

**Early Childhood Workforce:
Issues, Challenges and Opportunities
Kris Perry Talking Points
Friday, March 3, 2006**

High-level point: cost, faculty, K-12 class-size reduction analogy, how 4 year olds are taught; ECE credential 0-8 from Master Plan

Opening/Background Points

- Good morning. My name is Kris Perry and I am the Executive Director of First 5 California. I am honored and appreciate the opportunity to participate on this panel today. Addressing the early learning workforce development needs for an adequate number of appropriately trained early learning teachers is essential for many First 5 Programs, as well as for California. As you may know, First 5 California began in 1998 when voters passed Proposition 10, adding a 50 cents-per-pack tax on cigarettes to fund education, health, child care and other programs for expectant parents and children up to age 5.
- During the past eight years, First 5 California has worked to improve the ability of ALL families, schools and communities to prepare kids for school and beyond. School readiness is at the core of all we do, and everyone here today plays a critical role in achieving this.
- Early learning teacher preparation has been a focus of First 5 California almost from its inception with one of the very first major projects targeting the training and retention of early learning teachers and providers.
- Feel that First 5 has a great deal to add to the conversation as we currently have several major investments that support or inform the preparation of the early learning workforce and address some of the challenges brought up by Marcy.
- But before I describe those, I want to further explain why we have made the ECE workforce a priority. While we all share a vested interest in our state's children, we also share a common set of challenges on the road ahead. Children's academic careers begin well before they enter school, and right now, nearly two thirds of children entering kindergarten in high priority schools do not have the skills they need for success.
- Nationally, more than half of children under the age of five are in non-parental care while their parents work. And though research shows a direct correlation between teachers with bachelor's degrees and specialized training in child development and high-quality early learning programs, California's preschool and early learning teachers still meet only minimal education standards (12 or 24 units of ECE depending on the funding stream).
- Also troubling, childcare providers are leaving the field for higher-paying jobs, and barriers to obtaining higher education in child development and early childhood education are seriously hindering our efforts. This includes a shortage of appropriate programs, absence of weekend and evening classes, high cost of

tuition, and lack of bilingual classes and articulation between community college and university programs. First 5 is taking the lead to ensure a high-level of quality child care for all children. We have shown unparalleled success at promoting professional development and training of a diverse early learning workforce, and increasing their retention, by offering financial awards and increasing supports and access to education opportunities. Our childcare providers play a critical role in shaping the lives of children ages 0 to 5. Our investment in their professional development will enable them to provide the necessary care to help children reach their greatest potential in school and in life.

- First 5 currently has several major investments that support the early learning workforce and address some of the challenges we have been discussing today.
 1. **PoP Demonstration Projects (\$100 million) (See Attachment A):**

7 counties currently participating (with 2 more applications pending) as First 5 PoP Demonstration Projects, and First 5 LA is implementing universal preschool.

 - PoP Demonstration Projects are working on several innovative ways to get teachers in their programs to meet the requirement of a BA. For example, San Joaquin is working on a project that will pay for students to complete junior and senior years of college if student agrees to work in the ECE profession for two years.
 - Also working with their local CARES programs to achieve results for teachers (Note – see CARES section for ideas).
 2. **Early Learning Workforce Development Project (\$400,000) (See Attachment B):**
 - a. Conduct a national inventory of teaching competencies for ECE teachers (pull from and build on previous work in California such as the Advancing Careers in Child Development Project and the competencies they produced for staff at each level of the permit matrix as well as looking at national efforts); and
 - b. Work with higher education and legislative bodies that are convening to explore ECE workforce development.
 - Advancing Careers in Child Development Project (project of Pacific Oaks and funded by Packard Foundation 1991-1999) produced a next steps plan in 1999.
 - Developed the current Child Development Permit Matrix and a set of competencies for staff at each level of the permit matrix.

