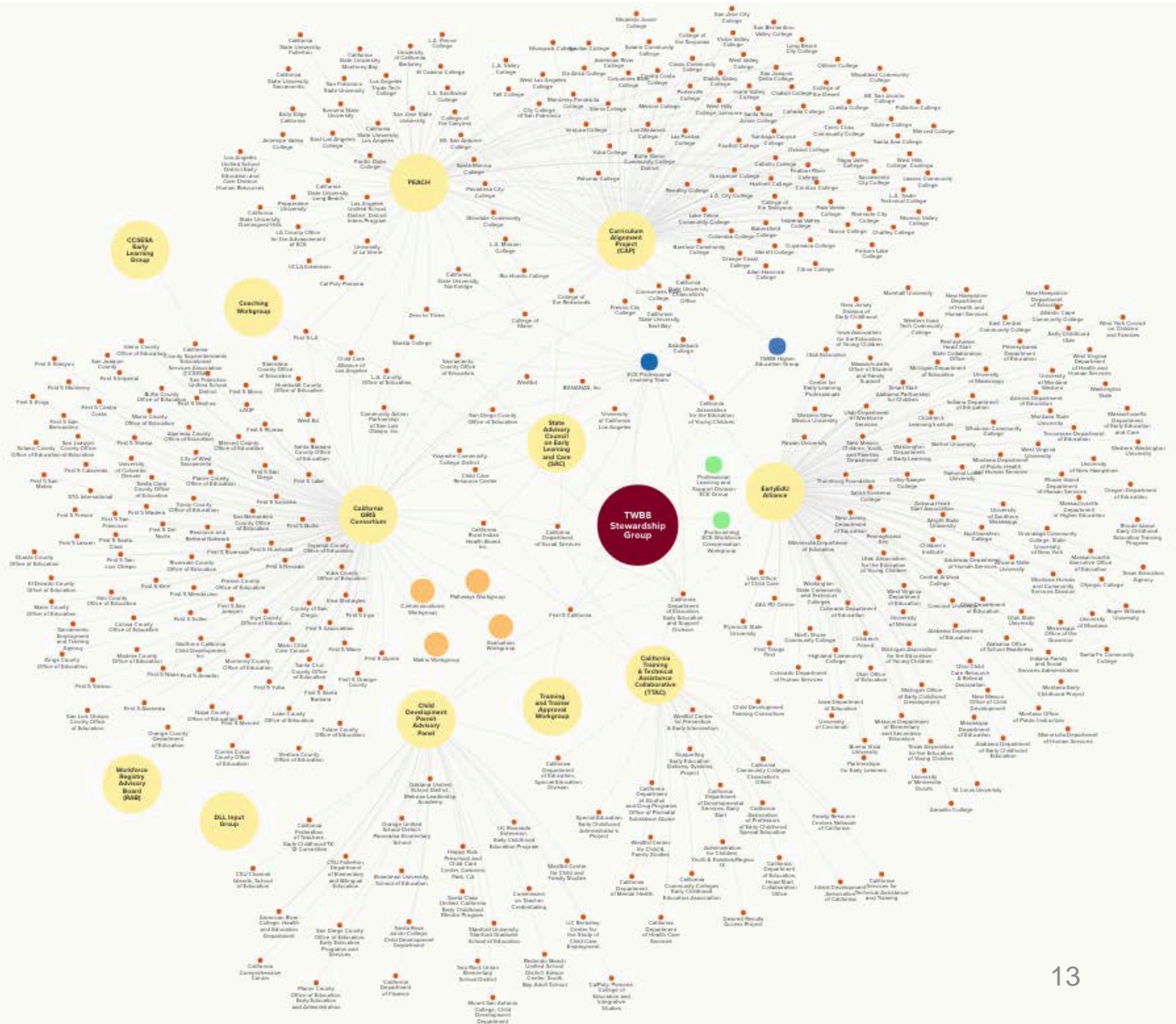
1. Permitting and Credentialing
2. Professional Pathways
3. Higher Education and Ongoing Professional Learning

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)

