

WORKFORCE PATHWAYS LOS ANGELES CAREER AND COLLEGE ADVISEMENT TOOLKIT



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SECTION 1

Introduction to the Career and College Advisement Framework

WORKFORCE PATHWAYS LA

Based on the legacy of the Investing in Early Educators Stipend Program (AB 212), Workforce Pathways LA is a comprehensive workforce development model that works in partnership with Quality Start Los Angeles (QSLA), the County-wide quality improvement consortium. The project supports participants along the career lattice with a focus on three areas: licensing/health and safety; professional development, permits, and degrees; and workforce systems improvement. Workforce Pathways LA includes financial incentives for achieving milestones along the career lattice and professional development and career advisement targeted to early educators inclusive of family, friend and neighbor care, family child care providers, and center-based staff working directly with children and their families. To support the early care and education field, Workforce Pathways LA developed the Career and College Advisement Toolkit.

GUIDING PRINCIPLES OF THE TOOLKIT

- 1 This project is unique. The framework has been designed by a robust team of Early Childhood Education (ECE) experts in both higher education and professional development realms. The developers of this framework are excited about what they have learned through their collaboration and hope that participating ECE Workforce Pathways Los Angeles (WPLA) Advisors will find here a tangible set of essential resources and supports for advisees as well as tools and strategies to continue this "learning conversation" — to build on their own advisement knowledge, skills and dispositions to listen, support, and provide individualized information, identify related resources and give appropriate guidance in the context of a range of career pathways to ECE advisees (within both contexts of unit-bearing higher education preparation and ongoing non-unit bearing ECE professional development).
- 2 This advisement process builds upon advisees' individual strengths including advisees' current knowledge, skills, and dispositions. It also supports advisors' capacity to both confirm advisees' current knowledge and describe multiple related ECE career pathways as well as supports and resources for advisees to achieve their specific short- and long-term career goals in the early learning field.
- 3 Advisors' own real-life experience (volunteer and paid) working with young children, families, and other ECE professionals is foundational preparation for advisors. Advisors' experience with children and families deepens their understanding of advisees' experience and preparation needs in the ECE field.
- 4 The toolkit provides a foundation for advisors, building a shared base of advisement knowledge, skills and dispositions across the ECE field, helping WPLA Advisors become continually more knowledgeable, more skilled, more connected and more collaborative across higher education and professional development systems. In our changing field, we suggest that our ongoing collaboration and communication is essential!
- 5 Specifically, this toolkit has been built upon the structure of the California ECE Career Lattice, so that WPLA Advisors will develop a shared language, becoming more knowledgeable of the Career Lattice, multiple ECE Workforce Pathways, and related resources from professional development agencies and initiatives, and on higher education campuses.
- 6 WPLA Advisors will use the toolkit to serve a wide range of individual ECE professionals to learn about and identify strategies and resources to meet their professional development needs and goals. It is our hope that the joint development of this toolkit will be reflected in joint uses of this framework, so that increased knowledge and connection between higher education and professional development advisement efforts will build advisees' capacity to articulate their professional learning needs and goals and their capacity to navigate both higher education and professional development worlds. These cross-sector connections can help to "demystify" institutions and can contribute to advisees' increased access to related resources, as well.
- 7 In turn, WPLA Advisors from professional development agencies and from ECE higher education contexts will build capacity to orient advisees towards the resources available at both community-based organizations (CBO) and institutes of higher education (IHE).

VISUAL REPRESENTATION OF WORKFORCE PATHWAYS LA CAREER AND COLLEGE ADVISEMENT FRAMEWORK

In California recent attention to early care and education (ECE) professional development systems has yielded a myriad of initiatives designed to examine ECE higher education, non-unit-bearing forms of ECE training, and technical assistance, (including mentoring, coaching, and advisement). As individual states' ECE professional development systems are constructed, modified, strengthened, and integrated, there is widespread appreciation for the role of ECE professional development, as well as a deep commitment to ensure that all forms of education, training, and technical assistance be guided by common, evidence-based and agreed-upon standards reflecting essential ECE content knowledge, skills and dispositions (PEACH, 2014).

As pointed out in PEACH White Paper 6: Checking for Flow: The Current Status of ECE Trainings and ECE Trainer Competencies (2014), "It is often confusing for ECE providers to figure out how to reach training opportunities and/or education for some of the following reasons: (a) a specific training is offered by multiple agencies; (b) many agencies are not aware of what other agencies are providing so there may be duplication in trainings offered; (c) a training may be offered at beginning, intermediate and advanced levels, exacerbating the challenge of finding a match in an individual ECE professional's knowledge level; and (d) there is a lack of advisors dedicated to help ECE providers navigate the professional development system." (2014, p. 10)

Currently, the ECE professional development environment is rapidly changing statewide. To give context to the Workforce Pathways LA ECE Career and College Advisement framework, it is critical to have a clear understanding of early childhood education professional development. Early childhood education professional development has been described as "a continuum of learning and support activities designed to prepare individuals for work with and on behalf of young children and their families, as well as ongoing experiences to enhance this work. These opportunities lead to improvements in the knowledge, skills, practices, and dispositions of early education professionals. Professional development encompasses education, training, and technical assistance (NACCRRA-NAEYC, 2011)." Education is often simply defined as professional development in the form of unit-bearing formal education courses that lead to an academic degree; education can also be known as formal training (Cole, 2005). Training is often defined as all forms of non-unit-bearing professional development that could range from one workshop to a series of workshops, to an organized program of training that offers participants a certificate of completion and/or certification with a given content and skill focus (Karoly, 2012). Technical Assistance (Advisor) is the provision of targeted and customized supports by an advisor with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application, or implementation of services by advisees (NACCRRA-NAEYC, 2011). Figure 6.1 illustrates the overlap that exists between the various types of professional development including education, training, and technical assistance.

- **Training** is often defined as all forms of non-unit-bearing professional development that could range from one workshop to a series of workshops, to an organized program of training that offers participants a certificate of completion and/or certification with a given content and skill focus (Karoly, 2012).
- **Technical Assistance (Advisor)** is the provision of targeted and customized supports by an advisor with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application, or implementation of services by advisees (NACCRRA-NAEYC, 2011). Figure 6.1 illustrates the overlap that exists between the various types of professional development including education, training, and technical assistance.

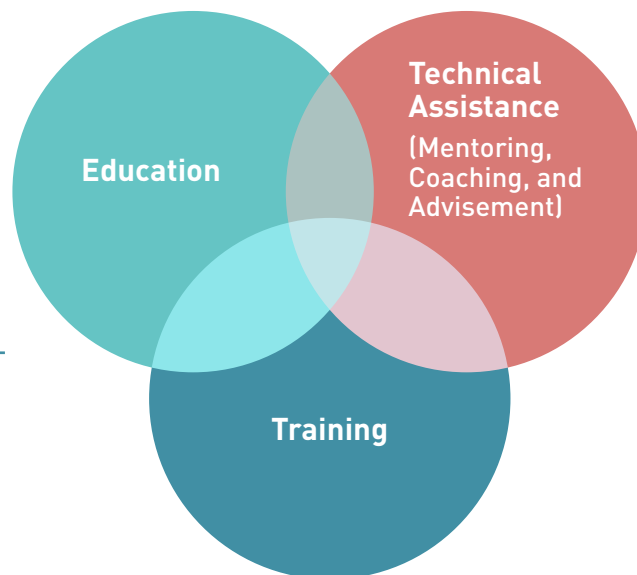


FIGURE 1
Visual Representation of Workforce Pathways
LA Career and College Advisement Framework

(Modified from NACCRRA-NAEYC, 2011, p. 3)

Multiple Pathways – Coordination of Pathways

The pathways to a participant's goals are individual. The process is also not linear. Pathways to a participant's goals are intertwined with personal development, professional development and continuous education.

The role of the WPLA advisor is to understand each participant's individual ambitions, use an intake form to start the process of advisement, use data to inform their approach, and facilitate reflective thinking practices.

A Commitment to Anti-Racism, Diversity, Equity, and Inclusion in Advisement

A major principle of the Workforce Pathways Los Angeles career advisement is to break down barriers and access professional growth. WPLA seeks to support program leaders, ECE professionals and others who are interested in strengthening the early learning field and community equity overall. Using an anti-racist, reflective and inclusive approach, advisors and participants can engage in a mutually respectful relationship that centers on the success of the individual while critically considering bias and strategies for equitable access to success. This approach also depends upon advisors' capacity for attentive listening, asking open-ended questions, and readiness and curiosity to learn from advisees to inform the direction and content of the advisement.

WPLA is basing its theory on the idea that individual identities will drive each advisee's career path. The Advisor's guide to a collaborative vision and disposition is to keep in the forefront that each student has individualized experiences and goals, based on their intersectional identity. The concept of intersectional identity recognizes that each individual has a complex array of elements to their identity. Creating the environment to listen and acknowledge elements of an advisee's expressed intersectional identities takes intentionality and critical awareness. Advisement explores the participant's own strengths, focus, and direction and suggests the advisor identify resources and career pathways for the individual advisee.

- i. **The quality of early learning programs for children is directly connected to the early childhood education workforce.** Numerous studies (e.g. Shonkoff & Phillips, 2000; Whitebook, 2003; Tout, Zaslow & Berry, 2006; Kelley & Camilli, 2007) have cited how members of the ECE workforce who are more educated and have training on ECE best practices not only provide children with quality care, but the children in their care have been found to make greater developmental gains in their academic and developmental successes. The key to enhancing the quality of the early care and education system lies in the professionalization of the workforce. There are challenges to be addressed including low wages, the limited education of the workforce, and barriers to accessing professional development.
- ii. **In Los Angeles County, 70.8% of preschool children are children of color (Kidsdata.org, 2020).** Sustaining a workforce that reflects children's diversity and incorporating children's culture – without bias – into programs, family engagement and systems has reduced historically disparate and negative outcomes by improving children of color's experiences.

Advisor roles are not to define the student's path for them, but to coach the student to understand and select their own path.

- i. **Advisors need to have a disposition towards attentive and critical listening and cultural humility.** (For a description of cultural humility, please see 2.A. ii. of this section.)
- ii. **Advisors have the responsibility to know about multiple career pathways and a wide range of resources that can support the advisees' attainment of goals.**

TIPS AND GUIDANCE FOR ADVISORS

Building Collaborative Relationships

The advisee-advisor relationship is a central element of professional advisement. Through developing and maintaining a trusting, responsive, and collaborative relationship, the advisor supports advisees to build on their current strengths — knowledge, skills and dispositions — to make and sustain improvements that best support their goals in the ECE Workforce. Advisors establish trust and support for improvement within a professional working relationship by listening sensitively, asking open-ended questions, and providing targeted information, resources and career pathways for the individual advisee. Advisors are expected to maintain mutual respect, professionalism and attentive communication with advisees.

Advisors who ask and listen to learn what advisees already know and know how to do will build on advisee strengths. When advisors observe and reflect on existing advisee strengths (e.g., "You really are passionate when you describe how you became interested in ECE!", or "You know a lot about first and second language development!"), they confirm advisees' knowledge, skills and dispositions in ECE. At its best, the advisement process is motivational, inspirational, and supportive for advisees.

Building Mentoring Relationships/Mentoring Disposition

The ability to build a constructive working relationship between an Advisor and an Advisee is characterized by a high level of attentive listening, mutual respect, and effective communication. Building and maintaining a strong relationship is the key to the Advisor's ability to assist participants with accomplishing action steps.

Develops & Maintains Mutual Respect	Professionalism	Attentive Listening
<ul style="list-style-type: none"> Establishes unbiased and supportive relationships with advisees from diverse backgrounds, identifying individual strengths of advisees. Shares relatable experiences. Has a non-judgmental approach and attitude that is built upon advisees' strengths or assets. Shows regard for advisees' opinions and needs. Provides appropriate levels of flexibility. Sees the relationship as a collaboration towards a mutual goal. 	<ul style="list-style-type: none"> Holds self and advisee accountable for setting and completing set goals. Is able to interact with all levels of staff and variety of ECE professionals. Operates with integrity, and follows ethical standards. Uses a culturally responsive and ethical approach, intentionally building equitable access to information as well as career pathways. Maintains focus on completing tasks and circling back to confirm advisees' values and goals. Clarifies expectations/norms. 	<ul style="list-style-type: none"> Is attuned to needs advisee expresses and how to meet those needs. Shares recognition of advisees' strengths, change, and growth. Expresses support and encouragement for advisees' goals and achievements. Advisee-centered listening. Listens for advisee-noted barriers to access for professional development and higher education.

Intake Conversation - Goal Setting

Working collaboratively, advisors listen and build on advisee's interests to acknowledge strengths and accomplishments to date and to support the advisee's achievement of specific short- and long-term educational and professional development goals and qualifications which, in turn, supports ECE programs and the communities they serve. During sessions, advisors will support advisees in setting goals and help to guide planning toward achieving those goals. Advisors will also use reflective thinking approaches by providing reflective guidance, cooperative solutions, and will facilitate advisee self-reflection and advisor reflective supervision in response.

Facilitates Reflective Thinking		
An Advisor empowers their advisees to achieve their goals by leading them cooperatively through a process to achieve their goals.		
Reflective Guidance	Cooperative Solutions	Facilitates Self-Reflection
<ul style="list-style-type: none"> Summarizes each advisement session. Asks open-ended questions. Engages advisees in identifying issues, options, and desired outcomes. Inspires and persuades advisees and others to voluntarily pursue and achieve goals, and adopt new positions or opinions. Facilitates advisees' examination of their practice and work toward a higher level of professionalism or professional development. 	<ul style="list-style-type: none"> The Advisor and advisee engage in honest dialogue to identify barriers and overcome challenges to goals. The Advisor references tools created with advisee to measure their own growth and progress. 	<ul style="list-style-type: none"> Leads advisees through self-reflection (i.e., the advisees' investment in the achievement of the goals, the advisees' perception of the attainability of the goals). Engages in reflection on the effectiveness of their own performance, using data collected on the advisee, progress towards goals.

When advisors first meet advisees, they need to establish a respectful, trusting, collaborative relationship.

- The relationship only becomes productive when the advisor and advisee become comfortable with each other's role and status. An advisor's listening and citing advisee strengths (specific knowledge, skills, and dispositions) the advisor observes.
- In order to create a trusting environment for advisement, the advisee will not be required to share information the advisor may find pertinent (e.g., career goals, professional and personal barriers, past academic history) until they feel comfortable.
- Assuring the advisee that they better understand their own situation and how to approach figuring out solutions is the essence of this relationship-building process.

When collaborating with an advisee who is considering going back to school, or attending for the first time, consider the following:

Affordability: Encourage them to gather clear and concise information on how much continuing education will cost. This should also include potential sources of financial support and the ability to establish payment plans they can realistically afford.

Accessibility: Encourage the advisee to identify barriers that may limit access to enrollment, such as, the amount of time and effort required to navigate through admissions, orientation, testing, required advisement, and other traditional pre-enrollment activities required by many colleges. Accessibility also means taking into account the scheduling of courses (daytime, evening, weekends, one-unit modules, etc.) and delivery formats (in person, online, hybrid, etc.).

Acceleration: This relates to time spent on completing their education. Have advisees consider their options regarding shorter-duration courses, online, weekend, semester or quarter, on campus or off campus. Also, have them consider accelerating the pace of their higher education in the context of their own values and demands of family, work, and more.

Encouragement: Practice mindfulness and make a conscious effort to use positive language and emphasize advisee's strengths in knowledge and experience as well as skills and motivation/disposition. Cite strengths the advisee brings to academic work and encourage the advisee to discover and utilize related adult education and college support services and related resources (e.g., campus writing center, campus counseling center, etc.)

Co-Generate Solutions: When in doubt, share the problem; work "side-by-side." Be creative and resourceful in helping your advisee problem-solve to minimize barriers they have identified.

Culturally-Responsive Advising Tips

We are basing our theory on the idea that individual identities will drive each advisee's career path. Creating the environment to listen and acknowledge elements of an advisee's expressed intersectional identities takes intentionality and critical awareness.

Create a "safe space" environment during your sessions based on cultural responsiveness and confidentiality. Conversations are personal to the individual and support is necessary in a confidential space that the advisee can feel secure in. Navigating conversations around individual experiences and goals can be enlightening but also cumbersome. To guide the advisor in keeping focus on career goals in a responsive way, we have provided some open-ended questions:

- i. Is there anything else about you and your experiences that would inform your goals and how you can reach them?*
- ii. Have there been events in your professional life that have prevented you from reaching goals before?*
- iii. In what ways has your professional and educational past prepared you to work with a diverse population of children and families?*

Setting Goals and Generating Solutions

By setting goals and using an innovative approach to seeking solutions, an Advisor effectively facilitates the problem-solving process with an advisee rather than providing direct solutions.

Sets Goals	Facilitates Problem Solving	Uses an Innovative and Culturally Responsive Approach
<ul style="list-style-type: none"> • Complete a needs assessment with participants. • Determine goals based on needs assessment or Professional Growth Plan. • Create an action plan to meet goals developed by Advisor and Advisee. • Assist advisee set SMART (Specific, Measurable, Achievable, Realistic, and Timely) goals. 	<ul style="list-style-type: none"> • Facilitate creative thinking and problem solving, resulting in action steps toward a solution. • Use positive conflict management strategies. • Demonstrate flexibility. • Examine problem(s) and identify any difficult or important details to help resolve issues. 	<ul style="list-style-type: none"> • Relate authentically and be understanding of advisee's individual needs to draw from resources in the community. • Take a proactive approach to anticipating, preventing, and solving problems. • See old problems in a new way and have novel approaches to solving those problems. • Support and guide advisee to find ways to turn goals into reality based on his/her individual needs.

OVERVIEW OF CAREER AND COLLEGE ADVISEMENT AND WORKFORCE PATHWAYS

Workforce Pathways LA Stipend Program (WPLA) supports early educators to move along the early care and education career pathway by providing financial incentives (stipends) upon the completion of an annual milestone. As early educators advance in their career journey, stipend amounts increase. WPLA advisors support the advisee in navigating the advisee's career pathway to success.

Description of Professional Development (PD) in LA County

Professional development encompasses all non-unit-bearing stand-alone workshops and, targeted topic training series (e.g., anti-racism, play across the ECE curriculum, child development knowledge and behaviors, trauma-informed care, etc.). Professional Development also includes ECE program site-based coaching that may involve all or parts of the program's teaching staff and administrative members, as well as support staff. Coaching may be focused one-on-one, with a classroom team, or family child care home provider and staff and may include several delivery modes (e.g. online or in-person). Professional development agencies may specialize and provide professional development for building specific ECE professional skills and knowledge base (e.g., in mental health, infant-toddler development, etc.).

Advisors need to be aware of the role of the CA ECE Workforce Registry in uploading and serving as a repository of individual ECE professionals' educational progress and status, as well as their completed professional development programs. The California Early Care and Education Workforce Registry (the Registry) offers and tracks professional development opportunities. Refer to the [CA ECE Workforce Registry](#) to learn more.

Professional Development Advisement

Professional Development Advisement is an opportunity that is essential to early learning professionals. It serves a wide range of support to increase the quality of early learning experiences offered through a focus on qualifications and skills. Services may include, but are not limited to, assistance with identification of professional development goals and utilization of professional development opportunities, assistance with permit applications, advisement on coursework selections, and recommendations of appropriate financial and academic support services and resources (e.g. the WPLA Stipend program).

Los Angeles County is rich with opportunities in professional development for early learning professionals. One can access professional development such as trainings and workshops through the [CA ECE Workforce Registry](#). This resource lists workshops offered throughout LA County from various training organizations.

Background of Higher Education (HE) in LA County

(Please See [Appendix C](#) for ECE/CD Program Profiles in Higher Education Institutions ECE/CD in Los Angeles County.)

ECE/CD Higher Education Segments in California: ECE/CD higher education certificate and degree programs are found across all four higher education system segments — the California Community Colleges, the California State University campuses, the University of California and UC Education Extension program offerings, and private universities campuses across the state.

Each campus of each segment in California's higher education system offers an array of student support services — from financial aid advisement, writing support services, ASL interpreters, class notetakers, child care and education for campus-enrolled student parents, student physical fitness center, and a range of student body organizations that build upon students' interests and specializations as well as students' development of leadership and student governance knowledge and skills.

a. Institution of Higher Education Advisement (IHE) Advisement. Best practices include a faculty advisor-student advisee advisement relationship.

- i. The length of time required to complete academic certificates and degrees usually necessitates multiple faculty-student advisement sessions over time. Students may engage in multiple advisement sessions with the same faculty advisor, since students are enrolled in programs on one campus over a period of two to four years. This creates an opportunity for establishing a longer-term mentoring relationship, and often results in faculty advisor-student advisee relationships that endure beyond graduation and through subsequent professional development stages of the advisee's career.
- ii. Advisement begins with student interests in both career and learning goals. Faculty advisors listen and ask open-ended questions to provide targeted information at each session.
- iii. Other collaborative models of academic and career pathway advisement exist. Student mentors may join faculty in providing advisement. The California Mentor Program provides essential supervision of community college ECE/CD practicum student experiences by supporting and training Mentor Teachers in community-based programs; Mentor Teachers model their own individual commitment to ongoing professional development; Mentor Teachers also provide another robust source of ECE/CD career pathway advisement for enrolled community college ECE/CD students.
- iv. Faculty also have the responsibility to describe the structure of the academic programs on the campus so that students are guided to meet specific program requirements. Faculty advisors also have the responsibility to understand and communicate existing flexibility in academic program requirements (e.g., selection from the array of approved elective courses in the academic program) and flexibility in meeting campus wide graduation requirements.
- v. It is important for faculty advisors to be knowledgeable of transfer requirements and articulation agreements between community colleges and CSU, UC and private university baccalaureate, as well as Master's programs and doctoral program options available that are ECE-specific or ECE-allied.
- vi. Some academic programs have identified funding of a classified position of program advisor who is accessible daily to students by phone or appointment.
- vii. There is growing awareness and concern that faculty workload makes it difficult to meet the needs of each student or all students in the specific ECE/CD academic program. Additional institutional fiscal support for the program advisement workload is severely needed (e.g., due to high faculty-student ratios, institutional expectations for faculty involvement in faculty governance committees, and institution-required faculty development of their own research agendas and accomplishments.)
- viii. IHE Course Offerings, Scheduling, Languages of Instruction, and Specialization Courses/ Certificates: A recent survey of higher education institutions in LA County conducted to inform this toolkit revealed that campuses offer a wide range of schedules of ECE/CD course offerings during daytime, night-time, weekend time periods. In addition, courses are delivered in a variety of modes — online synchronous, online asynchronous, hybrid, or face-to-face.
- ix. Some campuses offer courses taught in Spanish and Korean; one campus has plans to add courses taught in Mandarin in the near future. In addition, some campuses have courses and programs designed to meet the needs of family child care providers. Some campuses have designed one-unit modules for easier access and unit-completion, so that over time, working students are able to complete three, one-unit modules reflected in a 3-unit course.

Some campuses offer an entire certificate or degree program online.

- x. In addition, campuses offer courses in trauma-informed care, infant-toddler development/ programs, special needs, and dual language learners.

b. Campuses have some wrap-around supports. Advisement should include communication with students about resources that would support progress through their program.

- i. Context of campus resources: financial aid, writing center assistance, counseling services, sign language interpreters, note-takers, tutors, direct, student grants for financial support, courses offered in other languages like Spanish and Korean.
- ii. Campus child development center services also provide child care and education for student parents' young children.
- iii. Higher education student support services vary from one campus to another, even within the same higher education segment. Faculty need to be aware of all existing support services on their campus that students may access.

PROFESSIONAL GROWTH ADVISORS FOR THE CTC PERMIT

Professional Growth Advisors serve as a mentor to both students and professionals in helping set goals in the field of early childhood education. Advisors can provide information about career options in ECE, state credential processes (e.g. Child Development Permits), higher education degree programs, and other professional development requirements that align with the California Career Lattice. Advisors also facilitate career planning discussions with educators to help create a professional development plan with actionable steps in order to meet one's career and educational goals.

The California Commission on Teacher Credentialing (CTC) is an agency in the Executive Branch of California State Government. It was created in 1970 by the Ryan Act and is the oldest of the autonomous state standards boards in the nation. The major purpose of the agency is to serve as a state standards board for educator preparation for the public schools of California, the licensing and credentialing of professional educators in the State, the enforcement of professional practices of educators, and the discipline of credential holders in the State of California.

Child Development Permit refers to any level of child development permit issued after February 1, 1997. Holders of these permits, with the exception of the Associate Teacher Child Development Permit, must complete 105 clock- hours of professional growth activities during each five-year cycle of the permit.

Professional Growth refers to participation in activities that contribute to a permit holder's competence, performance, or effectiveness in the profession of education.

Professional Growth Advisor for Child Development Permits refers to an individual who meets the requirements and who advises permit holders regarding their professional growth and development.

Selecting Your Professional Growth Advisor

In selecting a professional growth advisor for your Child Development Permit, the individual must possess one of the requirements listed below. Professional growth advisors for permit holders no longer residing in California, refer to requirements listed in numbers 4 through 8 only.

1. A Child Development Permit at the Teacher level or above plus three years experience teaching or serving as a director in an early childhood education setting. This includes any permit authorizing instruction or supervision in a child development program issued under previous regulations as long as it is a full permit; no emergency, limited, postponed, or provisional permit.
2. An Early Childhood Education Specialist Credential.
3. A Standard Early Childhood Teaching Credential.

4. A Multiple Subject Teaching Credential with an emphasis in early childhood education.
5. An elementary teaching credential and one of the following: At least 12 semester units of child development or early childhood education course work At least 2 years experience in an early childhood education/child development setting.
6. A secondary teaching credential with a major in home economics and one of the following:
 - *At least 12 semester units of child development or early childhood education course work.*
 - *At least 2 years experience in an early childhood education/child development setting.*
7. Other options for advisor qualifications include the following:
 - *A Master's degree or above in early childhood education or child development.*
 - *Five or more years experience as a director of a child development center.*

Commission on Teacher Credentialing. (2015, November). *CHILD DEVELOPMENT PERMIT PROFESSIONAL GROWTH MANUAL*. [Child Development Permit Professional Growth Manual](#)

HOW TO USE THIS FRAMEWORK

The Workforce Pathways Los Angeles Career and College Advisement Framework is a comprehensive resource that supports the California Early Learning Career Lattice for early learning professionals. This resource for advisors includes information for both higher education and professional development. Advisors will find here a tangible set of essential resources and supports for advisees as well as tools and strategies to continue this "learning conversation" — to build on their own advisement knowledge, skills and dispositions to listen, support, and provide individualized information, identify related resources and give appropriate guidance in the context of a range of career pathways to ECE advisees.

This framework is broken down into three major sections:

- The Introduction
- The CA Early Learning Career Lattice Levels
- The Appendices

The California Early Learning Career Lattice levels are tabbed to provide advisors a clear understanding of the levels. There are ten tabs to describe the ten levels of the lattice. Within each tab, there are different sections:

1. Description of the level in the CA Early Learning Career Lattice.
2. Frequently asked questions an advisor may hear from an advisee, with possible answers.
3. Resources for Advisors and Advisees.
4. Sample scenarios of advisement within the context of the level.

The appendices located after the tabs have a complete library of the FAQs, the scenarios, higher education resources and professional development resources.

CALIFORNIA CAREER LATTICE EDUCATIONAL REQUIREMENTS

Adapted from [Guide to the California Early Learning Career Lattice](#)

The WPLA Career and College Toolkit is divided into 10 levels based on the CA Early Learning Career Lattice defines a progression of roles and the training and education necessary to demonstrate competence in a wide variety of positions in early learning. It identifies a common framework through which professionals can evaluate their progress towards their own career goals. The Career Lattice is a guide to help professionals in the early learning field to think about their career path and professional development. Although the Career Lattice cannot guarantee the effectiveness of professionals in the workplace, it can establish a common baseline of educational preparation to guide professional and career planning. The Career Lattice does not change any of the existing regulations or licensing requirements for working in a child care center, infant/toddler program, preschool, family child care home, or TK-third grade teacher or early childhood program administrator. To learn more about the Career Lattice please read the California Early Learning Career Lattice Guide at [Guide to the California Early Learning Career Lattice](#).

The Career Lattice can be used throughout the early learning system for the full spectrum of professional opportunities currently available by:

- Defining the training, qualifications, and certification/credentials that early childhood educators should have and be able to demonstrate at various levels of professional responsibility;
- Outlining a pathway for professional advancement and achievement from someone just entering the field, whether that individual is a classroom aide, teacher, or multi-site program director; and
- Identifying the basic educational benchmarks early educators need in order to move into positions that support early education and other early educators including coaches, trainers, higher education faculty, or infrastructure support.

Key Facts about the California's Career Lattice

1. The Career Lattice is a guide to help early educators think about their career path and professional development.
2. The Career Lattice does not change any of the existing regulations or licensing requirements for working in infant/toddler care, a child care center, a preschool, Transitional Kindergarten (TK)-3rd grade, or a family child care home, or being a home visitor. The launch of California's Career Lattice will not affect the current work of those working in Early Learning in any way.
3. The Career Lattice is designed to encompass a variety of positions within early learning:
 - Administrators, teachers, assistants or aides, family, friend, and neighbor providers (FFNs), and volunteers.
 - Coaches, mentors, or other quality improvement or technical assistance staff;
 - Community program managers who coordinate support program such as the Quality Rating and Improvement System (QRIS), stipend programs, or programs that increase access to child care programs;
 - Higher education faculty,
 - Non-unit-bearing professional development trainers and providers; and
 - Researchers and public policy staff.