Child Development Permit Education Requirement (See Attachment D for alternative requirements): Assistant (6 ECE), Associate Teacher (12 ECE), Teacher (24 ECE plus 16 GE), Master Teacher (24 ECE plus 16 GE plus 6 specialization plus 2 adult supervision units), Site Supervisor (AA or 60 units including: 24 ECE plus 16 GE plus 6 admin plus 2 adult supervision units), Director (BA or higher including: 24 ECE plus 6 specialization plus 2 adult supervision)

3. And one of our biggest investments has been in the **CARES (Comprehensive Approaches to Raising Educational Standards - See Attachment C)**: \$155.2 million total investment (Marcy's # includes AB212) from State and local First 5 match in the project from 2000 – 20005 with another \$30 million approved by State Commission for 2006 – 2008 (includes 45 counties).
- Seeks to improve services provided by early learning teachers -- encouraging them through stipends to take college level courses, seek educational trainings and apply for or advance their Child Development Permit.
 - Results from the First 5 CARES Programs highlight many of the challenges addressed in Marcy's paper that face the workforce as they try to increase their education level (*Note - Majority of CARES information obtained from Annual Progress Reports).
 - For example: standardized teacher competencies and curriculum/class content, course offerings and scheduling, lack of classes offered in languages other than English, and articulation among campuses and sectors.
 - An evaluation of the pilot phase of CARES found that nearly 2/3 of participants reported facing barriers to education, with FCC providers consistently reporting more barriers than center-based staff. The most common barriers reported: classes not at convenient times, lack of available time, lack of time off work, cost of classes, and classes held too far away.
 - The Local Planning Council (LPC) often plays a dual role in participating both on the CARES advisory committee and on the college advisory board, which has improved communication and cooperation between colleges and CARES programs.
 - CARES Programs' work with colleges has enabled them to tailor their programs to the educational needs of the field. CARES has been instrumental in forming collaborations between partner agencies, the colleges, and the early learning workforce. Most programs (35 out of 39) report achieving some success in addressing barriers.
 - To overcome barriers of geographical distance, rural counties referred participants to online courses. For example, Glenn County has worked with Butte College and Chico State to offer a course online.
 - Participants are overwhelmingly positive about the support and rewards provided to increase their education. In particular, participants value the one-on-one support and advising.
 - Many participants are using their stipends to further their education including paying for tuition, books, and child care to get to classes.
 - Using memberships in their local college advisory board and sometimes offering financial support, CARES administrators are establishing better articulation

agreements between 2 and 4 year colleges, adding evening and weekend courses in more convenient locations, and introducing ESL accessible courses. For example, Alameda funds positions at community colleges and one of their roles is to develop articulation agreements between the community colleges and 4 yr institutions.

- First 5 County Commissions are also funding several projects to develop new BA and MA programs at local colleges and universities. For example:
 - 1) 11 counties (Alameda, Butte, El Dorado Placer, Riverside, San Luis Obispo, Santa Barbara, Santa Clara, Santa Cruz, San Francisco, and San Mateo) report that they are working to increase BA and/or MA career paths for eligible participants by addressing the lack of articulation between two and four year institutions, and/or by engaging universities in discussions about adding BA/MA programs in ECE.
 - 2) Santa Clara's CARES program collaborated with San Jose State University to offer a two-year Master's Degree program to CARES participants who qualified for the program and is currently working with SJSU to develop a Bachelor's Degree Program for CARES participants with response from participants to this program being overwhelmingly positive (over 100 participants attended one of 2 orientations).
 - 3) Alameda County has been working with Mills College, CSU East Bay and UC Berkeley to create new BA and MA programs in early care and education that include practicums at work place.
 - 4) Through their work with private universities, Riverside and Butte report that they will be offering a BA and/or graduate degree next year, while San Bernardino is working with UC Riverside to offer a Minor in Human Development.
 - 5) SF State University offers a 4 year Bachelors Degree in Child and Adolescent Development on campus at Canada (Community) College in Redwood City. Students can take all required classes on the community college campus.
 - 6) San Mateo is also in discussion right now with SFSU about developing a cohort of AA level students to work together towards a BA with peer and fiscal supports.

