BRIDGES

CALIFORNIA HEAD START–STATE COLLABORATION OFFICE

In This Issue

From the reauthorization of the Head Start Act in 2007 to the recommendations of 2011 for the California Early Learning Quality Improvement System, educational requirements for early educators are increasing. At the national, state, and local levels, agencies and organizations are examining the educational needs of this diverse group of existing and emerging teachers and marshaling resources to meet those needs.

This issue of *Bridges*, developed in partnership with the Child Development Training Consortium, focuses on projects and activities designed to assist early educators in meeting professional development needs and requirements and, ultimately, to improve outcomes for California's children. We hope you find it useful.

A Message from the California Head Start Association

by *Kay Wernert,* President
California Head Start Association

The Head Start Act of 2007 identifies professional development as "high quality activities that will improve the knowledge and skills of Head Start teachers and staff, as relevant to their roles and functions . . . and are part of a sustained effort to improve overall program quality and outcomes for enrolled children and their families." The Act goes on to say "it should assist teachers in the acquisition of the content knowledge and teaching strategies needed to provide effective instructional and other school readiness services."

Education, *training*, *mentoring,* and *coaching* are all words that are used frequently in the early care and education field and are gaining increased importance as we learn more about what makes an effective teacher and her/his impact on child outcomes. The education bar continues to be raised for classroom staff, and increased education requirements for Head Start home visitors and family support workers are being discussed at the federal level. The Classroom Assessment Scoring System (CLASS) instrument helps us focus on the quality of instructional strategies, emotional climate, and classroom organization to support effective teaching.

Head Start often takes the lead in using research to craft requirements, guidelines, and grant opportunities. Teacher education is an example. There are new requirements for AA and BA degrees for teachers, and there are minimum education levels for other staff in the classroom. The CLASS is an example of a research-based observation instrument promoted by Head Start and developed to assess classroom quality in preschool. The goal is to improve the quality of instructional strategies, the emotional climate, and classroom organization. More effective teaching and more positive outcomes for children will be the result.

Much is being done at the state and local levels to create systems and opportunities designed to meet the increased demand for skill development and education. Some examples are found in this issue of *Bridges;* these initiatives and projects are all working toward the same goal: providing the best and most effective opportunities for all children in California.

Our professional development system must maintain diverse delivery options. Although workshops and conferences play an important role in exposing early care and education staff to effective ideas and approaches, strong follow-up and mentoring help them retain that knowledge and use it to ensure better outcomes for children. California has a myriad of professional development and education resources. There are online classes and locally delivered cohorts available to staff where lack of access or family and work obligations make it difficult to attend traditional day classes on a college campus. Head Start has a training and technical assistance system at the state level, and the California Preschool

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This issue of Bridges can also be found on the California Department of Education's Web site http://www.cde.ca.gov/sp/cd/re/chssco.asp.

The Child Development Training Consortium

A Networking System for Community College Faculty

by *Patty Scroggins*, Director, and
Gail Brovont, Assistant Director

California continues to rely on community college programs to prepare child development students for careers as teachers. Community colleges are the entry point for the early care and education workforce. Regardless of the position held in the field, child care professionals typically begin their career at the local community college.

Program History

The Child Development Training Consortium (CDTC) is one of three programs that operate at community colleges to support child development students completing course work leading to employment in the field and attainment of a child development permit issued by California Commission on Teacher Credentialing.

The CDTC works collaboratively with the California Early Childhood Mentor program and CDC WORKs!. All three programs are funded through the California Department of Education's Child Development Division with federal block grant Child Care and Development Quality Improvement funds, which are administered by the Quality Improvement Office.

> *I would like to thank you for the reimbursement that CDTC offers because it motivates me to continue studying and achieve my goal, which is to obtain my AA degree in early childhood education.*
>
> —Woodland Community College student

The CDTC currently has contracts with 103 California community colleges that maintain a child development department. In 2009–10 about **20,000** individuals were served, and **7,411 of them were identified as community college child development students**.

Each community college has an assigned faculty coordinator who assists students with their educational goals and entry into the local campus CDTC program. The campus programs offer supports based on input from local

CDTC has provided a very clear and detailed curriculum outline for me to follow as I earn my AA degree in ECE. It will provide tuition reimbursement that would have otherwise been unavailable to me because I am the owner of my large family child care and am self-employed.

—Las Positas College student

community agencies through the college's Child Development Advisory Committee. Supports include reimbursement for tuition, books, and conference registration; tutorial services; a book-lending library; enhanced materials for practicum and other courses; and individual permit and course guidance. Additionally, campuses use CDTC funds to offer courses beyond the college schedule.

Over time, the CDTC's program services have expanded to meet a wider range of needs, including a registry of more than 4,000 trained professional growth advisers, fee reimbursement and technical assistance for obtaining child development permits, and career incentive grants, which serve students working toward a BA degree.

The CDTC's history of providing reliable service and support to students, practitioners, and faculty make it California's largest professional early care and education workforce development hub. Using existing structures allows the CDTC to expand in a cost-effective manner and respond to the emergent needs of the profession and the state as it develops its rating system and professional development system for the early care and education workforce.

Community College Programs and Services

The CDTC's statewide programs that benefit early care and education professionals are:

Community College Program. Through this program the CDTC served 125,933 students from 1993 to 2009 who took 742,966 child development units at their local colleges. These services are instrumental in supporting the workforce as they obtained an associate's degree, a child development permit, and/or transferred to the California State University system for advanced degrees and learning. The services and courses also assist the field of professionals in building their knowledge base of state-developed and -driven initiatives such as the *Preschool Learning Foundations*, the *Preschool English Learners Guide*, and the Desired Results Developmental Profile. The services for each region are determined by the Child Development Advisory Committee composed of college faculty, students, community agencies, and care providers from all sectors, including family child care homes and centers. Students who participate in the community college program must be employed in a child development program and seeking or maintaining a child development permit.

Thank you for the help you have given me. I am continuing my education to someday be a director of a center.

— Taft College student

Career Incentive Grants. These grants are available to reimburse the educational costs of eligible students who are attending non-CDTC community colleges or four-year colleges or universities. This program also requires that the students be employed in child development and seeking or maintaining a child development permit. **Since 2005–06 the number of students obtaining these funds has increased substantially, and funds are exhausted each fiscal year.** Annually, more than 300 students obtain these funds. This number demonstrates the field's commitment to continuing education and being in a professional career.

The CDTC has encouraged me to continue my education and succeed in my classes and in life, too.

—Columbia College student

Child Development Permit Project. The funds available to pay the application processing fees to the Commission on Teacher Credentialing have declined over the past few years, while the demand for technical assistance and financial support continues to grow. Currently, the CDTC provides technical assistance for all levels of the permit and payment of application fees for the first-time applicant, renewal, and upgrade of the assistant, associate teacher, and teacher levels of the child development permit. The funds also provide reimbursement for online permit renewal and the first-time permit applicant's Live Scan fingerprint processing fee. The CDTC processes more than 4,000 permit applications annually and, since the permit's inception in 1997, has processed 75,400 permit applications for submittal to the commission.

Professional Growth Adviser Training Project. For permit holders seeking a professional growth adviser, a

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Networking System for Community College Faculty

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registry of available advisers can be found on the CDTC Web site (http://www.childdevelopment.org).

Faculty Networking System

In addition to providing direct support to child development college students and the current workforce, the CDTC created a unique networking system that impacts faculty and the early education community at large. As faculty convene throughout the year to address critical issues of the early education workforce and develop opportunities to better support their needs, the CDTC coordinates and administers many of these efforts. One example is the Curriculum Alignment Project (CAP), which brought together more than 300 faculty members to develop a core foundation of eight child development courses for the lower division. Many network activities were held during the CDTC's annual and regional meetings.

> *I have improved my understanding of the field and have implemented my knowledge to better myself as a teacher in order to serve the needs of the children under my care.*
>
> —Glendale College student

Another CDTC effort is the Higher Education Colloquium, which held its first annual event in March 2010. One hundred faculty members from community colleges and the CSU system met for three days and developed a set of Principles, Intentions, and Resolutions to guide higher education in its response to and collaboration with state initiatives as it meets the needs of students and programs. In addition to this work, faculty from around the state presented a Poster Session that displayed some of the innovative and responsive programs that reside within teacher-preparation programs at their institutions. The CDTC coordinated this event through the Quality Improvement Office at the California Department of Education. The next event is scheduled for spring 2011.

The Child Development Training Consortium is an important component of the emerging professional development system for California. Its infrastructure and relationship with all California community colleges that maintain a child development department—and with those in the CSU system—allow streamlined access to many programs. Child development students' experience in higher education is enhanced as they continue their education. It is imperative that California build upon its existing, quality programs as it designs and expands strategies to increase the quality of care that our young children receive.

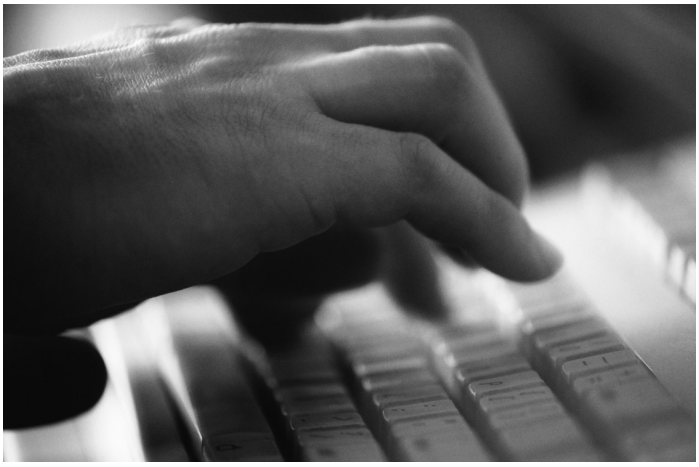
For further information regarding the Child Development Training Consortium, visit the Web site (http://www.childdevelopment.org) or contact staff at 209-572-6080.

Local Partnerships to Support Professional Development

During the past two years, the Santa Clara County Office of Education Head Start program has forged a partnership with the WestEd E3 Institute, Advancing Excellence in Early Education (E3).The partnership supports the professional development of the Head Start staff to meet the educational mandates in the Head Start Reauthorization Act. Both partners are committed to high-quality early learning, and together they have invested and leveraged significant resources to promote high-quality professional development opportunities for the Santa Clara County workforce.

This partnership has included two projects in Santa Clara County that leveraged resources and funding. The E3-Head Start Strong Start Project, conducted in 2008–09, focused on an in-depth educational assessment of Head Start teacher assistants. The E3-Head Start Technical Assistance Project, conducted in 2009–10, focused on providing college courses, tuition, books, and stipends through the Santa Clara County Comprehensive Approaches to Raising Educational Standards (CARES) 2.0 Program. The second project was available to Head Start parents as well as teacher assistants.

Since its inception in 2001, E3 has supported the professional development of early educators in Santa Clara County to improve the quality of early childhood programs. E3's work is based on national research that links



quality in early education programs to the educational levels of child development professionals. E3 accomplishes this by leveraging local resources and by developing and maintaining collaborative partnerships with the colleges and universities that prepare early educators for a career in child development. The leadership at E3 places great value on the use of technology, which enables it to shape, plan, and implement policies, programs, and initiatives based on the data it collects.