Understanding the Structure of the Career Lattice

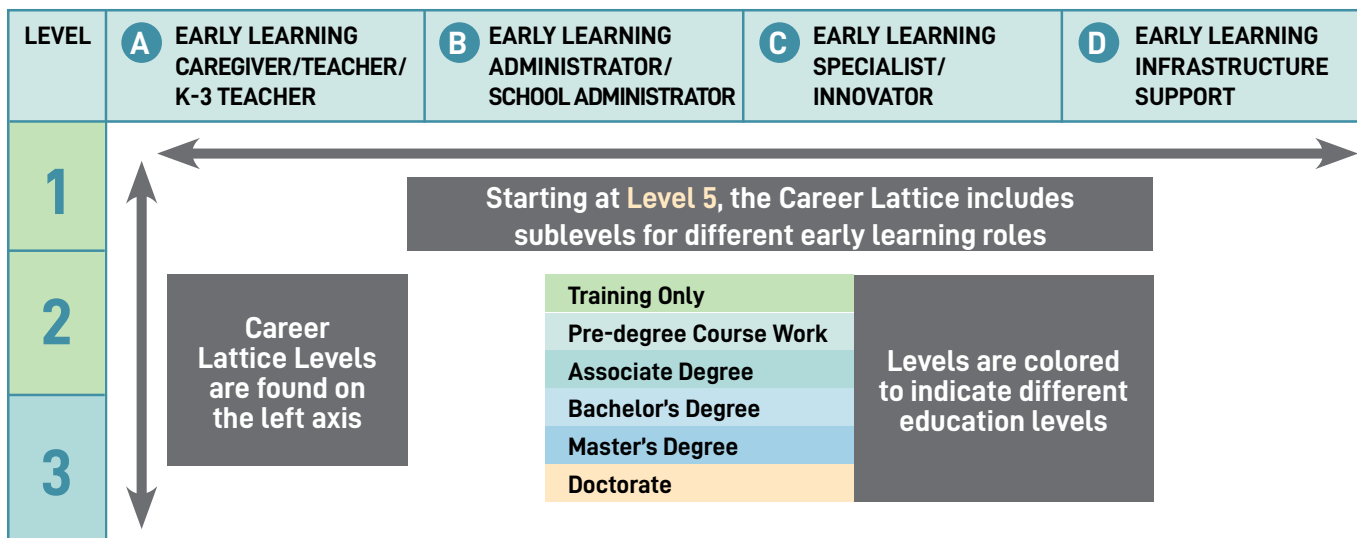
The image below represents a section of the career lattice showing an example of levels 1 through 3, and vertical and horizontal arrows indicating how the lattice is organized. Career lattice levels are found on the left axis. Levels 1-4 do not have sublevel categories (education categories). Starting at level 5, the career lattice includes sublevels for different early learning roles.

The education sublevel categories are:

- A. Early Learning Caregiver/Teacher/K-3 Teacher:** early learning professionals who work directly with children.
- B. Early Learning Administrator/School Administrator:** administrators and/or supervisors who oversee early learning staff working with children.
- C. Early Learning Specialist/Innovator:** early learning professionals who provide specialized services like coaching, mentoring, or training.
- D. Early Learning Infrastructure Support:** early learning staff who provide support or program management to the early learning field.

California Department of Education, August 2018

Understanding the Structure of the Career Lattice



California Early Learning Career Lattice – Educational Requirements

https://caworkforcestg.wpengine.com/wp-content/uploads/2023/10/CA-Early-Learning-Career-Lattice_2018_English.pdf

LEVEL	A EARLY LEARNING CAREGIVER/TEACHER/ K-3 TEACHER	LEVELS 1-4 DO NOT HAVE ANY SUBCATEGORIES. THE SPACE BELOW INCLUDES IMPORTANT NOTES AND CONSIDERATIONS FOR EACH LEVEL.		
1	<p>8 hours of training in health & safety and/or child development.</p> <p><i>Example: On-boarding to lattice for family, friend and neighbor care providers</i></p>	<p>Level 1 is a point of entry for people interested in working in the early learning field. At this level 8 hours of training on health and safety and/or child development is needed. This is a good starting point for people who have been providing informal care and are interested in pursuing a role in a family child care home or preschool.</p> <p>Local Resource and Referral agencies are a recommended starting point for finding training on health and safety or child development.</p>		
2	<p>Current Family Child Care Licensing Requirements</p> <p><i>Example: family child care provider</i></p>	<p>Level 2 is set at current licensing requirements for family child care providers. Currently this level requires 16 hours of health and safety training in addition to training on signs of child abuse. This is the minimum amount of training required for family child care homes.</p> <p>Visit the DSS Resources for Providers website at https://info.caregistry.org/wp-content/uploads/2023/10/CA-Early-Learning-Career-Lattice-Guide_8_2018_English.pdf to learn more about family child care provider requirements and resources.</p>		
3	<p>16 hours of health & safety training and mandated reporter training</p> <p>+ 45 hours of training (State-approved and/or Resource & Referral agency training)</p> <p>OR</p> <p>3 semesters (4.5 quarter) units of ECE/CD/HD</p> <p><i>Example: family child care provider</i></p>	<p>Level 3 is a point where people should consider transitioning from training to college coursework. This level is a bridge from family child care entry requirements to meeting requirements for working as an aide in licensed preschool.</p> <p>The majority of people choose to attend child development classes at their local community college. Usually 3 semester units are earned through a single child development class. Some colleges and universities in California operate on a "Quarter" system and 3 semester units is equivalent to 4.5 quarter units.</p> <p>See the Career Lattice Guide for more information on taking courses.</p>		
4	<p>6 units in ECE/CD</p> <p>(CD Permit Assistant Teacher)</p> <p><i>Example: Teacher aide</i></p>	<p>Level 4 is equivalent to the first level (Assistant) of the California Child Development Permit. At this stage it is important to be taking the "Core" courses which include: child/human growth & development; child/family/community or child and family relations; and programs/curriculum. Completing these units provides a beginning foundation in child development and is required as one moves up the Career Lattice.</p>		
LEVEL	A EARLY LEARNING CAREGIVER/TEACHER/ K-3 TEACHER	B EARLY LEARNING ADMINISTRATOR/ SCHOOL ADMINISTRATOR	C EARLY LEARNING SPECIALIST/ INNOVATOR	D EARLY LEARNING INFRASTRUCTURE SUPPORT
5	<p>5A. 12 units in ECE/CD ECE core content areas required¹</p> <p>(CD Permit Associate Teacher)</p> <p><i>Example: Title 5 Assistant Teacher Title 22 Teacher</i></p>	<p>5B. 12 units in ECE/CD + 3 units in administration or staff relations. ECE core content areas required</p> <p><i>Example: Center Director- Title 22 Child Care Centers</i></p>	<p>Level 5 does not have sublevel for Early Learning Specialist/ Innovator or Early Learning Infrastructure Support. It does have a sublevel for administrators which includes a course in administration or staff relations .</p> <p>At this level it is important to be taking general education (GE) course along with child development courses.</p>	<p>Level 5 does not have sublevel for Early Learning Specialist/ Innovator or Early Learning Infrastructure Support. It does have a sublevel for administrators which includes a course in administration or staff relations .</p> <p>At this level it is important to be taking general education (GE) course along with child development courses.</p>

California Early Learning Career Lattice – Educational Requirements

LEVEL	A EARLY LEARNING CAREGIVER/TEACHER/ K-3 TEACHER	B EARLY LEARNING ADMINISTRATOR/ SCHOOL ADMINISTRATOR	C EARLY LEARNING SPECIALIST/ INNOVATOR	D EARLY LEARNING INFRASTRUCTURE SUPPORT
6	<p>6A. 24 units of ECE/CD + 16 semester units of GE ECE core content areas required</p> <p>(CD Permit Teacher)</p> <p><i>Example: Teacher Title 5 or Title 22</i></p>	<p>6B. 24 units of ECE/CD + 16 semester units of GE, ECE core content areas required + 3 units in administration or staff relations</p> <p><i>Example: Center Director - Title 22 Child Care Centers</i></p>	<p>Level 6 is the first level where GE courses are required. GE courses must include: one course in each of four general education categories, which are degree applicable: English/ Language Arts; Math or Science; Social Sciences; Humanities and/or Fine Arts.</p>	<p>Level 6 is the first level where GE courses are required. GE courses must include: one course in each of four general education categories, which are degree applicable: English/ Language Arts; Math or Science; Social Sciences; Humanities and/or Fine Arts.</p>

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

Associate Degree

AA = Associate Arts Degree

AA-T* = Associate Arts Transfer Degree

AS = Associate of Science Degree

AS-T* = Associate of Science Transfer Degree

*Transfer Degrees are for California Community College students and are designed to provide a clear pathway to the CSU degree major.

It is important that students contact their local community college for information on meeting the requirements for an AA-T or AS-T degree.

LEVEL	A EARLY LEARNING CAREGIVER/TEACHER/ K-3 TEACHER	B EARLY LEARNING ADMINISTRATOR/ SCHOOL ADMINISTRATOR	C EARLY LEARNING SPECIALIST/ INNOVATOR	D EARLY LEARNING INFRASTRUCTURE SUPPORT
7	<p>7A. AA/AA-T/AS/AS-T in ECE/CD</p> <p>OR</p> <p>AA/AA-T/AS/AS-T with 24 semester units in ECE/CD</p> <p>OR</p> <p>60 units including 24 units of ECE/CD and 36 units of GE</p> <p><i>Example: Teacher, Head Teacher</i></p>	<p>7B. AA/AA-T/AS/AS-T in ECE/CD OR AA/AA-T/AS/AS-T with 24 semester units in ECE/CD + 3 units in administration or staff relations OR 60 units including 24 units of ECE/CD and 36 units of GE, 3 of which are in administration or staff relations</p> <p><i>Example: Center Director- Title 22 Child Care Centers</i></p>	<p>7C. AA/AA-T/AS/AS-T in any field with 24 semester units in ECE/CD</p> <p><i>Example: Administrative assistant working at a First 5, County Office of Education, Resource and Referral Agency, or community agency</i></p>	<p>7D. AA/AA-T/AS/AS-T in any field</p> <p><i>Example: Administrative assistant working at a First 5 or community agency</i></p>

Bachelor's Degree

LEVEL	A EARLY LEARNING CAREGIVER/TEACHER/ K-3 TEACHER	B EARLY LEARNING ADMINISTRATOR/ SCHOOL ADMINISTRATOR	C EARLY LEARNING SPECIALIST/ INNOVATOR	D EARLY LEARNING INFRASTRUCTURE SUPPORT
8	<p>8A. ECE Content Baccalaureate degree in ECE/CD</p> <p>OR Baccalaureate degree in any discipline with 36 semester units of ECE/CD, including 18 semester units of upper division coursework.</p> <p><i>Examples: ECE Lead Teacher or Site Supervisor</i></p> <p>OR Multiple Subject Teaching Credential with 24 units ECE/CD <i>Examples: K-12 or Transitional Kindergarten (TK) teacher</i></p> <p>OR Early Childhood Special Education Credential <i>Examples: Infant/Toddler, preschool, TK or K teacher focused on children with special needs</i></p>	<p>8B. Administrator Program Director Permit</p> <p>OR Baccalaureate degree or higher with 15 units of management/ administration/ supervision/leadership /policy including 6 administrative units, 2 adult supervision units and 24 units of ECE/CD including coursework related to serving infants and toddlers.</p> <p>OR Administrative Services Credential with 24 units ECE/CD <i>Examples: Title 5 program director or director mentor/ coach</i></p>	<p>8C. ECE Support Baccalaureate degree in any field with 24 semester units in ECE/CD Example: Staff person working at a community agency (R&R, First 5, County Office of Education) supporting an early learning initiative, ECE coach, trainer, or technical assistance specialist.</p> <p>OR Pupil Personnel Services Credential <i>Example: School psychologist</i></p>	<p>8D. Support Baccalaureate degree in any field <i>Examples: Staff person working at an R&R, First 5, County Office of Education, or community/ state agency providing administrative support to a quality improvement initiative</i></p>

Master's Degree

LEVEL	A EARLY LEARNING CAREGIVER/TEACHER/ K-3 TEACHER	B EARLY LEARNING ADMINISTRATOR/ SCHOOL ADMINISTRATOR	C EARLY LEARNING SPECIALIST/ INNOVATOR	D EARLY LEARNING INFRASTRUCTURE SUPPORT
9	<p>9A. ECE Content Master's degree in ECE/CD (CD Permit Program Director)</p> <p>OR Master's degree in any discipline with 36 semester units of ECE/CD, including 18 semester units of graduate level coursework. <i>Examples: ECE Lead Teacher or Site Supervisor</i></p>	<p>9B. Administrator Master's Degree in any field plus a Program Director Permit</p> <p>OR Master's degree in any field plus Administrative Service Credential</p> <p>OR Master's degree or higher with 15 units of management/ administration/ supervision/leadership /policy including 6 administrative units, 2 adult supervision units and 24 units of ECE/CD including coursework related to serving infants and toddlers. <i>Examples: Program director of multiple sites (Title 5), director mentor/coach, ECE trainer, CA Community College faculty</i></p>	<p>9C. ECE Support Master's degree in any field with 24 semester units in ECE/CD <i>Examples: Coordinator of a quality improvement initiative like QRIS, First 5 program officer, coach or technical assistance specialist.</i></p>	<p>9D. Support Master's Degree in any field <i>Examples: Program coordinator at a community agency, researcher, staff at an advocacy organization.</i></p>

Doctorate

LEVEL	A EARLY LEARNING CAREGIVER/TEACHER/ K-3 TEACHER	B EARLY LEARNING ADMINISTRATOR/ SCHOOL ADMINISTRATOR	C EARLY LEARNING SPECIALIST/ INNOVATOR	D EARLY LEARNING INFRASTRUCTURE SUPPORT
10	<p>10A. ECE Content Doctorate or Post-Doctoral study in ECE/CD <i>Examples: Faculty at a college or university in baccalaureate and/or graduate studies programs.</i></p>	<p>10B. Administrator Doctoral degree with 15 units of management/ administration/ supervision/leadership/ policy including 6 administrative units, 2 adult supervision units and 24 units of ECE/CD including coursework related to serving infants and toddlers.</p>	<p>10C. ECE Support Doctorate or Post-Doctoral study with 24 units in ECE <i>Examples: ECE faculty at a college or university in baccalaureate and/or graduate studies programs.</i></p>	<p>10D. Doctorate Doctorate or Post-Doctorate in any subject <i>Example: Researcher or public policy expert.</i></p>

SECTION 2

CA Early Learning Career Lattice Guidelines

California Early Learning Career Lattice – Educational Requirements

[CA Early Learning Career Lattice Educational Requirements](#)

[Guide to the California Early Learning Career Lattice](#)

LEVEL	A EARLY LEARNING CAREGIVER/TEACHER/ K-3 TEACHER	LEVELS 1-4 DO NOT HAVE ANY SUBCATEGORIES. THE SPACE BELOW INCLUDES IMPORTANT NOTES AND CONSIDERATIONS FOR EACH LEVEL.
1	<p>8 hours of training in health & safety and/or child development.</p> <p><i>Example: On-boarding to lattice for family, friend and neighbor care providers</i></p>	<p>Level 1 is a point of entry for people interested in working in the early learning field. At this level 8 hours of training on health and safety and/or child development is needed. This is a good starting point for people who have been providing informal care and are interested in pursuing a role in a family child care home or preschool.</p> <p>Local Resource and Referral agencies are a recommended starting point for finding training on health and safety or child development.</p>

Local Resource and Referral (R&R) agencies are a recommended starting point for finding training on preventative health and safety. Resource and referral agencies (R&R) are the main entryway for home-based providers into the child care field. They help providers get licensed, access trainings and professional development opportunities, and meet the diverse needs of children. R&Rs provide no-cost business coaching, technical assistance, and trainings on areas such as health and safety, child development, and trauma-informed practices. Because Los Angeles is a large county, there are multiple R&R agencies with distinct service areas California and these R&Rs can offer assistance in finding trainings in child development and health and safety. See appendices for resources on finding the local R&R agencies.

Guide to CA Community Care Licensing (Title 22) FCC requirements

Licensee requirements: Health and Safety Code Section 1596.866 provides in part: (a)(1) In addition to other required training... each family day care home licensee who provides care, shall have at least 15 hours of health and safety training, and if applicable, at least one additional hour of training pursuant to clause (ii) of subparagraph (C) of paragraph (2). (2) The training shall include the following components: (A) Pediatric first aid. (B) Pediatric cardiopulmonary resuscitation (CPR). (C)(i) A preventive health practices course or courses that include instruction in the recognition, management, and prevention of infectious diseases, including immunizations, and prevention of childhood injuries. (ii) For licenses issued on or after January 1, 2016...each family day care home licensee who provides care, shall have at least one hour of childhood nutrition training as part of the preventative health practices course or courses. (3) The training may include instruction in sanitary food handling, emergency preparedness and evacuation, and caring for children with special needs.

Personnel Requirements: Day care center directors and licensees of family day care homes shall ensure that at least one staff member who has a current course completion card in pediatric first aid and pediatric CPR issued by the American Red Cross, the American Heart Association, or by a training program that has been approved by the Emergency Medical Services Authority pursuant to this section and Section 1797.191 shall be onsite at all times when children are present at the facility, and shall be following: (1) Current pediatric first aid and pediatric CPR course completion cards issued either by the American Red Cross or the American Heart Association, or by a training program that has been approved by the Emergency Medical Services Authority pursuant to Section 1797.191. (2)(A) A course completion card for a preventive health practices course or courses as described in subparagraph (C) of paragraph (2) of subdivision (a) issued by a training program approved by the Emergency Medical Services Authority pursuant to Section 1797.191.... (e) The training required under subdivision (a) shall not be provided by a home study course. This training may be provided through on-the-job training, workshops, or classes.

ADVISING SCENARIO FOR LEVEL 1

Darla lives next door to a family that needs child care for their two and three-year-old children. The family receives subsidized child care support through their local resource and referral and alternative payment agency. The family was given options on who can care for their children and they asked Darla if she would be interested since she is already caring for a family member at home. To receive a subsidized child care voucher, Darla needs to care for at least one family member in addition to other children outside of her own family.

Darla agreed to care for her neighbor's children in addition to her toddler child. She saw an opportunity to gain experience caring for children and earning an income at the same time. She had always considered learning more about providing child care in her home but never got a chance to do so. Now that she's had some time to experience caring for the children and enjoys the convenience of working from home, she is interested in learning more about caring for more children.

Key words to consider for applicable resources:

- Two and Three year-olds
- Local Resource and Referral Agency
- Learning more about providing care

Questions to ask from the key words:

- Is Darla interested in the two and three-year old age range or all ages?
- Has Darla inquired about any upcoming training opportunities offered through her local resource and referral agency that she can attend for being a caregiver for this family?

Refer to [Appendix A](#) FAQ Master List: Professional Development Related Questions, CD Permit Related Questions, and Higher Education Related Questions for examples of questions you may hear from advisees.

Refer to [Appendix H](#): Additional Resources for Advisors and Advisees for examples of resources related to this level.

CA Early Learning Career Lattice Level 2-3

[CA Early Learning Career Lattice Educational Requirements](#)

[Guide to the California Early Learning Career Lattice](#)

LEVEL	A EARLY LEARNING CAREGIVER/TEACHER/ K-3 TEACHER	LEVELS 1-4 DO NOT HAVE ANY SUBCATEGORIES. THE SPACE BELOW INCLUDES IMPORTANT NOTES AND CONSIDERATIONS FOR EACH LEVEL.
2	Current Family Child Care Licensing Requirements <i>Example: family child care provider</i>	<p>Level 2 is set at current licensing requirements for family child care providers. Currently this level requires 16 hours of health and safety training in addition to training on signs of child abuse. This is the minimum amount of training required for family child care homes.</p> <p>Visit the DSS Resources for Providers website at https://info.caregistry.org/wp-content/uploads/2023/10/CA-Early-Learning_Career-Lattice-Guide_8_2018_English.pdf to learn more about family child care provider requirements and resources.</p>
3	<p>16 hours of health & safety training and mandated reporter training</p> <p>+ 45 hours of training (State-approved and/or Resource & Referral agency training)</p> <p>OR</p> <p>3 semesters (4.5 quarter) units of ECE/CD/HD</p> <p><i>Example: family child care provider</i></p>	<p>Level 3 is a point where people should consider transitioning from training to college coursework. This level is a bridge from family child care entry requirements to meeting requirements for working as an aide in licensed preschool.</p> <p>The majority of people choose to attend child development classes at their local community college. Usually 3 semester units are earned through a single child development class. Some colleges and universities in California operate on a "Quarter" system and 3 semester units is equivalent to 4.5 quarter units.</p> <p>See the Career Lattice Guide for more information on taking courses.</p>

Career Lattice Levels 2-3

Example: family child care providers, incumbent teaching workforce

Level 2 is set at entry level requirements for incumbent early learning professionals.

Level 3: Current Family Child Care Licensing Requirements or Teaching Assistant in center-based programs.

Currently this level requires 16 hours of health and safety training including a training on signs of child abuse. In addition, a minimum 45 hours of state-approved or R&R agency trainings or 3 semester/4.5 quarter units of ECE/CD/HD courses. Visit the DSS Resources for Providers website at <http://www.cdss.ca.gov/inforesources/Child-Care-Licensing/Resources-for-Providers> to learn more about family child care provider requirements and resources.

ADVISING SCENARIO FOR LEVEL 2

Tova calls to inquire on where she can find more information to start her own child care business from home. She shares that she doesn't know the difference between a family child care and a child care center. She also shares that she's afraid to care for infants and only wants to open her business for preschool children.

Key words to consider for appropriate resources:

- Child care business from home
- Difference between FCC and center-based
- Caring for preschool children

Questions to prompt advisees to ask from the key words:

- How many children would you like to provide care for at one given time?
- Would you be interested in attending an orientation that will give you information on the differences between family child care and child care center?
- Would you be interested in workshops or trainings on caring for preschool children?

ADVISING SCENARIO FOR LEVEL 3

Carmen has owned her family child care business for five years. She attended several trainings and workshops and now feels ready to take the next steps in her career. Carmen has a long-term goal of obtaining a Bachelor's Degree in Child Development. She wants to begin taking college courses that will help her get started and would like to know if any of the trainings or workshops she has attended count towards a degree.

Key words to consider for appropriate resources:

- Next steps in her career
- BA in Child Development
- College Courses
- Trainings/Workshops as college credit

Questions to ask from the key words:

- Tell me more about your career goals.
- Have you given any thought to what college you might want to obtain your degree from?
- Is there a local community college you would like information about?

CCIP: The Child Care Initiative Project

The Child Care Initiative Project (CCIP) is a statewide initiative to increase the supply and improve the quality of licensed family childcare homes in California. The Child Care Initiative Project works through local Child Care Resource and Referral (CCR&R) agencies to recruit, train, and retain licensed family childcare providers. In Los County, there are Child Care Resource and Referral Agencies and programs that provide CCIP services. The following is a list of local Child Care Resource and Referral agencies and programs:

- Child Care Resource Center
- Children's Home Society of California
- Connections for Children
- Crystal Stairs, Inc.
- Mexican American Opportunity Foundation
- Options for Learning
- Pathways
- Pomona Unified School District - Child Development Program

College Coursework

For the 3 units of ECE, it is preferred to take one of the "Core Courses in ECE" since they will count toward credit for the permit and other levels of the career lattice. These courses include: child/human growth & development; child/family/community or child and family relations; and programs/curriculum.

Professional Development

For professional development offerings there are many avenues to take. We suggest using the CA ECE Workforce Registry for offerings. Here are some of the professional development offerings suggested from the CDE Early Learning and Care Division: [CDE ELCD-Approved Training Opportunities](#)

Refer to [Appendix A](#) FAQ Master List: Professional Development Related Questions for examples of questions you may hear from advisees.

Refer to [Appendix H](#): Additional Resources for Advisors and Advisees for examples of resources related to this level.

CA Early Learning Career Lattice Level 4

[CA Early Learning Career Lattice Educational Requirements](#)

[Guide to the California Early Learning Career Lattice](#)

LEVEL	A EARLY LEARNING CAREGIVER/TEACHER/ K-3 TEACHER	LEVELS 1-4 DO NOT HAVE ANY SUBCATEGORIES. THE SPACE BELOW INCLUDES IMPORTANT NOTES AND CONSIDERATIONS FOR EACH LEVEL.
4	6 units in ECE/CD (CD Permit Assistant Teacher) <i>Example: Teacher aide</i>	Level 4 is equivalent to the first level (Assistant) of the California Child Development Permit. At this stage it is important to be taking the "Core" courses which include: child/human growth & development; child/family/community or child and family relations; and programs/curriculum. Completing these units provides a beginning foundation in child development and is required as one moves up the Career Lattice.

Level 4 is equivalent to the first level (Assistant Teacher) of the California Child Development Permit. At this stage it is important to be taking the "Core" courses which include: Child/Human Growth & Development; Child, Family and Community or Child and Family Relations and Programs/Curriculum. Completing these units provides a beginning foundation in child development and is required as one moves up the ECE Career Lattice.

Level 4 meets the requirements to be hired in a Title 22- Aide and Title 5-Child Development Permit Assistant.

[Curriculum Alignment Project \(CAP\)](#)

CAP 8 Courses

The California Community Colleges Curriculum Alignment Project (CAP) engaged faculty from across the state to develop a 24 unit lower-division program of study supporting early care and education teacher preparation. The CAP Eight courses include the following:

- 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

ADVISING SCENARIO FOR LEVEL 4

Brad has 6 college level units in Child Development and would like to apply for a position working with preschool children to gain experience toward being a teacher in the classroom in the future.

Key words to consider for appropriate resources:

- Next steps in his career
- AA/AS/AS-T in Child Development
- College Courses

Questions to ask from the key words:

- Tell me more about your career goals.
- Have you given any thought to what college you might want to obtain your degree from?
- Is there a local community college you would like information about?

Refer to [Appendix A](#) FAQ Master List: Professional Development Related Questions, CD Permit Related Questions, and Higher Education Related Questions for examples of questions you may hear from advisees.

Refer to [Appendix H](#): Additional Resources for Advisors and Advisees for examples of resources related to this level.

A Resource for Aligning ECE Requirements

Professional development opportunities are offered through various platforms, agencies, and institutions of higher education. Requirements may differ for each individual advisee's goals. Use the table below for Level 3-5 and as resources to move up in levels and explore the alignment of ECE requirements across programs.

CA Early Learning Career Lattice	WPLA Stipend Program	CTC Permit	Quality Continuum Framework
<p>Level 3: EARLY LEARNING CAREGIVER/TEACHER/ K-3 TEACHER 3A. 3 units in ECE/CD</p>	<p>Complete 21 hours of professional development funded by CDE or Care Courses within the program period.</p> <p>Complete college course.</p> <p><i>*Only unit bearing courses are applicable.</i></p>	<p>Not available until 6 ECE/CD units are achieved.</p>	<p>Family Child Care Providers have 16 hours of preventative health practices.</p>
<p>Level 4: EARLY LEARNING CAREGIVER/TEACHER/ K-3 TEACHER 4A. 6 units in ECE/CD</p> <p>ECE core content areas required.</p>	<p>Obtain an initial Child Development Permit.</p>	<p>Assistant teacher permit: 6 units* in the ECE/CD</p> <p><i>*It is recommended to take the core courses listed in the FAQs.</i></p>	<p>Tier 1: Center meets Title 22 regulations.</p> <p>Teacher has 12 units of ECE/CD.</p> <p>Family Child Care Providers have 16 hours of preventative health practices.</p>
<p>Level 5: EARLY LEARNING CAREGIVER/TEACHER/ K-3 TEACHER 5A. 12 units in ECE/CD</p> <p>EARLY LEARNING ADMINISTRATOR/ SCHOOL ADMINISTRATOR 5B. 12 units in ECE/CD + 3 units in administration or staff relations. ECE core content areas required.</p>	<p>Obtain an initial Child Development Permit.</p>	<p>Associate Teacher: 12 units in ECE/CD including core courses.</p>	<p>Tier 2: Center based teachers have 24* units in ECE/CD or Associate Teacher Permit.</p> <p>Family Child Care providers have 12 units ECE/CD or Associate Teacher Permit.</p> <p><i>*For all ECE units the core 8 are desired but not required.</i></p>

CA Early Learning Career Lattice Level 5

[CA Early Learning Career Lattice Educational Requirements](#)

[Guide to the California Early Learning Career Lattice](#)

LEVEL	A EARLY LEARNING CAREGIVER/TEACHER/ K-3 TEACHER	B EARLY LEARNING ADMINISTRATOR/ SCHOOL ADMINISTRATOR	C EARLY LEARNING SPECIALIST/ INNOVATOR	D EARLY LEARNING INFRASTRUCTURE SUPPORT
5	<p>5A. 12 units in ECE/CD ECE core content areas required¹</p> <p>(CD Permit Associate Teacher)</p> <p><i>Example: Title 5 Assistant Teacher Title 22 Teacher</i></p>	<p>5B. 12 units in ECE/CD + 3 units in administration or staff relations. ECE core content areas required</p> <p><i>Example: Center Director- Title 22 Child Care Centers</i></p>	<p>Level 5 does not have sublevel for Early Learning Specialist/ Innovator or Early Learning Infrastructure Support. It does have a sublevel for administrators which includes a course in administration or staff relations .</p> <p>At this level it is important to be taking general education (GE) course along with child development courses.</p>	<p>Level 5 does not have sublevel for Early Learning Specialist/ Innovator or Early Learning Infrastructure Support. It does have a sublevel for administrators which includes a course in administration or staff relations .</p> <p>At this level it is important to be taking general education (GE) course along with child development courses.</p>

Level 5 is equivalent to the second level (Associate Teacher) of the California Child Development Permit. To meet this level, it is required to have ECE core courses that include: child/human growth & development; child/family/community or child and family relations; and programs/curriculum. Completing these units provides a foundation in child development and is required as one moves up the Early Learning Career Lattice.

Child Development Alternative Requirements:

Level 5 meets the requirements to be hired in a Title 22 licensed program as a Teacher.

Title 22 requirements for Teacher Requires the above educational requirements.

Title 5 Child Development Permit Associate Teacher Requires the above educational requirements. Also requires work experience of 50 days of 3 hours + per day within 2 years.

Title 22 requirements for Director Requires the above educational requirements plus 3 units of supervision.

[Curriculum Alignment Project \(CAP\)](#)

CAP 8 Courses

The California Community Colleges Curriculum Alignment Project (CAP) engaged faculty from across the state to develop a 24 unit lower-division program of study supporting early care and education teacher preparation. The CAP Eight courses include the following:

- 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

ADVISING SCENARIO FOR LEVEL 5

Lupita has 12 college level units in Early Childhood Education and has worked as an Aide in a licensed center. She has worked with preschool and toddlers. She would like to take on more responsibilities in the classroom.

Key words to consider for appropriate resources:

- Next steps in her career
- AA/AS/AS-T in Child Development
- College Courses

Questions to ask from the key words:

- Tell me more about your career goals.
- Have you given any thought to what college you might want to obtain your degree from?
- Is there a local community college you would like information about?

Refer to [Appendix A](#) FAQ Master List: Professional Development Related Questions, CD Permit Related Questions, and Higher Education Related Questions for examples of questions you may hear from advisees.