Marcy's points

Low Number of colleges offering ECE Programs with especially limited opportunities for higher degrees.

- First 5 CARES programs report that one of the main barriers facing their workforce is lack of access to programs (not a college in their area or the college does not offer a degree in child development/ECE).
- Most rural counties noted that community colleges are geographically difficult to access and online courses are difficult without high speed and experience with computers.
- CARES has increased the number of R&Rs offering courses for credit in locations more accessible to participants. Online and distant learning options especially in rural areas.

Higher Ed in this area is geared mostly toward entry level part of workforce with majority of programs offered at community college.

- First 5 is acutely aware of this because it affects our PoP Demo Projects as they need all teachers to have a BA (with 24 ECE units) in 5 years. CARES counties, including those in urban and rural areas, report a shortage of BA/MA ECE programs as a major barrier for participants.
- 11 counties from the bay area to Santa Barbara are working to increase BA and/or MA career paths for eligible participants by addressing the lack of articulation between two and four year institutions, and discussing adding BA/MA programs in ECE with universities (Note – See end of CARES section above for more).

Diverse workforce with great number of English language learners who need support in successfully completing coursework in English.

- CARES programs report that first time English learners find few introductory courses offered in their home languages in many counties. CARES is funding classes in other languages and ESL classes linked to ECE classes and have developed programs for ELL students at community colleges to assist them earn their General Ed credits.
- The Miriam and Peter Haas Foundation currently is supporting SF City College and SFSU with a cohort of bilingual Spanish/English Head Start students.

A working workforce with difficulty in retaining those who receive BA degrees.

- One of main areas our CARES programs have funded is offering courses at non-traditional times and locations in order to help their participants meet the CARES requirements and increase their education.
- 22 CARES programs funded trainings and 9 funded classes for academic credit.
 - Funded classes included: the Core ECE series, mentoring and supervision, *ESL-ECD linked course, ECERS and Professional Growth Advising.
 - Most of the funded courses were offered during Saturday or evening hours and/or offered in another language other than English (most often Spanish) to meet the needs of participants.

Faculty much less diverse than ECE students.

- Pipeline issue: not creating a group of diverse faculty to teach ECE in the languages of the students and meet the need.
 - Need of students (other languages) don't match the faculty who tends to be an older, Caucasian woman.

Programs don't require full course in topics considered relevant to the field such as dual language learning.

- CARES funding some classes in some of the areas important to First 5 (e.g. infant/toddler) and some programs offer bonus stipends for participants taking classes in key areas (e.g. special needs)

Language supports for English language learners are only offered by about ¼ of programs.

- Several CARES programs provide translation for core ECE classes that are offered during evening or weekend hours, ECERS trainings, professional growth, career advising, and one-on-one tutoring.
- Most participants with degrees or courses from colleges outside of the U.S. have not had their transcripts translated or evaluated for their U.S. equivalencies so a few CARES programs are funding the transcript translation (e.g. Santa Clara).

Student challenges of working, families, lack of academic preparation, financial costs, shortage of opportunities for practice, and increasing demand for courses and supports in languages other than English.

- Found CARES participants need supports in order to be successful at increasing their education, including advising, counselors and tutoring, and remedial classes linked to child development.

- Most programs (31 of 39) provided professional growth advising and/or career counseling and they reported that individualized advising has proven to be effective in moving participants towards a degree and also in saving funding as there is a reduction in repeated courses.
- Remedial classes linked to child development are being funded more frequently for CARES as GE units are needed to obtain degrees and move up the Permit Matrix. For example, Santa Clara's CARES program worked with San Jose City College's Counseling Department to develop and offer a series of guidance classes targeted to entry-level CARES participants and publicized through the Partner Agency. The series included Orientation to College, Study Skills, and Career Planning.
- GE units have traditionally been barrier to many in the field and have prevented people from moving up Child Development Permit Matrix. CARES programs addressing this issue by offering advising or tutoring on GE courses for first time English learners, and reward participants' for acquiring GE units with higher or bonus stipends.
- The high cost of tuition and textbooks for 2 and 4-year colleges is often noted as a barrier (Fresno, Lake, Modoc, Riverside, San Bernardino, and Yuba). Approximately one-third (12 of 39) of CARES programs provide access to tuition, textbook reimbursement, loans and/or a lending library.
 - For example, Santa Clara: Through collaboration with San Jose State University's Master's Degree Program students enrolled in this program are eligible to have all expenses reimbursed, including student fees (tuition), books, parking, graduate admission exams and tutoring.