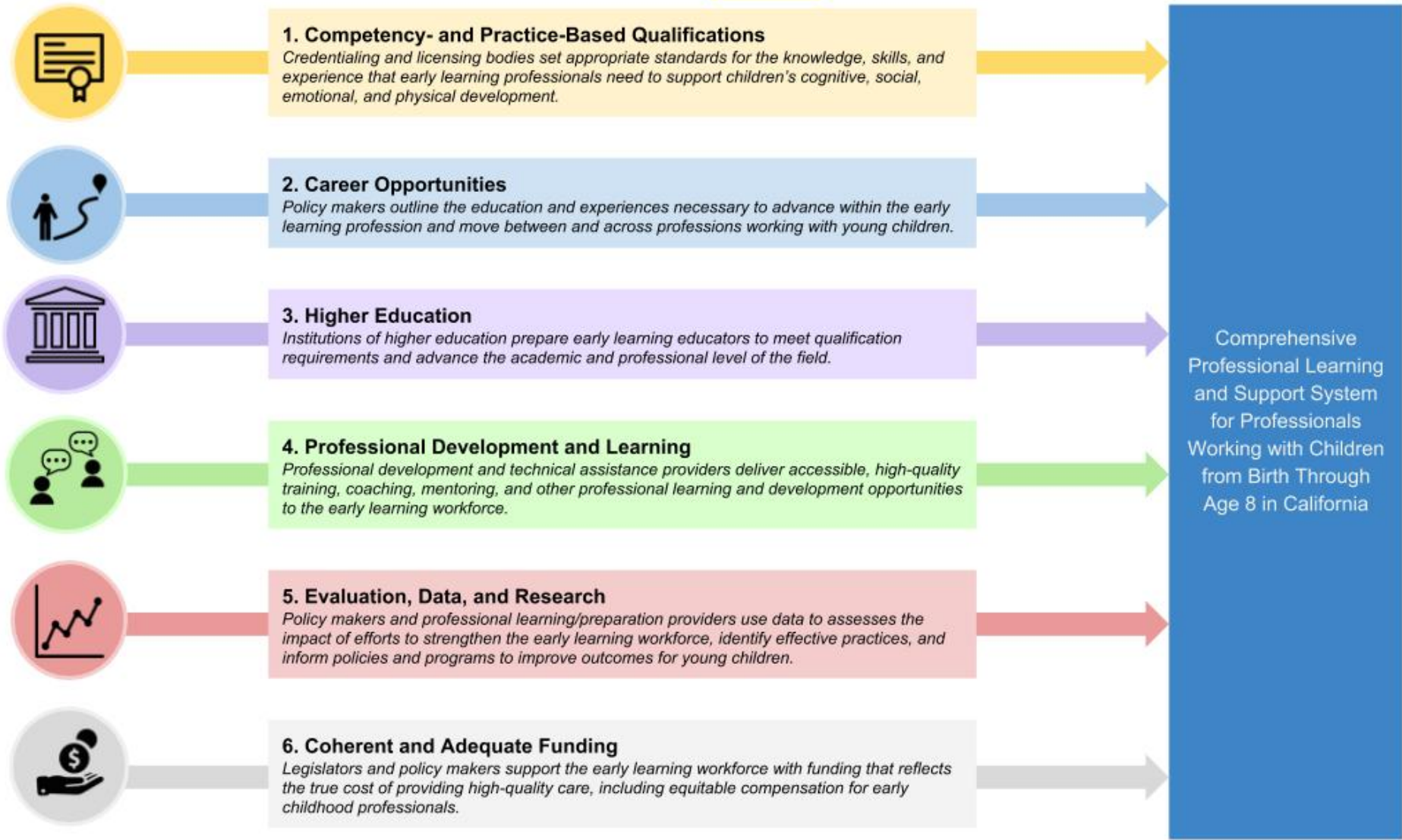
IMPLEMENTATION UPDATES

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)