Refer to [Appendix H](#): Additional Resources for Advisors and Advisees for examples of resources related to this level.

A Resource for Aligning ECE Requirements

Professional development opportunities are offered through various platforms, agencies, and institutions of higher education. Requirements may differ for each individual advisee's goals. Use the table below for Level 5-6 and as resources to move up in levels and explore the alignment of ECE requirements across programs.

CA Early Learning Career Lattice	WPLA Stipend Program	CTC Permit	Quality Continuum Framework
<p>Level 5: EARLY LEARNING CAREGIVER/TEACHER/ K-3 TEACHER 5A. 12 units in ECE/CD ECE core content areas required.</p> <p>EARLY LEARNING ADMINISTRATOR/ SCHOOL ADMINISTRATOR 5B. 12 units in ECE/CD + 3 units in administration or staff relations.</p> <p>ECE core content areas required. Required ECE courses include: child/human growth & development; child/family/community or child and family relations; and programs/curriculum.</p> <p>You must have a minimum of three semester units or four quarter units in the core areas of child/human growth & development and child/family/community.</p>	<p>Complete 21 hours of professional development funded by CDE or Care Courses within the program period.</p> <p>Complete college course.</p> <p><i>*Only unit bearing courses are applicable.</i></p> <p>Obtain an initial Child Development Permit.</p>	<p>Associate Teacher: 12 units in ECE/CD including core courses including 50 days of experience at 3+ hours per day within 2 years.</p> <p>Teacher: 24 units ECE/CD including core courses** plus 16 General Education (GE) units*.</p> <p>Including 175 days of experience at 3+ hours per day within 4 years.</p>	<p>Teacher: (2 points) Center based teachers have 24* units in ECE/CD or Associate Teacher Permit. Family Child Care providers have 12 units ECE/CD or Associate Teacher Permit.</p> <p><i>*For all ECE units the core 8 are desired but not required.</i></p> <p>Directors: 24 units ECE/CD + 16 units General Education +/- with 3 units management/Administration OR Master Teacher Permit.</p>

A Resource for Aligning ECE Requirements

Professional development opportunities are offered through various platforms, agencies, and institutions of higher education. Requirements may differ for each individual advisee's goals. Use the table below for Level 5-6 and as resources to move up in levels and explore the alignment of ECE requirements across programs.

CA Early Learning Career Lattice	WPLA Stipend Program	CTC Permit	Quality Continuum Framework
<p>Level 6: EARLY LEARNING CAREGIVER/TEACHER/ K-3 TEACHER 6A. 24 units of ECE/CD + 16 semester units of GE ECE core content areas required.</p> <p>EARLY LEARNING ADMINISTRATOR/ SCHOOL ADMINISTRATOR 6B. 24 units of ECE/CD + 16 semester units of GE, ECE core content areas required + 3 units in administration or staff relations.</p> <p>GE courses must include: One course in each of four general education categories, which are degree applicable: English/ Language Arts; Math or Science; Social Sciences; Humanities and/or Fine Arts.</p>		<p>Teacher: 24 units ECE/ CD including core courses** plus 16 General Education (GE) units*.</p> <p>Including 175 days of experience at 3+ hours per day within 4 years.</p>	<p>Teacher: (3 points) 24 units of ECE/CD + 16 units of General Education OR Teacher Permit AND 21 hours professional development (PD) annually.</p> <p>Directors: (3 points) Associate's degree with 24 units ECE/CD +/-with 6 units management/ administration and 2 units supervision OR Site Supervisor Permit AND 21 hours PD annually.</p>

CA Early Learning Career Lattice Level 6

[CA Early Learning Career Lattice Educational Requirements](#)

[Guide to the California Early Learning Career Lattice](#)

California Early Learning Career Lattice – Educational Requirements

LEVEL	A EARLY LEARNING CAREGIVER/TEACHER/ K-3 TEACHER	B EARLY LEARNING ADMINISTRATOR/ SCHOOL ADMINISTRATOR	C EARLY LEARNING SPECIALIST/ INNOVATOR	D EARLY LEARNING INFRASTRUCTURE SUPPORT
6	6A. 24 units of ECE/CD + 16 semester units of GE ECE core content areas required (CD Permit Teacher) <i>Example: Teacher Title 5 or Title 22</i>	6B. 24 units of ECE/CD + 16 semester units of GE, ECE core content areas required + 3 units in administration or staff relations <i>Example: Center Director - Title 22 Child Care Centers</i>	Level 6 is the first level where GE courses are required. GE courses must include: one course in each of four general education categories, which are degree applicable: English/ Language Arts; Math or Science; Social Sciences; Humanities and/or Fine Arts.	Level 6 is the first level where GE courses are required. GE courses must include: one course in each of four general education categories, which are degree applicable: English/ Language Arts; Math or Science; Social Sciences; Humanities and/or Fine Arts.

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

Level 6 is equivalent to the third level (Teacher) of the California Child Development Permit. To meet this level, it is required to have ECE courses that include: child/human growth & development; child/family/community or child and family relations; and programs/curriculum. There is also a requirement of general education that include: One course in each of four general education categories, which are degree applicable: English/ Language Arts; Math or Science; Social Sciences; Humanities and/or Fine Arts. Completing these units provides a foundation in child development and is required as one moves up the ECE Career Lattice.

Child Development Alternative Requirements for Title 22 and Title 5:

Title 22 – Center Based Teacher: A fully qualified teacher shall have 12 postsecondary semester units in early childhood education from an accredited college and six months of work experience in a licensed Child Care Center or similar program. The units specified shall include courses covering child growth and development; child, family and community; and program/curriculum. GE courses must include: One course in each of four general education categories, which are degree applicable: English/Language Arts; Math or Science; Social Sciences; Humanities and/or Fine Arts.

Title 22 – Center Director: Option 1 15 semester units including 12 units of Core Content courses and 3 units in administration or staff relations. At least 4 years of teaching experience in a licensed child-care program comparable child-care group program.

Title 5 Master Teacher: Includes all the Teacher Permit educational requirements plus 6 specialization units and 2 units of adult supervision along with 350 days 3 hours + per day within 4 years work experience.

Title 5 Site Supervisor: Includes all the Teacher Permit level educational requirements plus 9 specialization units and 3 units of adult supervision along with 350 days 3 hours + per day within 4 years work experience including 100 days supervising adults

[Curriculum Alignment Project \(CAP\)](#)

CAP 8 Courses

The California Community Colleges Curriculum Alignment Project (CAP) engaged faculty from across the state to develop a 24 unit lower-division program of study supporting early care and education teacher preparation. The CAP Eight courses include the following:

- 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

CAP Transitional Kindergarten (CAP TK)

The CAP TK courses address the specific developmental needs of children in TK. The CAP TK courses include the following:

- Preschool and Early Primary Age Development (3 units)
- Transitional Kindergarten and Early Primary Teaching Principles and Practices (3 units)
- Assessment and Documentation Tools, Methods, and Strategies (3 units)
- Strategies for Working with Challenging Behaviors (3 units)
- Practicum Placement Seminar or Reflective Practice Seminar (2 units)
- Foundations and Frameworks Courses (1 unit each)
 - *Social and Emotional*
 - *Language and Literacy*
 - *Dual Language Learners*
 - *Math*
 - *Visual Arts*
 - *Performing Arts*
 - *Physical*
 - *Health*
 - *History/Social Science*
 - *Science*

ADVISING SCENARIO FOR LEVEL 6

Anthony does not yet have a degree but has made substantial progress towards an Associate's Degree. He has had experience working in preschool for a number of years. Is it possible for him to secure employment as a teacher in a preschool classroom?

Key words to consider for appropriate resources:

- Next steps in his career
- AA/AS/AS-T in Child Development
- College Courses

Questions to ask from the key words:

- Tell me more about your career goals.
- Have you given any thought to what college you might want to obtain your degree from?
- Have you taken the CAP courses?

Refer to [Appendix A](#) FAQ Master List: Professional Development Related Questions, CD Permit Related Questions, and Higher Education Related Questions for examples of questions you may hear from advisees.

Refer to [Appendix H](#): Additional Resources for Advisors and Advisees for examples of resources related to this level.

A Resource for Aligning ECE Requirements

Professional development opportunities are offered through various platforms, agencies, and institutions of higher education. Requirements may differ for each individual advisee's goals. Use the table below for Level 6-7 and as resources to move up in levels and explore the alignment of ECE requirements across programs.

CA Early Learning Career Lattice	WPLA Stipend Program	CTC Permit	Quality Continuum Framework
<p>Level 6: EARLY LEARNING CAREGIVER/TEACHER/ K-3 TEACHER 6A. 24 units of ECE/CD + 16 semester units of GE ECE core content areas required.</p> <p>EARLY LEARNING ADMINISTRATOR/ SCHOOL ADMINISTRATOR 6B. 24 units of ECE/CD + 16 semester units of GE, ECE core content areas required + 3 units in administration or staff relations.</p> <p>GE courses must include: One course in each of four general education categories, which are degree applicable: English/ Language Arts; Math or Science; Social Sciences; Humanities and/or Fine Arts.</p>	<p>Complete college course.</p> <p><i>*Only unit bearing courses are applicable.</i></p> <p>Obtain an initial Child Development Permit.</p>	<p>Teacher: 24 units ECE/ CD including core courses** plus 16 General Education (GE) units*.</p> <p>Including 175 days of experience at 3+ hours per day within 4 years.</p>	<p>Teacher: (3 points) 24 units of ECE/CD + 16 units of General Education OR Teacher Permit.</p> <p>AND</p> <p>21 hours professional development (PD) annually.</p> <p>Directors: (3 points) Associate's degree with 24 units ECE/CD +/with 6 units management/ administration and 2 units supervision OR Site Supervisor Permit AND 21 hours PD annually.</p>

A Resource for Aligning ECE Requirements

Professional development opportunities are offered through various platforms, agencies, and institutions of higher education. Requirements may differ for each individual advisee's goals. Use the table below for Level 6-7 and as resources to move up in levels and explore the alignment of ECE requirements across programs.

CA Early Learning Career Lattice	WPLA Stipend Program	CTC Permit	Quality Continuum Framework
<p>Level 7: EARLY LEARNING CAREGIVER/TEACHER/ K-3 TEACHER 7A AA/AA-T/AS/AS-T in ECE/CD OR AA/AA-T/AS/AS-T with 24 semester units in ECE/CD OR 60 units including 24 units of ECE/CD and 36 units of GE.</p> <p>EARLY LEARNING ADMINISTRATOR/ SCHOOL ADMINISTRATOR 7B AA/AA-T/AS/AS-T in ECE/CD OR AA/AA-T/AS/AS-T with 24 semester units in ECE/CD + 3 units in administration or staff relations OR 60 units including 24 units of ECE/CD and 36 units of GE, 3 of which are in administration or staff relations.</p> <p>GE courses must include: One course in each of four general education categories, which are degree applicable: English/ Language Arts; Math or Science; Social Sciences; Humanities and/ or Fine Arts.</p> <p>EARLY LEARNING SPECIALIST/ INNOVATOR 7C. AA/AA-T/AS/AS-T in any field with 24 semester units in ECE/CD.</p> <p>EARLY LEARNING INFRASTRUCTURE SUPPORT 7D. AA/AA-T/AS/AS-T in any field.</p>	<p>Achieving an associate or bachelor degree.</p>	<p>Master Teacher: 24 units ECE/CD including core courses** plus 16 GE units* plus 6 specialization units plus 2 adult supervision units, including 350 days of experience at 3+ hours per day within 4 years.</p> <p>OR</p> <p>Site Supervisor: AA (or 60 units) which includes:</p> <p>24 ECE/CD units with core courses** plus 6 administration units plus 2 adult supervision units.</p> <p>Including 350 days of experience at 3+ hours per day within 4 years, including at least 100 days of supervising adults.</p>	<p>Teacher: (3 points) 24 units of ECE/CD + 16 units of General Education OR Teacher Permit.</p> <p>AND</p> <p>21 hours professional development (PD) annually.</p> <p>Directors: (3 points) Associate's degree with 24 units ECE/CD +/- with 6 units management/ administration and 2 units supervision OR Site Supervisor Permit AND 21 hours PD annually.</p>

CA Early Learning Career Lattice Level 7

[CA Early Learning Career Lattice Educational Requirements](#)

[Guide to the California Early Learning Career Lattice](#)

Associate Degree

AA = Associate Arts Degree

AA-T* = Associate Arts Transfer Degree

AS = Associate of Science Degree

AS-T* = Associate of Science Transfer Degree

**Transfer Degrees are for California Community College students and are designed to provide a clear pathway to the CSU degree major.*

It is important that students contact their local community college for information on meeting the requirements for an AA-T or AS-T degree.

LEVEL	A EARLY LEARNING CAREGIVER/TEACHER/ K-3 TEACHER	B EARLY LEARNING ADMINISTRATOR/ SCHOOL ADMINISTRATOR	C EARLY LEARNING SPECIALIST/ INNOVATOR	D EARLY LEARNING INFRASTRUCTURE SUPPORT
7	<p>7A. AA/AA-T/AS/AS-T in ECE/CD</p> <p>OR</p> <p>AA/AA-T/AS/AS-T with 24 semester units in ECE/CD</p> <p>OR</p> <p>60 units including 24 units of ECE/CD and 36 units of GE</p> <p><i>Example: Teacher, Head Teacher</i></p>	<p>7B. AA/AA-T/AS/AS-T in ECE/CD OR AA/AA-T/AS/AS-T with 24 semester units in ECE/CD + 3 units in administration or staff relations OR 60 units including 24 units of ECE/CD and 36 units of GE, 3 of which are in administration or staff relations</p> <p><i>Example: Center Director- Title 22 Child Care Centers</i></p>	<p>7C. AA/AA-T/AS/AS-T in any field with 24 semester units in ECE/CD</p> <p><i>Example: Administrative assistant working at a First 5, County Office of Education, Resource and Referral Agency, or community agency</i></p>	<p>7D. AA/AA-T/AS/AS-T in any field</p> <p><i>Example: Administrative assistant working at a First 5 or community agency</i></p>

Child Development Permit Alternative Requirements:

Title 5 Teacher: Includes all of the Associate Teacher Permit level educational requirements plus 24 units ECE/CD including core courses plus 16 GE units and 175 days of experience at 3+ hours per day within 4 years

Title 5 Master Teacher: Includes all of the Teacher Permit level educational requirements plus 6 specialization units and 2 units of adult supervision along with 350 days 3 hours + per day within 4 years work experience including 100 days supervising adults

Title 5 Site Supervisors: Includes all of the Master Teacher Permit level education requirements plus 6 administration units and 2 adult supervision units along with 350 days of experience at 3+ hours per day within 4 years including 100 days of supervising adults.

CD Permit Site Supervisor (any field) with 12 units CD/ECE plus 3-unit supervised field experience in ECE/CD setting

[Curriculum Alignment Project \(CAP\)](#)

CAP 8 Courses

The California Community Colleges Curriculum Alignment Project (CAP) engaged faculty from across the state to develop a 24 unit lower-division program of study supporting early care and education teacher preparation. The CAP Eight courses include the following:

- 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

CAP Transitional Kindergarten (CAP TK)

The CAP TK courses address the specific developmental needs of children in TK. The CAP TK courses include the following:

- Preschool and Early Primary Age Development (3 units)
- Transitional Kindergarten and Early Primary Teaching Principles and Practices (3 units)
- Assessment and Documentation Tools, Methods, and Strategies (3 units)
- Strategies for Working with Challenging Behaviors (3 units)
- Practicum Placement Seminar or Reflective Practice Seminar (2 units)
- Foundations and Frameworks Courses (1 unit each)
 - *Social and Emotional*
 - *Language and Literacy*
 - *Dual Language Learners*
 - *Math*
 - *Visual Arts*
 - *Performing Arts*
 - *Physical*
 - *Health*
 - *History/Social Science*
 - *Science*

ADVISING SCENARIO FOR LEVEL 7

LaTiesha has been a preschool teacher for almost a decade and holds a Child Development Permit at Teacher level and is interested in moving into an administrative position and obtaining an AA degree. What would be required for her to do that?

Key words to consider for appropriate resources:

- Next steps in her career
- AA/AS/AS-T in Child Development
- Administrative position

Questions to ask from the key words:

- Tell me more about the administrative position you are interested in.
- Are you interested in State Preschool? Head Start?
- Would you be interested in learning more about upgrading your permit?
- Are you interested in face-to-face or online learning courses to complete your AA degree?

Refer to [Appendix A](#) **FAQ Master List: Professional Development Related Questions, CD Permit Related Questions, and Higher Education Related Questions** for examples of questions you may hear from advisees.

Refer to [Appendix H](#): **Additional Resources for Advisors and Advisees** for examples of resources related to this level.

A Resource for Aligning ECE Requirements

Professional development opportunities are offered through various platforms, agencies, and institutions of higher education. Requirements may differ for each individual advisee's goals. Use the table below for Level 7-8 and as resources to move up in levels and explore the alignment of ECE requirements across programs.

CA Early Learning Career Lattice	WPLA Stipend Program	CTC Permit	Quality Continuum Framework
<p>Level 7: EARLY LEARNING CAREGIVER/TEACHER/ K-3 TEACHER 7A AA/AA-T/AS/AS-T in ECE/CD OR AA/AA-T/AS/AS-T with 24 semester units in ECE/CD OR 60 units including 24 units of ECE/CD and 36 units of GE.</p> <p>EARLY LEARNING ADMINISTRATOR/ SCHOOL ADMINISTRATOR 7B AA/AA-T/AS/AS-T in ECE/CD OR AA/AA-T/AS/AS-T with 24 semester units in ECE/CD + 3 units in administration or staff relations OR 60 units including 24 units of ECE/CD and 36 units of GE, 3 of which are in administration or staff relations.</p> <p>GE courses must include: One course in each of four general education categories, which are degree applicable: English/ Language Arts; Math or Science; Social Sciences; Humanities and/ or Fine Arts.</p> <p>EARLY LEARNING SPECIALIST/ INNOVATOR 7C. AA/AA-T/AS/AS-T in any field with 24 semester units in ECE/CD.</p> <p>EARLY LEARNING INFRASTRUCTURE SUPPORT 7D. AA/AA-T/AS/AS-T in any field.</p>	<p>Complete college course.</p> <p><i>*Only unit bearing courses are applicable.</i></p> <p>Achieving an associate or bachelor degree.</p>	<p>Master Teacher: 24 units ECE/CD including core courses** plus 16 GE units* plus 6 specialization units plus 2 adult supervision units, including 350 days of experience at 3+ hours per day within 4 years.</p> <p>OR</p> <p>Site Supervisor: AA (or 60 units) which includes:</p> <p>24 ECE/CD units with core courses** plus 6 administration units plus 2 adult supervision units.</p> <p>Including 350 days of experience at 3+ hours per day within 4 years, including at least 100 days of supervising adults.</p>	<p>Teacher: (3 points) 24 units of ECE/CD + 16 units of General Education OR Teacher Permit.</p> <p>AND</p> <p>21 hours professional development (PD) annually.</p> <p>Directors: (3 points) Associate's degree with 24 units ECE/CD +/- with 6 units management/ administration and 2 units supervision OR Site Supervisor Permit AND 21 hours PD annually.</p>

A Resource for Aligning ECE Requirements

Professional development opportunities are offered through various platforms, agencies, and institutions of higher education. Requirements may differ for each individual advisee's goals. Use the table below for Level 7-8 and as resources to move up in levels and explore the alignment of ECE requirements across programs.

CA Early Learning Career Lattice	WPLA Stipend Program	CTC Permit	Quality Continuum Framework
<p>Level 8: EARLY LEARNING CAREGIVER/ TEACHER/ K-3 TEACHER 8A. ECE Content Baccalaureate degree in ECE/CD OR Baccalaureate degree in any discipline with 36 semester units of ECE/ CD, including 18 semester units of upper division coursework OR Multiple Subject Teaching Credential with 24 units ECE/CD OR Early Childhood Special Education Credential.</p> <p>EARLY LEARNING ADMINISTRATOR/ SCHOOL ADMINISTRATOR 8B. Administrator Program Director Permit OR Baccalaureate degree or higher with 15 units of management/ administration/ supervision/ leadership /policy including 6 administrative units, 2 adult supervision units and 24 units of ECE/CD including coursework related to serving infants and toddlers OR Administrative Services Credential with 24 units ECE/CD.</p> <p>EARLY LEARNING SPECIALIST/ INNOVATOR 8C. ECE Support Baccalaureate degree in any field with 24 semester units in ECE/CD Example: Staff person working at a community agency (R&R, First 5, County Office of Education) supporting an early learning initiative, ECE coach, trainer, or technical assistance specialist OR Pupil Personnel Services Credential.</p> <p>EARLY LEARNING SPECIALIST/ INNOVATOR 8D. Support</p>	<p>Complete college course.</p> <p><i>*Only unit bearing courses are applicable.</i></p> <p>Achieving an associate or bachelor degree.</p>	<p>Program Director Level: Option1 BA or higher (does not have to be in ECE/ CD) including: 24 ECE/CD units with core courses Plus 6 administrative units Plus 2 adult supervision units.</p> <p>Option 4: Master's Degree in ECE/CD or Child/Human Development.</p>	<p>Teacher: (3 points) 24 units of ECE/CD + 16 units of General Education OR Teacher Permit.</p> <p>AND</p> <p>21 hours professional development (PD) annually.</p> <p>Directors: (3 points) Associate's degree with 24 units ECE/ CD +/- with 6 units management/ administration and 2 units supervision OR Site Supervisor Permit AND 21 hours PD annually.</p>

CA Early Learning Career Lattice Level 8

[CA Early Learning Career Lattice Educational Requirements](#)

[Guide to the California Early Learning Career Lattice](#)

Bachelor's Degree

LEVEL	A EARLY LEARNING CAREGIVER/TEACHER/ K-3 TEACHER	B EARLY LEARNING ADMINISTRATOR/ SCHOOL ADMINISTRATOR	C EARLY LEARNING SPECIALIST/ INNOVATOR	D EARLY LEARNING INFRASTRUCTURE SUPPORT
8	<p>8A. ECE Content Baccalaureate degree in ECE/CD</p> <p>OR Baccalaureate degree in any discipline with 36 semester units of ECE/CD, including 18 semester units of upper division coursework.</p> <p><i>Examples: ECE Lead Teacher or Site Supervisor</i></p> <p>OR Multiple Subject Teaching Credential with 24 units ECE/CD <i>Examples: K-12 or Transitional Kindergarten (TK) teacher</i></p> <p>OR Early Childhood Special Education Credential <i>Examples: Infant/Toddler, preschool, TK or K teacher focused on children with special needs</i></p>	<p>8B. Administrator Program Director Permit</p> <p>OR Baccalaureate degree or higher with 15 units of management/administration/supervision/leadership/policy including 6 administrative units, 2 adult supervision units and 24 units of ECE/CD including coursework related to serving infants and toddlers.</p> <p>OR Administrative Services Credential with 24 units ECE/CD <i>Examples: Title 5 program director or director mentor/coach</i></p>	<p>8C. ECE Support Baccalaureate degree in any field with 24 semester units in ECE/CD Example: Staff person working at a community agency (R&R, First 5, County Office of Education) supporting an early learning initiative, ECE coach, trainer, or technical assistance specialist.</p> <p>OR Pupil Personnel Services Credential <i>Example: School psychologist</i></p>	<p>8D. Support Baccalaureate degree in any field <i>Examples: Staff person working at an R&R, First 5, County Office of Education, or community/state agency providing administrative support to a quality improvement initiative</i></p>

Child Development Permit Alternative Requirements for CTC Permit:

CD Permit Master Teacher (any field) with 12 units CD/ECE plus 3-unit supervised field experience in ECE/CD setting.

CD Permit Site Supervisor (any field) with 12 units CD/ECE plus 3-unit supervised field experience in ECE/CD setting.

CD Permit Program Director (any Field) with 24 units ECE/CD core course (child/human growth & development, child/family relations and programs/curriculum) plus 6 administration units and 2 units adult supervision plus one year Site Supervisor experience.

CD Permit Site Supervisor with 12 units CD/ECE plus 3-unit supervised field experience in ECE/CD setting.

CD Permit Program Director with 12 units CD/ECE plus 3-unit supervised field experience in ECE/CD setting plus 6 units supervision.

[Curriculum Alignment Project \(CAP\)](#)

CAP 8 Courses

The California Community Colleges Curriculum Alignment Project (CAP) engaged faculty from across the state to develop a 24 unit lower-division program of study supporting early care and education teacher preparation. The CAP Eight courses include the following:

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- Introduction to Curriculum
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- Observation and Assessment
- Health, Safety and Nutrition
- Teaching in a Diverse Society
- Practicum

CAP Transitional Kindergarten (CAP TK)

The CAP TK courses address the specific developmental needs of children in TK. The CAP TK courses include the following:

- Preschool and Early Primary Age Development (3 units)
- Transitional Kindergarten and Early Primary Teaching Principles and Practices (3 units)
- Assessment and Documentation Tools, Methods, and Strategies (3 units)
- Strategies for Working with Challenging Behaviors (3 units)
- Practicum Placement Seminar or Reflective Practice Seminar (2 units)
- Foundations and Frameworks Courses (1 unit each)
 - *Social and Emotional*
 - *Language and Literacy*
 - *Dual Language Learners*
 - *Math*
 - *Visual Arts*
 - *Performing Arts*
 - *Physical*
 - *Health*
 - *History/Social Science*
 - *Science*

ADVISING SCENARIO FOR LEVEL 8

Jose has a Multiple Subject Teaching Credential and after three years working with 5th graders he would rather work with infants and toddlers. He started to enroll to go back to school but wants to know what to enroll in and how to begin.

Key words:

- I have a degree
- Looking for change
- Options

Questions to ask:

- What have you reviewed in child development so far and what have you completed?
- What benefits and challenges do you foresee in making this change?

Refer to [Appendix A](#) FAQ Master List: Professional Development Related Questions, CD Permit Related Questions, and Higher Education Related Questions for examples of questions you may hear from advisees.

Refer to [Appendix H](#): Additional Resources for Advisors and Advisees for examples of resources related to this level.

A Resource for Aligning ECE Requirements

Professional development opportunities are offered through various platforms, agencies, and institutions of higher education. Requirements may differ for each individual advisee's goals. Use the table below for Level 8-9 and as resources to move up in levels and explore alignment of ECE requirements across programs.

CA Early Learning Career Lattice	WPLA Stipend Program	CTC Permit	Quality Continuum Framework
<p>Level 8: EARLY LEARNING CAREGIVER/TEACHER/ K-3 TEACHER 8A. ECE Content Baccalaureate degree in ECE/CD OR Baccalaureate degree in any discipline with 36 semester units of ECE/ CD, including 18 semester units of upper division coursework OR Multiple Subject Teaching Credential with 24 units ECE/CD OR Early Childhood Special Education Credential.</p> <p>EARLY LEARNING ADMINISTRATOR/ SCHOOL ADMINISTRATOR 8B. Administrator Program Director Permit OR Baccalaureate degree or higher with 15 units of management/ administration/ supervision/ leadership /policy including 6 administrative units, 2 adult supervision units and 24 units of ECE/CD including coursework related to serving infants and toddlers OR Administrative Services Credential with 24 units ECE/CD.</p> <p>EARLY LEARNING SPECIALIST/ INNOVATOR 8C. ECE Support Baccalaureate degree in any field with 24 semester units in ECE/CD Example: Staff person working at a community agency (R&R, First 5, County Office of Education) supporting an early learning initiative, ECE coach, trainer, or technical assistance specialist OR Pupil Personnel Services Credential.</p> <p>EARLY LEARNING SPECIALIST/ INNOVATOR 8D. Support Baccalaureate degree in any field.</p>	<p>Complete college course.</p> <p><i>*Only unit bearing courses are applicable.</i></p> <p>Achieving an associate or bachelor degree.</p>	<p>Program Director Level: Option 1 BA or higher (does not have to be in ECE/ CD) including: 24 ECE/CD units with core courses Plus 6 administrative units Plus 2 adult supervision units.</p> <p>Option 4: Master's Degree in ECE/CD or Child/Human Development.</p>	<p>Teacher: (3 points) 24 units of ECE/CD + 16 units of General Education OR Teacher Permit.</p> <p>AND</p> <p>21 hours professional development (PD) annually.</p> <p>Directors: (3 points) Associate's degree with 24 units ECE/ CD +/- with 6 units management/ administration and 2 units supervision OR Site Supervisor Permit AND 21 hours PD annually.</p>

A Resource for Aligning ECE Requirements

Professional development opportunities are offered through various platforms, agencies, and institutions of higher education. Requirements may differ for each individual advisee's goals. Use the table below for Level 8-9 and as resources to move up in levels and explore alignment of ECE requirements across programs.

CA Early Learning Career Lattice	WPLA Stipend Program	CTC Permit	Quality Continuum Framework
<p>Level 9: EARLY LEARNING CAREGIVER/TEACHER/ K-3 TEACHER 9A. ECE Content Master's degree in ECE/CD (CD Permit Program Director) OR Master's degree in any discipline with 36 semester units of ECE/CD, including 18 semester units of graduate level coursework.</p> <p>EARLY LEARNING ADMINISTRATOR/SCHOOL ADMINISTRATOR 9B. Administrator Master's Degree in any field plus a Program Director Permit. OR Master's degree in any field plus Administrative Service Credential. OR Master's degree or higher with 15 units of management/administration/supervision/leadership/policy including 6 administrative units, 2 adult supervision units and 24 units of ECE/CD including coursework related to serving infants and toddlers.</p> <p>EARLY LEARNING SPECIALIST/INNOVATOR 9C. ECE Support Master's degree in any field with 24 semester units in ECE/CD.</p> <p>EARLY LEARNING INFRASTRUCTURE SUPPORT 9D. Support Master's Degree in any field.</p>	<p>Not eligible.</p>	<p>Master Teacher: 24 units ECE/CD including core courses** plus 16.</p> <p>Program Director Level:</p> <p>Option 1 BA or higher (does not have to be in ECE/CD) including:</p> <p>24 ECE/CD units with core courses.</p> <p>Plus 6 administrative units.</p> <p>Plus 2 adult supervision units.</p> <p>Option 4: Master's Degree in ECE/CD or Child/Human Development.</p>	<p>Teacher: (3 points) 24 units of ECE/CD + 16 units of General Education OR Teacher Permit.</p> <p>AND</p> <p>21 hours professional development (PD) annually.</p> <p>Directors: (3 points) Associate's degree with 24 units ECE/CD +/- with 6 units management/administration and 2 units supervision OR Site Supervisor Permit AND 21 hours PD annually.</p>

Master's degree programs in Los Angeles County offer professionals an opportunity to deepen their knowledge and open up more career opportunities within the ECE field, including leadership in community agencies, research, policy and advocacy in ECE, and quality improvement initiatives. Master's degrees also serve as a pathway to a doctorate for those choosing to continue their studies.