The creation and integration of the Professional Development and Education Plan (PDEP) into the CARES program has allowed new insights into how E3 can best support the early education workforce. Even with the extensive support provided by the CARES program, E3 has found that there are still many support services needed to improve a student's ability to earn an associate's degree. Although thousands of early education professionals have returned to college, many of them are not taking advantage of the educational planning and support services that are available. The two E3-Head Start projects described in this article are examples of creative use of resources and funding by E3 and Santa Clara County Office of Education Head Start.

The E3-Head Start Strong Start Project comprised the following tasks and activities:

- A phone survey of teacher assistants to identify challenges they faced in completing their degrees
- An orientation event that provided teacher assistants with information and resources for navigating the community college system
- Individualized educational planning sessions with community college representatives in which a PDEP was developed for each teacher assistant. This PDEP identified all courses the teacher assistant would need to earn an associate's degree.
- Individual support for teacher assistants who needed to complete a college placement test, which determines the general education (GE) courses each student needs to complete
- A summary analysis that identified which courses were in the greatest demand
- Enrollment for teacher assistants into the Santa Clara County CARES 2.0 program
- Recommendations on how Santa Clara County Head Start could best support teacher assistants to meet the qualification requirements in the Head Start Act.

One key to the success of this project was the provision by Head Start of paid release time to teacher assistants who needed to complete their PDEP or assessment tests. It gave teacher assistants time to go to San Jose City College to complete their educational planning. E3 staff members worked closely with Head Start administrators to schedule these PDEP appointments and arrange substitutes.

One key to the success of this project was the provision by Head Start of paid release time to teacher assistants who needed to complete their PDEP or assessment tests.

In 2009–10, Santa Clara County Office of Education Head Start was awarded a grant through the American Reinvestment and Recovery Act (ARRA) to support the professional development of their staff members and to provide early education classes to Head Start parents. This funding provided the resources necessary to provide the high-need courses identified in the E3-Head Start Strong Start Project, and helped launch the E3 Institute-Head Start Technical Assistance Project. Working with San Jose City College, E3 set up a series of classes for Head Staff and parents that were offered at convenient times and locations throughout the community. The ARRA funding paid for tuition, books, and instructors. As coordinators of the Santa Clara CARES 2.0 program, E3 provided stipends through the Technical Assistance Project to Head Start staff members who completed classes with a grade of "C" or better. E3 also coordinated course enrollment for the Head Start staff members and parents and worked with San Jose City College to utilize bilingual instructors. The courses offered to Head Start staff members focused on general

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California Preschool Instructional Network

A High-Quality Professional Development Model for Preschool

by *Nancy Herota,* Director,
California Preschool Instructional Network (CPIN)

The California Department of Education (CDE) initiated the California Preschool Instructional Network (CPIN) in partnership with the California County Superintendents Educational Services Association (CCSESA) in 2004. CPIN was developed to improve the quality of California preschool programs for all children, including children with disabilities and children whose home language is not English, by providing high-quality, research-based professional development; technical assistance; and support to preschool program administrators and teachers through its statewide network. The Child Development and Special Education divisions of CDE provide funding to 11 county offices of the CCSESA regions for the regional implementation of CPIN. CDE funding is provided to the Sacramento County Office of Education for administration and coordination of services, and to WestEd to provide professional development modules and resources for CPIN.

Since the inception of CPIN in 2004, CPIN has established a strong, viable, and effective statewide professional development model for preschool administrators, leaders, and teaching staff. The initiative is focused on preparing children aged three to five, including those with disabilities and those whose home language is not English, for success in elementary school and beyond. To support a regional team approach that meets the needs of all children, CDE funding provides for one primary early childhood education regional lead, a special education lead, and an English-learner lead in each of the 11 CCSESA regions in California. This team structure ensures that approaches to teaching and learning meet the diverse needs of all children. To support the inclusion of children with disabilities, CPIN conducts outreach to special educators to attend professional development sessions, collaborates with early childhood educators to assist in understanding special-needs issues, and highlights effective strategies and inclusive practices for children with disabilities.

CPIN is one of many efforts funded by the CDE that is committed to strengthening preschool education and to

closing the school-readiness gap for California's most vulnerable children, thereby helping to close the achievement gap. CPIN supports the CDE's mission through dissemination of documents, initiatives, and other research-based publications in areas including, but not limited to, the *California Preschool Learning Foundations;* the *California Preschool Curriculum Framework;* the *Preschool English Learners (PEL) Resource Guide;* the Early Childhood Special Education series of handbooks; and related CDE documents and initiatives. These publications promote linkages between preschool learning and development and K–12 content areas.

The topic areas for professional development are based on the *California Preschool Learning Foundations, Volume 1,* which covers the knowledge and skills that young children typically learn in the areas of social–emotional development, language and literacy, English-language development, and mathematics. The new companion document, the *California Preschool Curriculum Framework (Volume 1),* presents information on approaches to set up the environment, encourage and build upon children's play, select appropriate materials, and implement teacher-guided learning activities. To address the individual needs of children who enter preschool speaking a language other than English, a series of professional development sessions are conducted using the preschool English learner guide, *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning* (2007). These sessions focus on helping teachers understand the stages of language acquisition, incorporate specific approaches to support language and literacy development, and individualize instruction for English learners with disabilities or other special needs. This comprehensive approach supports teachers as they help build children's competence in English and in their home language.

To conduct a series of professional development events that build upon previous sessions, the CPIN regional leads established networks of preschool administrators and other leaders that represent diverse communities. They established positive relationships and built strong partnerships with local organizations and institutions of higher education, a variety of preschool providers, and state preschool programs. The series of network meetings and professional development sessions scheduled throughout the year in each region provide important opportunities to build and establish learning communities at the local level. CPIN's regional leads work closely with preschool program staff to schedule sessions on days and times that meet the needs of staff, including evenings and Saturdays.

In spring 2010, in order to further the CDE's mission of closing the achievement gap and promoting school readiness, CPIN expanded partnerships to provide on-site professional development, classroom technical assistance, and support for targeted preschool programs. This collaborative professional development system brings together CDD field service consultants, CPIN leads, and Supporting Early Education Delivery Systems (SEEDS) consultants who provide on-site training and technical assistance. The primary focus of this collaborative is to support preschool programs located in districts with Academic Performance Index (API) deciles from 1 to 3 and/or those that are in Program Improvement (PI) status.

The purpose of this collaborative professional development system is to

- provide intensive, ongoing classroom technical assistance and support to ensure continuous program improvement;
- establish trusting relationships that engage both administrative and teaching staff to ensure systemic change;
- provide services and support to meet the unique needs of each preschool program;
- bring together community resources to build sustainability and ongoing professional development opportunities.

Professional development and technical assistance and support are designed to meet the individual needs of preschool programs, based on feedback from administrators and teaching staff. This approach exemplifies the advantage of the regional structure, as CPIN leads are able to address unique challenges, build upon program strengths, and coordinate local resources to maximize support to programs.

CPIN will continue to play a key role in sharing CDE publications and resources that will help to guide professional development, technical assistance, and on-site preschool program support. Collaboration with a variety of other organizations at the state, regional, and local levels is critical to the success of this initiative. This collaborative effort is strengthening the quality of preschool programs to help young children develop into eager, healthy, and prepared learners who will succeed in school and beyond.

Contact information for each of the 11 regions is provided on the following page. Further information and resources are available at the CPIN Web site (http://www.cpin.us).

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Photos used with permission from *Inclusion Works!* (California Department of Education [2009]).

CPIN Contacts

Region 1 (North Coast): Del Norte, Humboldt, Lake, Mendocino, and Sonoma counties

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Region 2 (Northeastern): Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity counties

Regional LEA: Tehama County Office of Education
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CPIN Regional Lead: Cynthia Cook
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Region 3 (Capital Service Region): Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba counties

Regional LEA: Sacramento County Office of Education
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CPIN Regional Lead: Lorraine Weatherspoon
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Region 4 (Bay): Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano counties

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Region 5 (South Bay): Monterey, San Benito, Santa Clara, and Santa Cruz counties

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Region 6 (Delta Sierra): Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne counties

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Region 7 (Central Valley): Fresno, Kings, Madera, Mariposa, Merced, and Tulare counties

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Regional LEA: Kern County Office of Education
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Region 11 (Los Angeles): Los Angeles County

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California CSEFEL Fills Need for Professional Development on Children's Social–Emotional Issues

by *Linda Brault,* co-chair, California CSEFEL Project, and Project Director, Teaching Pyramid

Cecelia Fisher-Dahms, co-chair, California CSEFEL Project, and Administrator, Quality Improvement Office, Child Development Division, California Department of Education

Improving social and emotional outcomes of young children has become a focal point of many organizations throughout the nation. Social–emotional development is the foundation of young children's learning and development. Therefore, California is committed to promoting and supporting healthy social–emotional development in all of its children.

To that end, California is one of nine states chosen to participate in a new early childhood professional development opportunity designed to support the social and emotional development of children from birth through age five. The state's Collaborative on the Social and Emotional Foundations for Early Learning (California CSEFEL) project will bring together a leadership team of state agencies and their training partners (see graphic). All will work together to resolve state-level barriers and provide training for various professional development systems based on a common model and facilitating access to necessary interventions at the local level.

The National Center on the Social and Emotional Foundations for Early Learning (National Center) has been funded by the Office of Head Start and the Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services, to provide training and technical assistance to selected states. The broad goal of the intensive training and technical assistance activities is to foster professional development of the early care and education workforce. Professional development:

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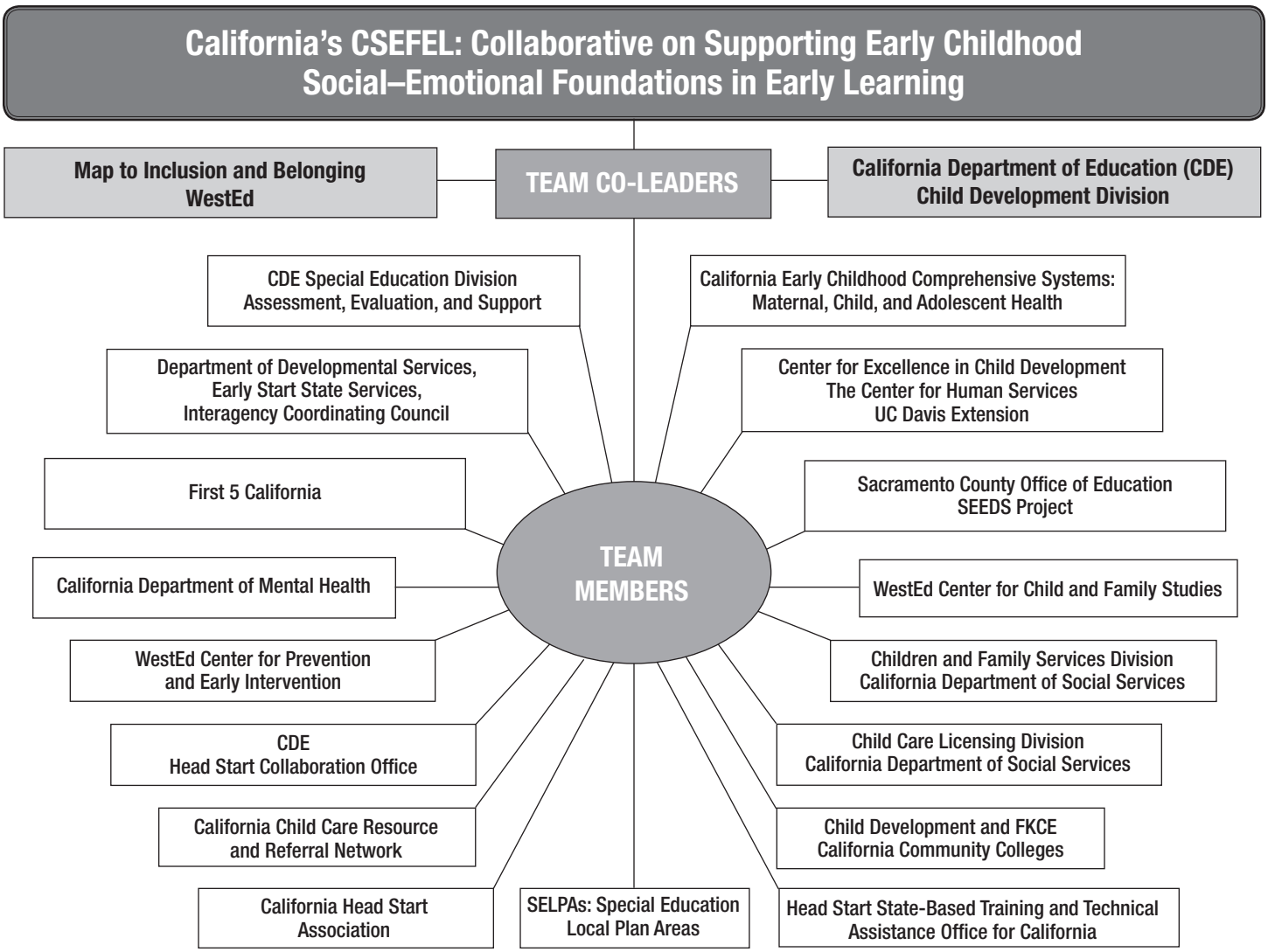

California CSEFEL Fills Need for Professional Development

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- enhances knowledge and skills;
- supports the implementation and sustainability of evidence-based practices;
- increases the size of the workforce skilled in supporting the social–emotional development of young children (birth through five years).

The National Center (http://www.vanderbilt.edu/csefel) has developed a conceptual framework of evidence-based practices for promoting young children's social and emotional competence and for preventing and addressing challenging behavior. This framework is referred to as the Pyramid Model for Supporting Social–Emotional Competence in Infants and Young Children (Pyramid Model). The elements of the Pyramid Model are described in a partner project at the Technical Assistance Center on Social Emotional Intervention Web site (http://www.challengingbehavior.org). This partner project is funded by the U.S. Department of Education, Office of Special Education Programs.

The vision for California is one of an integrated system that connects early childhood programs, including state and federally funded programs, with trainers versed in the National Center's conceptual framework. Such a vision is based on the Pyramid Model for promoting social and emotional competence in infants and young children.

The Pyramid Model framework will create a cohesive and effective approach to addressing needs of young children with challenging behaviors and special needs. Such an approach aligns with California's approach to social–emotional learning (*California Infant/Toddler Learning and Development Foundations* [2009]), *California Preschool Curriculum Framework* [2010]).

After launching nine "Essential CSEFEL" trainings across the state, California CSEFEL has been rolling out training and information. In conjunction with trainers from the National Center, California has

- established two Training of Trainer series, with two more scheduled in 2011;
- provided additional training for coaching in implementation of the Pyramid Model connected to each training series;
- identified and worked with several implementing programs including some identified as partner sites (they will collect data and work closely with the state team) and mentor sites (i.e., those trained by the National Center and implementing the Pyramid Model with fidelity);
- conducted a faculty institute for institutions of higher education (community colleges, state colleges, and universities) to support infusion of the information and conceptual framework into course work and teacher preparation. Another institute is scheduled in 2011;
- worked with professional development providers connected to the state leadership team agencies to incorporate and infuse information into existing in-service efforts;
- provided training on facilitating Positive Support for Families, a series of sessions for families of young children;
- maintained a strong state leadership team to guide and modify the process to meet the unique needs of children and families in California.

WestEd Teaching Pyramid Builds on CSEFEL

Through a partnership with the Center on the Social and Emotional Foundations for Early Learning (CSEFEL), the WestEd Center for Child & Family Studies, San Marcos, is able to offer a comprehensive, programwide training in the Pyramid Model and technical assistance package to districts and organizations. There is a preschool version as well as a version for infant/toddler programs.

There are four components to the implementation of the Pyramid Model:

- Leadership
- Training
- Coaching/technical assistance for implementation
- Specialized training for the top of the Pyramid and use of the Program for Infant/Toddler Care modules

All four components provide a comprehensive approach to professional development. Training, usually the focus of most professional development, provides only one piece of the puzzle, according to Linda Brault, project director of the Teaching Pyramid. Also needed is support for implementation, reflection, and the opportunity to match professional development to the emerging needs of today's teachers. Guiding the process is a leadership team made up of administrators, teachers, mental health professionals, special educators, and family members connected to each district or organization.

Administrative vigilance and faithful implementation of the Pyramid Model are critical if children are to benefit, according to a July 2009 Policy Brief from the University of South Florida ("Administrator Strategies That Support High Fidelity Implementation of the Pyramid Model for Promoting Social–Emotional Competence & Addressing Challenging Behavior"). Also needed, according to the paper, are training, coaching, leadership, and family support—all components addressed by the WestEd program.

The policy brief can be found at http://www.challengingbehavior.org, along with several other excellent articles.

Creative Solutions for Professional Development

Rural/Frontier American Indian Alaska Native Head Start Programs

by *Patty Brown,* Executive Director, Karuk Head Start

American Indian and Alaska Native (AIAN) Head Start programs in Northern California are making progress in meeting the 2011 deadline for qualified teachers as specified in the Head Start Reauthorization Act of 2007. Teachers in AIAN programs have the same requirements for acquiring both associate in arts (AA) and bachelor of arts (BA) degrees in the required timeline, yet these tasks present unique geographic challenges. Many tribal programs are located in remote areas that lack accessible four-year colleges offering early childhood education (ECE) degrees.

Siskiyou County is located in inland Northern California, adjacent to the Oregon border. The U.S. Census has designated this area as "frontier"—having a population of fewer than seven residents per square mile. The Karuk Head Start program has two centers. One is located in the community of Yreka, located off Interstate 5. The other is located near a winding highway (96) in the rural/frontier community of Happy Camp, along the Klamath River. It is in the mountains of aboriginal territory at the northern part of the state.

AIAN programs have financial, geographic, transportation, and cultural challenges in gaining access to required courses. Intentional collaborations can help overcome these challenges. Collaborations offer creative solutions for teachers and future teachers to meet the educational requirements set forth by the Office of Head Start, a federal agency. For example, the local community college, College of the Siskiyous, offers an AA degree in early childhood education. The classes are available in Yreka and Weed, with videoconferencing and online access in outlying communities. Students who live in Happy Camp can participate in early childhood classes through videoconferencing at the community computer center.

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The ECE classes require active participation and specified hours of classroom practice under supervision from a mentor teacher in the practicum class. This setup may work for students who live within 30 miles of the campus in Weed and Yreka, but it is problematic for those living in outlying areas. Collaboration and a Memorandum of Understanding with the College of the Siskiyous resolved the issue. The Karuk Head Start Happy Camp site is designated as a student teacher practicum site where teachers and future teachers of early learners will have a place to practice their skills under the supervision of the center supervisor/teacher and director.

The mentor teacher and mentor director programs support teachers and administrators in professional growth activities. The college also has an articulation agreement with Southern Oregon University, located a few miles across the California–Oregon border. This agreement allows students to pursue a BA in ECE at the only four-year university within driving distance without paying out-of-state tuition.

Along with the required college course work, opportunities for professional development are made possible through collaboration with the local planning council (LPC), Siskiyou Childcare Council, and First 5 Siskiyou. These agencies work to plan and provide in-depth workshops and training sessions covering material and subjects beyond the classroom. The high-quality workshops are presented by ECE instructors and trained individuals with masters' degrees, who share their expertise and diverse perspectives on a wide range of early childhood subjects.

The LPC is instrumental in gathering information from the ECE field and works closely with the College of the Siskiyous' ECE department. An effective collaboration with First 5 supports financial stipends, through CARES/AB 212 funds, for teachers completing their degree requirements.

Siskiyou Childcare Council, the county resource and referral agency, works together with the LPC to coordinate a training calendar for early-child-care providers for family child care and centers. Workshops are planned with consideration of the full-time work responsibilities of the caregivers and are often scheduled on Saturdays. UC

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The California Early Childhood Mentor Program

Learning Through Knowledge

by *Ellen Morrison* and *Linda Olivenbaum*

The California Early Childhood Mentor Program started as a pilot project at Chabot College in Hayward in 1988 with initial funding from United Way of the Bay Area and the David and Lucile Packard Foundation. Support by the California Department of Education, Child Development Division, began in 1992 with funds from the federal Child Care and Development block grant and continues now with American Recovery and Reinvestment Act funds.

The basic premise of the Mentor Program is to increase the quality of early care and education in California. Professional growth and stipend opportunities are provided to outstanding early childhood educators and administrators, who, in turn, mentor less-experienced administrators and college students aspiring to become early childhood educators. By doing this, we give recognition to seasoned teachers and administrators and reward them for staying in the field and provide new teachers and administrators with the support and guidance they need to become the outstanding teachers and administrators of the future. Research strongly supports the assertion that the stability and knowledge of early childhood teaching and administrative staff greatly enhance the quality of care provided to the children and families served.

Today, the Mentor Program partners with 103 community colleges in California and funds stipends and professional growth opportunities for 701 mentor teachers and 135 director mentors across the state. In the fiscal year ending July 31, 2010, mentor teachers worked individually with 2,302 college students and 68 infant/toddler and family child care providers in the community. Director mentors worked individually with 88 protégé directors, including 24 directors of infant/toddler facilities or large family child care homes.

The Mentor Program also receives funding from First 5 Alameda to provide an enhanced mentor program in Alameda County. The Mentor Program additionally receives funding from the Foundation for California Community Colleges to provide mentoring services to students enrolled in the Child Development Careers WORKs! (CDC-WORKs!) program. First 5 San Francisco provides funding to provide an enhanced mentor program there.

The Mentor Teacher Component

The Mentor Program began by identifying outstanding early childhood educators in the community who could provide high-quality supervision and guidance to early

childhood education (ECE) practicum students. Doing so allows students more options for completing their practicum requirement. Instead of being limited to completing the practicum course in the campus lab school, students can choose a site closer to where they live or work, a family child care program, an infant/toddler program, or a program with extended hours.

The program's outreach to teachers in the community also acknowledges and rewards outstanding practitioners, renews their ties with the community college, and encourages their continuing professional growth. Mentors are paid a stipend for supervising practicum students and another stipend for participating in monthly mentor seminars and pursuing other professional growth opportunities. Evaluations revealing successful outcomes have led to the adoption of additional types of mentoring into the program. For example, a mentor may now receive a stipend for continuing to support a previous practicum student, or for working with any ECE student to help that student complete her/his course of study, better understand the permit matrix, or prepare for entering the professional workforce.

