

4 EARLY LEARNING WORKFORCE DEVELOPMENT AND TRAINING



Nationwide there has been an increased trend to raise teacher qualifications. The No Child Left Behind Act requires every classroom to have an associate degree-level teacher, and by September 30, 2013 at least 50 percent of Head Start teachers nation-wide must have a bachelors or advanced degree.

The National Child Care Staffing Study (NCCSS) investigated the link between staff wages, staff stability, teacher background, and program quality. The study confirmed earlier research that formal education was the “strongest predictor of ... appropriate caregiving at the classroom level (along with ratios and wages),” and that “...teachers with some college-level early childhood training or a Bachelor’s Degree in the field engaged in more appropriate caregiving and were more sensitive and less detached than teachers with training at the vocational level or lower.”¹

4.1 THE EDUCATIONAL SUPPORT SYSTEM FOR SACRAMENTO’S EARLY LEARNING WORKFORCE

During the past few years of economic decline, many child care centers and family child care homes have been forced to close their doors, putting qualified Early Childhood Education (ECE) teachers out of work. As jobs in the ECE field become scarce, many ECE professionals are returning to school to complete or expand on their degrees in order to be more competitive in the field.

Sacramento County has developed an extensive and integrated system for educating its ECE workforce through community colleges and four year universities. In the past five years, the Sacramento Area Regional Alliance for Professional Preparation in Early Education (SARAPPE) formed to examine the development of an articulated BA option for students in the region and has successfully streamlined the systems for ECE students to transition from a community college in Los Rios Community College District to California State University, Sacramento. The Sacramento Area Regional Alliance for

Professional Preparation in Early Education includes the Los Rios Community College faculty and staff, California State University, Sacramento faculty and staff, representatives of Sacramento County Office of Education and school districts, and early childhood service agencies. Prior to the collaboration, ECE students would obtain an AA degree in ECE and then find that less than a quarter of the ECE course credits they had taken at the community college level would transfer towards a BA degree in Child Development.

Concurrent with the efforts of SARAPPE and the California Community College Early Childhood Educators Association, three of the Los Rios Community Colleges have completed a Curriculum Alignment Project and the fourth is in the process of aligning curriculum and course titles for consistency across the state for the eight core courses of ECE. These same courses transfer into the general education or Child Development major at CSUS. Annually, CSUS faculty host information sessions and individual meetings with students who want to transfer from the Los Rios Community Colleges to CSUS. CSUS has also redesigned the Child Development major into 5 distinct concentrations to tailor to the career paths of the students. A cohort program for a BA has also been developed by the Child Development Department that is administered through the College of Continuing Education. As of June 2011, two cohorts have completed a BA degree in Child Development using a distance learning model. Private colleges and universities have also begun local cohort programs in Child Development in the Sacramento area, including National University and Pacific Oaks College. These private colleges and universities offer both BA and MA degrees for students in this area.

There are a number of systems in place in Sacramento County to support early child care professionals to meet both state-mandated and quality standards. These include state, private and community institutions of higher education, as well as child care professional service agencies both individually and in collaboration, providing opportunities for support and training of child care professionals. For more detailed information on the types of programs, please see Section 5 of this plan.

4.1.1 LOS RIOS COMMUNITY COLLEGE DISTRICT

The Los Rios Community College District is a two-year public college district serving the greater Sacramento region. The colleges within the Los Rios District include American River, Consumnes River, Folsom Lake, and Sacramento City colleges. The District also has major centers in Placerville, Davis, West Sacramento, downtown Sacramento, Natomas, and Rancho Cordova to meet the diverse needs of its student population.

Los Rios colleges offer transfer education that allows students to complete freshman and sophomore years and transfer to a four-year college or university or to obtain an AA degree and certificates in several Early Childhood Education areas.

Three of the Los Rios campuses, American River College, Consumnes River College, and Sacramento City College have lab schools on their campuses. These lab schools provide early childhood education students with a hands-on experience working with and observing young children while serving as a model early childhood program for young children and their families.

In 2010, there were 1068 full-time equivalent students in transferable Early Childhood Education courses. Eight hundred and ninety were identified with an Early Childhood Education major. One hundred and five were enrolled in internet classes.

Los Rios Community Colleges ECE departments participate in two federal- and state-funded programs to support new and seasoned ECE professionals attending community college classes:

■ The Child Development Training Consortium (CDTC) is a statewide program funded by the California Department of Education, Child Development Division (CDE/CDD) with federal Child Care and Development Quality Improvement

funds. The program is administered by the Yosemite Community College District and serves all of California. CDTC promotes high quality early education to California's children and families by providing financial and technical assistance to child development students and professionals. The Community College Program is funded to provide stipends to employed students of ECE and to provide textbook loans for ECE courses. Child Development Permit Stipends and Live Scan Reimbursement funds are available to students applying for first time permits at the lower permit levels and upgrades for all levels. Funding for all program services is limited.

■ The California Early Childhood Mentor Program (CECMP) Los Rios Region provides resources and support to aspiring and experienced teachers and administrators in programs serving children birth to five and before- and after- school programs. Through Federal and local funding the Mentor Program provides stipends and professional development support to:

- Mentor Teachers who guide college students in Early Care & Education
- Director Mentors who provide resources and expertise to new directors and administrators facing new challenges

These activities promote: success among college students who aspire to teach by supporting them with hands-on integration of theory and practice; improved practice among administrators by providing them with management and leadership support; stability and professional growth of both Mentor Teachers and Director Mentors by enhancing income, recognition, and professional development opportunities; more degree and certificate completion within institutions of higher learning by offering flexible practicum options; and development of higher quality ECE programs serving children and families in California communities. It is the integration of these activities that makes the impact unique.