Master's Degree

LEVEL	A EARLY LEARNING CAREGIVER/TEACHER/ K-3 TEACHER	B EARLY LEARNING ADMINISTRATOR/ SCHOOL ADMINISTRATOR	C EARLY LEARNING SPECIALIST/ INNOVATOR	D EARLY LEARNING INFRASTRUCTURE SUPPORT
9	<p>9A. ECE Content Master's degree in ECE/CD (CD Permit Program Director)</p> <p>OR Master's degree in any discipline with 36 semester units of ECE/CD, including 18 semester units of graduate level coursework. <i>Examples: ECE Lead Teacher or Site Supervisor</i></p>	<p>9B. Administrator Master's Degree in any field plus a Program Director Permit</p> <p>OR Master's degree in any field plus Administrative Service Credential</p> <p>OR Master's degree or higher with 15 units of management/ administration/ supervision/leadership /policy including 6 administrative units, 2 adult supervision units and 24 units of ECE/CD including coursework related to serving infants and toddlers. <i>Examples: Program director of multiple sites (Title 5), director mentor/coach, ECE trainer, CA Community College faculty</i></p>	<p>9C. ECE Support Master's degree in any field with 24 semester units in ECE/CD <i>Examples: Coordinator of a quality improvement initiative like QRIS, First 5 program officer, coach or technical assistance specialist.</i></p>	<p>9D. Support Master's Degree in any field <i>Examples: Program coordinator at a community agency, researcher, staff at an advocacy organization.</i></p>

Examples 1: Program coordinator at a community agency, researcher, staff at an advocacy organization.

Examples 2: Coordinator of a Quality Improvement initiative like QRIS, First 5 Program Officer, coach or technical assistance specialist.

Alternative Requirements: Child Development Permit, Program Director, Master Degree in ECE/CD, or Child/Human Development.

OR

Master's degree in any discipline with 36 semester units of ECE/CD, including 18 semester units of graduate level coursework.

CAP 8 Courses

The California Community Colleges Curriculum Alignment Project (CAP) engaged faculty from across the state to develop a 24 unit lower-division program of study supporting early care and education teacher preparation. The CAP Eight courses include the following:

- 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

CAP Expansion

CAP Expansion includes seven additional courses in the three specialization areas of Infant/Toddler, Administration, and Children with Special Needs. The seven CAP Expansion courses include the following:

- Infant/Toddler Development
- Infant/Toddler Care and Education
- Introduction to Young Children with Special Needs
- Curriculum and Strategies for Children with Special Needs
- Administration I - Programs in ECE
- Administration II - Leadership and Supervision
- Adult Supervision and Mentoring

CAP Transitional Kindergarten (CAP TK)

The CAP TK courses address the specific developmental needs of children in TK. The CAP TK courses include the following:

- Preschool and Early Primary Age Development (3 units)
- Transitional Kindergarten and Early Primary Teaching Principles and Practices (3 units)
- Assessment and Documentation Tools, Methods, and Strategies (3 units)
- Strategies for Working with Challenging Behaviors (3 units)
- Practicum Placement Seminar or Reflective Practice Seminar (2 units)
- Foundations and Frameworks Courses (1 unit each)
 - *Social and Emotional*
 - *Language and Literacy*
 - *Dual Language Learners*
 - *Math*
 - *Visual Arts*
 - *Performing Arts*
 - *Physical*
 - *Health*
 - *History/Social Science*
 - *Science*

ADVISING SCENARIO FOR LEVEL 9

Elva has her MA in Child and Adolescent Development and is looking to further her career and education. Elva asks, "Will a master's degree help me in my field? I am a lead teacher in Head Start and want to be a director. I want to teach ECE/CD at a community college."

Key words to consider for appropriate resources:

- Head Start Director
- Teach ECE/CD at Community College

Questions to ask from the key words:

- Tell me more about your career goals.
- Is there a topic in ECE that you would like to focus on or specialize in?
- Have you given any thought to what college/university you might want to obtain your Master's degree from?
- Is there a local college/university you would like information about?

Refer to [Appendix A](#) FAQ Master List: Professional Development Related Questions, CD Permit Related Questions, and Higher Education Related Questions for examples of questions you may hear from advisees.

Refer to [Appendix H](#): Additional Resources for Advisors and Advisees for examples of resources related to this level.

A Resource for Aligning ECE Requirements

Professional development opportunities are offered through various platforms, agencies, and institutions of higher education. Requirements may differ for each individual advisee's goals. Use the table below for Level 8-9 and as resources to move up in levels and explore alignment of ECE requirements across programs.

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A Resource for Aligning ECE Requirements

Professional development opportunities are offered through various platforms, agencies, and institutions of higher education. Requirements may differ for each individual advisee's goals. Use the table below for Level 8-9 and as resources to move up in levels and explore alignment of ECE requirements across programs.

CA Early Learning Career Lattice	WPLA Stipend Program	CTC Permit	Quality Continuum Framework
<p>Level 10: EARLY LEARNING CAREGIVER/TEACHER/ K-3 TEACHER 10A. ECE Content Doctorate or Post-Doctoral study in ECE/CD.</p> <p>EARLY LEARNING ADMINISTRATOR/SCHOOL ADMINISTRATOR 10B. Administrator Doctoral degree with 15 units of management/ administration/ supervision/leadership/ policy including 6 administrative units, 2 adult supervision units and 24 units of ECE/CD including coursework related to serving infants and toddlers.</p> <p>EARLY LEARNING SPECIALIST/INNOVATOR 10C. ECE Support Doctorate or Post-Doctoral study with 24 units in ECE.</p> <p>EARLY LEARNING INFRASTRUCTURE SUPPORT 10D. Doctorate Doctorate or Post-Doctorate in any subject.</p>	<p>Not eligible.</p>	<p>Program Director Level:</p> <p>Option 1 BA or higher (does not have to be in ECE/CD) including:</p> <p>24 ECE/CD units with core courses.</p> <p>Plus 6 administrative units.</p> <p>Plus 2 adult supervision units.</p> <p>Option 4: Master's Degree in ECE/CD or Child/Human Development.</p> <p><i>CD Permit Program Director - Experience needed.</i></p>	<p>Teacher: (3 points) 24 units of ECE/CD + 16 units of General Education OR Teacher Permit.</p> <p>AND</p> <p>21 hours professional development (PD) annually.</p> <p>Directors: (3 points) Associate's degree with 24 units ECE/CD +/- with 6 units management/ administration and 2 units supervision OR Site Supervisor Permit AND 21 hours PD annually.</p>

Doctorate

With increasing attention to the quality of ECE programs for children and families and the related quality of ECE teaching, as well as an understanding of the importance of ECE teacher preparation (education), researchers have pointed out that California has an insufficient supply of professors and instructors who are prepared to educate the future generation of ECE teachers (Whitebook et al., 2004; cited in PEACH, 2011e). Hyson, Horm, and Winton (2012; cited in PEACH, 2011e) suggest that one of several steps needed to improve higher education faculty members' impact on future teachers, young children, and their families is to invest in a developing a pipeline of diverse, well-prepared future ECE/CD faculty with competencies to positively influence students and the broader early childhood field through robust preparation in ECE/CD content, pedagogy, research, and evaluation. This requires attention to expanding the number of ECE/CD doctoral programs, connecting, too, with existing interdisciplinary programs in early childhood special education, and expanding support for ECE/CD graduate students. (p. 576; cited in PEACH, 2011e)

While it is true that most faculty in California ECE/CD-related teacher preparation programs have earned a Master's degree or doctorate, they have varying levels of experience and education directly related to young children (Whitebook et al., 2005; cited in PEACH, 2011e). In part, this can be attributed to the fact that in California there is a limited number of Master's and doctoral programs that focus on early care and education and/or child development, making it more challenging to prepare future faculty and leaders needed in the field of ECE (Whitebook et al., 2005; cited in PEACH, 2011e). The good news in LA County is that two universities have recently developed and now offer doctoral programs in ECE/CD (American Jewish University and Pacific Oaks College).

Doctorate

LEVEL	A EARLY LEARNING CAREGIVER/TEACHER/ K-3 TEACHER	B EARLY LEARNING ADMINISTRATOR/ SCHOOL ADMINISTRATOR	C EARLY LEARNING SPECIALIST/ INNOVATOR	D EARLY LEARNING INFRASTRUCTURE SUPPORT
10	10A. ECE Content Doctorate or Post-Doctoral study in ECE/CD <i>Examples: Faculty at a college or university in baccalaureate and/or graduate studies programs.</i>	10B. Administrator Doctoral degree with 15 units of management/ administration/ supervision/leadership/ policy including 6 administrative units, 2 adult supervision units and 24 units of ECE/CD including coursework related to serving infants and toddlers.	10C. ECE Support Doctorate or Post-Doctoral study with 24 units in ECE <i>Examples: ECE faculty at a college or university in baccalaureate and/or graduate studies programs.</i>	10D. Doctorate Doctorate or Post-Doctorate in any subject <i>Example: Researcher or public policy expert.</i>

Examples:

- Researcher or public policy expert.
- ECE faculty at 4-year college or university.

ADVISING SCENARIO FOR LEVEL 10

Jennifer is about to finish her doctoral program in Educational Leadership. She has done work as an administrator in center-base programs and adjunct instructor for her local community college. Jennifer would like to teach full-time and a CSU or UC and focus on starting her own ECE Consulting service business supporting programs with professional development and coaching.

Key words to consider for appropriate resources:

- ECE Consulting Service
- CSU/UC teaching

Questions to ask from the key words:

- Tell me more about your career goals.
- Have you given any thought to what CSU/UC campus you might want to look into teaching and would like information about?

Refer to [Appendix A](#) FAQ Master List: Professional Development Related Questions, CD Permit Related Questions, and Higher Education Related Questions for examples of questions you may hear from advisees.

Refer to [Appendix H](#): Additional Resources for Advisors and Advisees for examples of resources related to this level.

SECTION 3
Appendices

APPENDIX A: MASTER LIST OF FAQs

Professional Development Related Questions

1. Where can I find more information on a career in child care? What options do I have?

Check your local Resource & Referral Agency as a starting point in your early childhood professional journey. Consider what direction you would like to go as different positions have different requirements. For example, Head Start teacher, State Preschool teacher or a Family Child Care provider.

[Resource and Referral for Los Angeles County Agency Contact](#)

2. I want to start a childcare business from my home, I hear I need a license. Is that true?

Yes, if you are caring for children from more than one family you will need a license issued by the California Community Care Licensing Division (CCLD) of the Department of Social Services. For more information, see resources for CCLD below. Attend a CCLD licensing orientation from their website: [CDSS Family Child Care Home Online Orientation](#)

3. What type of training do I need to get started?

Currently, you will need 16 hours of health and safety training that includes trainings in First Aid/CPR and Mandated Reporter Training. You will receive more information on these trainings during the CCLD online orientation. You can also visit California Early Childhood Online (CECO): [California Early Childhood Online](#) for online Health and Safety modules.

4. Are any First Aid & CPR trainings free of cost?

Typically, there is a fee. Resource and Referral agencies have some limited trainings and funds to help offset the cost. Contact the local Resource & Referral agencies for more information on First Aid & CPR offerings. Ask about any current programs or projects that offers these trainings free of cost. You can also check with your local community college for any upcoming non-credit course opportunities.

5. Is health and safety the same as First Aid and CPR?

Two different arms of trainings for Family Child Care or Family Friends and Neighbors; one for First Aid & CPR and the other for Preventative Health and Safety.

6. Who offers training on health and safety?

The California Emergency Medical Services Authority provides an approved training list and providers required to complete health and safety training hours: [California Emergency Medical Services Authority Providers](#)

The California Early Care and Education Workforce Registry (the Registry) is also a great resource on finding trainings virtually or in your area. The Registry will also track your ECE professional development journey. See below for details on the ECE Workforce Registry.

7. What is the California Early Care and Education Workforce Registry and why should I create a profile?

The CA ECE Registry offers resources that will help you with professional development, create resumes, serve as an online professional portfolio, and more. For more information and to see how to set up your own profile, please refer to following video link: [CA ECE Workforce Registry: Creating a Registry Profile](#)

8. Do I need to own my own home?

No, but if you are not the homeowner, additional documentation will be needed from the property owner. Please refer to CCLD licensing for the document requirements.

9. How many children can I care for?

There are two types of family child care home licenses: small and large family child care. Depending on your license, the number of children you can care for will differ. Refer to the CCLD requirements on their website. [CDSS Child Care Licensing Resources for Parents and Providers](#)

10. I have taken several professional development (PD) trainings that offer CEUs. Can they count towards college credit?

Professional development trainings that offer Continuing Education Units (CEUs) do not count towards as unit bearing college units. CEUs may hold value for child development permit renewals. Check in with your professional growth advisor. CEUs may also count towards professional growth and salary increases. Refer back to your employer’s policy for details.

11. Why do I need PD if I am already working with children?

The importance of professional growth in ECE supports our continuous knowledge of an ever-evolving field. Current research and emerging trends evolving professional development offerings keep ECE professionals up to date on best practices and quality within their early learning program.

12. How does increased PD impact my pay?

PD may count towards professional growth and salary increases. Refer to your employer’s policy for details.

13. Are state approved and R&R trainings free of cost?

Most are free of cost, however, check with your local R&R or the California Workforce Registry for options: [CA ECE Workforce Registry](#)

14. I am a Family Child Care provider and I have a teaching degree in my country, does it hold value in California?

Yes, your degree may hold value in California but you must get your transcripts evaluated. There are various agencies that offer this service for a fee. Keep in mind that higher education institutes may not accept evaluations from all agencies. It’s best to talk to someone at the admissions office of the college you plan on attending for future instructions. One agency often used is National Association of Transcript Evaluation Services: [National Association of Credential Evaluation Services](#)

15. Where can I find trainings to learn more about child development?

Refer to your local Resource and Referral (R&R) or the California ECE Workforce Registry for professional development opportunities. [CA ECE Workforce Registry](#)

16. I have taken several PD trainings that offer CEUs, could they count for college credit?

Professional development trainings that offer Continuing Education Units (CEUs) do not count toward as unit bearing college units.

CEUs may hold value for child development permit renewals. Check in with your professional growth advisor. CEUs may also count towards professional growth and salary increases. Refer back to your employer’s policy for details.

17. What level am I on the CDE Career Lattice?

[See Appendix J:](#) CDE Career Lattice Educational Requirements for more information.

Child Development Permit Related Questions

1. How is Level 4 of the Career Lattice related to the Child Development Permit?

Level 4 is equivalent to the first level (Assistant) of the California Child Development Permit. At this stage it is important to be taking the “Core” courses which include: child/human growth & development; child/family/community or child and family relations; and programs/curriculum. Completing these units provides a beginning foundation in child development and is required as one moves up the Career Lattice.

2. How is Level 5 of the Career Lattice related to the Child Development Permit?

Level 5 is equivalent to the Child Development Permit Associate Teacher of the California Child Development Permit. At this stage it is important to be taking the “Core” courses which include: child/ human growth & development; child/ family/community or child and family relations; and programs/curriculum. Completing these units provides a beginning foundation in child development and is required as one moves up the Career Lattice.

3. How is Level 6 of the Career Lattice related to the Child Development Permit?

Level 6 is equivalent to the Child Development Permit Teacher. At this stage it is important to be taking the "Core" courses which include: child/human growth & development; child/family/community or child and family relations; and programs/ curriculum. Completing these units provides a beginning foundation in child development and is required as one moves up the Career Lattice.

4. How is Level 7 of the Career Lattice related to the Child Development Permit?

Level 7 is equivalent to the Teacher, Master Teacher or Site Supervisor of the California Child Development Permit. At this stage it is important to be taking the "Core" courses which include: child/human growth & development; child/family/community or child and family relations; and programs/curriculum. Completing these units provides a beginning foundation in child development and is required as one moves up the Career Lattice.

5. Who is required to have a child development permit?

A child development permit may be required prior to applying for a job opportunity. Most state funded preschools and Head Start programs require a child development permit.

6. Is there a cost to get a child development permit?

Yes, there is a cost. For first time permit applicants, the cost to apply for a permit can cost up to \$180. There is a cost of obtaining official transcripts, fingerprints and an application fee.

7. How do I get the permit?

The following link outlines the requirements for each permit level along with instructions on how to apply and links to the application and LiveScan form. [Commission on Teacher Credentialing Child Development Permits](#)

8. Do I need a Livescan when applying for a permit?

A new LiveScan is required when you apply for a new permit. This LiveScan must be completed on the Commission on Teacher Credentialing Form and a copy should be sent with the Permit Application. [Request for Livescan Service Form](#)

9. How do I find a professional growth advisor?

The CDTC no longer maintains a list of Professional Growth advisors on our website. We recommend contacting your local County Office of Education to see if they have a list or resource. Your local community college may also have a resource or advisor available. Lastly, you can use the Professional Growth Manual tips on page 5 to find a colleague or supervisor who may be able to serve as your advisor. You can find the Professional Growth Manual here. [Child Development Permit Professional Growth Manual](#)

10. Who do I go to fill out my Professional Growth Plan?

A Professional Growth Advisor can assist you in filling out your Professional Growth Plan.

11. Where do I send the completed PGP?

Currently you maintain your records and provide them when requested by the Commission of Teacher Credentialing.

12. Is there help to pay the fees for a CD Permit?

The Child Development Training Consortium can assist with paying the application fees criteria may change for year to year. Check their web page link below for more information. [Child Development Training Consortium Child Development Permit Stipends](#)

13. What is the difference between training certificates, college certificates and child development permits?

Training certificates are provided by organizations or agencies providing the training. College Certificates are issued by a college or university for completing the specific requirements of the certificate. Child Development Permits are issued by the Commission on Teacher Credentialing.

Professional Growth Questions

1. When do I start my renewal requirements?

The renewal requirements of professional growth activities start with the issuance date of your five-year Child Development Permit. After you have completed your renewal requirements, you can apply for your professional clear renewal on-line through the Commission's website.

2. What happens if I allow my permit to lapse?

Some child development permit holders find it necessary to leave the education profession to raise a family or pursue another career. There is no penalty for allowing a permit to expire as long as you are not currently employed in a position that requires it. When you decide to return to the teaching profession, you may submit an Application For Credential Authorizing Public School Service and processing fee with a written request a one-time, two-year reinstatement of the Child Development Permit. During this two-year period, you must finish all professional growth requirements. Activities completed while the original permit is valid, during the time the permit is lapsed, and during the two-year extension period may be counted toward the 105 clock-hours of professional growth needed for the full five-year renewal. Once you have completed your renewal requirements, you must submit an application and processing fee to the Commission office for the renewal of your permit.

3. Who is responsible for getting the permit renewal documents signed and sent to the Commission?

You are responsible for completing all forms, keeping records of all activities, requesting all signatures, and mailing all required items to the Commission before the permit expires.

4. How do I select a professional growth advisor for renewal of more than one permit/credential?

If you are renewing more than one permit/credential, you will complete only one plan for your professional development. You will select a professional growth advisor who you feel can best guide the development of your plan. That person should hold a permit or credential in at least one of your permit/credential areas. It would be most appropriate to select someone who works in an area closely related to your own area of assignment. You may want to select more than one advisor to help you define professional development goals for multiple permit/credential areas.

5. What can I do if my advisor won't approve my Professional Growth Plan?

If the advisor has a specific reason for not signing the plan, or for not initialing a particular addition to it, the Commission recommends that you heed your advisor's suggestions. If you believe that the advisor is not justified in his or her refusal, there are several options you may take. See the Professional Growth Manual for Child Development Permits for details. If a local Professional Growth Panel has been established, discuss the disputed issue(s) with the panel. Seek the advice of another advisor designated by your employing agency. You can also appeal your advisor's decision by writing to the Executive Director of the Commission on Teacher Credentialing.

6. What should I do if my advisor tries to charge me a fee or requires that I provide some service in exchange for signing my plan?

Tell your advisor that payment or service in exchange for approval is prohibited by state regulations. If the advisor persists, inform the chief administrative officer of the employing agency and, where available, the Professional Growth Panel. You may want to seek a new advisor. If these measures do not bring relief, contact the Commission.

Higher Education Related Questions

1. What colleges and universities are near me?

See [Appendix D: Institutions of Higher Education by ZIP Codes](#) and [Appendix E: Institutions of Higher Education by Resource and Referral Agencies](#)

2. How do I enroll in an ECE/CD course?

Most IHEs have an online registration process. Please see [Appendix C: IHE Profiles](#) for IHE Website information.

3. Where do I go to apply for Financial Aid?

Each college and university has a Financial Aid Office that can orient you to completing an application for financial aid to support your enrollment and related costs of attending college. In addition, the Financial Aid Office and the campus academic Child Development/Early Childhood department or unit may administer other scholarship funds. Ask about financial support resources at both locations on each campus. Also, be aware that Financial Aid is available for a certain total number of units. Plan with an academic Child Development/Early Childhood advisor so that you know that all of the units you take will "count" towards your goals for completing a certificate, degree or credential.

4. Books are expensive, what courses can I choose that do not require me to purchase the books?

On many community college campuses, courses are officially identified as "ZTC-OER (Zero Textbook Cost/ Open Educational Resources) " in the schedule of classes or the campus catalogue. In addition, ask the advisors in the Child Development-related academic department or unit.

5. What student supports are available?

In addition to financial aid, most campuses have advisement and support services for students, (e.g., providing services for adult students with disabilities, counseling services, writing labs, interpreting services for deaf students, child development center services for student-parents' young children, and associated students' campus gym or workout centers).

6. Can I attend college if I did not graduate high school or pass the GED?

Yes. If you are 18 and older, you may enroll in community college classes.

7. How does increased college units/degrees impact my pay?

It depends. Public early childhood education agencies typically have a salary schedule that acknowledges units completed as well as your years of service to determine individual wage increases.

8. What courses do I need to begin teaching?

There is a core of 4 classes in California that are required to teach in Title 22 and Title 5 programs. Title 22 programs only require this core to be a teacher. "Core" courses which include:

- child/human growth & development;
- child/family/community or child and family relations; and
- programs/curriculum.

Title 5 programs require:

- 24 units of ECE/CD + 16 semester units of GE
- also requires 175 days of 3 hours+ per day within 4 years work experience.
- ECE core content areas required
- GE courses must include: One course in each of four general education categories, which are degree applicable: English/Language Arts; Math or Science; Social Sciences; Humanities and/or Fine Arts

9. Which campuses have online courses?

See [Appendix F](#): Institute of Higher Education (IHE) Format of Courses and Specialty Courses

10. What IHEs offer courses in Languages other than English?

See [Appendix F](#): Institute of Higher Education (IHE) Format of Courses and Specialty Courses

11. Can I work full time and go to school?

Which campuses have flexible schedules for working students? This question requires an individual answer! Many early childhood students work, have families of their own, and may also be responsible for elderly family members. If you fall in this category, monitor your combined workload and plan to enroll in a schedule of classes that you are prepared and willing to change according to your experience over time. Watch campus deadlines carefully for dropping and adding classes. See [Appendix F: Institute of Higher Education \(IHE\) Format of Courses and Specialty Courses](#) for more information.

12. How long would it take for me to finish school?

That depends on your availability to complete courses and your combined workload. For full time students an Associate's Degree takes two years to complete and a Bachelor's Degree takes four years to complete.

13. What type of degree do I need (AA, BA, MA, credential)?

- Certificates of Achievement contain coursework in a particular focus area that don't require general education coursework.
- Associate's Degrees (AA/AS/AS-T) contain coursework in a particular focus area and require general education coursework.
- Bachelor's Degrees (BA) contain coursework in a particular focus area and require general education coursework.
- Master's Degrees (MA) contain coursework in a particular focus area completed after a Bachelor's Degree.
- Credentials require enrollment in a Commission on Teacher Credentialing approved Credentialing Program.

14. What IHEs offer certificates in Child Development/Early Childhood Education in the Los Angeles area?

- | | |
|-------------------------------|--|
| • American Jewish University | • Los Angeles Pierce College |
| • Antelope Valley College | • Los Angeles Southwest College |
| • Cerritos College | • Los Angeles Trade Tech College |
| • Citrus College | • Los Angeles Valley College |
| • College of the Canyons | • Mount San Antonio College |
| • Compton College | • Pacific Oaks College & Children's School |
| • East Los Angeles College | • Pasadena City College |
| • El Camino College | • Rio Hondo College |
| • Glendale Community College | • Santa Monica College |
| • Long Beach City College | • University of California, Los Angeles |
| • Los Angeles City College | • University of California, Los Angeles: Extension |
| • Los Angeles Harbor College | • Union Institute & University |
| • Los Angeles Mission College | |

For more information, see [Appendix G: Degrees and Certificates offered in Los Angeles County Institutions of Higher Education](#)

15. What are CAP courses?

The California Early Childhood Curriculum Alignment Project supports transfer and curriculum consistency in the foundational preparation of early childhood education students. Regionally accredited community colleges ([Commission on Teacher Credentialing Regional Accreditation](#)), CSUs, and private universities can participate in the alignment process and be recognized statewide as partners in creating streamlined pathways to degree completion. See [Appendix H](#) for the list of CAP courses.

16. What Associate degree programs are near me?

See [Appendix D: Institutions of Higher Education by ZIP Codes](#) and [Appendix E: Institutions of Higher Education by Resource and Referral Agencies](#).

17. What IHEs in Los Angeles County offer an Associate's Degree in Child Development/Early Childhood Education?

- Antelope Valley College
- Cerritos College
- Citrus College
- College of the Canyons
- Compton College
- East Los Angeles College
- El Camino College
- Glendale Community College
- Long Beach City College
- Los Angeles City College
- Los Angeles Harbor College
- Los Angeles Mission College
- Los Angeles Pierce College
- Los Angeles Southwest College
- Los Angeles Trade Tech College
- Los Angeles Valley College
- Mount Saint Mary's University
- Mount San Antonio College
- Pasadena City College
- Rio Hondo College
- Santa Monica College
- Union Institute & University
- West Los Angeles College

For more information, see [Appendix G: Degrees and Certificates offered in Los Angeles County Institutions of Higher Education](#)

19. What are the differences between AD-T, AA, AS?

An AA degree is an Associate's of Arts Degree. An AS Degree is an Associate's of Science Degree which includes Career and Technical Education components. An ADT is an Associate's Degree for Transfer which includes agreements with California State Universities to promote effective transfer to their 4 year programs.

20. What can I do with an Associate's degree in ECE/CD?

An Associate's degree in ECE/CD will prepare you to become an early childhood educator, working with children from 0-5 in early learning programs or with children 5-12 in before and after school programs. Employment as a teacher, or program director is possible depending on the funding source and employment requirements for the program.

21. How do I transfer to a CSU? UC? Private IHE?

Most Campuses have a transfer center. The counselor's at the transfer center can provide advisement of transfer options.

22. What Baccalaureate programs are near me?

See [Appendix D: Institutions of Higher Education by ZIP Codes](#) and [Appendix E: Institutions of Higher Education by Resource and Referral Agencies](#)

23. What IHEs in Los Angeles County offer a Baccalaureate Program in Child Development/Early Childhood Education?

- American Jewish University
- Biola University
- Cal Poly Pomona
- California State University, Dominguez Hills
- California State University, Long Beach
- California State University, Los Angeles
- California State University, Northridge
- Mount Saint Mary's University
- Pacific Oaks College & Children's School
- University of California, Los Angeles (Minor in Applied Developmental Psychology)
- Union Institute & University
- University of La Verne
- Whittier College

For more information, see [Appendix G: Degrees and Certificates offered in Los Angeles County Institutions of Higher Education](#)

24. What can I do with a Baccalaureate in ECE/CD?

A Bachelor's degree in ECE/CD will prepare you to become an early childhood educator, working with children from 0-5 in early learning programs or with children 5-12 in before and after school programs. Employment as a teacher, master teacher, site supervisor or program director is possible depending on the funding source and employment requirements for the program. This degree may also prepare you to work in public policy, for resource and referral agencies or in other organizations supporting early learning and care. Advisees may also be interested in developing a school, program or service that addresses the care and education needs of young children and their families. Additional training and certification/licensure may be required. [California Child Care Resource & Referral Network Become a Licensed Provider](#)

25. How do the CAP courses differ in a Baccalaureate?

CAP courses offered at the upper division level at 4-year institutions address the content in broader and deeper ways, building on the introduction provided in lower division coursework.

26. I took my education out of state, will these courses be counted?

Coursework and/or degrees completed at regionally accredited higher education institutions can be considered when applying for California Child Development Permit, documenting the completion of required courses or units. Applicants for positions requiring a California Teaching or Administrative Credential will need to contact the Commission on Teacher Credentialing for more information regarding reciprocity between states re: credentials.

27. I received my Bachelor's degree outside of this country, how do I get a transcript evaluation?

Most colleges and universities provide references for transcript evaluation services, contact the institution you plan to attend for that information. For more information, go to: NACES | National Association of Credential Evaluation Services: [National Association of Credential Evaluation Services](#)

28. What IHEs in Los Angeles County offer Master's Degree Programs?

- American Jewish University
- Biola University
- Cal Poly Pomona
- California State University, Dominguez Hills
- California State University, Long Beach
- California State University, Los Angeles
- California State University, Northridge
- Loyola Marymount University
- Mount Saint Mary's University
- Pacific Oaks College & Children's School
- Pepperdine University
- University of California, Los Angeles
- Union Institute & University
- University of La Verne
- Whittier College

For more information, see [Appendix G: Degrees and Certificates offered in Los Angeles County Institutions of Higher Education](#)

29. How would a masters degree allow me to work in the field?

**Note without any ECE units, field experiences is recommended*

- Program coordinator at a community agency
- Researcher
- Staff at an advocacy organization

30. Why should I get a master's degree in ECE/CD?

[Why Get a Master's Degree in Early Childhood Education: Top 10 Reasons](#)

31. What type of careers in early childhood requires a master's degree?

- Coordinator of a Quality Improvement initiative like QRIS,
- First 5 Program Officer
- Coach or technical assistance specialist
- Community College Instructors
- Adjunct at 2 and 4 year Institutions of Higher Education
- Masters is not required but will strengthen expertise in the following:
 - *Preschool Directors*
 - *Program Supervisors*
 - *Curriculum Specialists in Early Childhood*
 - *Classroom teachers*
 - *Employees for Head Start or State Preschool*

32. What are the qualifications for a master program?

Requirements vary by institution but may include: Undergraduate degree in Child Development, Early Childhood Education, Human Development, Psychology, or other relevant degree

33. How would a masters degree allow me to advance in the field?

More pay and jobs such as Program director of multiple sites (Title 5), director mentor/coach, ECE Trainer, CA Community College faculty *note experience needed in addition to qualifications

34. What types of master's programs are available?

MA Child Development, M.Ed. in ECE, MA Child & Family Development

35. What types of funding are available for a master's program?

Graduate Aid Programs CSULB and CSULA

- [Cal State LB Graduate Studies Financial Aid](#)
- [Cal State LA Office of Graduate Studies Funding Opportunities](#)

Online link to funding grad school:

- [Grants for Graduate School Students](#)

State University Grant (SUG) Program

- [State University Grant SUG Program](#)

36. Will a Masters degree allow me to obtain my permit to be a program director?

Yes, a Masters in ECE/CD provides you with the ability to be a program director on the CD Permit

**Note: experience is also needed for employment at this level*

37. What if I have a master's degree in another field?

What type of careers in early childhood requires a master's degree?