In addition to experiencing the professional growth that naturally accompanies mentoring students and participating in monthly mentor seminars, mentors have an opportunity to be chosen to attend the Mentor Institute, held each summer, alternating between Northern and Southern California. One mentor from each college program is selected to attend this two-day, all-expense paid professional retreat. It features guest speakers on cutting-edge topics, workshops, and networking opportunities.

The Director Mentor Component

The director mentor component was added to the Mentor Program in 1996. Director mentors receive stipends for working with other directors in need of guidance, called *protégés*. Protégés and director mentors choose to work with each other for a limited or extended period of time, focusing on a specific concern of the protégé, such as preparing for an accreditation visit or upgrading the outdoor environment. However, new directors may seek a director mentor simply to provide general guidance and support during that first overwhelming period as a director.

Director mentors are directors of nonprofit, for-profit, state-funded, school-based, corporate, and faith-based child care programs, or owner/operators of large family child care programs. Several are recently retired directors. The breadth of experience of director mentors allows a potential protégé to choose a partner who has experience most relevant to her/his needs. An important difference between the mentor teacher and director mentor components is that director mentors have no geographic restrictions within the state. A director mentor may work with a protégé face to face, by telephone, or by e-mail regardless of whether the protégé is located nearby or in another part of the state. This geographic freedom benefits both director mentors and protégés who live in remote areas.

Director mentors are encouraged to become involved in a local director seminar, open to all directors in a community. The Mentor Program provides facilitation and materials support for these seminars. In addition, twice a year, the Mentor Program offers an Advanced Director Mentor Institute, open to all director mentors across California. Advanced institutes are two-day in-depth sessions that focus on mentoring and leadership skills and allow director mentors to build camaraderie and share ideas. Recent topics have featured the latest brain research; distinctions between coaching and mentoring; and working with protégés on effecting change in their work environments.

College Coordinators

The Mentor Program state office, located at City College of San Francisco, works in close collaboration with the Mentor Program coordinators at each of our 103 participating community colleges. These coordinators recruit a Selection Committee for their college or region; facilitate the local selection process for mentors and director mentors; participate in statewide and regional meetings for the Mentor Program; collaborate with Child Development Training Consortium and CDC-WORKs! coordinators on their campuses; submit all payment requests for mentors, director mentors, and Selection Committee members; and complete reports for the state office. Most coordinators are faculty members and leaders in their local ECE communities. Their effort and enthusiasm are key to the continued growth and long-term success of the Mentor Program.

Leadership Through Knowledge

In 2009, the Mentor Program introduced an approach for meaningfully discussing the complex topics addressed in the book *Ready or Not: Leadership Choices for Early Care and Education*, by Stacie Goffin and Valora Washington. The book focused on the "Defining Intent" (or goal) of our field and how it relates to workforce preparation and teacher competencies. We believe that mentors, because of their designation as high-quality providers of education and care, because they are with children and families every day, because they work with new teachers, and because they meet monthly in their mentor seminar, are uniquely qualified to address the critical issues the book raises.

Last year, each mentor seminar in the state addressed the issue of Defining Intent using an approach designed to tap into mentors' insights. Initial results of these statewide discussions reveal that mentors believe that high-quality teachers possess a set of skills that are deeper and broader than education and training alone can provide. Mentors'

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California Early Mentor Program: Learning Through Knowledge

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insights make it clear that it is important to focus on the desired outcome (high-quality teachers) and consider that there may be several routes to reach the same outcome; for example, education (theory-oriented), training (skill-oriented), mentoring relationships, internships, and experience.

By early 2011, we anticipate being able to create a powerful synthesis document that will capture the knowledge, reflective wisdom, and experience of 700 master teachers in California (all mentor teachers are qualified as master teachers on California's permit matrix). Our goal is to share with ECE leaders and policymakers a set of recommendations ratified by all mentors. We will broadly share additional policy recommendations on a variety of specific topics as mentors continue their seminar discussions in 2010-11 and beyond.

At the Mentor Program's Web site (http://www.ecementor.org),click on "New! Leadership through Knowledge 2008-09" to access the materials we developed to facilitate this discussion. We welcome you to use or adapt our materials for discussion addressing the complex issues facing the field of early care and education today.

For more information about the Early Childhood Mentor Program, please visit http://www.ecementor.org.

Local Partnerships

(Continued from page 5)

education courses and included English Composition, Elementary Algebra, and Pre-Algebra. The project also offered an Introduction to Psychology course that was identified as a high-need course for staff preparing to transfer to a baccalaureate program.

Head Start parents were offered a series of classes in both English and Spanish to help them complete six units of early education course work. These classes were offered on nights and weekends to meet the parents' schedules. Head Start convened parents to provide an overview of the program and generate interest in participation. E3 served as a liaison between the parents and San Jose City College, and coordinated all the paperwork necessary to enroll parents into the college and register them for classes. This was a critical area of support that was greatly appreciated by the parents.

The success of the partnership between Head Start and E3 and the success of the projects outlined above were due to three critical components:

- Intensive educational planning and support services designed to meet the needs and schedules of Head Start staff members and parents
- A close partnership and ongoing communication between Head Start administrators and E3 staff members
- Careful planning that maximized and leveraged the use of local Head Start funding, ARRA funds, and CARES funding

For more information about these projects, please contact George Philipp, Senior Program Associate, WestEd E3 Institute, at gphilip@wested.org; or Ana Trujillo, Head Start Director, Santa Clara County Office of Education, at Ana_Trujillo@sccoe.org.

Creative Solutions for Professional Development

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Davis–sponsored training sessions allow teachers to earn credits for attendance and participation.

The Siskiyou County Office of Education provides educators with a series of classes on autism spectrum disorders. Demand is growing for educators to provide specialized support even though there are diminished resources. The ECE field is experiencing an increase in the number of children with spectrum disorders and needs information and training on services related to these disorders.

The California Preschool Instructional Network provides regional trainings on the state's *Preschool Learning Foundations* and *Preschool Curriculum Framework*. As the ECE field moves toward consensus and alignment with the K–12 system, early childhood educators have the opportunity to incorporate research-driven practices into their curricula.

Before each school year begins, the Karuk Head Start and AIAN programs gather for a combined pre-service training to address the requirements for professional development hours and to share resources. Featured trainers and presenters, including Office of Head Start trainers and local specialists, provide quality workshops designed to increase knowledge of ECE and Office of Head Start requirements.

Although these opportunities help our teachers meet the educational requirements, there is still a lack of financial resources for teachers to move beyond the community college level. In order for teachers who will receive a BA degree by 2013 to meet Head Start requirements, funding is needed to ensure that our best teachers have access to appropriate education.

Aside from the need for funding, however, the actions that we can control are getting involved, identifying the needs of our teaching staff, and looking for ways to maximize existing opportunities through collaboration.

There Is No Typical Student

by *Nancy Brown*, Faculty Emeritus,
Cabrillo College

Sonia Cervantes sits at her desk in front of the large window at home, while her computer hums and her phone rings through to unanswered messages. Thick binders and stacks of paper are piled high on her table, evidence of her huge workload. Sonia's job as a Migrant Head Start specialist entails responsibility and work that she often completes at home. It is difficult to imagine that 12 years ago she was attending night school to pass her General Educational Development (GED) test and learn English, and now she is an exemplary early childhood professional.

Like many students who attend California's community colleges, Sonia was not in her late teens or early twenties while attending college. There are few of those. Instead, she had a family and held many other responsibilities.

At age twenty-two, Sonia, her husband, and their five-month-old baby moved to California from Mexico to live with her family. They spoke no English, and her husband worked long hours in the fields. Sonia spent two nights a week studying in a Spanish GED program, and once she passed the GED test, she continued studying English at the adult school.

Sonia was nervous when her teacher told her she qualified for the local community college ESL program, and it was there that Sonia first heard she was a good student. This encouraged her to enroll in a one-unit English course on chocolate, offered by the culinary arts program. She did well in the class, and with that successful experience, Sonia gained the confidence she needed to keep going to school.

Meanwhile, Sonia's first child was diagnosed with cerebral palsy. Sonia and her husband joined parent support groups and learned to care for their daughter. They also learned to navigate the California Children's Services bureaucracy. Then they had another child. Sonia took a night job and had a prolonged, three-year break from school. She was determined, however, to return to school when the time was right.

When Sonia discovered that the community college offered early childhood education courses in Spanish, she returned to school. Within two years she had passed all four of the core courses. By that time, Sonia had four children, a job at the campus children's center lab program, and another job in the department office. It was a struggle to work all day, take night classes, and raise a family, but Sonia hoped for a better future. Also, she had found her passion: working with children.

After many short-term and part-time jobs and economic challenges, Sonia was encouraged by her *maestra* and mentor to apply for a temporary job with Migrant Head Start. She was hired for the temporary position that later became permanent.

Sonia was successful because of her aptitude, her commitment to education, and her determination to work with children, providers, and families. But most of all, it was Sonia's strength and resilience that kept her moving forward. She combined her life experiences with her education and created her own pathway to her passion—her work with children and families. Sonia works full time for 10 months at her Migrant Head Start position, four hours a week facilitating the parent support group she used to be a part of, and another four hours per week for Special Parent Information Network (SPIN). Sonia Cervantes plans to obtain her BA degree someday. "Maybe my two children in college should come first," she muses. "I just got my associate's degree last year. We'll see," she says with a smile.

Quality Early Care and Education

Collaborating for Agricultural Workers with Children

by *Dr. Elizabeth Quintero,* with *Brittany Sosa*
Early Childhood Studies, California State University Channel Islands

California is home for many agricultural workers. The Early Childhood Studies program of California State University Channel Islands (CI) is planning a collaborative project with Child Development Resources and private industry. The project serves the large population of agricultural workers in the region. Child Development Resources has been providing quality early care and education services to Ventura County for 30 years through Head Start programs, Early Head Start programs, the California State Preschool Program, and a variety of other family support endeavors. The Early Childhood Studies program at CI has a particular focus: providing early care and education professionals with opportunities to become knowledgeable about and experts at serving the needs of the population—all families—in Ventura County and Southern California. Agricultural workers have certain challenges in terms of finding quality, affordable early care and education opportunities for their children.

Research has shown that quality early care and education positively influences children's success in school and later in life. This finding is true for all children, particularly children from families who are recent immigrants; they are often beginning to learn English, and they bring a rich history and diverse needs. This population includes a sizable workforce of families who have young children and work in Southern California as harvesters and farmworkers.

In the summer of 2009, the CI Early Childhood Studies program was approached by a large agribusiness in the county to design and implement a needs assessment of farmworkers with young children about the access of quality care for young children. A faculty member designed the needs assessment, which was then conducted by a senior-level early childhood student in collaboration with the labor relations office of the company. The student visited local farms to interview workers during their lunch breaks. A sample gave information about specific characteristics of a large group of persons (in this case, farmworkers with young children).

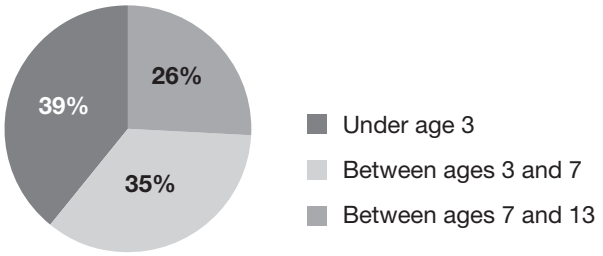
The first chart on page 17 shows the proportion of farmworkers in the region who have young children.

