



California County Superintendents Educational Services Association

1121 L Street, Suite 510 • Sacramento, CA 95814 • (916) 446-3095 • www.ccsesa.org

February 5, 2010

To: California Early Learning Quality Improvement System Advisory Committee Members

From: Lee Andersen, Merced County Superintendent of Schools
and Chair, CCSESA PreK Task Force

Subject: Quality Elements for Early Learning Workforce and Professional Development

On January 27, 2010, CCSESA's PreK Task Force, whose membership is representative of the 58 County Superintendents of Schools, met and discussed the emerging priorities and recommendations of the California Early Learning Quality Improvement System (CA ELQIS) Advisory Committee. We commend the Advisory committee and its subcommittees for their first year efforts and the work ahead, particularly considering the enormity of the task and complexity of the issues and challenges in California. In support of the Committee's ongoing initiatives, we wanted to share intersection points with your interim report and our leadership roles in workforce development.

Based on the CA ELQIS Advisory Committee 2009 Interim Report (January 2010), the 58 County Superintendents of Schools who organize their statewide delivery of services into 11 geographic regions, have the infrastructure in place to address the following recommendations from the report:

- To make courses accessible to the many students who already work fulltime, classes should be available in the community and after hours
- To expand access to education, alternative, non-traditional providers of degree-bearing coursework should be explored
- In an efficient system, courses would count for multiple purposes, such as toward certification and satisfying staff education requirements related to Title 5 or Title 22 licensing standards; training required for regulatory or contract compliance should also count toward a degree
- Currently, the content of training for providers is inconsistent across program settings. Both center teachers and family child care providers would benefit from training aligned with the *Infant/Toddler Learning and Development and Preschool Learning Foundations* and curriculum frameworks

County Superintendents of Schools currently offer programs and services for teacher, paraprofessional, and administrator development at preK and K-12 levels and have statewide delivery systems in place, including:

- **Credentialing:** Intern Credential programs for K-12 teachers; Administrator Professional Development programs to satisfy Tier 2 Administrative Services Credential requirements;
- **Induction programs:** Regional Beginning Teacher Support and Assessment programs to meet certification requirement for Clear Teaching Credential;



- ***Professional Development:*** State-approved providers for Teacher Professional Development Institutes in Reading/Language Arts and Mathematics, K-12, tied to academic content standards and based on current research. In the area of early learning, operate the California Preschool Instructional Network (CPIN), a statewide professional development system focusing on *California's Preschool Learning Foundations* and curriculum frameworks.

As I am sure you are aware, California's current system of K-12 teacher and administrator preparation and development is based on the following principles:

- State-adopted standards for the teaching profession, aligned to K-12 academic content standards, which are used to both accredit preparation programs and guide the initial growth of California's new teachers;
- State-adopted standards for administrators that serve as the foundation for certification, credentialing, professional development, and evaluation of school administrators;
- Multiple preparation and certification routes that require all credentialing providers, including higher education institutions and school districts and county offices of education, to meet the same rigorous program standards; and
- Professional development, grounded in standards-based content knowledge and current research.

We see strong corollaries for building an early learning workforce development system in California that builds on this successful, well-established approach. In fact, the California Race to the Top Application (January 2010) submitted jointly by the Governor, Superintendent of Public Instruction, and President of the State Board of Education highlights this well-established system.

For these reasons, we strongly encourage you to design a delivery system for early learning workforce development that offers alternatives for meeting licensing, permit and certification requirements in a variety of community settings through a variety of training providers, including school districts, county offices of education, and regional training partnerships, that meet high quality program standards, and are based on the 0-5 foundations and curriculum frameworks. Thank you for considering this input.

cc: Camille Maben, Director, California Department of Education (CDE)
Roberta Peck, Consultant, CDE