Difficult to attract and retain a diverse faculty plus a shortage of full-time positions.

- San Francisco and Fresno report that there are not enough ECE instructors to meet the demand, limiting available courses.

Institutional challenges: inability to serve all interested students; articulation and transfer of credits; lack of support for program from institution.

- CARES programs have developed close partnerships with college faculty and administrators, and their involvement has led to more conveniently located and scheduled courses in Fresno, Lake, Siskiyou, Solano, Ventura, and Yolo.
- More work needs to be done around articulation between the community colleges and the CSU system. For example, Alameda funds positions at community colleges and one of the roles is to develop articulation agreements between the community colleges and 4 yr institutions.

Low wages is greatest community-related challenge.

- The majority of CARES programs reported that stipends that increase incrementally with educational gains motivate participants to obtain degrees.
- An evaluation on the pilot phase of CARES found that participants who received higher stipends acquired more GE units and were more likely to move up the CD Permit Matrix than those who received lower stipends.
- CARES has worked as a temporary solution to support and retain the workforce but because it does not address the base salary issue, a more permanent fix is needed.

Closing Comments

- Since the inception of our CARES program, we have already issued more than 56,000 stipends, along with numerous support services to ensure participants success.
- First 5 recognizes what an important role our early learning teachers play in meeting the needs of our youngest children. While our programs are helping improve the quality of local child care and early learning programs for families, we have much work ahead of us.
- We have a unique population to reach out to and need to look at out-of-the box delivery systems to meet their needs: Saturday classes, off-campus, on-line, alternative delivery systems because this is a diverse and working workforce
- First 5 California and the county Commissions are working on several projects that align with the recommendations in Marcy's paper:
 - Expanding lower-division programs and course offerings;
 - Developing more upper-division and graduate programs;
 - Funding parts of positions housed at colleges to support advising services for students;
 - Supporting a project to develop an inventory of teacher competencies; and
 - Creating public awareness of the importance of early learning programs.
- Need to look to the current PoP Demonstration Projects and follow local First 5 counties and CARES programs to learn from these pioneers what works.
 - Following models such as the one in Alameda, Contra Costa, Santa Clara, and San Mateo: Developing a cohort of students to obtain degrees and supporting bi-lingual students.
 - Partnerships with San Jose State University, Mills, Cal State East Bay (Hayward), SF City College and SFSU, among others.
- First 5 has a unique position to make a difference with the current early learning systems in California to ensure that children reach their full potential upon school entry and beyond. We welcome any future partnerships in related endeavors.

- We hope to continue similar conversations in this arena as we look at this opportunity to create a larger infrastructure for early learning.

Attachment A
PoP Demonstration Projects with Expertise in Early Learning Workforce Development

San Joaquin

- Pays for students to complete junior and senior years of college if student agrees to work in the ECE profession for two years.

San Mateo

- Provides tutoring support for ECE students. Transcript evaluation
- Academic counseling and advisement.
- Articulation with the community colleges.
- Data system tracks movement of ECE students.
- Pays for tuition and books.
- Working with four-year colleges to help students complete BAs.
- Plan for four-year degrees to be offered at community colleges.
- College funded to buy faculty time to help students create professional development plans.

Santa Clara

- Textbook loan programs for providers.
- Academic counseling and advisement. Expanded support for English Learners and native speakers.
- Transcript evaluation which is especially helpful for students from other counties.