Focus groups of mothers and ranch managers were also held to elicit information. The same issues repeatedly came up: family support, babysitting or child care preferences, availability of quality and accessible child care, influences of these issues on the business aspects of the company, and ideas about future possibilities.

Family

The most striking survey data relating to family issues and child care came from the focus group composed of mothers of young children. The first question posed was,

Families with Young Children



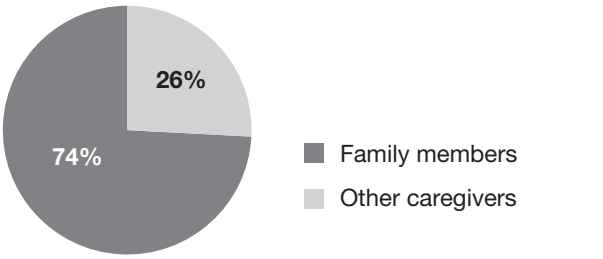
"Would you rather have your child being cared for by a family member, a licensed day care provider, or a friend? What is your preference as a mother?" One employee answered emphatically, "Family, family!" But another employee added, "The majority of us work, so we need to find people outside our family to care for our children."

A poignant discussion followed with the question, "Do any of you have children in Mexico because child care is just too expensive? Or do you know of any workers whose children are in Mexico due to child care expenses?" One employee answered, "Yes, many of us are in that situation." And another added, "What we pay for child care, at times, is as much as our check comes out to be." More comments were, "Sometimes we send our kids back to Mexico because of child care needs."

The women were asked, "Do you think that if there was affordable day care, the people that have their kids in Mexico would bring them back? One mother explained, "Many have half of their kids here and the rest are in Mexico." And another added, "Usually, the younger children are here and the older ones are in Mexico." The focus group facilitator asked, "For the most part, are the money issues the main reason why the children are in Mexico?" The answers were unmistakable. "I would think so because every mother would want to be with her children."

The following chart shows the percentage of families from the total number of employees surveyed who have family members as caregivers versus nonfamily members.

Caregivers: Family Members and Others



Caregivers/Babysitters and Child Care

The focus group of mothers discussed the aspects of available caregivers for employees, and the discussion ranged from describing babysitters to making some comparisons with licensed child care. One employee said, "In a child care, the care is better because there are toys; it is educational. When we leave the children at a caretaker's home, there are no toys." Another mother added, "In a child care center, the workers are more attentive; for example, feeding the children appropriately." One mother confided, "In a caretaker's home if the person does not have time to feed the child, the child may not have eaten properly for the whole day." The comments showed that many mothers believe there are positive reasons to use a child care: (1) toys and equipment, (2) appropriate feeding of the children, (3) attentive child care employees, and (4) opportunities for the children to learn English.

The focus group of ranch managers spoke of the effects that unstable child care has on the production and business aspect of their work. They spoke of their own personal experiences with child care and the experiences of their employees. One manager said, "I have changed my son's caregiver because the person had a lot of kids under her care." Another manager made the following observation: "Some people look only at the amount of money, not the quality of care."

Access

The focus group facilitator pointed out, "In the survey, many people put down that Sunday was a work day and that many caretakers are not willing to care for children on Sundays, or Saturday and Sunday. At this moment, how are you dealing with that obstacle?" She got her answer from one mother: "If I am scheduled to work Sunday, then the caretaker charges me double for caring for my son on that Sunday." The facilitator clarified, "So the same woman cares for your child, but charges you double if you need to work Sunday? The mother answered, "Yes, double for Sunday." Another added, "Some caretakers refuse to

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Collaborating for Agricultural Workers with Children

(Continued from page 17)

take care of any children on Sunday because they too want a day off to do their own business just like all of us want to do something on Sundays."

The facilitator continued by asking, "If you can't find a caregiver on Sundays, do you then miss work?" One mother said, "Yes, at times, but if we do not show up to work we are told to not come to work for three days as punishment." Another mother explained a worst-case scenario, "If we can't find a caretaker, we leave our children at home and put the older siblings in charge of the younger ones."

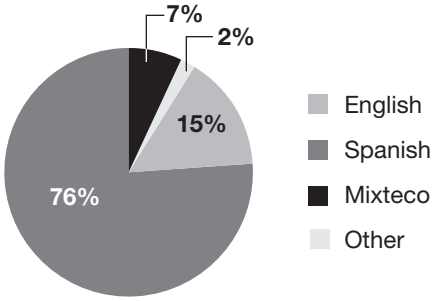
The facilitator asked for more detail about licensed child care. "If you have your child in a licensed child care, are there programs that help you pay for the total cost?" One mother said, "Yes." Then the facilitator asked, "If those programs are in place, why don't more farmworkers place their children in licensed child care centers?" One mother explained, "Many child care centers close early, like at 4:00 p.m. or 5:00 p.m., and we don't get out of work before 6:00 p.m. so that would not be a place that I would have my child in because I would need to pay someone to pick up my child from the child care center." Another mother explained, "At a child care center, if we do not pick up the child by a certain time, we also get charged extra." And one added, "If we are late just a couple of minutes, we get charged another full hour."

The facilitator asked about what parents would need in terms of hours of operation. "What time should be an ideal drop-off time—6:00 a.m. or 6:30 a.m.?" A mother explained, "We leave our children with the caregiver around 5:00 a.m. or 5:30 a.m. because we also need time to commute to the work location. Some of us have to commute for a long time." So, the facilitator asked, "What time (more or less) do you usually pick up your child from the caretaker? What is the latest that you have picked them up?" One mother answered, "At 7:00 p.m., because we sometimes get out of work at 6:30 p.m. and have to drive to pick up the children."

The mothers were asked about their preference for the language to be used by the caregivers of their children. "As far as language, would you like the children to be spoken to in only English, or Spanish and English?" One mother answered for all: "We want a bilingual center, English and Spanish." The surveys documented the home languages of families: Spanish, English, Mixteco, and other languages.

Regarding access issues and the effects they have on employees' work, one manager said, "It has happened to me—mostly during peak season when we work long hours—my workers tell me that they have to go because they have only a certain number of hours that they can leave their children with the caregiver. Parents will be charged more if they go past the scheduled time frame, and no one wants to pay extra. If we do find programs that can help, I think that everyone will benefit. Business will improve, and the employee's family will also benefit."

Family Home Languages



Another manager explained, "I have seen parents that miss work on Sunday because there is no one to take care of the children. We try not to work on Sundays, but when it is peak season, we must. Sunday is when we see the majority of workers not showing up. Within the company we should not work on Sundays, so we as managers look for people that won't have an issue if we work on Sundays. It is not fair for workers with families, but we need to get the job done."

The facilitator asked, in summary, "If you see that a certain day of the week is difficult for workers to come to work, would you all agree that it would be Saturday and Sunday . . . because the child care centers do not open on the weekend?" "Yes."

Stress

The focus group of mothers was asked about issues related to stress. "If you have to leave your child with strangers because there are no more options and your child is in an unfamiliar home, how do you feel?" One mother answered, "I feel very bad. I worry all day long."

The focus groups of ranch managers revealed more aspects of stress for the families. One manager said, "Moms especially come to work worried because they left their crying kid with a bad caregiver." Another manager agreed, "It has to affect you." Another manager concurred that "Some employees leave early because of that problem."

Business Aspects

The facilitator asked, "Do you see that the productivity is affected when workers are not focused because of child care problems and they are distracted during work? Have you overheard conversations?" One manager said, "Productivity is directly affected because if one or two people do not complete their task, then the whole group is behind. So there is a negative effect." And another added, "Quality is also affected because if fruit is not picked on that particular day, then you have lost your chance and the

next day the fruit may not be in good condition. Quality is affected. When it rains and people miss work, the fruit is damaged severely, especially the strawberries, more so than the raspberries."

Possibilities for the Future

The facilitator asked, "If we were to find a child care center that would satisfy your needs, would you decide to place your children there or keep them with your current caretaker?" A common response was, "At the child care that would meet our needs."

The managers and facilitators discussed that they hope the results of the survey will show what the majority of workers want and need in regard to child care. There was some agreement that if the company were able to secure quality, affordable child care, the workers would place their children in company programs for young children.

Recommendations

The survey data and the responses from the two focus groups led to the following recommendations for the type of child care that would be most beneficial to employees:

- Licensed centers are preferable as they would be insured and have legal protection in case of accidents.
- Quality programs provide expert care.
- Centers that are open on Saturdays and Sundays and willing to extend their business hours would be beneficial.
- Centers or caregivers who understand and support the values and wishes of the parents for their children in terms of type of care, languages used, educational materials, and health and safety are ideal.

A Collaboration of Possibilities

Child Development Resources and the Channel Islands Early Childhood Studies program are in the final planning stages of a participatory professional development project. Student teachers from Early Childhood Studies would work with (1) university supervisors at early care and education sites serving agricultural workers, (2) teachers and assistant teachers from Child Development Resources, and (3) parent volunteers who are employees of agribusiness in Ventura County. Moll, Gonzalez, and Amanti (2005) declare that "funds of knowledge," including personal history and background knowledge, of all families in our communities must be recognized and built upon. Recognition of these "funds of knowledge" by early care and education professionals is prominent in the collaboration with the most recently arrived families in California. Collaboration with Child Development Resources and families of the children will support the university student teachers' learning about the funds of knowledge of the population. Student teachers will gain insights and skills in working with families from diverse backgrounds and learn how to assess and document the effects of their work with young children. We hope the project will be replicated and become a catalyst for similar initiatives in the state of California and the nation.