**Note: you need at least 24 units in ECE and experience in the field.*

- Coordinator of a Quality Improvement initiative like QRIS
- First 5 Program Officer
- Coach or technical assistance specialist

38. What IHEs in Los Angeles County offer a Master's Degree Programs in Child Development/Early Childhood Education?

For more information, see [Appendix G: Degrees and Certificates offered in Los Angeles County Institutions of Higher Education](#)

- American Jewish University
- Biola University
- California State University, Los Angeles
- California State University, Northridge
- Pacific Oaks College & Children's School
- University of La Verne
- Whittier College

39. What Doctorate Programs are near me?

See [Appendix D: Institutions of Higher Education by ZIP Codes](#) and [Appendix E: Institutions of Higher Education by Resource and Referral Agencies](#)

40. What type of careers in early childhood requires a doctoral degree (PhD)?

- Faculty at a 2-year or 4-year Institution
- Faculty at 2-year (Ed.D.)
- The following may not require a doctoral degree but a doctoral degree may be helpful:
 - Faculty at a community college
 - Research in early childhood education
 - Policy in early childhood education
 - Leadership positions in early childhood education

41. What are the qualifications for a doctoral program?

- Undergraduate degree
- A masters is not required.
- Some institutions grant a masters while obtaining your doctoral degree.
- Some institutions may accept your master courses as part of the doctoral program.

42. What types of doctoral programs are there?

- [Northeastern University Graduate Programs](#)
- [Peterson's Grad School](#)
- [Grad School Directory](#)
- Ed.D.: practice base: in California there is no Ed.D. program specializing in early childhood
- PhD: research base: Currently in California there are no PhD in early childhood education
- Some may consider getting their PhD in a related field such as Education or Human Development.
- A dissertation is required in which your chair and committee members are carefully chosen to help guide you in your research.

43. What types of funding is available for doctoral programs?

- Human Development Family Studies or Child Development Family Studies PhD Programs are fully funded
- Developmental Psychology PhD Programs (some are funded)
- UC Education PhD Programs(some are funded)
- Few graduate programs will fund doctoral students in California.
- Explore the following website: [ProFellow How to Fully Fund Your PhD](#)

44. How can I get involved in research?

- Faculty in 4-year institutions are often conducting research, volunteer to be a research assistant.
- Find research assistant jobs
- Look at journals online to familiarize yourself on the research being conducted
- [Rutgers Camden Department of Childhood Studies Scholarly Journals](#)

45. What organizations can I join to learn more about the current research in the field of early childhood education?

- [Quality Start Los Angeles \(QSLA\)](#)
- [First 5 LA](#)
- [American Educational Research Association](#)
- [Society for Research in Child Development](#)
- [National Association for the Education of Young Children](#)
- [California Association for the Education of Young Children](#)
- [Zero to Three](#)
- [Reconceptualizing Early Childhood Education](#)
- [National Council on Family Relations](#)
- [California Preschool Instructional Network](#)
- [National Black Child Development Institute](#)
- [Office for the Advancement for Early Care and Education](#)
- [California Family Child Care Network](#)
- [National Association for Family Child Care](#)
- [CDSS Child Care Licensing](#)
- [Child Abuse Mandated Reporter Training](#)
- [California Afterschool Network](#)
- [Department of Developmental Services Regional Center Listings](#)
- [Head Start California](#)
- [Head Start Early Childhood Learning and Knowledge Center](#)

46. Have you sought professional or educational consultation from your Child Development Professor?

Course lectures and discussions are typically built around experiences in the field, it could be beneficial to ask direct questions related to both professional and educational advancements.

47. Have you met with your [subject specific] college counselor to get your Educational Plan figured out?

An Educational Plan may be required at some colleges and give the student an ideal timeline with possible course order and scheduling. It is encouraged to meet with both a college counselor and a Child Development Professor for educational guidance.

Practicum Related Questions

1. Can I do practicum at my work site?

The structure and format of practicum varies from institution to institution and depends on the local resources available. Please have the advisees consult with the individual Campus advisors (see IHE Profiles for more information)

2. What type of fieldwork, practicum is offered?

The structure and format of practicum varies from institution to institution and depends on the local resources available. Please have the advisees consult with the individual Campus advisors (see IHE Profiles for more information)

3. What is the difference between cooperative ed and practicum?

Cooperative Education offers an opportunity for students to earn community college credit for work experience and/or internship hours. This is not the same as practicum. A practicum course offers supervised field experience and is designed to provide instructional support as students develop and demonstrate mastery in the content area.

4. Can I count prior Learning assessment as alternative to coursework?

The acceptance of prior learning as an alternative to coursework varies from institution to institution and depends on the local resources available. Please have the advisees consult with the individual Campus advisors (see IHE Profiles for more information)

APPENDIX B: GLOSSARY OF TERMS

ASQ - Ages and Stages Questionnaires

The ASQ is a parent-completed questionnaire used as a developmental screening tool. Providers may use results to provide individualized support to children and their families.

CA CSEFEL – California Collaborative on the Social and Emotional Foundations for Early Learning

The CA CSEFEL includes multiple local agencies who collaborate, provide services, and connect families to promote healthy social-emotional development for all children.

CACFP - Child and Adult Care Food Program

CACFP provides nutritious meals and snacks to infants and children at a variety of public and private child care centers.

CA ECE Workforce Registry

The California ECE Workforce Registry is a state, regional, and local collaboration designed to track and promote the education, training, and experience of the early care and education workforce for the purpose of improving professionalism and workforce quality to positively impact children.

CAP - Curriculum Alignment Project

The California Early Childhood Curriculum Alignment Project supports transfer and curriculum consistency in the foundational preparation of early childhood education students. Regionally accredited community colleges, CSUs, and private universities can participate in the alignment process and be recognized statewide as partners in creating streamlined pathways to degree completion.

California Early Learning Career Lattice Guide

The career lattice defines a progression of roles and the training necessary to demonstrate competence in a wide variety of positions in early learning. The Career Lattice is a guide to help professionals in the early learning field to think about their career path and professional development.

CAEYC - California Association for the Education of Young Children

The California Association for the Education of Young Children is the state affiliate for California to the National Association for the Education of Young Children in Washington, D.C.

CCALA - Child Care Alliance of Los Angeles

CCALA is a partnership of ten member agencies that serve communities at the local level. They can assist parents in identifying child care, provide subsidized child care, and offer coaching and training to child care providers.

CCLD - Community Care Licensing Division

The Child Care Licensing Division provides oversight and enforcement for licensed Child Care Centers and Family Child Care Homes through 19 Regional Offices located throughout California.

CDE - California Department of Education

CDE oversees California's public school system and provides leadership, assistance, and resources to districts throughout California.

CDTC - Child Development Training Consortium

Child Development Training Consortium (CDTC) provides services, training, technical assistance, and resources to students and professionals working with and for children. In doing so, they help promote professionalism and high-quality early care and education programs that benefit California's children and families.

CEUs – Continuing Education Units

A CEU is a unit of credit equal to 10 hours of participation in an accredited program designed for professionals with certificates or licenses to practice various professions.

CLASS - Classroom Assessment Scoring System

CLASS Classroom Assessment Scoring System The CLASS is used to assess and assign tier ratings to sites. It focuses on the academic and emotional environment of the classroom. Program Coaches will complete a partial CLASS assessment at the beginning of each program year.

Core Courses

There is a core of four classes in California that are required to teach in Title 22 and Title 5 programs. "Core" courses include: child/human growth and development; child/family/community or child and family relations; and programs/curriculum.

CPIN - California Preschool Instructional Network

CPIN provides high quality professional development for preschool administrators and teachers highlighting current research-based information, resources, and effective instructional practices which are focused on preparing children to flourish in early childhood and succeed in elementary school and beyond.

CSPP – California State Preschool Program

CSPP is the largest state-funded preschool program in the nation. The program provides both part-day and full-day services, using a core class curriculum that is appropriate for the children served; it also provides child meals and snacks, parent education, referrals to health and social services, and staff development.

CTC - Commission on Teacher Credentialing

The major purpose of the CTC is to serve as a state standards board for educator preparation for the public schools of California, the licensing and credentialing of professional educators in the State, the enforcement of professional practices of educators, and the discipline of credential holders in the State of California.

DRDP - Desired Results Developmental Profile

The DRDP is a tool used by teachers to assess children's development. It should be completed by the child's lead teacher within 60 days of the start of the program year.

ECERS - Early Childhood Environment Rating Scale

The ECERS is used to assess and assign tier ratings to centers serving preschoolers. It focuses on the physical environment, including resources and health & safety practices.

EOY – End of Year

May refer to the End-of-Year Reflection process or indicate the end of the program year.

ERS - Environment Rating Scales

These are a group of scales used to assess and assign tier ratings to providers. Includes multiple assessments which are used in different contexts (ECERS, FCCERS, ITERS).

F5LA - First 5 Los Angeles

First 5 Los Angeles is an early childhood advocacy organization whose mission is to strengthen families, communities, and systems of services. Activities include supporting and educating parents and caregivers and improving policies and practices in the health care and early care and education systems.

FCCERS – Family Child Care

The FCCERS is used to assess and assign tier ratings to family childcare. It focuses on the classroom's physical environment, including resources and health and safety practices. ([Environment Rating Scales](#))

FES – Family Engagement Specialist

A Family Engagement Specialist, who helps directors and teachers to increase parent interaction, and provides resources for family outreach.

FFN – Family, Friends, and Neighbors

Family, friend, and neighbor care is provided in the child's or caregiver's home by a person who is a relative, friend, or neighbor, or a babysitter or nanny. These providers are typically exempt from licensing and regulations.

Guided Pathways

An initiative of the CA Community Colleges, the Guided Pathways Framework creates a highly structured approach to supporting student success that consists of clear course-taking patterns to promote better enrollment decisions and reduce time to completion. ([California Community Colleges Guided Pathways](#))

ITERS – Infant/ Toddler Environment Rating Scale

The ITERS is used to assess and assign tier ratings to centers serving infants and toddlers. It focuses on the physical environment, including resources and health & safety practices. ([Environment Rating Scales](#))

LACOE - Los Angeles County Office of Education

LACOE supports public school districts and other agencies in ensuring educational excellence for preschool and school-age children. LACOE provides financial help, professional training, and business services to educational sites and agencies.

NAEYC - National Association for the Education of Young Children

The National Association for the Education of Young Children (NAEYC) is a professional membership organization that works to promote high-quality early learning for all young children, birth through age 8, by connecting early childhood practice, policy, and research.

OAECE - Office for the Advancement of Early Care and Education

The Office for the Advancement of Early Care and Education convenes commissions like the Child Care Planning Committee and the Policy Roundtable for Child Care and Development; supports early educators in Workforce Pathways LA; and builds a stronger early education infrastructure in partnership with early education centers, Family Child Care Homes (FCCH), Family, Friends, and Neighbors (FFN), school districts, and County Employee Child Care Centers.

PEACH - Partnerships in Education, Articulation, and Collaboration in Higher Education

PEACH is a Higher Education group committed to preparing a qualified and effective Early Childhood Education (ECE) workforce. They advocate for quality experiences for children from birth through 8 years and their families.

PC – Program Coach

A Program Coach supports teachers in setting goals to improve the quality of their classrooms, and provides feedback and resources as needed.

PGA – Professional Growth Advisors

An individual who meets requirements established by the California Commission on Teacher Credentialing who advises child development permit holders regarding their professional growth and development.

PGP – Professional Growth Plan

The PGP Is the specific form that must be completed by child development permit holders and their Professional Growth Advisors to verify completion of professional growth activities with a five-year cycle. ([Child Development Professional Growth Manual](#))

QCF – Quality Continuum Framework

The Quality Continuum Framework drives program quality improvement by presenting goals and best practices. The QCF sets most of the coaching relationship's content focus. ([Quality Counts CA](#))

QRIS – Quality Rating and Improvement System

A QRIS is a method to assess, improve, and communicate the level of quality in early care and education settings. ([QSLA Quality Continuum Framework](#))

[QSLA - Quality Start Los Angeles](#)

QSLA is Los Angeles County's Quality Rating and Improvement System (QRIS). It is designed to support childcare providers' program enhancements, while helping parents of children from birth to five choose the best early care and education for their children.

R&R – Resource and Referral Agency

Child care resource and referral agencies (R&R) are state-funded, community-based programs that exist in every county in California. R&Rs make up a well-developed system that supports parents, child care providers, and local communities through a variety of services and programs. ([California Child Care Resource and Referral Network](#))

[UCLA - CICCQ - University of California, Los Angeles – Center for Improving Child Care](#)

Quality CICCQ partners with community agencies and schools to conduct research and evaluation, and builds relationships with their partners to inform research, practice, and professional development. ([UCLA Center for Improving Child Care Quality](#))

APPENDIX C: INSTITUTIONS OF HIGHER EDUCATION (IHES) EARLY CHILDHOOD PROGRAM PROFILES (as of May 2024) [EC3]

American Jewish University	
Address	15600 Mulholland Drive Los Angeles, CA 90077
Phone	310.476.9777
Campus Website	https://www.aju.edu/
Department Name	BA Completion Program in Early Childhood Education
Department Website	https://www.aju.edu/early-childhood-education/ba-completion-program
Program Advisement	Sharon Bacharach, sharon.bacharach@aju.edu
Permit Advisement	Sharon Bacharach, sharon.bacharach@aju.edu
CD / EC Certificates Offered	Early Childhood (16 units)
CD / ECE Degrees	BA Completion Early Childhood Education (48 units) https://www.aju.edu/early-childhood-education MA Education (60 units) MA Teaching (60 units) MA Early Childhood Education (60 units) Doctorate in Education in Early Childhood Education Leadership (55 units)
Fully Online Degree	Yes
CD / ECE Courses	
Specialized Courses	Infant Toddler, Trauma Informed Care, Special Needs
Course Format	Online, in person and hybrid (combination of in person and online)
Weekend Courses Offered	None
Courses in Languages other than English	None
Non-credit Courses Offered	None
Practicum / Fieldwork Course	N/A

Antelope Valley College	
Address	3041 West Avenue K Lancaster, CA 93536
Phone	661.722.6300
Campus Website	https://www.avc.edu/
Department Name	Child & Family Education
Department Website	https://www.avc.edu/program/child-family-education-cfe
Program Advisement	Kimberly Barker, kbarker2@avc.edu
Permit Advisement	Kimberly Barker, kbarker2@avc.edu
CD / EC Certificates Offered	Child & Family Education Certificate (33 units) School-Age Certificate (33 units)
CD / ECE Degrees	AS-T in Early Childhood Education
Fully Online Degree	No
4-year IHE's Transfer Partners	California State University, Bakersfield California State University, Northridge
CD / ECE Courses	
Specialized Courses	Infant Toddler (6 units) Trauma Informed Care - In process of approval Special Needs (6 units) Dual Language Learners - In process of approval
Course Format	Online asynchronous, online synchronous and in person
Weekend Courses Offered	None
Courses in Languages other than English	None
Non-credit Courses Offered	None
Practicum / Fieldwork Course	In person

Biola University	
Address	13800 Biola Ave., La Mirada, California 90639
Phone	800.652.4652
Campus Website	https://www.biola.edu/
Department Name	BA/BS Completion Program in Early Childhood Education
Department Website	https://www.biola.edu/early-childhood-ba
Program Advisement	education@biola.edu
Permit Advisement	N/A
CD / EC Certificates Offered	N/A
CD / ECE Degrees	BA/BS Early Childhood Education MA Education with emphasis in Early Childhood Education Ed.D. Educational Studies PhD Educational Studies
Fully Online Degree	Yes
CD / ECE Courses	
Specialized Courses	N/A
Course Format	Online, in person and hybrid (combination of in person and online)
Weekend Courses Offered	N/A
Courses in Languages other than English	N/A
Non-credit Courses Offered	N/A
Practicum / Fieldwork Course	N/A

Cal Poly Pomona	
Address	3801 West Temple Avenue, Pomona, CA 91768
Phone	909.869.7659
Campus Website	https://www.cpp.edu/
Department Name	Early Childhood Studies
Department Website	https://www.cpp.edu/ceis/early-childhood-studies/index.shtml
Program Advisement	Eden Haywood-Bird, ehaywoodbird@cpp.edu
Permit Advisement	Giselle Navarro-Cruz, gnavarroacruz@cpp.edu
Program Emphasis	Emphasis 1: Integrated Teacher Education Program (ITEP) Emphasis 2: ITEP Mild/Moderate Emphasis 3: ITEP Extensive Support Emphasis 4: Non-Teaching Option Emphasis 5: Multilingual Teaching Emphasis 6: P-3rd Grade Teaching
CD / ECE Degrees	BA Early Childhood Studies (120 units) https://www.cpp.edu/ceis/education/index.shtml MA Education Leadership MA Curriculum & Instruction MA Special Education https://www.cpp.edu/ceis/edleadership/index.shtml Ed.D. Educational Leadership (60 units)
Fully Online Degree	No
CD / ECE Courses	
Specialized Courses	Infant Toddler (3 units) Special Needs (3 units) Dual Language Learners (3 units)
Course Format	In person, online, and hybrid (combination in person and online)
Weekend Courses Offered	ECS 3100 Applied Infant/Toddler Studies; ECS 3300 Early Childhood Education Leadership and Social Justice; ECS3500 Contextual Approaches to Early Childhood Curriculum; ECS 4010 Dynamics of Early Childhood Play; ECS 4200 Numeracy and Inquiry in Multilingual Contexts; ECS 4300 Working with Exceptional Children and their Families
Courses in Languages other than English	None
Non-credit Courses Offered	None
Practicum / Fieldwork Course	In person

California State University, Dominguez Hills	
Address	1000 E. Victoria Street, Carson, CA 90747
Phone	310.243.3696
Campus Website	https://www.csudh.edu/
Department Name	Child Development
Department Website	https://www.csudh.edu/child-development/
Program Advisement	Vanessa Monroy, vmonroy4@csudh.edu
Permit Advisement	N/A
Concentrations Offered	Concentration in Early Development and Learning (14 units)
CD / ECE Degrees	BS Child Development
Fully Online Degree	No
CD / ECE Courses	
Specialized Courses	Infant Toddler (3 units) Atypical Development (3 units) course under development
Course Format	In person
Weekend Courses Offered	None
Courses in Languages other than English	None
Non-credit Courses Offered	None
Practicum / Fieldwork Course	In person

California State University, Long Beach	
Address	1250 Bellflower Boulevard, Long Beach, CA 90840
Phone	562.985.4111
Campus Website	https://www.csulb.edu/
Department Name	Child Development and Family Studies
Department Website	https://www.csulb.edu/college-of-health-human-services/child-development-family-studies
Program Advisement	https://www.csulb.edu/college-of-health-human-services/chhs-academic-advising
Permit Advisement	Nancy Dayne, Nancy.Dayne@csulb.edu
CD/EC Certificates Offered	CD Permit (24 units)
CD / ECE Degrees	BA Child Development and Family Studies https://www.csulb.edu/college-of-education/educational-doctorate-educational-leadership Ed.D. Educational Leadership
Fully Online Degree	No
CD / ECE Courses	
Specialized Courses	Infant Toddler (3 units)
Course Format	In person and hybrid (in person/online)
Weekend Courses Offered	None
Courses in Languages other than English	None
Non-credit Courses Offered	None
Practicum / Fieldwork Course	In person

California State University, Los Angeles	
Address	5151 State University Drive Los Angeles, CA 90032
Phone	323.343.3000
Campus Website	https://www.calstatela.edu/
Department Name	Department of Child and Family Studies
Department Website	https://www.biola.edu/early-childhood-ba
Program Advisement	Jessica Dennis, jdennis@calstatela.edu
Permit Advisement	Yafen Lo, ylo2@calstatela.edu
CD/EC Certificates Offered	None
CD / ECE Degrees	B.A. Child Development M.A. Child Development https://www.calstatela.edu/Ed.D. Ed.D. Educational Leadership https://www.calstatela.edu/academic/ccoe/programs/phd_sped PhD Special Education
Fully Online Degree	No
CD / ECE Courses	
Specialized Courses	Infant Toddler (3 units) Dual Language Learners (3 units)
Course Format	In person
Weekend Courses Offered	Varies
Courses in Languages other than English	None
Non-credit Courses Offered	None
Practicum / Fieldwork Course	In person

California State University, Northridge	
Address	18111 Nordhoff Street, Northridge, CA 91330
Phone	818.677.1200
Campus Website	https://www.csun.edu/
Department Name 1	Child and Adolescent Development
Department Website 1	https://www.csun.edu/health-human-development/child-adolescent-development
Department Name 2	Family and Consumer Sciences
Department Website 2	https://www.csun.edu/health-human-development/family-consumer-%20sciences/program-overview-3
Program Advisement	April Taylor (CADV), ataylor@csun.edu
Permit Advisement	CSUN Credential Program Office, credprep@csun.edu
CD/EC Certificates Offered	N/A
CD / ECE Degrees	B.A. in Child and Adolescent Development – Option in Early Childhood Development B.S. in Family and Consumer Sciences – Option in Family Studies https://catalog.csun.edu/academics/elps/programs/Ed.D.-educational-leadership/
Fully Online Degree	No
CD / ECE Courses	
Specialized Courses	Infant Toddler (6 units) (CADV 327, FCS 335) Trauma Informed Care (3 units) (CADV 456 - Grief and Loss) Special Needs (15 units) (CADV 453, DEAF 300, SPED 400, SPED 404, SPED 431)
Course Format	In person and online
Weekend Courses Offered	All CADV core courses for the B.A. degree are offered on weekends and evenings to increase accessibility for working students
Courses in Languages other than English	None
Non-credit Courses Offered	None

Cerritos College	
Address	11110 Alondra Boulevard, Norwalk, CA 90650
Phone	562.860.2451
Campus Website	www.cerritos.edu
Department Name	Child Development
Department Website	https://www.cerritos.edu/child-development/
Program Advisement	Dionne Gibson, dgibson@cerritos.edu
Permit Advisement	Dionne Gibson, dgibson@cerritos.edu
CD/EC Certificates Offered	CD Core Certificate (12 units) CD Core Certificate Plus (16 units) Certificate of Achievement (24 units) Child Development/Preschool Director Certificate of Achievement (39 units)
CD / ECE Degrees	AA Child Development AST Child Development
Fully Online Degree	No
4-year IHE's Transfer Partners	California State University, Long Beach
CD / ECE Courses	
Specialized Courses	Infant Toddler (6 units) Special Needs (6 units)
Course Format	
Weekend Courses Offered	Child Growth and Development
Courses in Languages other than English	None
Non-credit Courses Offered	None
Practicum / Fieldwork Course	In person

Citrus College	
Address	1000 West Foothill Boulevard, Glendora, CA 91741
Phone	626.963.0323
Campus Website	www.citruscollege.edu
Department Name	Child Development
Department Website	N/A
Program Advisement	childdevelopment@citruscollege.edu
Permit Advisement	N/A
CD/EC Certificates Offered	Child Development Master Teacher (49 units) Child Development Master Teacher Early Intervention (50 units) Child Development Teacher (40 units) Skill Award in Child Development Associate Teacher (12 units) Skill Award in Infant and Child Development Associate Teacher (15 units) AD-T Early Childhood Education AS Child Development
CD / ECE Degrees	N/A
Fully Online Degree	N/A
4-year IHE's Transfer Partners	
CD / ECE Courses	
Specialized Courses	Infant Development and Group Care (3 units) Development Risk Infants and Toddlers (2 units) Infant and Toddler Caregiver: Relationships (1 unit) Infant and Toddler Caregiver: Socialization and Emotional Development (1 unit) Infant and Toddler Caregiver: Learning and Development (1 unit) Infant and Toddler Caregiver: Environments and Routines (1 unit) The Child with Special Needs (3 units)
Course Format	In person, Online, and Hybrid
Weekend Courses Offered	N/A
Courses in Languages other than English	N/A
Non-credit Courses Offered	N/A
Practicum / Fieldwork Course	In person

College of the Canyons	
Address	26455 N. Rockwell Canyon Road Valencia, CA 91355
Phone	661.259.7800
Campus Website	www.canyons.edu
Department Name	Early Childhood Education
Department Website	https://www.canyons.edu/academics/ece/index.php
Program Advisement	Jennifer Paris, jennifer.paris@canyons.edu
Permit Advisement	Wendy Ruiz, wendy.ruiz@canyons.edu
CD/EC Certificates Offered	Preschool Emphasis (24 units) Infant Toddler Emphasis (24 units) School Age Emphasis (27 units) Administration and Supervision (30 units) Special Education Emphasis (32 units)
CD / ECE Degrees	AS-T Early Childhood Education
Fully Online Degree	No
4-year IHE's Transfer Partners	California State University, Northridge
CD / ECE Courses	
Specialized Courses	Infant Toddler (3 units)
Course Format	Online and in person
Weekend Courses Offered	Varies
Courses in Languages other than English	None
Non-credit Courses Offered	None
Practicum / Fieldwork Course	In person

Compton College	
Address	1111 E. Artesia Boulevard, Compton, CA 90221
Phone	310.900.1600
Campus Website	www.compton.edu
Department Name	Child Development
Department Website	https://www.compton.edu/academics/social-sciences/child-development/index.aspx
Program Advisement	David O. McPatchell, dmcpatchell@compton.edu
Permit Advisement	David O. McPatchell, dmcpatchell@compton.edu
CD/EC Certificates Offered	ECE Certificate of Achievement (18 units) Early Intervention Assistant Certificate (30 units) Special Education Assistant Certificate (27 units)
CD / ECE Degrees	AA in Child Development AS-T in Early Childhood Education
Fully Online Degree	N/A
4-year IHE's Transfer Partners	California State University, Dominguez Hills
CD / ECE Courses	CD / ECE Courses
Specialized Courses	Infant Toddler 2 courses (3 units each) Special Needs 4 courses (3 units each)
Course Format	In person, online, and hybrid (in person/online)
Weekend Courses Offered	None
Courses in Languages other than English	None
Non-credit Courses Offered	None
Practicum / Fieldwork Course	In person

El Camino College	
Address	16007 Crenshaw Boulevard, Torrance, CA 90506
Phone	310.532.3670
Campus Website	www.elcamino.edu
Department Name	Childhood Education
Department Website	https://www.elcamino.edu/academics/behavioralsocial/childhooded/index.aspx
Program Advisement	Make an Appointment El Camino College Torrance, CA)
Permit Advisement	Nancy Alvarez, nalvarez@elcamino.edu
CD/EC Certificates Offered	Early Childhood Education Certificate (18 units) Early Intervention Assistant (30 units) Special Education Assistant (27 units)
CD / ECE Degrees	AS-T Early Childhood Education AA Child Development
Fully Online Degree	N/A
4-year IHE's Transfer Partners	CSU Dominguez Hills
CD / ECE Courses	CD / ECE Courses
Specialized Courses	Care and Education of Infants and Toddlers (3 units) Infant/Toddler Development (3 units) Survey of Children with Special Needs (3 units) Disabilities in the Developing Child (3 units) Autism, ADHD, Physical and Health Impairments (3 units) Special Education Practicum (3 units)
Course Format	Online, Hybrid, In person
Weekend Courses Offered	N/A
Courses in Languages other than English	In development, Child Development courses in Spanish Fall 2025
Non-credit Courses Offered	In development
Practicum / Fieldwork Course	In person

Glendale Community College	
Address	1500 North Verdugo Road, Glendale, CA 91208
Phone	818.240.1000
Campus Website	www.glendale.edu
Department Name	Child Development and Education
Department Website	https://www.glendale.edu/academics/academic-divisions/social-sciences-division/child-development
Program Advisement	Mary Jane Biancheri, mbianche@glendale.edu
Permit Advisement	Deborah L. Owens, deboraho@glendale.edu
CD/EC Certificates Offered	Child Development: Teacher (24 units CD + 16 GE) Child Development: Infant Toddler (27 Units CD + 16 GE) Child Development: School-Age Care (27 Units CD + 16 GE) Child Development: Master Teacher (27-30 Units CD + 16 GE) Child Development: Site Supervisor (33 Units CD + 16 GE)
CD / ECE Degrees	AS-T Early Childhood Education AS Child Development AST Elementary Teacher Education
Fully Online Degree	No
4-year IHE's Transfer Partners	California State University, Northridge California State University, Los Angeles
CD / ECE Courses	
Specialized Courses	Infant Toddler CHLDV 147 (3 units); CHLDV 180 (1 unit) Special Needs CHLDV 155 (3 units)
Course Format	In person, online, and hybrid (combination of in person and online)
Weekend Courses Offered	Special Needs, Teaching in a Diverse Society
Courses in Languages other than English	None
Non-credit Courses Offered	Bridge between our non-credit and credit program for Family Child Care Providers.
Practicum / Fieldwork Course	In person