Ventura

- Completed a comprehensive Workforce Survey assessing staff and compensation which provided ECE baseline data for the county.
- Articulation work with the three community colleges and two universities providing training in child development/early childhood education in Ventura County (two additional universities anticipate adding child development to their degree pattern in the near future).
 - At the current time none of these degrees articulate with each other.
 - Over the course of the 5-year PfA pilot focused support will be brought to creating at least five new articulation agreements.
- Hosted a Workforce Summit on December 9th to release the Workforce Survey and 32 people representing our three community colleges, CSUN, CSUCI, and CLU attended.
- CSUCI is developing its Early Childhood Studies BA – available in 2007. We are participating in the CSUCI articulation committee.
- Advertising for 2 career counselor positions, to be housed at community colleges.

Attachment B

Early Learning Workforce Development Project

- This \$400,000 project will develop needed background information and focus on First 5 Power of Preschool Demonstration Projects, CARES Programs, School Readiness Programs, Special Needs Projects, and other early childhood programs in creating a plan to support California's early learning workforce systems.
- **Goal #1: Conduct an inventory of teaching competencies for early care and education (ECE) teachers** that reflects the best thinking from California and the nation, and links to the California Department of Education's Desired Outcomes for Children.
- Project will develop a detailed guide for developing a set of ECE Teacher Competencies for California to inform what the competencies should address but this project is not producing the actual competences.
- **Goal #2: Work with higher education and legislative bodies that are convening to explore ECE workforce development**, in order to provide background information and recommendations on effective recruitment and retention strategies, and the development of a cohesive, well-articulated, cross-system course of study.

Attachment C

Comprehensive Approaches to Raising Educational Standards (CARES) Summary Progress Report from 04/05

*Note: all statistics are based on 39 counties reporting out of the 46 total participating counties

CARES Project Components

1. Training and Stipends along 5 educational tracks
2. Matching funds directly to County Commissions for CARES Programs
 - a. CARES Programs need to contain program support services and training and Professional Development opportunities for participants; and
 - b. Must complete a Higher Education Access Plan: obstacles that impede participants' progress; local partners in addressing these obstacles; steps program taken to address these issues; and goals and corresponding steps for each fiscal year.
3. Child Development Permit and CARES T&TA Project; and
4. Database and Evaluation

Background/History

- In an effort to address a statewide need for strategies to both increase education and professional development and reduce turnover in the early learning workforce, First 5 California conducted a five-year matching fund pilot program partnering with 47 County Commissions: July 2000 – June 2005.
- \$155.2 million total investment in the project:
 - Total State First 5: \$33.3 million
 - County First 5: \$106.6 million with another \$15.3 from other local funds
- Based on evaluation findings from the pilot phase, State Commission in January 2005 approved to continue CARES for up to \$30 million for July 1, 2005 – January 31, 2009

Degree Levels of Participants

- Of the 10,684 participants awarded during 04-05 Program Year (39 out of 47 counties reporting):
 - Already had degrees: AA - 1785; BA - 1406; and MA -364.
 - Obtained degree: AA - 281; BA - 287; and MA -54.

Degree Levels of CARES Participants FY 04-05

Type of Caregiver	Number of Awarded Applicants with an AA ⁿ¹	Number of Awarded Applicants with a BA ⁿ¹	Number of Awarded Applicants with a Grad Degree ⁿ¹	Participants in FY 04-05 who obtained an AA during program ⁿ² _{n3}	Participants in FY 04-05 who obtained a BA during program ⁿ² _{n3}	Participants in FY 04-05 who obtained a MA during program ⁿ² _{n3}
Non-licensed home-based	19	7	5	0	0	0
Licensed home-based and Their Staff	222	188	46	39	32	7
Children's Center Teaching Staff	1570	1223	307	240	232	32
Children Center Directors	167	329	130	34	40	16
TOTAL	1978	1747	488	301	304	55
Total: Pre-Entry _{n3}	8	8	2	0	1	0
Total: CARES	1785	1406	364	281	287	54

CARES Incentives to Obtain Degree

- 15 counties offered higher stipends to participants who held degrees upon entry into the program.
- Other programs offer bonus stipends besides the regular retention incentive for participants with degrees: holding an AA degree (3), holding a BA degree (7) or holding an MA degree (6).
- 9 counties (Alameda, Inyo, Marin, Mendocino, Mono, San Francisco, Santa Barbara, Santa Cruz, and Tehama) offered bonus stipends to participants who earn an AA, BA, and/or graduate degrees during their program participation.