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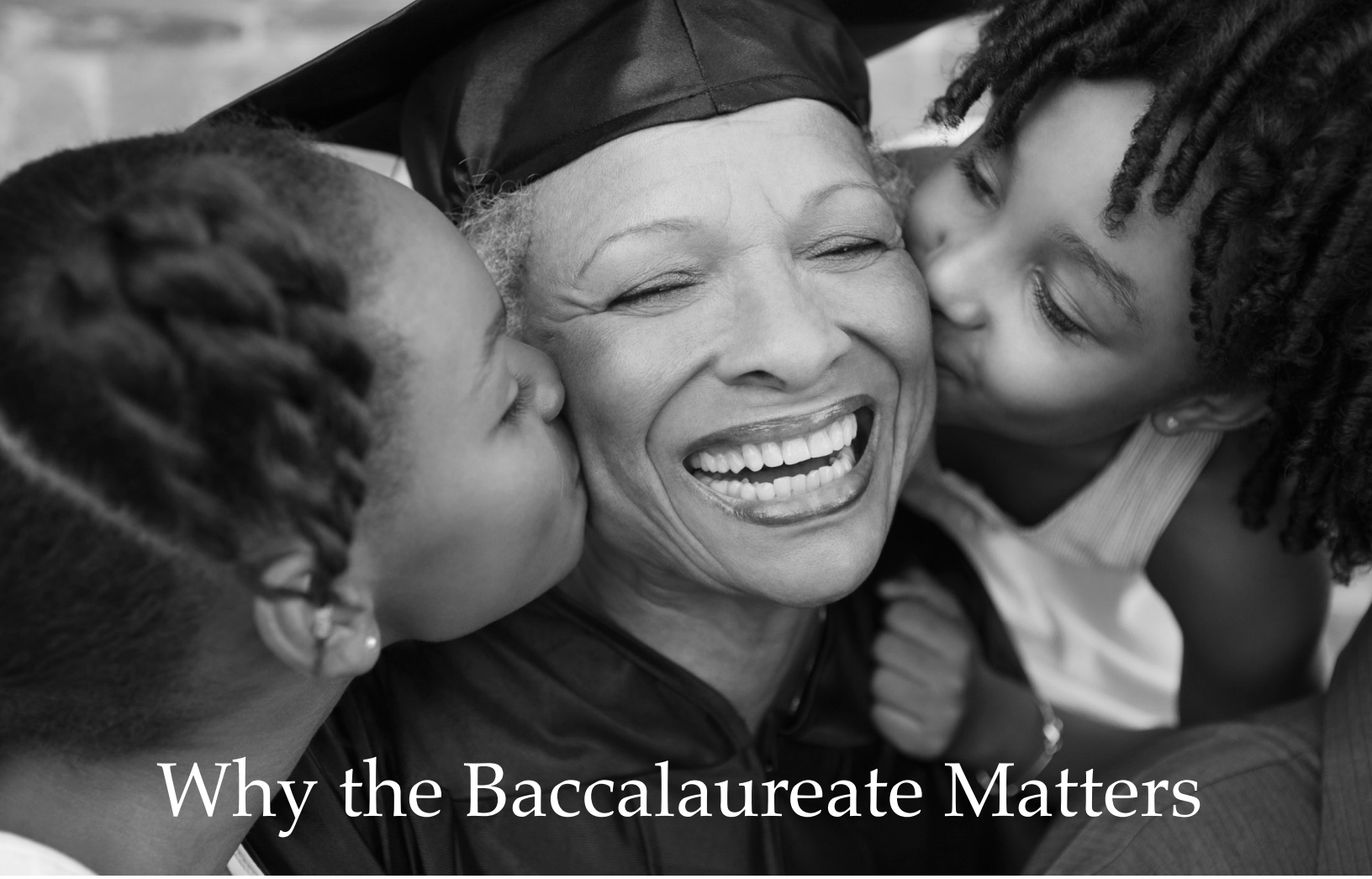

Why the Baccalaureate Matters

by *Rene F. Dahl, Ph.D.*, San Francisco State University, and *Julie C. Law, Ph.D.*

Over time, the baccalaureate has become increasingly necessary as an entry-level qualification for a profession. For the field of early care and education, discussions about the need for a baccalaureate have taken on increasing urgency as the Head Start Reauthorization Act now requires that 50 percent of all its teachers have bachelor of arts (BA) degrees by 2013, and local initiatives, such as Preschool for All or the Power of Preschool, require that one teacher in every classroom possess a bachelor's degree. In addition to this concern about meeting educational qualifications for employment from both the employers' and employees' perspectives, other factors drive the discussion about the importance of a baccalaureate. These include the focus on accountability through quality improvement systems; the identification and development of competencies for early childhood workers and children in early care and education programs; attempts to professionalize the field; current brain research that documents the importance of early development and learning; and the recognition that early care and education is a sound economic investment.

In this article, we focus on the importance of the bachelor's degree as well as the supports that many students need to ensure they remain in school long enough to complete the degree.

The Baccalaureate and Positive Outcomes for Children

Numerous studies demonstrate the benefits to children when their teachers hold a baccalaureate. Children whose teachers are more highly educated demonstrate more positive development in sociability, language use, and perseverance and exhibit use of more-sophisticated cognitive skills than children whose teachers are less qualified (Bridges and Carlat 2003). Research shows that the quality of a child's early care and education experience depends a great deal upon the teacher's educational level. That teacher brings to her work indicators of quality that include "consistency, stability, and sensitive interactions . . . resulting in children's positive cognitive, social, and emotional development" (Bridges and Carlat 2003, 3). Research also shows that not just any baccalaureate influences teacher effectiveness. Simply put, when a teacher has specialized training in early childhood education, he can better support a young child's healthy development and school readiness.

General Purpose of the Baccalaureate

Before continuing the discussion about why the baccalaureate in child development or early care and education is necessary, it is helpful to look at the general purpose of a bachelor's degree. As discussed by the American Asso-

ciation of Colleges & Universities (AAC&U) in its report *Greater Expectations: A New Vision for Learning as a Nation Goes to College*, the baccalaureate has value because of its ability to develop the mind and intellect by engaging with important knowledge (AAC&U 2002). Individuals learn to think independently; to develop the ability to defend positions based upon knowledge rather than opinions; they explore different ways to ask questions; they gain substantive knowledge in a particular field; they are inclined to become engaged citizens; and they develop an appreciation for lifelong development and learning (AAC&U 2002, 7).

Lest one think these outcomes are lofty academic goals with no practical application, employers would disagree. To them, the bachelor's degree means their employees "can perform consistently well, communicate effectively, think analytically, help solve problems, work collegially in diverse teams, and use relevant skills of the profession" (AAC&U 2002, 7).

The baccalaureate's ideal outcome, then, includes an agile, powerful, and flexible intellect; the ability to use critical judgment and engage in creative problem solving; a deepening understanding of world diversity; and greater likelihood of taking ethical action to serve the individual and society. Who could argue against the value of those attributes in early care and education?

What Those Outcomes Look Like in Early Care and Education

The ideal outcomes of a baccalaureate, coupled with outcomes for early care and education, would then result in an intellect and skill set rich in developmental knowledge and pedagogical practice to best support the growth, development, and learning of children (Bueno, Darling-Hammond, and Gonzales 2010). Students would foster a deeper, more complex understanding of their own development, thinking, and growth—a key characteristic for any teacher. Students would expand critical-thinking skills throughout their baccalaureate study, supported by a multidisciplinary approach that includes critical areas of competency development within early care and education (EPEC 2009). As Gardner (2008) states, "All of these educational efforts are dedicated toward the acquisition of the appropriate disciplinary knowledge, habits of mind, and patterns of behavior" (p. 26).

In early care and education in California, teacher outcomes have been defined in a multiyear, statewide process to identify competencies. Although the first step identified the knowledge, skills, and dispositions needed to work effectively with diverse children, families, and programs, the second step affirmed that a teacher must have the ability to make crucial connections between developmental theories and effective pedagogical practice. The process also identified and acknowledged the necessity to maintain currentness in early care and education as the field evolves, coupled with a disposition to contribute to practice, mentorship, leadership, and advocacy. We argue that the ability to make these crucial connections, as well as develop an appreciation for lifelong development, is a function of the intellectual development fostered in a baccalaureate program.

Attributes of a Profession and Their Relation to a Baccalaureate

In her discussion of early care and education as a profession, Katz identifies "prolonged training [as] a major defining attribute of a profession" (Spodek, Saracho and Peters 1988, 79). Moreover, she identifies characteristics essential to professional preparation. In addition to the general value of the baccalaureate, which ensures the acquisition of complex knowledge and techniques, Katz stresses that the training [education] processes should be difficult and require cognitive strain, and that students be required to master more knowledge than is likely to be applied. In the baccalaureate, students build upon the foundation set by lower-division general education and child development courses. This knowledge base is then expanded through depth, breadth, and rigor of content that results from students being asked to integrate, synthesize, and apply material. Here is what Katz refers to as *cognitive strain*, as students are pushed intellectually to reconstruct knowledge actively and to think deeply about educational processes and content. Intellectual rigor is recommended to support students' education and depth of skill attainment in a baccalaureate (Hyson, Tomlinson, and Morris 2009; EPEC 2009). These expectations are not a luxury but a necessity, for the practitioner's ability to influence the positive development of children requires a strong knowledge base and concomitant competencies.

Katz also talks about the institutions that offer education, stating that these should be accredited or licensed by processes monitored by practicing members of the profession; that these institutions award certificates, diplomas, or degrees under the supervision of members of the profession; that all professional training [education] insti-

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Why the Baccalaureate Matters

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tutions offer trainees a common core of knowledge and techniques so that the entire membership of the profession shares a common allusionary base, as exemplified in the California competencies process; and professional societies and training institutions, very often in concert, provide systematic and regular continuing education for members (p. 79). Accredited colleges and universities and the curricula they offer meet this test.

The Metro Academies Model

The need for academic support to succeed in college is not limited to the field of early care and education. Data from AAC&U indicate that 53 percent of all students who enter college must take remedial courses; furthermore, the students who require the most remedial work are the least likely to persist in college and graduate. Less than one-half of students who enter college directly from high school complete even a minimally defined college-preparatory program. Only 40 percent of high school teachers hold the high expectations for performance that would make students ready for college-level work. This number of students at risk of leaving college or not succeeding makes clear that the mere *desire* to earn a baccalaureate is insufficient (AAC&U 2002, viii).

Numerous universities in the California State University system provide students with services to support their academic endeavors, even in times of dwindling resources. At San Francisco State University and City College of San Francisco, for example, the Metro Early Childhood Academies provide students with personalized support for college success. The goal of this research-based program is to help low-income, first-generation community college students transfer to the university, while providing them with strong academic preparation through proven learning strategies. And once at a university, further goals for students include attaining educational excellence through engaged learning; building college skills during the first year; completing intensive writing courses with tutorial support; engaging in learning communities with other students; working on integrated assignments; having high expectations that are clearly articulated; and experiencing competency-based curriculum, impactful assignments, strong academic counseling, peer support, and rigorous course work.

The field of early care and education is clearly moving toward a more professional workforce that is able to meet the demands of a wider knowledge base. This workforce will have deeper professional reflection and skilled pedagogy supporting the diverse needs of children's growth and development. The future in early care and education offers opportunities for institutions of higher education to collaborate in creative and practical ways to ensure the rigor and successful outcome of a baccalaureate degree in early care and education.

The policy implications are clear—that those who work with young children should have their baccalaureate, with specialization in early childhood. Experiences in higher education have shown, however, that simply offering courses toward a bachelor's degree is not enough. Support systems that help educators to attain their degrees are essential.

Is the Field of Early Care and Education a Profession?

Key elements of teacher education, according to Whitebook et al. (2009), consist of knowledge and depth in child development balanced with pedagogy, an emphasis on content that explores working with culturally and linguistically diverse children and families, practice with reflective teaching practices and professional development, and support and instruction developed specifically for the needs of adult learners. Rigor within a multidisciplinary approach is recommended to further support students' education and depth of skill attainment within a baccalaureate degree (Hyson, Tomlinson, and Morris 2009; EPEC 2009).

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A Monumental Event

The Higher Education Colloquium for Early Care and Education

by *Marianne Jones, Ed.D.*

As a segment of society, higher education faculty tend to be independent, questioning, and analytical. Teaching and conducting research require us to think and reflect, wonder and anticipate, examine and review. So consider the challenge of getting almost 100 faculty from the community colleges and state university system in California to arrive at consensus on rigorous early childhood education (ECE)—the subject of widespread controversy and multiple perspectives! No small undertaking. Yet that is exactly what happened in March 2009 at the first Annual Higher Education Colloquium for Early Care and Education. Faculty from 37 percent of California community colleges and 60 percent of the state universities congregated in Sacramento to discuss, debate, negotiate, and deliberate over major issues facing higher education and the ECE field, particularly those related to workforce preparation in California. Intensive work over a period of two and a half years yielded a document titled "Principles, Resolutions & Intentions."