Long Beach City College	
Address	4901 East Carson Street Long Beach, CA 90808
Phone	562.938.4353
Campus Website	www.lbcc.edu
Department Name	Child Development and Educational Studies
Department Website	https://www.lbcc.edu/childdevelopment
Program Advisement	Julie Frumkin, jfrumkin@lbcc.edu
Permit Advisement	Julie Frumkin, jfrumkin@lbcc.edu
CD/EC Certificates Offered	Assistant Teacher (6 units) Associate Teacher (12 units) ECE Teacher Certificate (34 units)
CD / ECE Degrees	AS-T Early Childhood Education AA Early Childhood Education
Fully Online Degree	No
4-year IHE's Transfer Partners	California State University, Long Beach
CD / ECE Courses	
Specialized Courses	Infant Toddler (2 courses) (3 units each) Special Needs (3 courses) (3 units each)
Course Format	In person, online, and hybrid (combination of in person and online)
Weekend Courses Offered	Child Growth and Development
Courses in Languages other than English	None
Non-credit Courses Offered	Family Child Care A and B
Practicum / Fieldwork Course	In person

Los Angeles City College	
Address	855 North Vermont Avenue, Los Angeles, CA 90029
Phone	323.953.4000
Campus Website	www.lacitycollege.edu
Department Name	Child and Family Studies
Department Website	https://lacitycollege.edu/Departments/Child-Family-Studies/Department-Home
Program Advisement	Keli Miller, millerkm@lacitycollege.edu
Permit Advisement	Keli Miller, millerkm@lacitycollege.edu
CD/EC Certificates Offered	Child Development Associate Teacher (16 units) Child Development Teacher (28 units) Child Development Master Teacher (40 units) Child Development Site Supervisor (36 units) Children with Special Needs (18 units) Infant and Toddler Studies (21 units)
CD / ECE Degrees	AS-T Early Childhood Education AA Child Development
Fully Online Degree	No
4-year IHE's Transfer Partners	California State University, Los Angeles
CD / ECE Courses	
Specialized Courses	Infant Toddler (2 courses) (3 units each) Special Needs (3 courses) (3 units each)
Course Format	In person and online
Weekend Courses Offered	None
Courses in Languages other than English	Spanish and Korean
Non-credit Courses Offered	None
Practicum / Fieldwork Course	In person

Los Angeles Harbor College	
Address	1111 Figueroa Place, Wilmington, CA 90744
Phone	310.233.4000
Campus Website	www.lahc.edu
Department Name	Child Development
Department Website	https://effectiveness.lahc.edu/academic_affairs/sfcs/child%20development/SitePages/Home.aspx
Program Advisement	Lizette Lopez, LopezL3@lahc.edu
Permit Advisement	Lizette Lopez, LopezL3@lahc.edu
CD/EC Certificates Offered	Certificate of Achievement in Child Development (28 units)
CD / ECE Degrees	AS in Child Development AS-T in Early Childhood Education
Fully Online Degree	No
4-year IHE's Transfer Partners	California State University, Dominguez Hills
CD / ECE Courses	
Specialized Courses	Infant Toddler (3 units) Special Needs (6 units)
Course Format	In person and online
Weekend Courses Offered	None
Courses in Languages other than English	Courses in Spanish and English in Family Child Care which will lead to a Certificate with several online course offerings.
Non-credit Courses Offered	None
Practicum / Fieldwork Course	In person

Los Angeles Mission College	
Address	13356 Eldridge Avenue, Sylmar, CA 91342
Phone	818.364.7600
Campus Website	www.lamission.edu
Department Name	Child and Family Studies
Department Website	https://www.lamission.edu/childfamilystudies/family-studies.aspx
Program Advisement	Veronica Allen, AllenVV@lamission.edu
Permit Advisement	Ivet Bazikyan, Bazikyl@lamission.edu
CD/EC Certificates Offered	Child Development Core (12 units) Child Development Certificate (25 units) Child Development Administration (18 units) Family Child Care (12 units) Five Child Development Specialization Certificates (36 units) School Age Care and Education Certificate (18 units)
CD / ECE Degrees	AS-T in Early Child Education AA in Child Development
Fully Online Degree	No
4-year IHE's Transfer Partners	California State University, Northridge
CD / ECE Courses	
Specialized Courses	Infant Toddler 6 units Special Needs 6 units Dual Language Learners 6 units
Course Format	In person, online, and hybrid (combination online and in person)
Weekend Courses Offered	Child Growth and Development (Ch Dev 001)
Courses in Languages other than English	Child Development Core (12 units) - Ch Dev. 001, 002, 007, 011 (Taught in English with Spanish Support) Dual Language Learners – Taught in Spanish
Non-credit Courses Offered	None
Practicum / Fieldwork Course	In person

Los Angeles Pierce College	
Address	6201 Winnetka Avenue, Woodland Hills, CA 91371
Phone	818.719.6401
Campus Website	www.piercecollege.edu
Department Name	Child Development
Department Website	http://www.piercecollege.edu/departments/child_development/
Program Advisement	Patricia Doelitzsch, Doelitpa@piercecollege.edu
Permit Advisement	Lila Snow, snowls@piercecollege.edu
CD/EC Certificates Offered	Preschool (12 units) Associate teacher (25 units) Infant Care teacher (15 units) Preschool Director (15 units) Preschool teacher (31 units) School age child care teacher (15 units)
CD / ECE Degrees	AA in Child Development AS-T in Early Childhood
Fully Online Degree	No
4-year IHE's Transfer Partners	California State University, Northridge
CD / ECE Courses	
Specialized Courses	Infant Toddler CH DEV 30 (3 units), CH DEV 31 (3 units) Trauma Informed Care CH DEV 48 (3 units) Special Needs CH DEV 44 (3 units), CH DVE 45 (3 units)
Course Format	In person, Online, and Hybrid (in person and online)
Weekend Courses Offered	None
Courses in Languages other than English	None
Non-credit Courses Offered	None
Practicum / Fieldwork Course	In person

Los Angeles Southwest College	
Address	1600 West Imperial Highway, Los Angeles, CA 90047
Phone	323.241.5225
Campus Website	www.lasc.edu
Department Name	Child Development
Department Website	https://www.lasc.edu/programs/divisions/liberal-arts/child-development/index
Program Advisement	LaShawn Brinson, brinsoll@lasc.edu
Permit Advisement	Jackie Leiva, leviaj@laccd.edu
CD/EC Certificates Offered	Associate Teacher (16 units) Positive Guidance & Family School Relations (17 units) School-age (17 units) Children with Special Needs (18 units) Infant and Toddler Studies (17 units) Early Literacy Development (17 units) Early Childhood Curriculum (16-18 units) Community Care Licensing Director (20 units) Family Child Care (16 units)
CD / ECE Degrees	AS-T in Early Childhood AA in Child Development
Fully Online Degree	No
4-year IHE's Transfer Partners	California State University, Dominguez Hills
CD / ECE Courses	
Specialized Courses	Infant I & II (6 units total) Trauma Informed Care: The Growing Brain I & II (4 units total) Special Needs I & II (6 units total)
Course Format	In person and online
Weekend Courses Offered	Some courses are offered on Saturday
Courses in Languages other than English	None
Non-credit Courses Offered	None
Practicum / Fieldwork Course	In person

Los Angeles Trade-Tech College	
Address	400 West Washington Boulevard, Los Angeles, CA 90015
Phone	213.763.7000
Campus Website	www.lattc.edu
Department Name	Child Development
Department Website	http://www.lattc.edu/academics/pathways/bce/certificates-degrees/child-development-plan-b
Program Advisement	Dr. Rose Gathoni Maina, mainarg@lattc.edu
Permit Advisement	Cecilia Vega-Ryan, vegac@lattc.edu
CD/EC Certificates Offered	Specializing Infant /Toddler Teaching (27 units) Preschool Associate Teaching (15 units) Preschool Teaching (35 units) Specializing in School Age Programs (33 units) Program Administration (43 units) Specializing in Children with Special Needs (30 units)
CD / ECE Degrees	AA in Child Development AS-T in Early Childhood Education AS-T in Child & Adolescent Development
Fully Online Degree	No
4-year IHE's Transfer Partners	California State University, Los Angeles
CD / ECE Courses	
Specialized Courses	Infant Toddler 2 classes (6 units) Ch Dev 30, Ch Dev 031 Special Needs 2 classes (6 units) Ch Dev 044, Ch Dev 045
Course Format	Online and in person
Weekend Courses Offered	Program Administration Ch Dev 38 & 39; Child Growth and Development Ch Dev 001; School-Age Programs Ch Dev 046 & 47; Coop Ed Child Dev 941
Courses in Languages other than English	None
Non-credit Courses Offered	None
Practicum / Fieldwork Course	In person

Los Angeles Valley College	
Address	5800 Fulton Avenue, Valley Glen, CA 91401
Phone	818.947.2600
Campus Website	www.lavc.edu
Department Name	Child Development
Department Website	https://www.lavc.edu/childdevelopment/Child-Development-Home.aspx
Program Advisement	Elmida Baghdaserians, baghdaes@lavc.edu
Permit Advisement	Elmida Baghdaserians, baghdaes@lavc.edu
CD/EC Certificates Offered	Certificate of Achievement Associate Teacher, Preschool A (12 units) Certificate of Achievement Director, Preschool Certificate B (15 units) Certificate of Achievement School-age C (15 units) Certificate of Achievement Infant/Toddler D (15 units) Certificate of Achievement, Teacher (27 units) Skills Certificate Literacy E (9 units) Skills Certificate Special Needs F (12 units)
CD / ECE Degrees	AA Child Development AA Child Development: Early Childhood Education AA Child Development: Special Needs AS-T Early Childhood Education
Fully Online Degree	No
4-year IHE's Transfer Partners	California State University, Northridge
CD / ECE Courses	
Specialized Courses	Infant Toddler (6 units) Special Needs (6 units) Dual Language Learners (3 units)
Course Format	In person and online
Weekend Courses Offered	None
Courses in Languages other than English	None
Non-credit Courses Offered	None
Practicum / Fieldwork Course	In person

Loyola Marymount University	
Address	1 LMU Drive, Los Angeles, CA 90045
Campus Website	https://www.lmu.edu/
Department Name	Education
Department Website	N/A
Program Advisement	N/A
Permit Advisement	N/A
CD/EC Certificates Offered	N/A
CD / ECE Degrees	BA Liberal Studies (Elementary Education) https://graduate.lmu.edu/ MA Educational Studies MA Elementary Education MA School Leadership and Administration MA Special Education MA Teaching Programs for Interns/Practitioners Ed.D. Educational Leadership for Social Justice
Fully Online Degree	N/A
4-year IHE's Transfer Partners	N/A
CD / ECE Courses	
Specialized Courses	N/A
Course Format	N/A
Weekend Courses Offered	N/A
Courses in Languages other than English	None
Non-credit Courses Offered	None
Practicum / Fieldwork Course	N/A

Mount Saint Mary's University	
Address	12001 Chalon Road, Los Angeles, CA 90049
Phone	310.954.4000
Campus Website	https://www.msmu.edu/
Department Name	Child Development
Department Website	https://www.msmu.edu/undergraduate-bachelor-programs/child-development/
Program Advisement	N/A
Permit Advisement	N/A
CD/EC Certificates Offered	N/A
CD / ECE Degrees	AA Early Childhood Development BA Child Development
Fully Online Degree	Yes
CD / ECE Courses	
Specialized Courses	Infant Toddler Special Needs
Course Format	N/A
Weekend Courses Offered	None
Courses in Languages other than English	None
Non-credit Courses Offered	None
Practicum / Fieldwork Course	Yes

Mt. San Antonio College	
Address	1100 North Grand Avenue, Walnut, CA 91789
Phone	909.594.5611
Campus Website	www.mtsac.edu
Department Name	Child Development and Education
Department Website	https://www.mtsac.edu/childdevelopment/
Program Advisement	Tony Henry, ahenry@mtsac.edu
Permit Advisement	Luz Melendez, lmelendez@mtsac.edu
CD/EC Certificates Offered	Child Development – Level I (12 units) Child Development – Level II (18 units) Child Development – Level III (24 units) Child Development – Classroom Curriculum (12 units) Child Development – Early Childhood Teacher (41 units) Child Development – Infant/Toddler Care Teacher (25units) Child Development – Early Intervention and Inclusion (33 units) Child Development – School-Age Child (27 units) Child Development – Program Administration (38 units)
CD / ECE Degrees	AS in Child Development AS-T in Early Childhood Education AS in Educational Paraprofessional AA-T in Child and Adolescent Development
Fully Online Degree	No
4-year IHE's Transfer Partners	Cal Poly Pomona
CD / ECE Courses	
Specialized Courses	Infant and Toddler Care and Education, Infants at Risk, Infant Toddler Practicum, Curriculum and Strategies for Children with Special Needs, Early Literacy in Child Development, Program Planning for the School-age Child
Course Format	In person and online
Weekend Courses Offered	None
Courses in Languages other than English	None
Non-credit Courses Offered	None
Practicum / Fieldwork Course	In person

Pacific Oaks College & Children's School	
Address	45 W Eureka St., Pasadena CA 91103
Phone	877.314.2380
Campus Website	https://www.pacificoaks.edu/
Department Name	Early Childhood Education Programs
Department Website	https://www.pacificoaks.edu/early-childhood-education-programs/
Program Advisement	Yolanda Carlos, ycarlos@pacificoaks.edu
Permit Advisement	Judith Krause, jkrause@pacificoaks.edu
CD/EC Certificates Offered	Early Childhood Education Certificate in STEAM
CD / ECE Degrees	B.A. in Early Childhood Education: STEAM B.A. Early Childhood Education: Elementary Education and Special Education B.A. Early Childhood Education: Elementary Education https://www.pacificoaks.edu/academic-programs/ M.A. in Early Childhood Education M.A. in Early Childhood Education: Organizational Leadership and Change M.A. in Early Childhood Education: Trauma Studies Ed.D. in Early Childhood Education
Fully Online Degree	No
CD / ECE Courses	
Specialized Courses	Infant Toddler BA ECE 1 course (3 units) Trauma Informed Care Trauma Specialization each course (3 units) Special Needs BA ECE 2 courses (3 units each) Dual Language Learners EmbEd.D.ed in both BA & MA (3 unit courses)
Course Format	In person and online
Weekend Courses Offered	None
Courses in Languages other than English	None
Non-credit Courses Offered	None
Practicum / Fieldwork Course	In person and online

Pasadena City College	
Address	1570 East Colorado Boulevard, Pasadena, CA 91106
Phone	626.585.7123
Campus Website	www.pasadena.edu
Department Name	Child Development
Department Website	https://pasadena.edu/academics/divisions/social-sciences/areas-of-study/teacher-preparation/child-development/index.php
Program Advisement	Dorrie Nuttall, anuttall@pasadena.edu Madonna Cardenas, Ph.D., mcardenas43@pasadena.edu Kelli Ennis, kennis@pasadena.edu Kaitzer P. Puglia, kppuglia@pasadena.edu
Permit Advisement	Dorrie Nuttall, anuttall@pasadena.edu Madonna Cardenas, Ph.D., mcardenas43@pasadena.edu Kelli Ennis, kennis@pasadena.edu Kaitzer P. Puglia, kppuglia@pasadena.edu
CD/EC Certificates Offered	Child Development (33 units) Child Development - Administration (39 units) Child Development - Infant/Toddler (39 units) Child Development Special Education (41 units) Child Development - Early Intervention (49 units) Child Development - Math/Science (39 units)
CD / ECE Degrees	AA-T in Child Development AS-T in Early Childhood Education
Fully Online Degree	Yes
4-year IHE's Transfer Partners	California State University, Los Angeles
CD / ECE Courses	
Specialized Courses	Infant Toddler; Special Education; STEM; Administration; Mentor Teacher Course; Language and Literacy
Course Format	Online and in person
Weekend Courses Offered	None
Courses in Languages other than English	None
Non-credit Courses Offered	None
Practicum / Fieldwork Course	In person and online. PCC offers a 2-unit Practicum course for introductory level practicum with a 2-unit introductory level field practice and a 2-unit advanced level practicum with a 2-unit advanced level field practice.

Pepperdine University	
Address	West Los Angeles Graduate Campus 6100 Center Drive, Los Angeles, CA 90045
Phone	310.506.4000
Campus Website	https://gsep.pepperdine.edu/degrees-programs/doctorate-education.htm
Department Name	N/A
Department Website	N/A
Program Advisement	Martine Jago, martine.jago@pepperdine.edu
Permit Advisement	Martine Jago, martine.jago@pepperdine.edu
CD/EC Certificates Offered	N/A
CD / ECE Degrees	Ed.D. Organizational Leadership Ed.D. Educational Leadership, Administration and Policy
Fully Online Degree	N/A
CD / ECE Courses	
Specialized Courses	N/A
Course Format	N/A
Weekend Courses Offered	None
Courses in Languages other than English	None
Non-credit Courses Offered	None
Practicum / Fieldwork Course	N/A

Rio Hondo College	
Address	3600 Workman Mill Road, Whittier, CA 90601
Phone	562.692.0921
Campus Website	www.riohondo.edu
Department Name	Child Development/Education
Department Website	https://www.riohondo.edu/behavioral-and-social-sciences/behavioral-and-social-scienceshomepage/child-development-education/
Program Advisement	Angelica Martinez, amartinez@riohondo.edu
Permit Advisement	Sondra Moe, smoe@riohondo.edu
CD/EC Certificates Offered	Child Development (27 units) Preschool Teacher (15 units) Infant and Toddler Specialization (12 units) Special Education Specialization (12 units) Language and Literacy Specialization (12 units) Elementary Teacher Specialization (12 units)
CD / ECE Degrees	AS in Child Development AS-T in Early Childhood Education AS-T in Elementary Teacher Education
Fully Online Degree	No
4-year IHE's Transfer Partners	Cal Poly Pomona
CD / ECE Courses	
Specialized Courses	Infant Toddler Development (3 units) Care and Education for Infants and Toddlers (3 units) Introduction to Children with Special Needs (3 units) Curriculum and Strategies for Children with Special Needs (3 units)
Course Format	In Person
Weekend Courses Offered	None
Courses in Languages other than English	None
Non-credit Courses Offered	None
Practicum / Fieldwork Course	In person

Santa Monica College			
Address	1900 Pico Boulevard, Santa Monica, CA 90405		
Phone	310.434.4000		
Campus Website	www.smc.edu		
Department Name	Education/Early Childhood Education		
Department Website	www.smc.edu/ece		
Program Advisement	Mail to: sandoval_flor@smc.edu Gary Huff, huff_gary@smc.edu		
Permit Advisement	Mail to: sandoval_flor@smc.edu Gary Huff, huff_gary@smc.edu		
CD/EC Certificates Offered	<table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; border-right: 1px solid black; padding: 5px;"> Early Childhood Associate Teacher (12 units) Early Childhood Studies (30 units) Early Intervention Assistant (31 units) Infant/Toddler Teacher (30 units) Transitional Kindergarten (24 units) </td> <td style="padding: 5px;"> Nature-Based Pedagogy (22 units plus, Introduction to Early Care and Education - noncredit) Elementary Teacher Aide Certificate (18 units) </td> </tr> </table>	Early Childhood Associate Teacher (12 units) Early Childhood Studies (30 units) Early Intervention Assistant (31 units) Infant/Toddler Teacher (30 units) Transitional Kindergarten (24 units)	Nature-Based Pedagogy (22 units plus, Introduction to Early Care and Education - noncredit) Elementary Teacher Aide Certificate (18 units)
Early Childhood Associate Teacher (12 units) Early Childhood Studies (30 units) Early Intervention Assistant (31 units) Infant/Toddler Teacher (30 units) Transitional Kindergarten (24 units)	Nature-Based Pedagogy (22 units plus, Introduction to Early Care and Education - noncredit) Elementary Teacher Aide Certificate (18 units)		
CD / ECE Degrees	<table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; border-right: 1px solid black; padding: 5px;"> AA-T in Child & Adolescent Development AS-T in Early Childhood Education AS in Early Childhood Studies </td> <td style="padding: 5px;"> AS in Early Intervention Assistant AS in Infant/Toddler Teaching AA-T Elementary Teacher Education </td> </tr> </table>	AA-T in Child & Adolescent Development AS-T in Early Childhood Education AS in Early Childhood Studies	AS in Early Intervention Assistant AS in Infant/Toddler Teaching AA-T Elementary Teacher Education
AA-T in Child & Adolescent Development AS-T in Early Childhood Education AS in Early Childhood Studies	AS in Early Intervention Assistant AS in Infant/Toddler Teaching AA-T Elementary Teacher Education		
Fully Online Degree	Yes		
4-year IHE's Transfer Partners			
CD / ECE Courses			
Specialized Courses	Infant Toddler ECE 46 (3 units), ECE 71 (3 units) Special Needs ECE 23 (5 units), ECE 45 (3 units), ECE 49 (3 units) Nature Based Pedagogy ECE 76 (3 units) ECE 77 (3 units)		
Course Format	In Person and Online		
Weekend Courses Offered	Noncredit ECE certificate courses are offered on Saturdays. Noncredit is a bridge into our for-credit program.		
Courses in Languages other than English	None		
Non-credit Courses Offered	ECE 900 - Early Childhood Education Communication Skills ECE 901 - Introduction to Early Care and Education ECE 902 - Culturally Relevant Curriculum ECE 903 - Early Care Licensing and Workforce Readiness ECE 904 Health and Safety for Providers (includes CPR certification) ECE 919 Reflective Parenting with Infants ECE 920 Reflective Parenting with Toddlers ECE 921 Parenting: Together in Nature ECE 922 Reflective Parenting with Exceptional Children ECE 930 Gender and Equity in Early Childhood		
Practicum / Fieldwork Course	In person and online		

Union Institute and University	
Address	6701 Center Drive West #1200, Los Angeles, CA 90045
Phone	800.861.6400
Campus Website	https://myunion.edu/
Department Name	Child & Adolescent Development
Department Website	http://myunion.edu/academics/bachelors/child-and-adolescent-development
Program Advisement	Mayra Gonzalez, Mayra.Gonzalez@myunion.edu
Permit Advisement	Birgit Monks, birgit.monks@myunion.edu
CD/EC Certificates Offered	California Teacher Permit Certificate (28 units)
CD / ECE Degrees	BS Child & Adolescent Development https://myunion.edu/academics/doctoral/educational-studies/ PhD Educational Studies
Fully Online Degree	Yes
CD / ECE Courses	
Specialized Courses	Infant Toddler (3 units) Special Needs (4 units)
Course Format	Online and hybrid (in person/online)
Weekend Courses Offered	None
Courses in Languages other than English	None
Non-credit Courses Offered	None
Practicum / Fieldwork Course	Online

University of California, Los Angeles	
Address	Los Angeles 90095
Phone	310.825.4321
Campus Website	https://www.ucla.edu/
Department Name	UCLA Minor in Applied Developmental Psychology
Department Website	http://www.psych.ucla.edu/adpminor
Program Advisement	Dr. Elisheva Gross, egross@ucla.edu
Permit Advisement	Dr. Elisheva Gross, egross@ucla.edu
CD/EC Certificates Offered	Site Supervisor (matrix option 2) Master Teacher (matrix option 2)
CD / ECE Degrees	BA/BS with Applied Developmental Psychology Minor https://gseis.ucla.edu/education/academic-programs/ PhD Higher Education & Organizational Change PhD Human Development & Psychology PhD Social Sciences & Comparative Education PhD Urban Schooling Ed.D. Educational Leadership
Fully Online Degree	No
CD / ECE Courses	CD / ECE Courses
Specialized Courses	Infant Toddler Yes (3 courses x 4 quarter units each) Trauma Informed Care The science of early adversity (4 quarter units) Special Needs Mental health in schools (4 quarter units)
Course Format	In person
Weekend Courses Offered	None
Courses in Languages other than English	None
Non-credit Courses Offered	None
Practicum / Fieldwork Course	In person

University of California, Los Angeles, Extension	
Address	1145 Gayley Ave., Los Angeles, CA 90024
Phone	800.825.9971
Campus Website	https://www.uclaextension.edu/
Department Name	Early Childhood Educators
Department Website	https://www.uclaextension.edu/education/early-childhood-educators
Program Advisement	Iliana Levine, alevine@unex.ucla.edu
Permit Advisement	Iliana Levine, alevine@unex.ucla.edu
CD/EC Certificates Offered	Early Childhood Education Associate Teacher (18 quarter units) Early Childhood Education Lead Teacher Advanced Courses (18 quarter units) Early Childhood Education Administration (18 quarter units)
CD / ECE Degrees	N/A
Fully Online Degree	Yes
4-year IHE's Transfer Partners	N/A
CD / ECE Courses	
Specialized Courses	Infant Toddler (4.5 quarter units) Bilingual and multilingual Learners (3 quarter units)
Course Format	Online
Weekend Courses Offered	None
Courses in Languages other than English	All courses offered in Spanish
Non-credit Courses Offered	None
Practicum / Fieldwork Course	None

University of La Verne	
Address	1950 3rd Street, La Verne, CA 91750
Phone	909.593.3511
Campus Website	https://laverne.edu/
Department Name	Child Development
Department Website	https://education.laverne.edu/programs/child-development/
Program Advisement	Cindy Giaimo-Ballard, cgiaimo-ballard@laverne.edu
Permit Advisement	Cindy Giaimo-Ballard, cgiaimo-ballard@laverne.edu
CD/EC Certificates Offered	Early Childhood Teaching Concentration (14 units) Diversity, Equity, and Inclusion Concentration (12 units) Special Education Concentration (14 units)
CD / ECE Degrees	BS in Child Development MS in Child Development https://education.laverne.edu/Ed.D./ Ed.D. Organizational Leadership (54 units)
Fully Online Degree	In Progress
CD / ECE Courses	
Specialized Courses	Infant Toddler (4 units and 2 units) Special Needs (4 units and 2 units)
Course Format	In person and online
Weekend Courses Offered	None
Courses in Languages other than English	None
Non-credit Courses Offered	None
Practicum / Fieldwork Course	In person and online

West Los Angeles College	
Address	9000 Overland Avenue, Culver City, CA 90230
Phone	310.287.4200
Campus Website	www.wlac.edu
Department Name	Human Development and Family Studies
Department Website	https://www.wlac.edu/academics/aos/child-development
Program Advisement	Dr. Dolores Gallegos, gallegd@wlac.edu
Permit Advisement	Monica Juarez, herradmj@wlac.edu
CD/EC Certificates Offered	Child Development Cert. of Achievement (31 units) Preschool Teacher: Title 22 Certificate (12 units) Preschool Associate Teacher (16 units) Administration & Supervision of Early Childhood Programs (15 units) Health, Nutrition, and Food Sanitation in Early Childhood Programs (13 units) Infant & Toddler Studies (16 units) School Age Programs (13 units) Teaching Learners with Special Needs (Exceptionalities) (16 units)
CD / ECE Degrees	AS-T in Early Childhood Education AA in Child Development AA-T in Elementary Teacher Education
Fully Online Degree	No
4-year IHE's Transfer Partners	CSULA, CSUDH, UCLA
CD / ECE Courses	
Specialized Courses	Infant Toddler 30/31 (3 units each) Special Needs 44/45 (3 units each) School-Age 46/47 (3 units each) Administration & Supervision- 38/39 (3 units each) AND 65 (2 units) Health, Nutrition, and Food Sanitation 10/FCS 21 (3 units each)
Course Format	Online and in person
Weekend Courses Offered	None
Courses in Languages other than English	Yes
Non-credit Courses Offered	None
Practicum / Fieldwork Course	In person

Whittier College	
Address	13406 E, Philadelphia Street Whittier, CA 90602
Campus Website	https://www.whittier.edu/
Department Name	Department of Education and Child Development
Department Website	https://www.whittier.edu/academics/education/childdev
Program Advisement	Anne Sebanc, asebanc@whittier.edu
Permit Advisement	Anne Sebanc, asebanc@whittier.edu
CD/EC Certificates Offered	Master Teacher (BA alternative+12 units) Site Supervisor (BA alternative+12 unit) Child Development Minor (18 units)
CD / ECE Degrees	BA in Child Development
Fully Online Degree	No
CD / ECE Courses	
Course Format	In person
Weekend Courses Offered	None
Courses in Languages other than English	None
Non-credit Courses Offered	
Practicum / Fieldwork Course	In person

APPENDIX D: INSTITUTION OF HIGHER EDUCATION (IHE) BY ZIP CODE

Zip Code	Area Name	Institution of Higher Education	Website	Address	Phone Number
90015	Downtown LA	Los Angeles Trade-Tech College	www.lattc.edu	400 West Washington Blvd.	213.763.7000
90025	Los Angeles	UCLA Extension	www.uclaextension.edu	1145 Gayley Ave.	800.825.9971
90029	Downtown LA	Los Angeles City College	www.lacitycollege.edu	855 North Vermont Ave.	323.953.4000
90032	Monterey Hills	CSU, Los Angeles	www.calstatela.edu	5151 State University Dr.	323.343.3000
90045	Los Angeles	Union Institute and University	myunion.edu	6701 Center Drive West #1200	800.861.6400
90045	Los Angeles	Loyola Marymount University	www.lmu.edu	1 LMU Drive Los Angeles, CA 90045	310.338.2700
90047	South Central	Los Angeles Southwest College	www.lasc.edu	1600 West Imperial Highway	323.241.5225
90049	Los Angeles	Mount Saint Mary's Univ.	www.msmu.edu	12001 Chalon Road	310.954.4000
90077	Los Angeles	American Jewish Univ.	www.aju.edu	15600 Mulholland Drive	310.476.9777
90095	Los Angeles	University of California, Los Angeles	www.ucla.edu	Los Angeles 90095	310.825.4321
90221	Compton	Compton College	www.compton.edu	1111 E. Artesia Boulevard	310.900.1600
90230	Culver City	West Los Angeles College	www.wlac.edu	9000 Overland Ave.	310.287.4200
90263	Malibu	Pepperdine University	www.pepperdine.edu	24255 Pacific Coast Hwy	310.506.4000
90405	Santa Monica	Santa Monica College	www.smc.edu	1900 Pico Blvd	310.434.4000
90506	Torrance	El Camino College	www.elcamino.edu	16007 Crenshaw Blvd.	310.532.3670
90601	Whittier	Rio Hondo College	www.riohondo.edu	3600 Workman Mill Road	562.692.0921
90608	Whittier	Whittier College	www.whittier.edu	13406 E. Philadelphia St.	562.907.4200
90639	La Mirada	Biola University	www.biola.edu	13800 Biola Ave.	800.652.4652
90650	Norwalk	Cerritos College	www.cerritos.edu	11110 Alondra Blvd.	562.860.2451
90744	Wilmington	Los Angeles Harbor College	www.lahc.edu	111 Figueroa Pl.	310.233.4000
90747	Carson	CSU, Dominguez Hills	www.csudh.edu	1000 E. Victoria St.	310.243.3696
90808	Long Beach	Long Beach City College	www.lbcc.edu	4901 East Carson St.	562.938.4353
90840	Cal State Long Beach	CSU, Long Beach	www.csulb.edu	1250 Bellflower Blvd.	562.985.4111
91103	Pasadena	Pacific Oaks College	www.pacificoaks.edu	45 W Eureka St.	877.314.2380
91106	Pasadena	Pasadena City College	www.pasadena.edu	1570 East Colorado Blvd.	626.585.7123
91208	Glendale	Glendale Community College	www.glendale.edu	1500 North Verdugo Rd.	818.240.1000
91330	Cal State Northridge	CSU, Northridge	www.csun.edu	18111 Nordhoff St.	818.677.1200
91342	Sylmar/Lake View Terrace	Los Angeles Mission College	www.lamission.edu	13356 Eldridge Ave.	818.364.7600
91355	Santa Clarita/Valencia	College of the Canyons	www.canyons.edu	26455 N. Rockwell Canyon Road	661.259.7800
91371	Woodland Hills	Los Angeles Pierce College	www.piercecollege.edu	6201 Winnetka Ave.	818.719.6401