Child Development Permit Matrix ATT. D - with Alternative Qualification Options Indicated

Permit Title	Education Requirement (Option 1 for all permits)	Experience Requirement (Applies to Option 1 Only)	Alternative Qualifications (with option numbers indicated)	Authorization	Five Year Renewal
Assistant (Optional)	Option 1: 6 units of Early Childhood Education (ECE) or Child Development (CD)	None	Option 2: Accredited HERO program (including ROP)	Assist in the care, development and instruction of children in a child care and development program under the supervision of an Associate Teacher or above.	105 hours of professional growth*****
Associate Teacher	Option 1: 12 units ECE/CD including core courses**	50 days of 3+ hours per day within 2 years	Option 2: Child Development Associate (CDA) Credential. CDA Credential must be earned in California	May provide service in the care, development and instruction of children in a child care and development program; and supervise an Assistant Permit holder and an Aide.	Must complete 15 additional units toward a Teacher Permit. Must meet Teacher requirements within 10 years.
Teacher	Option 1: 24 units ECE/CD including core courses** plus 16 General Education (GE) units*	175 days of 3+ hours per day within 4 years	Option 2: AA or higher in ECE/CD or related field with 3 units supervised field experience in ECE/CD setting	May provide service in the care, development and instruction of children in a child care and development program, and supervise all above.	105 hours of professional growth*****
Master Teacher	Option 1: 24 units ECE/CD including core courses** plus 16 GE units* plus 6 specialization units plus 2 adult supervision units	350 days of 3+ hours per day within 4 years	Option 2: BA or higher with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting	May provide service in the care, development and instruction of children in a child care and development program, and supervise all above. Also may serve as a coordinator of curriculum and staff development in a child care and development program.	105 hours of professional growth*****
Site Supervisor	Option 1: AA (or 60 units) including: <ul style="list-style-type: none"> • 24 ECE/CD units with core courses** • 16 GE units* • 6 administration units • 2 adult supervision units 	350 days of 3+ hours per day within 4 years including at least 100 days of supervising adults	Option 2: BA or higher with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; or Option 3: Admin. credential ****with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; or Option 4: Teaching credential**** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting	May supervise a child care and development program operating at a single site; provide service in the care, development and instruction of children in a child care and development program; and serve as coordinator of curriculum and staff development.	105 hours of professional growth*****
Program Director	Option 1: BA or higher including: <ul style="list-style-type: none"> • 24 ECE/CD units with core courses** • 6 administration units • 2 adult supervision units 	Site Supervisor status and one program year of Site Supervisor experience	Option 2: Admin. credential *** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; or Option 3: Teaching credential**** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting, plus 6 units administration; or Option 4: Master's Degree in ECE/CD or Child/Human Development	May supervise a child care and development program operated in a single site or multiple-sites; provide service in the care, development and instruction of children in a child care and development program; and serve as coordinator of curriculum and staff development.	105 hours of professional growth*****

NOTE: All unit requirements listed above are semester units. All course work must be completed with a grade of C or better. Spanish & Chinese translations available.

*One course in each of four general education categories, which are degree applicable: English/Language Arts; Math or Science; Social Sciences; Humanities and/or Fine Arts.

**Core courses include child/human growth & development; child/family/community or child and family relations; and programs/curriculum. You must have a minimum of three semester units or four quarter units in the core areas of child/human growth & development and child/family/community.

***Holders of the Administrative Services Credential may serve as a Site Supervisor or Program Director.

****A valid Multiple Subject or a Single Subject in Home Economics.

*****Professional growth hours must be completed under the guidance of a Professional Growth Advisor. Call (209) 572-6085 for assistance in locating an advisor.