As a segment of society, higher education faculty tend to be independent, questioning, and analytical. Teaching and conducting research require us to think and reflect, wonder and anticipate, examine and review.

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Higher Education Colloquium for Early Care and Education

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Principle 1: The child development discipline and the ECE profession are informed by fields such as anthropology, sociology, ethology, and psychology.

Principle 2: The ECE profession embodies constructivist strategies that are based on understanding of children, child development, and the many influences on learning.

Principle 3: Standards for children's outcomes must be based upon reasonable expectations of normative development and must be flexible enough to accommodate diverse educational approaches, ECE settings, and varying family influences and childrearing styles.

Principle 4: Standards and foundations reflect developmental goals that are achieved through a variety of curricula and processes for individual children.

Principle 5: ECE practices should be based upon observation and appropriate assessment of children's skills, knowledge, and dispositions, rather than on the chronological age of the children.

Principle 6: To be effective in today's ECE settings, teachers must have a deep understanding of (1) children's development within each domain; (2) the interaction among different domains; and (3) the child's environment, including familial, cultural, linguistic, and historical influences.

Principle 7: Informed ECE experiences must be varied and developmentally appropriate to facilitate development and increase children's potential for future academic success.

Principle 8: Degree programs at accredited colleges and/or universities are the essential core of effective professional preparation. Highly qualified ECE professionals hold academic degrees.

Given the extensive knowledge, science, and experience that we have about how children develop and learn, as well as our commitment to a highly qualified workforce to support young learners, **we resolve that**

1. higher education is the core of professional preparation for early care and education professionals;
2. community colleges and the California State University are collaborative segments of the integrated system of public higher education;
3. nonunit-bearing experiences are valuable for enrichment, ongoing learning, and maintaining currency in the field.

We intend to work collaboratively to

1. achieve transferability of the California Community Colleges Curriculum Alignment Project (CAP) lower-division eight core courses to the California State University;
2. include all accredited institutions of California higher education in our integrated system;
3. further identify the content and pathways of associate, baccalaureate, and masters' degrees.

Competencies, Experiences, and Education for Pre-Elementary Settings

Another outcome of the Higher Education Colloquium for ECE in March 2010 was a suggested career ladder for ECE professionals (represented in the grid on the next page). This framework was informed by examples of career ladders and pathways from other states and included multiple considerations and perspectives. We offer this suggested framework for consideration along with other versions being generated by stakeholder groups around the state.

The certification framework is based on the following assumptions:

- Family child care providers participate at all seven levels.
- This pathway applies to early care and education professionals (not preprofessionals, such as work-study students or volunteers).
- Specialized education/preparation is recommended for those working with and in programs that serve:
  - Infants/toddlers
  - Preschool-age children
  - Children with special needs
  - English-language learners
  - Administrators and supervisors
- Students must complete all courses with a grade of "C" or better through accredited institutions of higher education.
- Although course titles are important, they are generally not included in this grid due to the need to further clarify and define them.
- The grid indicates minimum levels of preparation regardless of position held. For example:
  - A baccalaureate in child development/early childhood education (CD/ECE) with 48 units (or equivalent competencies) is equivalent to the associate's degree requirement in Level 3.
  - A master's with 48 units (or equivalent competencies) is equivalent to the baccalaureate requirement in Level 4.

This combined work represents a significant contribution of a key stakeholder group: child development/early childhood education faculty in California public higher education. The group has a central role in preparing the ECE workforce. Faculty have increased their efforts, as have many others, to ensure that California has an early care and education system that truly serves young children and of which everyone can be proud.

Possible Career Ladder

Certification Level	Education	Experience	CDD Competencies	Status/Title	Notes
	<12		None		**This refers to all sectors.** **Must have "C" or better in all classes.**
1	12 CAP units or equivalent competencies		Level 1	Entry-level for working with children	**The first 24 units refer to the CAP Core 8 (or equivalent competencies) In center settings, a preprofessional person is one who works under supervision of classroom teacher.**
2	24 CAP units or equivalent competencies	Will have completed practicum as part of 24			**Should general education be included? Practicum should be supervised experience in an approved setting.** **Need to identify appropriate practicum for family child care center.**
3	AA/AS Minimum 24 CAP units or equivalent competencies	100 days (3 hrs+/ day of supervised/ mentored experience in licensed facility	Level 2		**May not be limited to unsupervised work experience; may include periodic feedback/mentoring.** **May require expansion of statewide mentoring system.**
4	BA/BS in CD/ECE Minimum 48 units of CD/ ECE; 24 CAP and 24 upper-*division or equivalent competencies*	Upper-division practicum	Level 3	Teacher	**Head Start requires BA/BS; the National Association for the Education of Young Children requires BA/BS.** **This creates better foundation for salary parity with K–12 and power in world.** **Practicum does not necessarily mean lab placement; does require class component.**
5	BA/BS +	Mentored/supported specialized experience			**"+" may be specialization, administration, etc.** **May include credential (ideally embedded within BA/BS but if not, could be added here).** **Emphasis could be supervision/ administration, etc.**
6	MA/MS	Appropriate internship	Level 4		**May be a combined master's/credential for parity with K–12.**
7	PhD/EdD	Independent research			

CDE/ECE Faculty Initiative Project

Supporting faculty in the California Community College and California State University (CSU) systems with CDE early childhood publications and initiatives.

The California Community College and California State University (CSU) systems make major contributions to the preparation of early childhood professionals. The California Department of Education's Child Development Division (CDD) has funded the CDE/ECE Faculty Initiative Project to align and integrate essential content and competencies of key early childhood publications and initiatives with core early childhood education curriculum at the California Community College and CSU systems. The Faculty Initiative Project realizes these goals by (a) raising the higher education community's understanding, awareness, and utilization of the CDE's products and initiatives; and (b) fostering the integration of the CDE/CDD content and competencies into core curriculum in early childhood education in the CSU and California Community College systems.

Support for Faculty

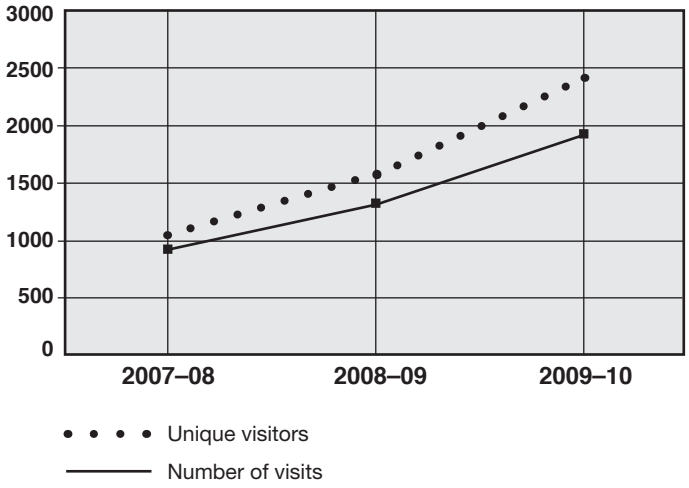
The Faculty Initiative Project develops instructional guides and companion resources to accompany CDE/CDD initiatives and publications. Materials in the Faculty Initiative Project's instructional guides include PowerPoint presentations, units of study in instructional methodologies, assignments, handouts, and reflections that are all designed to support faculty and students as they explore the CDE/CDD publications and initiatives. Although responding to the complexity and variety of institutions of higher education in California, the instructional guides are developed to maintain fidelity to the content of the CDD's initiatives and to commonly accepted principles of adult learning. Ultimately, it is hoped that use of the instructional guides will enhance the knowledge and skills of the early care and education workforce in California and enable teachers to support more effectively the children and families they serve.

Presentations and Seminars

These materials are disseminated through statewide presentations and seminars as well as through the project Web site. During the 2009–10 contract year, several hundred faculty and ECE professionals attending these seminars and presentations represented the following institutions of higher education:

- 87 California Community Colleges
- 13 California State Universities
- 6 University of California campuses
- 8 private institutions of higher education
- 18 other early care and education organizations

Faculty Initiative Project Web Site Traffic 2007–2010



The spring 2011 statewide seminars focus on the forthcoming instructional guide and companion resources for the *California Preschool Curriculum Framework, Volume 1* (2010). Instructional guides and companion resources are disseminated to faculty attending these seminars. These resources and materials will then be made available on our project Web site for downloading.

Available Online

Currently available to download are instructional guides for *Preschool English Learners: A Resource Guide* (*Second Edition*) and for the *California Preschool Learning Foundations, Volume 1*.

What CAP Can Do for You

by *Jan DeLapp*, Director, CAP 2010

CAP, the Curriculum Alignment Project of the faculty of early childhood education (ECE) in California community colleges, is in its second year of working to align eight ECE courses across the state. We have made progress and are still going strong. What does this mean for people working in the field?

Most important, this project allows a student to take a course at one community college and then have that course accepted at a different college whose curriculum is aligned. For example, Brianna, an associate teacher at a preschool, continues to take ECE courses so she can move to a higher level of the Child Development Permit Matrix. Brianna lives in Humboldt County and has completed 12 of the 24 units from the eight CAP courses at her local community college, College of the Redwoods.

Most important, this project allows a student to take a course at one community college and then have that course accepted at a different college whose curriculum is aligned.

Because of family needs, Brianna had to move to Sacramento, but she wants to continue her education. The College of the Redwoods is an approved, aligned college in California, so the 12 units Brianna completed there will be accepted at Cosumnes River College, another aligned college where Brianna enrolled after her arrival in Sacramento. Our goal is to enable this portability to occur across the state at all aligned community colleges.

What are the CAP courses?

The CAP course work comprises these courses: Child Growth and Development; Child, Family, and Community; Health, Safety, and Nutrition; Principles and Practices of Teaching Young Children; Introduction to Curriculum; Teaching in a Diverse Society; Observation and Assessment; and Field Experience Practicum. Each course is worth three semester units. The exact title of a course may differ at each college, and the course numbers are different throughout the state. For an updated list of specific course numbers at aligned colleges, please see the CAP Web site at http://www.childdevelopment.org. Click on the CAP

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Specific Course Numbers at CAP Aligned Colleges