APPENDIX D: INSTITUTION OF HIGHER EDUCATION (IHE) BY ZIP CODE (CONTINUED)

Zip Code	Area Name	Institution of Higher Education	Website	Address	Phone Number
91401	Van Nuys	Los Angeles Valley College	www.lavc.edu	5800 Fulton Ave.	818.947.2600
91741	Glendora	Citrus College	www.citruscollege.edu	1000 West Foothill Blvd.	626.963.0323
91750	La Verne	University of La Verne	www.laverne.edu	1950 3rd St.	909.593.3511
91754	Monterey Park	East Los Angeles College	www.elac.edu	1301 Avenida Cesar Chavez	323.265.8650
91768	Pomona	Cal Poly Pomona	www.cpp.edu	3801 West Temple Ave.	909.869.7659
91789	Diamond Bar/ Walnut	Mt. San Antonio College	www.mtsac.edu	1100 North Grand Ave.	909.594.5611

APPENDIX E: INSTITUTION OF HIGHER EDUCATION (IHE) BY RESOURCE AND REFERRAL AGENCY

Resource and Referral Agency	Institution of Higher Education (IHE)	Website
Child Care Resource Center	Glendale Community College	www.glendale.edu
Child Care Resource Center	CSU, Northridge	www.csun.edu
Child Care Resource Center	Los Angeles Mission College	www.lamission.edu
Child Care Resource Center	College of the Canyons	www.canyons.edu
Child Care Resource Center	Los Angeles Pierce College	www.piercecollege.edu
Child Care Resource Center	Los Angeles Valley College	www.lavc.edu
Child Care Resource Center	Antelope Valley College	www.avc.edu
Children's Home Society of CA	Cerritos College	www.cerritos.edu
Children's Home Society of CA	Los Angeles Harbor College	www.lahc.edu
Children's Home Society of CA	CSU, Dominguez Hills	www.csudh.edu
Children's Home Society of CA	Long Beach City College	www.lbcc.edu
Children's Home Society of CA	CSU, Long Beach	www.csulb.edu
Connections for Children	American Jewish University	www.aju.edu
Connections for Children	West Los Angeles College	www.wlac.edu
Connections for Children	Pepperdine University	www.pepperdine.edu
Connections for Children	Santa Monica College	www.smc.edu
Connections for Children	El Camino College	www.elcamino.edu
Connections for Children	Mount Saint Mary's University	www.msmu.edu
Connections for Children	University of California, Los Angeles	www.ucla.edu
Connections for Children Extension	University of California, Los Angeles,	www.uclaextension.edu
Connections for Children	Union Institute and University	www.myunion.edu
Connections for Children	Loyola Marymount University	www.lmu.edu
Crystal Stairs	Los Angeles Trade-Tech College	www.lattc.edu
Crystal Stairs	Los Angeles Southwest College	www.lasc.edu
Crystal Stairs	Compton College	www.compton.edu

APPENDIX E: INSTITUTION OF HIGHER EDUCATION (IHE) BY RESOURCE AND REFERRAL AGENCY (CONTINUED)

Resource and Referral Agency	Institution of Higher Education (IHE)	Website
Crystal Stairs	Los Angeles Trade-Tech College	www.lattc.edu
Crystal Stairs	Los Angeles Southwest College	www.lasc.edu
Crystal Stairs	Compton College	www.compton.edu
Mexican America Opportunity Foundation	CSU, Los Angeles	www.calstatela.edu
Mexican America Opportunity Foundation	East Los Angeles College	www.elac.edu
Options for Learning	Rio Hondo College	www.riohondo.edu
Options for Learning	Biola University	www.biola.edu
Options for Learning	Whittier College	www.whittier.edu
Options for Learning	Pacific Oaks College	www.pacificoaks.edu
Options for Learning	Pasadena City College	www.pasadena.edu
Pathways	Los Angeles City College	www.lacitycollege.edu
Pomona Unified School District	Citrus College	www.citruscollege.edu
Pomona Unified School District	University of La Verne	www.laverne.edu
Pomona Unified School District	Cal Poly Pomona	www.cpp.edu
Pomona Unified School District	Mt. San Antonio College	www.mtsac.edu

APPENDIX F: INSTITUTE OF HIGHER EDUCATION (IHE) FORMAT OF COURSES AND SPECIALTY COURSES

Name of Institute of Higher Education (IHE)	Format of CD/ECE Courses			Specialty Courses Offered				Week-end Courses	Language other than English	Non-Credit Courses
	In-Person	Online	Hybrid	Infant/Toddler	Trauma Informed Care	Special Needs	Dual Language Learners			
American Jewish University	Y	Y	Y	Y	Y	Y				
Antelope Valley College	Y	Y		Y	In-process	Y	In-process			
Biola University	Y	Y	Y							
Cal Poly Pomona	Y	Y	Y	Y		Y	Y	Y		
California State University, Dominguez Hills	Y	Y	Y	Y		Y				
California State University, Long Beach	Y		Y	Y	Y					
California State University, Los Angeles	Y	Y		Y			Y	Y		
California State University, Northridge	Y	Y		Y	Y	Y		Y		
Cerritos College	Y	Y	Y	Y		Y		Y		
Citrus College	Y	Y	Y	Y		Y				
College of the Canyons	Y	Y		Y				Y		
Compton College	Y	Y	Y	Y		Y				
East Los Angeles College	Y	Y		Y		Y		Y		Y
El Camino College	Y	Y	Y	Y		Y				
Glendale Community College	Y	Y	Y	Y		Y		Y		Y
Long Beach City College	Y	Y	Y	Y		Y		Y		Y
Los Angeles City College	Y	Y		Y		Y			Spanish Korean	
Los Angeles Harbor College	Y	Y		Y		Y			Spanish	
Los Angeles Mission College	Y	Y	Y	Y		Y	Y	Y	Spanish	
Los Angeles Pierce College	Y	Y	Y	Y	Y	Y				

APPENDIX F: INSTITUTE OF HIGHER EDUCATION (IHE) FORMAT OF COURSES AND SPECIALTY COURSES (CONTINUED)

Name of Institute of Higher Education (IHE)	Format of CD/ECE Courses			Specialty Courses Offered				Week-end Courses	Language other than English	Non-Credit Courses
	In-Person	Online	Hybrid	Infant/Toddler	Trauma Informed Care	Special Needs	Dual Language Learners			
Los Angeles Southwest College	Y	Y		Y	Y	Y		Y		
Los Angeles Trade Tech College	Y	Y		Y		Y		Y		
Los Angeles Valley College	Y	Y		Y		Y	Y			
Loyola Marymount University										
Mount Saint Mary's University		Y	Y	Y		Y				
Mount San Antonio College	Y	Y		Y		Y				
Pacific Oaks College & Children's School	Y	Y		Y	Y	Y	Y			
Pasadena City College	Y	Y		Y		Y				
Pepperdine University										
Rio Hondo College	Y			Y		Y				
Santa Monica College	Y	Y		Y		Y		Y		Y
University of California, Los Angeles		Y			Y	Y	Y			
University of California, Los Angeles, Extension		Y		Y			Y		Spanish	
Union Institute & University		Y	Y	Y		Y				
University of La Verne	Y	Y		Y		Y				
West Los Angeles College	Y	Y		Y		Y				
Whittier College	Y									

APPENDIX G: DEGREES AND CERTIFICATES OFFERED IN LOS ANGELES COUNTY INSTITUTIONS OF HIGHER EDUCATION

Name of Institute of Higher Education (IHE)	Name of Certificate/ Program Emphasis (Number of Units)	List of CD/ECE Degrees				Online Degree
		AA/AA-T AS/AS-T	BA/BS	MA/MS	PhD/Ed.D.	
American Jewish University	Early childhood (16 units)		BA Completion Early Childhood Education	MA in ECE, MA in Education, MA in Teaching	Doctorate in Education in Early Childhood Education Leadership	Yes
Antelope Valley College	Child & Family Education Certificate (33 units), School-Age Certificate (33 units)	AS-T in Early Childhood Education				
Biola University			BA/BS Completion Program in Early Childhood Education	MA Education with emphasis in Early Childhood Education	Ed.D. Educational Studies, PhD Educational Studies	Yes
Cal Poly Pomona	Emphasis 1: Leadership in Early Childhood Teacher Pathway (15 units), Emphasis 2: Early Childhood Equity & Program Administration (18 units), Emphasis 3: Infant/Toddler Program & Practices (15 units), Emphasis 4: General (15-18 units)		BA Early Childhood Studies	MA Education Leadership, MA Curriculum & Instruction, MA Special Education	Ed.D. Educational Leadership	
California State University, Dominguez Hills	Concentration in Early Development and Learning (14 units)		BS in Child Development			
California State University, Long Beach	CD Permit (24 units)		BA Child Development and Family Studies		Ed.D. Educational Leadership	
California State University, Los Angeles			BA Child Development	MA Child Development	Ed.D. Educational Leadership PhD Special	

APPENDIX G: DEGREES AND CERTIFICATES OFFERED IN LOS ANGELES COUNTY INSTITUTIONS OF HIGHER EDUCATION (CONTINUED)

Name of Institute of Higher Education (IHE)	Name of Certificate/ Program Emphasis (Number of Units)	List of CD/ECE Degrees				Online Degree
		AA/AA-T AS/AS-T	BA/BS	MA/MS	PhD/Ed.D.	
California State University, Northridge			BA in Child and Adolescent Development: Option in Early Childhood Development BS in Family and Consumer Sciences: Option in Family Studies	MA Early Childhood Education	Ed.D. Educational Leadership	
Cerritos College	CD Core Certificate (12 units), CD Core Certificate Plus (16 units), Certificate of achievement (24 units), Child Development/Preschool Director Certificate of Achievement (39 units)	AA in Child Development, AS-T in Child Development				
Citrus College	Child Development Master Teacher (49 units), Child Development Master Teacher Early Intervention (50 units), Child Development Teacher (40 units), Skill Award in Child Development Associate Teacher (12 units), Skill Award in Infant and Child Development Associate Teacher (15 units)	AD-T in Early Childhood Education, AS in Child Development				
College of the Canyons	Preschool Emphasis (24 units), Infant Toddler Emphasis (24 units), School Age Emphasis (27 units), Administration and Supervision (30 units), Special Education Emphasis (32 units)	AS-T in Early Childhood Education				

APPENDIX G: DEGREES AND CERTIFICATES OFFERED IN LOS ANGELES COUNTY INSTITUTIONS OF HIGHER EDUCATION (CONTINUED)

Name of Institute of Higher Education (IHE)	Name of Certificate/ Program Emphasis (Number of Units)	List of CD/ECE Degrees				Online Degree
		AA/AA-T AS/AS-T	BA/BS	MA/MS	PhD/Ed.D.	
Compton College	ECE Certificate of Achievement (18 units), Early Intervention Assistant Certificate (30 units), Special Education Assistant Certificate (27 units)	AA in Child Development, AS-T in Early Childhood Education				
East Los Angeles College	Teacher - Certificate 2 (25 units), Infant/Toddler Emphasis (17 units), Site Supervisor- Certificate 3 (11 units), Associate Teacher 1 (12 units), Children with Special Needs (12 units), Family Childcare Provider (14-15 units)	AA in Child Development, AS-T in Early Childhood Education, AA-T in Elementary Teacher Education				
El Camino College	Early Childhood Education Certificate (18 units) Early Intervention Assistant (30 units) Special Education Assistant (27 units)	AS-T Early Childhood Education, AA Child Development				
Glendale Community College	Child Development: Teacher (24 units CD + 16 GE), Child Development: Infant Toddler (27 Units CD + 16 GE), Child Development: School-Age Care (27 Units CD + 16 GE), Child Development: Master Teacher (27-30 Units CD + 16 GE), Child Development: Site Supervisor (33 Units CD + 16 GE)	AS-T in Early Childhood Education, AS in Child Development, AS-T Elementary Teacher Education				
Long Beach City College	Assistant Teacher (6 units), Associate Teacher (12 units), ECE Teacher Certificate (34 units)	AS-T in Early Childhood Education, AA in Early Childhood Education				

APPENDIX G: DEGREES AND CERTIFICATES OFFERED IN LOS ANGELES COUNTY INSTITUTIONS OF HIGHER EDUCATION (CONTINUED)

Name of Institute of Higher Education (IHE)	Name of Certificate/ Program Emphasis (Number of Units)	List of CD/ECE Degrees				Online Degree
		AA/AA-T AS/AS-T	BA/BS	MA/MS	PhD/Ed.D.	
Los Angeles City College	Child Development Associate Teacher (16 units), Child Development Teacher (28 units), Child Development Master Teacher (40 units), Child Development Site Supervisor (36 units), Children with Special Needs (18 units), Infant and Toddler Studies (21 units)					
Los Angeles Harbor College	Certificate of Achievement in Child Development (28 units)	AS in Child Development, AS-T in Early Childhood Education				
Los Angeles Mission College	Child Development Core (12 units), Child Development Certificate (25 units), Child Development Administration (18 units), Family Child Care (12 units), Five Child Development Specialization Certificates (36 units), School Age Care and Education Certificate (18 units)	AS-T in Early Child Education, AA in Child Development				
Los Angeles Pierce College	Preschool (12 units), Associate teacher (25 units), Infant Care teacher (15 units), Preschool Director (15 units), Preschool teacher (31 units), School age childcare teacher (15 units)	AA in Child Development, AS-T in Early Childhood				
Los Angeles Southwest College	Associate Teacher (16 units), Positive Guidance & Family School Relations (17 units), School-age (17 units), Children with Special Needs (18 units), Infant and Toddler Studies (17 units), Early Literacy Development (17 units), Early Childhood Curriculum (16-18 units), Community Care Licensing Director (20 units)	AS-T in Early Childhood, AA in Child Development				

APPENDIX G: DEGREES AND CERTIFICATES OFFERED IN LOS ANGELES COUNTY INSTITUTIONS OF HIGHER EDUCATION (CONTINUED)

Name of Institute of Higher Education (IHE)	Name of Certificate/ Program Emphasis (Number of Units)	List of CD/ECE Degrees				Online Degree
		AA/AA-T AS/AS-T	BA/BS	MA/MS	PhD/Ed.D.	
Los Angeles Trade-Tech College	Specializing Infant / Toddler Teaching (27 units), Preschool Associate Teaching (15 units), Preschool Teaching (35 units), Specializing in School Age Programs (33 units), Program Administration (43 units), Specializing in Children with special needs (30 units)	AA in Child Development, AS-T in Early Childhood Education, AS-T in Child & Adolescent Development				
Los Angeles Valley College	Certificate of achievement Associate Teacher, Preschool A (12 units), Certificate of achievement Director, Preschool certificate B (15 units), Certificate of achievement School-age C (15 units), Certificate of achievement Infant /toddler D (15 units), Certificate of achievement, Teacher (27 units), Skills Certificate Literacy E (9 units), Skills Certificate Special Needs F (12 units)	AA in Early Childhood Education, AA in Child Development, AA in Child Development: Early Childhood Education, AA in Child Development: Special Needs				
Loyola Marymount University			BA Liberal Studies (Elementary Education)	MA Educational Studies, MA Elementary Education, MA School Leadership and Administration, MA Special Education, MA Teaching Programs for Interns/ Practitioners		
Mount Saint Mary's University		AA Early Childhood Development	BA Child Development			

APPENDIX G: DEGREES AND CERTIFICATES OFFERED IN LOS ANGELES COUNTY INSTITUTIONS OF HIGHER EDUCATION (CONTINUED)

Name of Institute of Higher Education (IHE)	Name of Certificate/ Program Emphasis (Number of Units)	List of CD/ECE Degrees				Online Degree
		AA/AA-T AS/AS-T	BA/BS	MA/MS	PhD/Ed.D.	
Mount San Antonio College	Child Development- Level I (12 units), Child Development- Level II (19 units), Child Development- Level III (28units), Children's Program Certificate: Teaching (39 units), Infant Toddler Development Certificate (30 units), Early Intervention and Inclusion Certificate (37 units), School-Age Child Specialization Certificate (31- 33 units), Child Development- Administration Certificate (43 units)	AS in Child Development, AS-T in Early Childhood Education				
Pacific Oaks College & Children's School	Early Childhood Certificate in STEAM		BA in Early Childhood Education: STEAM, BA in Early Childhood Education: Elementary Education and Special Education, BA in Early Childhood Education: Elementary Education	MA in Early Childhood Education, MA in Early Childhood Education: Organizational Leadership and Change, MA in Early Childhood Education: Trauma Studies	Ed.D. in Early Childhood Education	Yes
Pasadena City College	Child Development (33 units), Child Development- Administration (39 units), Child Development- Infant/ Toddler (39 units), Child Development Special Education (41 units), Child Development- Early Intervention (49 units), Child Development- Math/ Science (39 units)	AA-T in Child Development, AS-T in Early Childhood Education				

APPENDIX G: DEGREES AND CERTIFICATES OFFERED IN LOS ANGELES COUNTY INSTITUTIONS OF HIGHER EDUCATION (CONTINUED)

Name of Institute of Higher Education (IHE)	Name of Certificate/ Program Emphasis (Number of Units)	List of CD/ECE Degrees				Online Degree
		AA/AA-T AS/AS-T	BA/BS	MA/MS	PhD/Ed.D.	
Pepperdine University		N/A	N/A	N/A	Ed.D. Organizational Leadership, Ed.D. Educational Leadership, Administration and Policy	
Rio Hondo College	Child Development (27 units), Preschool Teacher (15 units), Infant and Toddler Specialization (12 units), Special Education Specialization (12 units), Language and Literacy Specialization (12 units), Elementary Teacher Specialization (12 units)	As in Child Development, AS-T in Early Childhood Education, AS-T in Elementary Teacher Education				
Santa Monica College	Early Childhood Associate Teacher (12 units), Early Childhood Studies (30 units), Early Intervention Assistant (31 units), Infant/Toddler Teacher (30 units), Transitional Kindergarten (24 units), Nature-Based Pedagogy (22 units plus, Introduction to Early Care and Education - noncredit)	AA-T in Child & Adolescent Development, AS-T in Early Childhood Education, AS in Early Childhood Studies, AS in Early Intervention Assistant, AS in Infant/Toddler Teaching				Yes
University of California, Los Angeles	Site Supervisor (matrix option 2), Master Teacher (matrix option 2)	BA/BS with Applied Developmental Psychology Minor			PhD Higher Education & Organizational Change, PhD Human Development & Psychology, PhD Social Sciences & Comparative Education, PhD Urban Schooling, Ed.D. Educational Leadership	

APPENDIX G: DEGREES AND CERTIFICATES OFFERED IN LOS ANGELES COUNTY INSTITUTIONS OF HIGHER EDUCATION (CONTINUED)

Name of Institute of Higher Education (IHE)	Name of Certificate/ Program Emphasis (Number of Units)	List of CD/ECE Degrees				Online Degree
		AA/AA-T AS/AS-T	BA/BS	MA/MS	PhD/Ed.D.	
University of California, Los Angeles: Extension	Early Childhood Education Associate Teacher (18 quarter units), Early Childhood Education Lead Teacher Advanced Courses (18 quarter units), Early Childhood Education Administration (18 quarter units)					Yes
Union Institute & University	California Teacher Permit Certificate (28 units)		BS in Child & Adolescent Development		PhD Educational Studies	Yes
University of La Verne	Early Childhood Teaching Concentration (14 units), Diversity, Equity, and Inclusion Concentration (12 units), Special Education Concentration (14 units)		BS in Child Development	MS in Child Development	Ed.D. Organizational Leadership	We are currently working on that
West Los Angeles College	Child Development Cert. of Achievement (31 units), Administration & Supervision of Early Childhood Programs (17 units), Health, Nutrition and Food Sanitation in Early Childhood Programs (12 units), Infant & Toddler Studies (15 units), Preschool Associate Teacher (12 units), School Age Programs (15 units), Special Needs Children (15 units)	AS-T in Early Childhood Education, AA in Child Development, AA-T in Elementary Teacher Education				
Whittier College	Master Teacher (BA alternative+12 units), Site Supervisor (BA alternative+12 unit), Child Development Minor (18 units)		BA in Child Development			

APPENDIX H: ADDITIONAL RESOURCES FOR ADVISORS AND ADVISEES

California Early Care and Education Workforce Registry

Become part of a network of ECE professionals throughout California. The [CA ECE Workforce Registry](#) is designed to track and promote professional development in the ECE workforce.

[State approved professional development opportunities](#)

Health and Safety Trainings

[CA Child Care Preventive Health and Safety Training](#)

[Mandated Reporter Training](#) provides an overview of the significant definitions, requirements and protections of the California Child Abuse & Neglect Reporting Act (3hours)

[California Community Care and Licensing Division - Health and Safety Training guide video](#)

[Manual of Policies and Procedures for Family Child Care Homes - Title 22](#)

Los Angeles County Resource and Referral Agencies (R&Rs)

[California Inclusion](#)

[Child Care Resource Center \(CCRC\)](#)

[Connections for Children](#)

[Crystal Stairs](#)

[Family Childcare Network](#)

[Mexican American Opportunity Foundation \(MAOF\)](#)

[Options for Learning](#)

[Pathways LA](#)

[Pomona Unified School District](#)

Map of the R&R agencies in Los Angeles County:

Image source: [CM8] [AR9] [AR10] [CM11]

<https://www.ccala.net/find-rr-agencies/>

Resource and Referral – How to Become a Licensed Provider

[California Resource and Referral Network](#) webpage for how to become a licensed provider

[Child Care Initiative Project \(CCIP\)](#)

Find your [Resource and Referral Agency](#) for helping to open your FCC, training and professional development opportunities, technical assistance and other support

[Map of the R&R agencies in Los Angeles County](#)

ECE Related Organizations

- [CA Afterschool Network](#)
- [California Association for the Education of Young Children \(CAAEYC\)](#)
- [California Association of Family Child Care \(CAFC\)](#)
- [California Commission on Teacher Credentialing \(CTC\)](#)
- [California Department of Education \(CDE\)](#)
- [California Early Childhood Online \(CECO\)](#)
- [California Preschool Instructional Network \(CPIN\)](#)
- [Early Childhood Policy Council \(ECPC\)](#)
- [Early HeadStart](#)
- [HeadStart CA](#)
- [Mandated Reporter Training](#)
- [National Association for the Education of Young Children \(NAEYC\)](#)
- [National Association for Family Childcare \(NAFCC\)](#)
- [National Black Child Development Institute \(NBCDI\)](#)
- [Office for the Advancement for Early Care and Education](#)
- [Resources for Providers Child Care Licensing](#)
- [Regional Centers](#)

To learn more about current research in Early Childhood Education

- [American Educational Research Association \(AERA\)](#)
- [California Association for the Education of Young Children \(CAAEYC\)](#)
- [California Association of Family Child Care \(CAFCC\)](#)
- [CA Afterschool Network](#)
- [California Preschool Instructional Network \(CPIN\)](#)
- [Early HeadStart](#)
- [First 5 CA](#)
- [First 5 LA](#)
- [HeadStart CA](#)
- [Mandated Reporter Training](#)
- [NAEYC](#)
- [National Association for Family Childcare \(NAFCC\)](#)
- [National Black Child Development Institute \(NBCDI\)](#)
- [National Council on Family Relations \(NCFR\)](#)
- [Office for the Advancement for Early Care and Education](#)
- [Quality Start Los Angeles \(QSLA\)](#)
- [Reconceptualizing Early Childhood Education \(RECE\)](#)
- [Regional Centers](#)
- [Resources for Providers Child Care Licensing](#)
- [Society for Research in Child Development \(SRCD\)](#)
- [Zero to Three](#)

APPENDIX I: WORKFORCE PATHWAYS LA ADVISEMENT INTAKE FORM

Advisee name:	Advisor name:	Date:
Advisee contact email:	Advisee contact phone:	Language:
Highest education level:	Major:	Permit status:
Current employer:	Position:	Date of hire:
<p>Why did you pursue ECE as a career? What has been your best experiences? What, if any, challenges have you had? Give a brief overview of your work history – fields, positions, and experiences:</p>		
<p>Tell me about your goals as it relates to your profession. Professional Development (Trainings, workshops): Child Development Permit: College Courses/Degree:</p>		
<p>What are your long term goals?</p>		
<p>Would there be any barriers to taking a class/course or trainings/workshops? If so, please list:</p> <ol style="list-style-type: none"> 1. 2. 3. 		
<p>Do you have any stressors? If so, please list and identify how you handle them. What helps you to stay motivated and take care of yourself?</p> <ol style="list-style-type: none"> 1. 2. 3. 		

APPENDIX J: CDE CAREER LATTICE EDUCATIONAL REQUIREMENTS

California Early Learning Career Lattice – Educational Requirements

LEVEL	A EARLY LEARNING CAREGIVER/TEACHER/ K-3 TEACHER			LEVELS 1-4 DO NOT HAVE ANY SUBCATEGORIES. THE SPACE BELOW INCLUDES IMPORTANT NOTES AND CONSIDERATIONS FOR EACH LEVEL.
1	8 hours of training in health & safety and/or child development. <i>Example: On-boarding to lattice for family, friend and neighbor care providers</i>			Level 1 is a point of entry for people interested in working in the early learning field. At this level 8 hours of training on health and safety and/or child development is needed. This is a good starting point for people who have been providing informal care and are interested in pursuing a role in a family child care home or preschool. Local Resource and Referral agencies are a recommended starting point for finding training on health and safety or child development.
2	Current Family Child Care Licensing Requirements <i>Example: family child care provider</i>			Level 2 is set at current licensing requirements for family child care providers. Currently this level requires 16 hours of health and safety training in addition to training on signs of child abuse. This is the minimum amount of training required for family child care homes. Visit the DSS Resources for Providers website at https://info.caregistry.org/wp-content/uploads/2023/10/CA-Early-Learning-Career-Lattice-Guide_8_2018_English.pdf to learn more about family child care provider requirements and resources.
3	16 hours of health & safety training and mandated reporter training + 45 hours of training (State-approved and/or Resource & Referral agency training) OR 3 semesters (4.5 quarter) units of ECE/CD/HD <i>Example: family child care provider</i>			Level 3 is a point where people should consider transitioning from training to college coursework. This level is a bridge from family child care entry requirements to meeting requirements for working as an aide in licensed preschool. The majority of people choose to attend child development classes at their local community college. Usually 3 semester units are earned through a single child development class. Some colleges and universities in California operate on a "Quarter" system and 3 semester units is equivalent to 4.5 quarter units. See the Career Lattice Guide for more information on taking courses.
4	6 units in ECE/CD (CD Permit Assistant Teacher) <i>Example: Teacher aide</i>			Level 4 is equivalent to the first level (Assistant) of the California Child Development Permit. At this stage it is important to be taking the "Core" courses which include: child/human growth & development; child/family/community or child and family relations; and programs/curriculum. Completing these units provides a beginning foundation in child development and is required as one moves up the Career Lattice.
LEVEL	A EARLY LEARNING CAREGIVER/TEACHER/ K-3 TEACHER	B EARLY LEARNING ADMINISTRATOR/ SCHOOL ADMINISTRATOR	C EARLY LEARNING SPECIALIST/ INNOVATOR	D EARLY LEARNING INFRASTRUCTURE SUPPORT
5	5A. 12 units in ECE/CD ECE core content areas required ¹ (CD Permit Associate Teacher) <i>Example: Title 5 Assistant Teacher Title 22 Teacher</i>	5B. 12 units in ECE/CD + 3 units in administration or staff relations. ECE core content areas required <i>Example: Center Director- Title 22 Child Care Centers</i>	Level 5 does not have sublevel for Early Learning Specialist/ Innovator or Early Learning Infrastructure Support. It does have a sublevel for administrators which includes a course in administration or staff relations. At this level it is important to be taking general education (GE) course along with child development courses.	Level 5 does not have sublevel for Early Learning Specialist/ Innovator or Early Learning Infrastructure Support. It does have a sublevel for administrators which includes a course in administration or staff relations. At this level it is important to be taking general education (GE) course along with child development courses.

APPENDIX J: CDE CAREER LATTICE EDUCATIONAL REQUIREMENTS

California Early Learning Career Lattice – Educational Requirements

LEVEL	A EARLY LEARNING CAREGIVER/TEACHER/ K-3 TEACHER	B EARLY LEARNING ADMINISTRATOR/ SCHOOL ADMINISTRATOR	C EARLY LEARNING SPECIALIST/ INNOVATOR	D EARLY LEARNING INFRASTRUCTURE SUPPORT
6	<p>6A. 24 units of ECE/CD + 16 semester units of GE ECE core content areas required</p> <p>(CD Permit Teacher)</p> <p><i>Example: Teacher Title 5 or Title 22</i></p>	<p>6B. 24 units of ECE/CD + 16 semester units of GE, ECE core content areas required + 3 units in administration or staff relations</p> <p><i>Example: Center Director - Title 22 Child Care Centers</i></p>	<p>Level 6 is the first level where GE courses are required. GE courses must include: one course in each of four general education categories, which are degree applicable: English/ Language Arts; Math or Science; Social Sciences; Humanities and/or Fine Arts.</p>	<p>Level 6 is the first level where GE courses are required. GE courses must include: one course in each of four general education categories, which are degree applicable: English/ Language Arts; Math or Science; Social Sciences; Humanities and/or Fine Arts.</p>

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

Associate Degree

AA = Associate Arts Degree

AA-T* = Associate Arts Transfer Degree

AS = Associate of Science Degree

AS-T* = Associate of Science Transfer Degree

**Transfer Degrees are for California Community College students and are designed to provide a clear pathway to the CSU degree major.*

It is important that students contact their local community college for information on meeting the requirements for an AA-T or AS-T degree.

