

**CA EARLY LEARNING QUALITY IMPROVEMENT SYSTEM**  
**Subcommittee: WORKFORCE AND PROFESSIONAL DEVELOPMENT & QUALITY**  
**INCENTIVES**  
**POLICY STATEMENTS - 1**

April 23, 2010 – draft (updated from March 18, 2010 meeting)

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**Competencies & Courses: Content of Education &  
On-going Professional Development**

1. Early Childhood Educator (ECE) Competencies, which include the Early Learning Foundations, will be developed into a common course of study and then into agreed upon courses for Associate and Bachelor degrees and delivered statewide. Credit-bearing courses are required for degrees.
2. Using the statewide common course of study based on the ECE Competencies:
  - (a) All California community colleges will be required to incorporate the ECE core 8 classes into their degree programs.
  - (b) All CSU institutions will be required to align their courses to ensure a statewide common course of study across the two and four-year degree system.
3. A clear and accessible system to challenge courses and degrees based on demonstrated competencies will be developed and publicized.

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**POLICY STATEMENTS - 2**  
 April 20, 2010 - draft

**QRS Staff Education and On-going Professional Development Element  
 Qualifications for Professional Jobs: Education and Experience**

**QRIS Section:**

- a. Staff education and training criteria vary at each tier of the QRIS, encompassing components of formal education (units earned); practicum (including reflective practice, internships, fieldwork); and on-going professional development (including mentoring and/or coaching).
- b. QRIS 'staff education and training' criteria apply to Lead Teacher as the proxy for the education and professional development of staff in the ECE program.
- c. Single set of criteria in QRIS tiers for both licensed center-based programs and licensed family child care home providers.

QRS Staff Education and Training - 3 Options:

<b>Staff Ed &amp; On-going Prof. Dev.</b>	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>	<b>Tier 4</b>	<b>Tier 5</b>
<b>Option A</b>	12 units (of core 8) at accredited College *	24 Units in ECE (core 8)	AA with 24 units in ECE	same	BA Degree with <b>48</b> units in ECE
<b>Prof. Dev.</b>	<b>40 hours over 5 years</b>	<b>40 hours over 5 years</b>	50 hours over 5 years	100 hours over 5 years	same
<b>Option B</b>	12 units (of core 8) at accredited College *	24 units in ECE (core 8)	AA in ECE	BA in ECE	ECE Masters (Credential in future)
<b>Prof. Dev.</b>	<b>8 hours annual professional development</b>	same	12 hours annual professional development	16 hours annual professional development	20 hours annual professional development
<b>Option C</b>	12 units (of core 8) at accredited College *	12 units (of core 8) at accredited College *	AA with 24 units in ECE	same	BA Degree with <b>24 units</b> in ECE
<b>Prof. Dev.</b>	<b>10 hours annual professional development</b>	<b>15 hours annual professional development</b>	20 hours annual professional development	same	same

\*Core 8 means credit-bearing courses in: child growth and development; child, family and community; principles and practices; introduction to curriculum; observation and assessment; health, safety and nutrition; teaching in a diverse society; practicum. Currently Title 22 Licensing may include, but does not require, that courses be from accredited colleges.

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POLICY STATEMENTS - 3

April 23, 2010 – draft

Delivery System for Career Pathways

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The early childhood professional development system will provide an integrated, comprehensive course of study for a career ladder that prepares assistant teachers, teachers, mentor teachers, and program directors. This course of study will be rigorous, will reflect state of the art understanding of early childhood education, and will align with the Early Childhood Educator competencies. This customer-friendly, accessible delivery system for credit-bearing degree programs will be provided by both two- and four-year colleges/universities. Colleges/universities shall seek to make courses and degrees as accessible and affordable as possible, with special attention to family child care providers. Colleges/universities will enlist community agencies as alternate providers, in order to assure access to credit-bearing teacher preparation throughout California.

Every California Community College and State University will offer programs for ECE teacher preparation. The courses must be accessible at times, locations, and dates that meet the needs of their community.

To improve statewide accessibility, a system-wide mechanism will be implemented that allows alternative providers to offer credit-bearing courses through arrangements with WASC accredited colleges. First, the colleges will be asked to approve credit-bearing coursework, and if that doesn't work, the alternative provider can petition Chancellor's Office to do so and, in the future, check the statewide registry that catalogs ECE professional development programs and coursework.

For student remediation assistance and other supports, pilot projects will be established to develop strategies that allow available funds and other resources to follow students to the IHEs and alternative providers providing ECE professional development.

There are benefits to ECE employers and students to minimize costs while maintaining the quality of professional development and sustaining institutions granting degrees. Therefore, a cost analysis will be completed to determine the financial needs of alternative and existing degree attainment systems. The cost analysis will inform and benefit both providers and consumers to maximize enrollment opportunities.

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**QUALITY INCENTIVES**

**POLICY STATEMENTS - 4**

April 22, 2010 - draft

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**Compensation and QRS Incentives**  
**Policy Statements**

- Ensure that improved program funding be used to compensate individual teachers for their educational attainment as their programs achieve higher levels of quality
- Integrate model work standards, including teacher compensation and working environments
- Provide technical assistance for program managers with a focus on accounting solutions that resolve the complications arising from the blending of funding streams and facilitates the ability of programs to improve pay, benefits, and working conditions.
- Use new resources in long-term to increase and sustain reimbursement rates as stable part of wage structure.
- Provide financial support to individuals is essential for access and success in attaining credit-bearing courses and degrees.