	College	Child Growth and Development	Child, Family, and Community	Introduction to Curriculum	Principles and Practices of Teaching Young Children	Observation and Assessment	Health, Safety, and Nutrition	Teaching in a Diverse Society	Practicum
1	American River College	ECE 312/PSYC 372	ECE 314	ECE 320	ECE 300	ECE 326	ECE 415/NUTRI 320	ECE 430	ECE 321
2	Barstow College	CHLD 4	CHILD 6	CHLD 9	CHLD 11A	CHLD 20	CHLD 14	CHLD 25	CHLD 80
3	Canada College	201	212	211	210	333	313	254	366
4	Chabot College	ECD 51 & ECD 52	ECD 62	ECD 63	ECD 50	ECD 69	ECD 54	ECD 79	ECD 90
5	College of the Redwoods	ECE 2	ECE 5	ECE 7	ECE 1	ECE 9	ECE 6	ECE 18	ECE 10
6	Cosumnes River College	ECE 312	ECE 314	ECE 320	ECE 300	ECE 326	ECE 415	ECE 430	ECE 321
7	Fresno City College	CD 39	CD 30	CD 3	CD 1	CD 20	CD 6	CD 15	CD 37A
8	Grossmont College	CD 125	CD 131	CD 130	CD 123	CD 132	CD 134	CD 153	CD 106 & CD 133
9	Imperial Valley College	CDEV 104	CDEV 103	CDEV 105	CDEV 100	CDEV 106	CDEV 101	CDEV 107	CDEV 200
10	Las Positas College	ECD 51 & ECD 52	ECD 62	ECD 63	ECD 50	ECD 69	ECD 54	ECD 79	ECD 90
11	Los Angeles City College	CD 1	CD 11	CD 7	CD 2	CD 34	CD 10	CD 42	CD 22
12	Los Angeles Southwest College	CD 1	CD 11	CD 7	CD 2	CD 34	CD 10	CD 42	CD 22
13	Reedley College	CD 39	CD 30	CD 3	CD 1	CD 20	CD 6	CD 15	CD 37A
14	Sacramento City College	ECE 312	ECE 314	ECE 320	ECE 300	ECE 326	ECE 415	ECE 430	ECE 321
15	Saddleback College	CD 107	CD 105	CD 110	CD 101	CD 120	CD 112	CD 117	CD 121
16	Santa Rosa Junior College	CHLD 10	CHLD 90.1	CHLD 90.4	CHLD 51	CHLD 90.2	CHLD 90.3	CHLD 68	CHLD 60 & CHLD 60.2
17	Skyline College	201	212	211	210	333	314	272	366
18	Taft College	PSYC 2003	ECE 1531	ECE 1501	ECE 1500	ECE 1571	ECE 1590	ECE 1601	ECE 1521
19	West Los Angeles College	CD 1	CD 11	CD 7	CD 2	CD 34	CD 10	CD 42	CD 22

Online Course Offerings

California Community Colleges: Accessible and Affordable

With the help of technology, more professionals in the early care and education field now have access to child development courses at community colleges throughout the state. **Below is a list of online courses in common categories.** For the exact course title and number, visit the specific college Web site indicated below. If further information is required, contact the Child Development Training Consortium coordinator at the college. A list of coordinators is located at http://www.childdevelopment.org, under the Home Page, CDTC Member Colleges box.

	College	Child Growth and Development	Child, Family, and Community	Introduction to Curriculum	Principles and Practices of Teaching Young Children	Observation and Assessment	Health, Safety, and Nutrition	Teaching in a Diverse Society	Practicum	Infant/ Toddler	School-Age	Adult Supervision	Special Needs
1	Allan Hancock College www.hancock.edu		x					x				x	
2	American River College www.arc.losrios.edu	x					x			x			
3	Antelope Valley College www.avc.edu	x								x			
4	Bakersfield College www.bakersfieldcollege.edu	x	x	x	x	x	x	x				x	
5	Barstow Community College www.barstow.edu	x	x	x	x	x	x	x	x	x	x	x	x
6	Butte College www.butte.edu	x	x		x					x			
7	Canada College www.canadacollege.net	x							x				
8	Cerritos College www.cerritos.edu	x											
9	Cerro Coso Community College www.cerrocoso.edu	x	x	x	x		x	x			x	x	
10	Chabot College www.chabotcollege.edu	x	x		x		x		x				
11	City College of San Francisco www.ccsf.edu	x											
12	College of the Canyons www.canyons.edu	x								x			
13	College of the Desert www.collegeofthedesert.edu	x											
14	College of the Redwoods www.redwoods.edu					x	x	x		x		x	
15	College of the Sequoias www.cos.edu	x											

Online Course Offerings at California Community Colleges (continued)

College	Child Growth and Development	Child, Family, and Community	Introduction to Curriculum	Principles and Practices of Teaching Young Children	Observation and Assessment	Health, Safety, and Nutrition	Teaching in a Diverse Society	Practicum	Infant/ Toddler	School-Age	Adult Supervision	Special Needs
16 College of the Siskiyous www.siskiyous.edu	x		x							x	x	
17 Columbia College www.columbia.yosemite.edu	x	x	x	x		x	x	x	x	x	x	x
18 Compton College www.compton.edu	x	x										x
19 Cosumnes River College www.crc.losrios.edu	x	x					x				x	x
20 Crafton Hills College www.craftonhills.edu	x											
21 Cuesta College www.cuesta.edu	x	x				x	x		x			x
22 Cuyamaca College www.cuyamaca.edu	x	x	x			x					x	
23 De Anza College www.deanza.fhda.edu	x											
24 East Los Angeles College www.elac.edu	x					x			x			
25 El Camino College www.elcamino.edu	x	x		x							x	x
26 Feather River College www.frc.edu		x										
27 Folsom Lake College www.flc.losrios.edu	x	x										
28 Fresno City College www.fresnocitycollege.edu	x	x	x	x		x					x	
29 Fullerton College www.fullcoll.edu	x	x	x									
30 Gavilan College www.gavilan.edu	x									x		
31 Glendale Community College www.glendale.edu	x	x		x		x	x		x		x	x
32 Grossmont College www.grossmont.edu	x	x	x						x			
33 Imperial Valley College www.imperial.edu	x											
34 Lake Tahoe Community College www.ltcc.edu	x					x	x		x		x	x
35 Lassen College www.lassencollege.edu				x					x		x	

Online Course Offerings at California Community Colleges (continued)

College	Child Growth and Development	Child, Family, and Community	Introduction to Curriculum	Principles and Practices of Teaching Young Children	Observation and Assessment	Health, Safety, and Nutrition	Teaching in a Diverse Society	Practicum	Infant/ Toddler	School-Age	Adult Supervision	Special Needs
36 Long Beach City College www.lbcc.edu	x	x		x	x	x	x		x	x	x	x
37 Los Angeles City College www.lacitycollege.edu	x											
38 Los Angeles Mission College www.lamission.edu	x											
39 Los Angeles Pierce College www.piercecollege.edu	x	x	x	x	x		x		x	x	x	x
40 Los Angeles Southwest College www.lasc.edu	x					x						
41 Los Angeles Trade-Technical College www.lattc.edu	x											
42 Mendocino College www.mendocino.edu	x	x										
43 Merced College www.mccd.edu	x	x	x	x		x	x		x		x	
44 MiraCosta College www.miracosta.edu	x		x	x						x		
45 Mission College www.missioncollege.edu	x					x						
46 Modesto Junior College www.mjc.yosemite.edu	x	x										
47 Monterey Peninsula College www.mpc.edu	x							x				
48 Mt. San Antonio College www.mtsac.edu	x											
49 Napa Valley College www.napavalley.edu	x	x										
50 Orange Coast College www.occ.cccd.edu	x											
51 Palomar College www.palomar.edu	x	x				x						
52 Pasadena City College www.pasadena.edu	x											
53 Porterville College www.portervillecollege.edu											x	x
54 Reedley College www.reedleycollege.edu	x	x									x	
55 Rio Hondo College www.riohondo.edu	x	x	x	x		x						

Online Course Offerings at California Community Colleges (continued)

College	Child Growth and Development	Child, Family, and Community	Introduction to Curriculum	Principles and Practices of Teaching Young Children	Observation and Assessment	Health, Safety, and Nutrition	Teaching in a Diverse Society	Practicum	Infant/ Toddler	School-Age	Adult Supervision	Special Needs
56 Riverside Community College www.rcc.edu		x	x	x		x						x
57 Sacramento City College www.scc.losrios.edu	x	x				x						
58 Saddleback College www.saddleback.edu	x	x	x	x	x	x	x	x	x	x	x	
59 Santa Barbara City College www.sbcc.edu	x	x				x						
60 Santa Monica College www.smc.edu	x	x	x	x		x	x		x			x
61 Santa Rosa Junior College www.santarosa.edu	x	x				x						
62 Santiago Canyon College www.sccollege.edu	x	x										
63 Shasta College www.shastacollege.edu		x	x			x			x			x
64 Sierra College www.sierracollege.edu	x	x				x					x	
65 Skyline College www.skylinecollege.net	x											
66 Solano Community College www.solano.edu	x					x						
67 Southwestern College www.swccd.edu	x	x			x	x		x	x			
68 Taft College www.taftcollege.edu	x	x	x	x	x	x	x	x	x	x	x	x
69 Victor Valley College www.vvc.edu	x	x	x	x	x	x		x	x			
70 West Hills College, Coalinga www.whccd.edu						x				x		
71 West Hills College, Lemoore www.westhillscollege.com/ lemoore											x	x

College	Additional Online Courses Not Listed Above
1 College of Marin www.marin.edu	ECE 100—Licensing and Permits
2 Napa Valley College www.napavalley.edu	CFS 270—Supervision adn Administration of Early Childhood Programs

What CAP Can Do for You

(Continued from page 27)

tab and then the box titled "Courses at Aligned Colleges." Aligned colleges are listed alphabetically, and specific course numbers are provided for each college.

Who is involved?

As of September 2010, 19 community colleges in California had been approved for alignment. Twenty-four additional colleges have submitted course work to be reviewed for alignment, and another 51 colleges have agreed to participate in this statewide effort. More than 1,430 ECE faculty members have been involved in this project. Initially, faculty worked to determine the courses that would be part of the alignment project, and instructors are now working to get this course work approved at their respective colleges. A statewide faculty team will then review and approve the courses for alignment.

How does CAP relate to course work at a CSU?

Besides the opportunity for alignment with the eight CAP courses in the community colleges, work is under way to develop pathways for these courses to meet bachelor's degree requirements at each California State University (CSU). As of September 2010, four CSU campuses had identified this transfer pathway: Humboldt State, Fresno State, Cal State Fullerton, and Sacramento State.

Students who have completed the lower-division CAP course work and who are pursuing their bachelor's degree should contact their CSU campus. If the CSU has already identified the transfer pathway, then the student will clearly see the remaining course work needed to obtain his or her degree.

Connecting CAP to Statewide Policies

During the past year, a statewide advisory committee for the California Early Learning Quality Improvement System has been working to establish criteria and guidelines for offering quality ECE for children from birth to age five in California. Part of this work includes making recommendations about required course work for professionals working at various levels in early childhood programs. The Advisory Committee of the Quality Improvement System has recommended that the eight lower-division CAP courses be included in the educational requirements.

For current information about CAP, such as the specific course numbers at CAP Aligned Colleges (see table on page 27), please visit http://www.childdevelopment.org.

Message from the California Head Start Association

(Continued on from page 1)

Instructional Network offers a variety of trainings at the classroom level. In addition, various county First Five commissions and local planning councils work with the Resource and Referral Agencies to provide trainings. Statewide training opportunities are also offered by the Collaborative on the Social and Emotional Foundations for Early Learning on the Desired Results Developmental Profile.

The California Head Start–State Collaboration Office and other statewide organizations need to continue work to better coordinate these opportunities and fill gaps in the system. An example is in the area of infant/toddler course work. In order for Head Start assistant/associate teachers to meet the current minimum mandates in the Head Start Act for education, they need to have a child development associate credential or equivalent. In California, the equivalent is deemed to be the associate teacher permit, including at least six infant/toddler units. However, many community colleges offer only one three-unit infant/toddler class. Somehow we need to do a better job of linking higher standards with the ability to meet standards through existing venues.

The California Head Start Association and the Head Start State Collaboration Office are proud to be partners in building a professional development and support system for all early care and education teachers in California.

BRIDGES

CALIFORNIA HEAD START–STATE COLLABORATION OFFICE

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