LEVEL	A EARLY LEARNING CAREGIVER/TEACHER/ K-3 TEACHER	B EARLY LEARNING ADMINISTRATOR/ SCHOOL ADMINISTRATOR	C EARLY LEARNING SPECIALIST/ INNOVATOR	D EARLY LEARNING INFRASTRUCTURE SUPPORT
7	<p>7A. AA/AA-T/AS/AS-T in ECE/CD</p> <p>OR</p> <p>AA/AA-T/AS/AS-T with 24 semester units in ECE/CD</p> <p>OR</p> <p>60 units including 24 units of ECE/CD and 36 units of GE</p> <p><i>Example: Teacher, Head Teacher</i></p>	<p>7B. AA/AA-T/AS/AS-T in ECE/CD OR AA/AA-T/AS/AS-T with 24 semester units in ECE/CD + 3 units in administration or staff relations OR 60 units including 24 units of ECE/CD and 36 units of GE, 3 of which are in administration or staff relations</p> <p><i>Example: Center Director- Title 22 Child Care Centers</i></p>	<p>7C. AA/AA-T/AS/AS-T in any field with 24 semester units in ECE/CD</p> <p><i>Example: Administrative assistant working at a First 5, County Office of Education, Resource and Referral Agency, or community agency</i></p>	<p>7D. AA/AA-T/AS/AS-T in any field</p> <p><i>Example: Administrative assistant working at a First 5 or community agency</i></p>

APPENDIX J: CDE CAREER LATTICE EDUCATIONAL REQUIREMENTS

Bachelor's Degree

LEVEL	A EARLY LEARNING CAREGIVER/TEACHER/ K-3 TEACHER	B EARLY LEARNING ADMINISTRATOR/ SCHOOL ADMINISTRATOR	C EARLY LEARNING SPECIALIST/ INNOVATOR	D EARLY LEARNING INFRASTRUCTURE SUPPORT
8	<p>8A. ECE Content Baccalaureate degree in ECE/CD</p> <p>OR Baccalaureate degree in any discipline with 36 semester units of ECE/CD, including 18 semester units of upper division coursework.</p> <p><i>Examples: ECE Lead Teacher or Site Supervisor</i></p> <p>OR Multiple Subject Teaching Credential with 24 units ECE/CD <i>Examples: K-12 or Transitional Kindergarten (TK) teacher</i></p> <p>OR Early Childhood Special Education Credential <i>Examples: Infant/Toddler, preschool, TK or K teacher focused on children with special needs</i></p>	<p>8B. Administrator Program Director Permit</p> <p>OR Baccalaureate degree or higher with 15 units of management/ administration/ supervision/leadership /policy including 6 administrative units, 2 adult supervision units and 24 units of ECE/CD including coursework related to serving infants and toddlers.</p> <p>OR Administrative Services Credential with 24 units ECE/CD <i>Examples: Title 5 program director or director mentor/ coach</i></p>	<p>8C. ECE Support Baccalaureate degree in any field with 24 semester units in ECE/CD Example: Staff person working at a community agency (R&R, First 5, County Office of Education) supporting an early learning initiative, ECE coach, trainer, or technical assistance specialist.</p> <p>OR Pupil Personnel Services Credential <i>Example: School psychologist</i></p>	<p>8D. Support Baccalaureate degree in any field</p> <p><i>Examples: Staff person working at an R&R, First 5, County Office of Education, or community/ state agency providing administrative support to a quality improvement initiative</i></p>

APPENDIX J: CDE CAREER LATTICE EDUCATIONAL REQUIREMENTS

Master's Degree

LEVEL	A EARLY LEARNING CAREGIVER/TEACHER/ K-3 TEACHER	B EARLY LEARNING ADMINISTRATOR/ SCHOOL ADMINISTRATOR	C EARLY LEARNING SPECIALIST/ INNOVATOR	D EARLY LEARNING INFRASTRUCTURE SUPPORT
9	<p>9A. ECE Content Master's degree in ECE/CD (CD Permit Program Director)</p> <p>OR Master's degree in any discipline with 36 semester units of ECE/CD, including 18 semester units of graduate level coursework. <i>Examples: ECE Lead Teacher or Site Supervisor</i></p>	<p>9B. Administrator Master's Degree in any field plus a Program Director Permit</p> <p>OR Master's degree in any field plus Administrative Service Credential</p> <p>OR Master's degree or higher with 15 units of management/ administration/ supervision/leadership /policy including 6 administrative units, 2 adult supervision units and 24 units of ECE/CD including coursework related to serving infants and toddlers. <i>Examples: Program director of multiple sites (Title 5), director mentor/coach, ECE trainer, CA Community College faculty</i></p>	<p>9C. ECE Support Master's degree in any field with 24 semester units in ECE/CD <i>Examples: Coordinator of a quality improvement initiative like QRIS, First 5 program officer, coach or technical assistance specialist.</i></p>	<p>9D. Support Master's Degree in any field <i>Examples: Program coordinator at a community agency, researcher, staff at an advocacy organization.</i></p>

APPENDIX J: CDE CAREER LATTICE EDUCATIONAL REQUIREMENTS

Doctorate

LEVEL	A EARLY LEARNING CAREGIVER/TEACHER/ K-3 TEACHER	B EARLY LEARNING ADMINISTRATOR/ SCHOOL ADMINISTRATOR	C EARLY LEARNING SPECIALIST/ INNOVATOR	D EARLY LEARNING INFRASTRUCTURE SUPPORT
10	<p>10A. ECE Content</p> <p>Doctorate or Post-Doctoral study in ECE/CD</p> <p><i>Examples: Faculty at a college or university in baccalaureate and/or graduate studies programs.</i></p>	<p>10B. Administrator</p> <p>Doctoral degree with 15 units of management/ administration/ supervision/leadership/ policy including 6 administrative units, 2 adult supervision units and 24 units of ECE/CD including coursework related to serving infants and toddlers.</p>	<p>10C. ECE Support</p> <p>Doctorate or Post-Doctoral study with 24 units in ECE</p> <p><i>Examples: ECE faculty at a college or university in baccalaureate and/or graduate studies programs.</i></p>	<p>10D. Doctorate</p> <p>Doctorate or Post-Doctorate in any subject</p> <p><i>Example: Researcher or public policy expert.</i></p>

Appendix: Understanding the Structure of the Career Lattice

The image on page 1 represents a section of the career lattice showing an example of levels 1 through 3, and vertical and horizontal arrows indicating how the lattice is organized. Career lattice levels are found on the left axis. Levels 1-4 do not have sublevel categories (education categories). Starting at level 5, the career lattice includes sublevels for different early learning roles.

The education sublevel categories are:

- A. Early Learning Caregiver/Teacher/K-3 Teacher: early learning professionals who work directly with children
- B. Early Learning Administrator/School Administrator: administrators and/or supervisors who oversee early learning staff working with children
- C. Early Learning Specialist/Innovator: early learning professionals who provide specialized services like coaching, mentoring, or training
- D. Early Learning Infrastructure Support: early learning staff who provide support or program management to the early learning field.

An image of cell 4A from Level 5 on page 5 is an example of the kind of information found in each cell. The first information in each cell indicates the educational qualifications required to meet the level; the information in parentheses represents educational equivalents to the California Child Development Permit; information beginning with the word "example" are examples of roles early learning staff can consider at this level or higher.

California Department of Education, August 2018

APPENDIX K: QRIS – QUALITY CONTINUUM FRAMEWORK

QUALITY COUNTS CALIFORNIA Rating Matrix with Elements and Points for Consortia Common Tiers 1, 3, And 4

ELEMENT	1 POINT	2 POINTS	3 POINTS	4 POINTS	5 POINTS
CORE I: CHILD DEVELOPMENT AND SCHOOL READINESS					
1. Child Observation	<input type="checkbox"/> Not required	<input type="checkbox"/> Program uses evidence-based child assessment/observation tool annually that covers all five domains of development.	<input type="checkbox"/> Program uses valid and reliable child assessment/observation tool aligned with CA Foundations & Frameworks ¹ twice a year.	<input type="checkbox"/> DROP (minimum twice a year) and results used to inform curriculum planning.	<input type="checkbox"/> Program uses DROP twice a year and uploads into DROP Tech and results used to inform curriculum planning.
2. Developmental and Health Screenings	<input type="checkbox"/> Meets Title 22 Regulations	<input type="checkbox"/> Health Screening Form (<i>Community Care Licensing form LIC 701 "Physician's Report – Child Care Centers" or equivalent</i>) used at entry, then: 1. Annually OR 2. Ensures vision and hearing saeenings are conducted annually.	<input type="checkbox"/> Program works with families to ensure screening of all children using a valid and reliable developmental screening tool and entry and as indicated by results thereafter. AND <input type="checkbox"/> Meets Criteria from point level 2.	<input type="checkbox"/> Program works with families to ensure screening of all children using the ASQ at entry and as indicated by results hereafter AND <input type="checkbox"/> Meets Criteria from point level 2.	<input type="checkbox"/> Program works with families to ensure screening of all children using the ASQ & ASQ-SE , indicated, at entry, then as indicated by results thereafter. AND <input type="checkbox"/> Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate. AND <input type="checkbox"/> Meets Criteria from point level 2.
CORE II: TEACHERS AND TEACHING					
3. Minimum – Qualifications for Lead Teacher/ Family Child Care Home (FCCH)	<input type="checkbox"/> Meets Title 22 Regulations [Center: 12 units of Early Childhood Education (ECE)/Child Development (CD) FCCH : 15 hours of training and preventative health practices.	<input type="checkbox"/> Center : 24 units of ECE/CD ² OR Associate Teacher Permit <input type="checkbox"/> FCCH : 12 units of ECE/CD OR Associate Teacher Permit	<input type="checkbox"/> 24 units of ECE/CD + 16 units of General Education OR Teacher Permit AND <input type="checkbox"/> 21 hours Professional Development (PD) annually.	<input type="checkbox"/> Associate's degree (AA/AS) in ECE/CD (or closely related field) OR BA/BS in any field plus/with 24 units of ECE/CD units of ECE/CD OR AA/AS in any field plus 24 units of ECE/CD OR Site Supervisor Permit AND <input type="checkbox"/> 21 hours Professional Development (PD) annually.	<input type="checkbox"/> Bachelor's degree in ECE/CD (or closely related field) OR BA/BS in any field plus/with 24 units of ECE/CD (ex-master's degree in ECE/CD) OR Program Director Permit AND <input type="checkbox"/> 21 hours Professional Development (PD) annually.

1. Approved assessments are: Creative curriculum GOLD, Early Learning Scale by National Institute Of Early Education Research (NIEER), and Brigrance Inventory of Early Development III.

2. For all ECE/CD units, the core eight are desired but not required.

3. Local-Tier 2: Local decision if Blocked or Points and if there are additional elements.

4. Local-Tier 5: Local decision if there are additional elements included California Department of Education, February 2014, updated on May 28, 2015; effective July 1, 2015.

Note: Point values are not indicative of Tiers 1-5 but reflect a range of points that can be earned toward assigning a tier rating (see Total Point Range).

Rating Matrix with Elements and Points for Consortia Common Tiers 1, 3, And 4 (Continued)

ELEMENT	1 POINT		2 POINTS		3 POINTS		4 POINTS		5 POINTS		
	CORE II: TEACHERS AND TEACHING										
4. Effective Teacher-Child Interactions: CLASS Assessments <i>(Use tool for appropriate age group as available)</i>	<input type="checkbox"/> Not required	<input type="checkbox"/> Familiarity with CLASS for appropriate age group as available by one representative from the site.	<input type="checkbox"/> Independent CLASS assessment by reliable observer, to inform the programs, professional development improvement plan.	<input type="checkbox"/> Independent CLASS assessment by reliable observer with minimum CLASS scores: Pre-K • Emotional Support - 5 • Instructional Support - 3.5 • Classroom Organization - 5.5 Toddler • Emotional & Behavioral Support - 5 • Engaged Support for Learning - 4 Infant • Responsive caregiving (RC) - 5.0	<input type="checkbox"/> Independent assessment with CLASS with minimum CLASS scores: Pre-K • Emotional Support - 5.5 • Instructional Support - 3.5 • Classroom Organization - 5.5 Toddler • Emotional & Behavioral Support - 5.5 • Engaged Support for Learning - 4 Infant • Responsive caregiving (RC) - 5.5	<input type="checkbox"/> Independent assessment with CLASS with minimum CLASS scores: Pre-K • Emotional Support - 5.5 • Instructional Support - 3.5 • Classroom Organization - 5.5 Toddler • Emotional & Behavioral Support - 5.5 • Engaged Support for Learning - 4 Infant • Responsive caregiving (RC) - 5.5	<input type="checkbox"/> Independent assessment with CLASS with minimum CLASS scores: Pre-K • Emotional Support - 5.5 • Instructional Support - 3.5 • Classroom Organization - 5.5 Toddler • Emotional & Behavioral Support - 5.5 • Engaged Support for Learning - 4 Infant • Responsive caregiving (RC) - 5.5	<input type="checkbox"/> Independent assessment with CLASS with minimum CLASS scores: Pre-K • Emotional Support - 5.5 • Instructional Support - 3.5 • Classroom Organization - 5.5 Toddler • Emotional & Behavioral Support - 5.5 • Engaged Support for Learning - 4 Infant • Responsive caregiving (RC) - 5.5	<input type="checkbox"/> Independent assessment with CLASS with minimum CLASS scores: Pre-K • Emotional Support - 5.5 • Instructional Support - 3.5 • Classroom Organization - 5.5 Toddler • Emotional & Behavioral Support - 5.5 • Engaged Support for Learning - 4 Infant • Responsive caregiving (RC) - 5.5	<input type="checkbox"/> Independent assessment with CLASS with minimum CLASS scores: Pre-K • Emotional Support - 5.5 • Instructional Support - 3.5 • Classroom Organization - 5.5 Toddler • Emotional & Behavioral Support - 5.5 • Engaged Support for Learning - 4 Infant • Responsive caregiving (RC) - 5.5	
CORE III: PROGRAM AND ENVIRONMENT – Administration and Leadership											
5. Ratios and Group Size (Centers only beyond licensing regulations)	<input type="checkbox"/> Center: Title 22 Regulations Infant Ratio of 1:4 Toddler Option Ratio of 1:6 Preschool Ratio of 1:12 <input type="checkbox"/> FCC: Title 22 Regulations <i>(excluded from point values in ratio and group size)</i>	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler - 4:16 Toddler - 3:18 Preschool - 3:36	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler - 3:12 Toddler - 2:12 Preschool - 2:24	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler - 3:12 or 2:8 Toddler - 2:10 Preschool - 3:24 or 2:20	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler - 3:9 or better Toddler - 3:12 or better Preschool - 1:8 ratio and group size of no more than 20	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler - 3:9 or better Toddler - 3:12 or better Preschool - 1:8 ratio and group size of no more than 20	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler - 3:9 or better Toddler - 3:12 or better Preschool - 1:8 ratio and group size of no more than 20	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler - 3:9 or better Toddler - 3:12 or better Preschool - 1:8 ratio and group size of no more than 20	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler - 3:9 or better Toddler - 3:12 or better Preschool - 1:8 ratio and group size of no more than 20	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler - 3:9 or better Toddler - 3:12 or better Preschool - 1:8 ratio and group size of no more than 20	
6. Program Environment Rating Scale(s) <i>(Use tool for appropriate setting: EC, ER-R, ITERS-R, FCCERS-R)</i>	<input type="checkbox"/> Not required	<input type="checkbox"/> Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan.	<input type="checkbox"/> Assessment on the whole tool. Results used to inform the program's Quality Improvement Plan.	<input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.0.	<input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5 OR Current National Accreditation approved by the California Department of Education.	<input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5 OR Current National Accreditation approved by the California Department of Education.	<input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5 OR Current National Accreditation approved by the California Department of Education.	<input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5 OR Current National Accreditation approved by the California Department of Education.	<input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5 OR Current National Accreditation approved by the California Department of Education.	<input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5 OR Current National Accreditation approved by the California Department of Education.	
7. Director Qualifications (Centers only)	<input type="checkbox"/> 12 units ECE/CO + 3 units management/administration.	<input type="checkbox"/> 24 units ECE/CD + 16 units General Education +/with 3 units management/administration.	<input type="checkbox"/> Associate's degree with 24 units ECE/CD + /with 6 units management/administration and 2 units supervision OR Site Supervisor Permit AND 21 hours PD annually.	<input type="checkbox"/> Bachelors degree with 24 units ECE/CD + /with 8 units management/administration OR Program Director Permit AND 21 hours PD annually.	<input type="checkbox"/> 30 units ECE/CD including specialized courses + /with 8 units management/administration OR Administrative Credential AND 21 hours PD annually.	<input type="checkbox"/> 30 units ECE/CD including specialized courses + /with 8 units management/administration OR Administrative Credential AND 21 hours PD annually.	<input type="checkbox"/> 30 units ECE/CD including specialized courses + /with 8 units management/administration OR Administrative Credential AND 21 hours PD annually.	<input type="checkbox"/> 30 units ECE/CD including specialized courses + /with 8 units management/administration OR Administrative Credential AND 21 hours PD annually.	<input type="checkbox"/> 30 units ECE/CD including specialized courses + /with 8 units management/administration OR Administrative Credential AND 21 hours PD annually.	<input type="checkbox"/> 30 units ECE/CD including specialized courses + /with 8 units management/administration OR Administrative Credential AND 21 hours PD annually.	
TOTAL POINT RANGES											
Program Type	Common-Tier 1		Local-Tier 2 ³		Common-Tier 3		Common-Tier 4		Local-Tier 5 ⁴		
	Centers 7 Elements for 35 points	Blocked (7 points) Must Meet All Elements	Point Range 8 to 19	Point Range 20 to 25	Point Range 26 to 31	Point Range 32 and above	FCHS 5 Elements for 25 points	Blocked (5 points) Must Meet All Elements	Point Range 6 to 13	Point Range 14 to 17	Point Range 18 to 21

APPENDIX L: WORKFORCE PATHWAYS LA STIPEND PROGRAM FY 24-25

Workforce Pathways LA Stipend Program FY 24-25

<https://childcare.lacounty.gov/child-care-early-educators-stipend/>

Based on the legacy of the Investing in Early Educators Stipend Program (AB 212), Workforce Pathways LA is a comprehensive workforce development model that works in partnership with Quality Start Los Angeles (QSLA), the County-wide quality improvement consortium. The project supports participants along the career lattice with a focus on three areas: licensing/health and safety; professional development, permits, and degrees; and workforce systems improvement. Workforce Pathways LA includes college and career advisement and financial incentives for achieving milestones along the career lattice and professional development and career advisement targeted to early educators inclusive of family, friend and neighbor care, family child care providers, and center-based staff working directly with children and their families.

The Office for the Advancement of Early Care and Education is pleased to announce the release of the applications for the Workforce Pathways LA Stipend Program. Applicants must have a Registry Profile with the California Early Care and Education Workforce Registry (ECE Registry) www.caregistry.org. Applicants will complete the online application available on the Registry and are required to complete and upload a Professional Growth Plan.

For the most up to date information, please go to <https://childcare.lacounty.gov/child-care-early-educators-stipend/>

Professional Growth Plan FY 24-25

As part of the Workforce Pathways LA application, all applicants must complete and upload the Professional Growth Plan and select one goal for the current program year. The professional growth goals for Workforce Pathways LA that participants can choose from include:

- Completing 21 hours of professional development funded by the California Department of Education (CDE) (i.e. West Ed training, Family Child Care at Its Best Training, etc.) or Care Courses within the program period **(between February 1, 2024 - January 31, 2025)**.
- Completing a college course (Only unit bearing courses are applicable – **complete between February 1, 2024 - January 31, 2025**).
- Obtaining an initial Child Development Permit between **February 1, 2024 - January 31, 2025**.
- Achieving an associate or bachelor's degree **(between February 1, 2024 - January 31, 2025)**.

Professional Growth Plan Form

Note that all forms required for the Stipend Program are available on the ECE Registry.

Applying to the Workforce Pathways LA Stipend Program FY 24-25

To apply for the Workforce Pathways LA Stipend Program, you must have a Registry Profile with the California Early Care and Education Workforce Registry (ECE Registry) at www.caregistry.org

The following are the steps for applying to the Stipend Program:

To apply:

1. If you have a Registry Profile, enter your email address and your registry password.
2. If you do not have a Registry Profile, create one.
3. Once you have logged into the ECE Registry, click on "Stipends and Pathways".
4. Next, click on "Application".

See the Workforce Pathways Stipend Program Instructions for detailed information on how to apply.

Note that the instructions and all forms are available on the ECE Registry.

APPLICATION Window FY 24-25: September 16-30, 2024

Program Manager Certification

Program managers will need to verify the employment of applicants working in their programs. See the instructions for obtaining the Program Manager's certification of your application. The Program Manager forms are available on the ECE

Questions?

Further information regarding the Workforce Pathways LA – Stipend Program application should be referred to Workforce Pathways LA staff by email at:

Meliza Hernandez

mhernandez@ph.lacounty.gov

213-639-6239

(Educational Requirement Questions)

Claudia Valle

clvalle@ph.lacounty.gov

213.639.6495

Elizabeth Casprowitz

ecasprowitz@ph.lacounty.gov

213.639.6452

Workforce Pathways LA – Stipend Program For Persons Working in Family Child Care Homes

Name of Applicant: _____ Workforce Registry ID: _____

Family Child Care Home Facility License Number _____

Family Child Care Home Education Network Verification Form 2023-2024

Please complete only one of the following two sections

A. For applicants (licensee-owner) in Family Child Care Home Education Networks (FCCHEN's)

I certify the applicant is a provider in a licensed family child care home that is in a FCCHEN administered by:		
Family Child Care Home Education Network Name		
I certify that the applicant is currently working directly with children at least 20 hours a week. To the best of my knowledge, the applicant meets the eligibility requirements of participation in Workforce Pathways LA Stipend Program. I understand that the stipend they receive is in addition to their payment for childcare services, and I certify that their payments for services will not be negatively affected by this incentive.		
<i>I declare under penalty of perjury that the above statements are true and correct to the best of my knowledge and belief.</i>		
Network Coordinator/Administrator's Signature	Telephone Number	Date
Network Coordinator/Administrator's Name (<i>Please print</i>)	E-mail Address	

OR

B. For applicants who are assistants in licensed family childcare homes that are with a FCCHEN

I certify the applicant is an employee of:		

Name of Family Child Care Home		
The family childcare home is in a Family Child Care Home Education Network administered by:		

FCCHEN Name and Phone Number		
I certify that the applicant is currently working directly with children at least 20 hours a week. To the best of my knowledge, the applicant meets the eligibility requirements of participation in <i>Workforce Pathways LA Stipend Program</i> . I understand that the stipend they receive is in addition to their payment for childcare services, and I certify that their payments for services will not be negatively affected by this incentive.		
<i>I declare under penalty of perjury that the above statements are true and correct to the best of my knowledge and belief.</i>		
Family Child Care Licensee-Owner's Signature:	Telephone Number:	Date:
Family Child Care Licensee-Owner's Name: (<i>Please print</i>)	E-mail Address:	



**Workforce Pathways LA – Stipend Program
 For Persons Working in Child Development Centers**

Name of Applicant: _____ Workforce Registry ID: _____

Employment Verification Form 2023-2024

For programs that do not hold a California Department of Social Services/California Department of Education (CDSS/CDE) contract

I certify the applicant is an employee of: _____

Applicant Job Title: _____ Name of Licensed Child Development Center _____

I certify that the applicant is currently working directly with children in a classroom on a consistent and continual basis at least 20 hours a week. To the best of my knowledge, the applicant meets the requirements of participation in Workforce Pathways LA Stipend Program. I understand that the stipend they receive is in addition to their annual salary, and I certify that current salary and salary advancement will not be negatively affected by this incentive.

As of the date of application, the enrollment in the center is _____ children, of which _____ children are subsidized (***must be 51% or more to qualify for a stipend***). I have uploaded the most current agency attendance form for each subsidized child from the following agencies (*check all that apply*):

- Child Care Resource Center (CCRC)
- Children’s Home Society of California (CHS)
- City of Norwalk
- Connections for Children
- Crystal Stairs, Inc.
- Department of Children and Family Services (DCFS)
- Drew Child Development Corporation
- International Institute of Los Angeles
- Mexican American Opportunity Foundation (MAOF)
- Options for Learning
- Pathways
- Pomona USD Child Development

*Please ensure agency attendance forms are in the same month before uploading to your profile (July, August, OR September 2023 are accepted).
 Do not upload duplicate attendance sheets*

I declare under penalty of perjury that the above statements are true and correct to the best of my knowledge and belief.

Child Development Center Program Manager’s Signature:	Date:
Child Development Center Program Manager’s Name: (<i>Please print</i>)	Facility License Number:
E-mail Address:	Telephone Number:





**Early Care & Education
Workforce Registry**

PROFESSIONAL GROWTH PLAN

Name: <First Name> <Last Name>
 Preferred Name: <Nick Name>
 Email: <Email Address>
 Day Phone: <Daytime Phone> Evening Phone: <Evening Phone> Cell Phone: <Cell Phone>
 Registry ID: <Registry ID>
 Residential Address: <Residential Street Address>
 City: <Residential City> State: <State> Zip: <Zip Code> County: <Residential County>
 Professional Growth Plan Type: <Option 1>, <Option 2>, <Option 3>, <Option 4>,
 Start Date of PGP: <Date> Last Update Date of PGP: <Date>

GOALS IDENTIFIED

GOAL #	GOAL	GOAL TYPE
1	<Short Term Goal Selected>	<Short Term>
2	<Short Term Goal Selected>	<Short Term>
3	<Short Term Goal Selected>	<Short Term>
4	<Long Term Goal Selected>	<Long Term>
5	<Long Term Goal Selected>	<Long Term>

What is needed for Short Term Goals? <Needed for Short Term>
 What is needed for Long Term Goals? <Needed for Long Term>

PROFESSIONAL GROWTH PLAN ACTIVITIES AND GOALS

ACTIVITY TYPE	DESCRIPTION	DETAIL	VALUE TYPE	GOAL ALIGNMENT	SELF-REPORTED STATUS/DATE
<Activity Type>	<Description>	<# units>	<Unit Type>	<Goal Alignment>	<Status> <Completion Date>
<Activity Type>	<Description>	<# units>	<Unit Type>	<Goal Alignment>	<Status> <Completion Date>
<Activity Type>	<Description>	<# units>	<Unit Type>	<Goal Alignment>	<Status> <Completion Date>
<Activity Type>	<Description>	<# units>	<Unit Type>	<Goal Alignment>	<Status> <Completion Date>
<Activity Type>	<Description>	<# units>	<Unit Type>	<Goal Alignment>	<Status> <Completion Date>
<Activity Type>	<Description>	<# units>	<Unit Type>	<Goal Alignment>	<Status> <Completion Date>

Enrolled in a Degree Program: <Yes/No>
 <If Yes, Degree level>
 Advisement Preferences: <Yes/No>
 <If Yes, Advisement Type>
 <If Yes, Advisement Days/Times Preference>

Funded in partnership with First 5 California.



APPENDIX M: WPLA EARLY CARE AND EDUCATION PROFESSIONAL DEVELOPMENT LANDSCAPE ANALYSIS FOR LOS ANGELES COUNTY

Double-click the below page to access the full Early Care and Education Professional Development Landscape[EC19] [AR20] [AR21] [CM22]

https://childcare.lacounty.gov/wp-content/uploads/2021/07/WPLA-LearningFromToday_ECE-PD-Landscape-Analysis_28June21.pdf

APPENDIX N: CURRICULUM ALIGNMENT PROJECT (CAP)

<https://www.childdevelopment.org/higher-ed-faculty/curriculum-alignment-project>

CAP 8 Courses

The California Community Colleges Curriculum Alignment Project (CAP) engaged faculty from across the state to develop a 24 unit lower-division program of study supporting early care and education teacher preparation. The CAP Eight courses include the following:

- 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

CAP Expansion

CAP Expansion includes seven additional courses in the three specialization areas of Infant/Toddler, Administration, and Children with Special Needs. The seven CAP Expansion courses include the following:

- Infant/Toddler Development
- Infant/Toddler Care and Education
- Introduction to Young Children with Special Needs
- Curriculum and Strategies for Children with Special Needs
- Administration I - Programs in ECE
- Administration II - Leadership and Supervision
- Adult Supervision and Mentoring

CAP Transitional Kindergarten (CAP TK)

The CAP TK courses address the specific developmental needs of children in TK. The CAP TK courses include the following:

- Preschool and Early Primary Age Development (3 units)
- Transitional Kindergarten and Early Primary Teaching Principles and Practices (3 units)
- Assessment and Documentation Tools, Methods, and Strategies (3 units)
- Strategies for Working with Challenging Behaviors (3 units)
- Practicum Placement Seminar or Reflective Practice Seminar (2 units)
- Foundations and Frameworks Courses (1 unit each)
 - Social and Emotional
 - Language and Literacy
 - Dual Language Learners
 - Math
 - Visual Arts
 - Performing Arts
 - Physical

ACKNOWLEDGMENTS

Workforce Pathways LA Career and College Advisement Toolkit and the Workforce Pathways LA Career and College Advisement Toolkit Training is a project of Workforce Pathways LA under the leadership of the Office for the Advancement of Early Care and Education in partnership with Child360 and Partnerships for Education, Articulation and Coordination through Higher Education (PEACH). This toolkit has been designed by a robust team of Early Childhood Education (ECE) experts in both higher education and professional development realms. The developers of this toolkit and training are excited about what they have learned through their collaboration and hope that ECE Workforce Pathways LA Career and College Advisement Toolkit Training Participants will find here a tangible set of essential resources and supports for advisees as well as tools and strategies to continue this “learning conversation” — to build on their own advisement knowledge, skills and dispositions to listen, support, and provide individualized information, identify related resources and give appropriate guidance in the context of a range of career pathways to ECE advisees (within both contexts of unit bearing higher education preparation and ongoing non-unit bearing ECE professional development).

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Janet E. Fish PEACH	Dawn Kurtz Child360	Deborah Owens Glendale Community College	Kisha Williamson Orange Coast College
	Katie Leon Child360	Barbra Rosner PEACH	

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