4.1.2 CALIFORNIA STATE UNIVERSITY, SACRAMENTO (CSUS)

With many undergraduate and graduate programs in the field of early care and education, the Child Development Department at California State University, Sacramento offers students the opportunity to study physical, socio-emotional and cognitive

growth and development from conception through adolescence, preparing students for careers in child care teaching and administration, parent education, elementary school teaching, community college teaching, or work with a variety of community based human services agencies which serve children and families.

In the Undergraduate Child Development major, students can choose from one of five concentrations:

- Early Development, Care and Education (for preschool teaching and administration)
- Social and Community Settings (for working in non-profit, legal, social work, or counseling settings);
- Elementary Pre-credential (to prepare for admission to a credential program);
- o Integrated Pre-credential Subject Matter (prepares students for credential and subject matter competency) and
- Individualized Concentration (for individualized focus of study).

All concentrations provide a broad liberal arts education with an emphasis on development from infancy through adolescence with a sound academic program in Child Development. The concentrations differ in their focus in order to prepare students interested in a broad range of careers that serve children and their families. Throughout the process, students are encouraged to work with a faculty advisor in order to ensure that they are in the concentration track best suited to their future career goals.

The Master of Arts in Child Development program at California State University, Sacramento offers an opportunity for the advanced study of developmental theory and research in preparation for a wide range of professional objectives. Students in the program have the opportunity to focus their studies in one of two directions, Theory and Research or Applied Settings. Both programs emphasize scholarly reflection on developmental issues and academic excellence in oral and written communication. The Masters program prepares graduates for professional employment in a variety of settings, including working directly with infants, children, and their families, teaching at the community college level, and preparing for additional study toward a doctoral degree in child development or a related field. In 2010 there were 202 Undergraduate Degrees and 20 Masters Degrees in Child Development issued to students by CSUS.

Year	B.A., Child Development	M.A., Child Development
2008	190	13
2009	175	9
2010	202	20

The Associated Students Inc. Children’s Center on the campus of CSUS serves as an exemplary program which models current principles and practice in child development for students in the child development program. The Children’s Center provides student internships and employment which provide experience and build knowledge in early care and education, administration, and leadership. Student Assistants participate in on-going staff development.

4.1.3 CHILD DEVELOPMENT PERMITS IN SACRAMENTO COUNTY

The Child Development Permit Teachers in California who work in state-funded child care programs are required to have three times as many formal college units as teachers who work in private child care programs. A teacher in a private child care center must have 12 units in Early Childhood Education or an Associate’s Degree (AA), or higher with an emphasis in Early Childhood Education/Child Development; a teacher in a publicly funded child care program must have a Child Development Teacher Permit or higher issued by the Commission for Teacher Credentialing.

To qualify for a child development teacher permit, the teacher must have 24 units of early



childhood education/child development and 16 general education units. Family child care providers and exempt child care providers have no formal educational requirements in order to open a business and/or care for children from a family other than their own.

There are currently two ways to obtain the Child Development Permit. The first and most direct way is to apply directly to the California Commission on Teacher Credentialing. The second way is to go through the Child Development Training Consortium who, as funding permits, will pay the applicant fees and reimburse fingerprint expenses. In Fiscal Year 2009-2010, there were 286 new child development permits issued to early care and education providers in Sacramento. Another 144 early care providers renewed their permits.²

4.2 EMERGING ISSUES AND POLICY QUESTIONS TO CONSIDER

A professional, skilled early childhood workforce must be recruited, promoted, and retained through a coordinated system for professional development that provides adequate compensation and benefits.

■ Facing a state funding cut of seven percent in fiscal year 2011-2012, Sacramento’s community colleges were forced to enroll approximately 18,000 fewer students in the fall and reduce the number of classes to contend with budget shortfalls. This, coupled with a rise in the community college per unit fee, makes higher education less accessible to child care providers.

■ Parents strongly support requirements for professional training for child care providers before they can work with children and in specific areas of child development and guidance, health and child abuse prevention. In Sacramento County these concerns will continue to be addressed through state and local efforts to:

- align course work with evidence based curriculum and early learning professional competencies
- assist students with education and transfer planning
- provide incentives for professional development
- provide training opportunities that are accessible to working professionals

■ Because of barriers for adult English-learning students, the majority of child care center teachers and family child care home providers in Sacramento County, for whom English is a second language, have not engaged in either non-credit or credit-bearing training. If Sacramento County is to build an early child care and education workforce reflective of, and well prepared to meet, the needs of Sacramento’s children, then consideration must be given to updating and expanding courses and training at all educational levels to erase barriers for adults learning English.³●

California Commission on Teacher Credentialing New Child Development Permits Issued	2009-2010 Initial	2009-2010 Renewal	2009-2010 Total Permits Processed
Child Development Assistant Permit	44	1	45
Child Development Associate Teacher Permit	86	16	102
Child Development Teacher Permit	23	5	28
Child Development Master Teacher Permit	16	14	30
Child Development Site Supervisor Permit	74	81	155
Child Development Program Director Permit	43	27	70
Grand Total	286	144	430