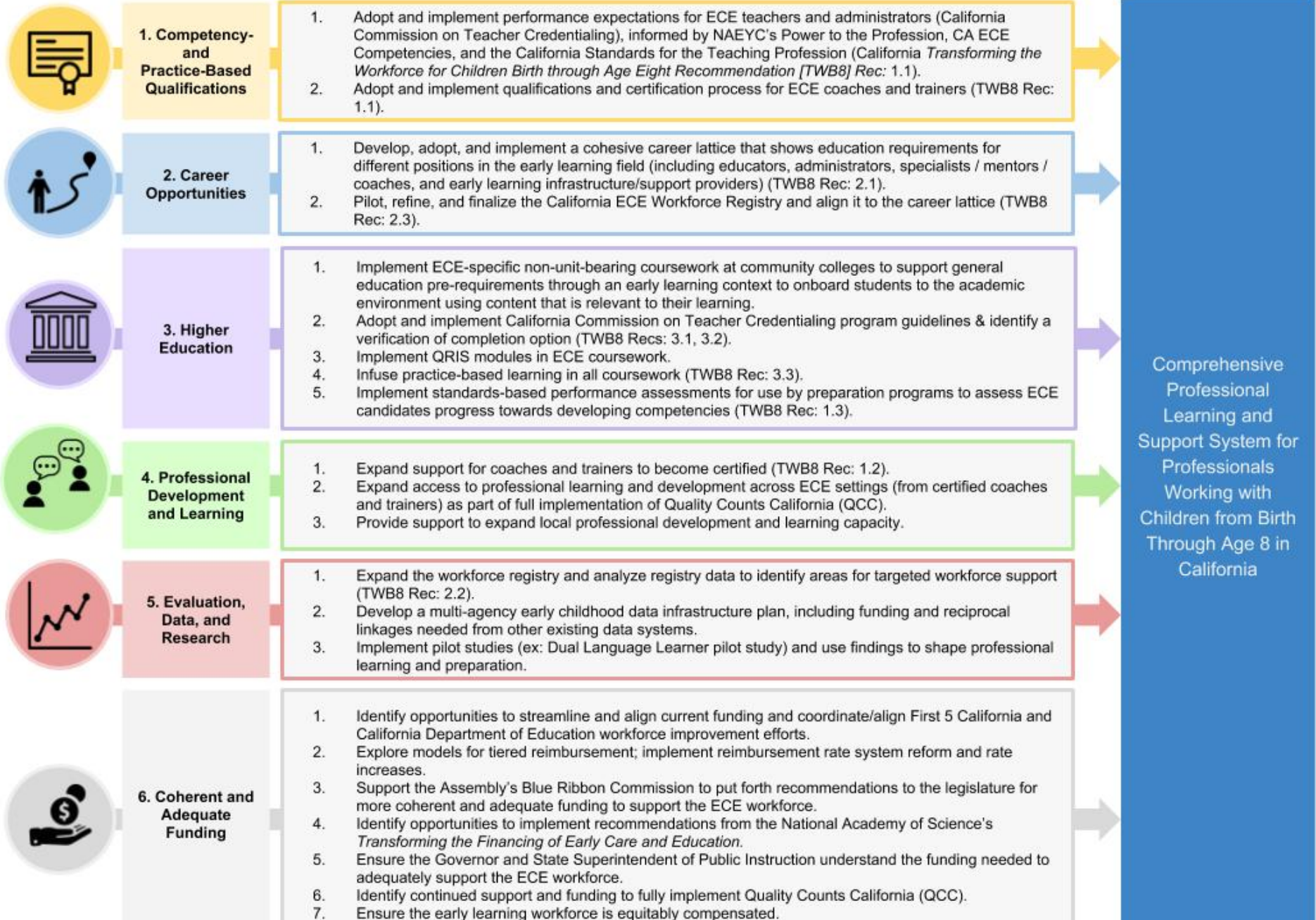
SYSTEM FRAMEWORK: YOUR INPUT

- 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

DRAFT

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 [Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation](#).

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.



SYSTEM FRAMEWORK: YOUR INPUT

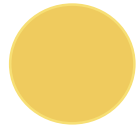
- **What questions do you have about the framework?**
 - *Write these on an index card*
- Form groups of three to discuss: **Could you take this framework back to your colleagues and explain it? What would you need to do that?**
 - *Ask one person to take notes on the template*

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 state-
attention.**

**THANK
YOU**

[twb8-](http://twb8-ca.net)
[ca.net](http://twb8-ca.net)

