



PEACH 10-Year **Strategic Plan**

2020-2030





FORWARD

PEACH (Partnerships for Education, Articulation, and Coordination through Higher Education) is a cross-segmental higher education systems' initiative. The PEACH collaborative includes 2-year, 4-year, and graduate-level Early Childhood/Child Development program faculty partners, and representatives from allied professional development programs, professional organizations, and advocacy organizations interested in collaborating to accomplish PEACH goals.

PEACH focuses on identifying, studying, and advocating for quality preparation of early childhood professionals who will have the competencies necessary to provide high quality, developmentally, culturally, and linguistically appropriate programs and experiences for young children and their families. PEACH works to support and strengthen a diverse workforce with equitable access to early childhood higher education preparation.

In this Strategic Plan, we intentionally address the above through targeted strategic priorities, goals, and strategies. PEACH will continue to refine its goals and strategies in response to emerging developments in the field, input from partners and stakeholders, and lessons learned. This dynamic Strategic Plan serves as our guide, pointing our cross-segmental early childhood collaborative toward future accomplishments and outcomes over the next ten years.

PEACH has made significant contributions to strengthening competency-based, high-quality, and articulated Early Childhood Education (ECE) professional preparation in collaboration with faculty, professional

development colleagues, as well as ECE professionals who work directly with children and their families. While completing goals in our PEACH 2016-2020 Strategic Plan, the PEACH leadership team facilitated an 8-month planning process in late 2019 to mid-2020 to develop this Plan.

With the emergence of COVID-19, we moved our work online and initiated a Community of Practice to support ECE faculty and colleagues in confronting and solving problems as they emerged. PEACH continues to strengthen its capacity to respond to emerging developments while deepening its focus and commitment to achieving specific strategic priorities and goals. For example, providing quality, equitable, higher education early childhood teacher preparation during the COVID-19 pandemic is essential to rebuilding and sustaining a quality childcare system across our nation. As an “essential service” to activate and maintain the return to work of the U.S workforce, quality childcare is critical for the economic and social recovery from COVID-19 (Allvin, 2020; Cavanaugh, 2020; Tappe, 2020; Noble, 2020).

In addition to COVID-19's impact on the ECE field, a second pandemic occurred; the inequities and systemic racism experienced by people of color became more visible with the murders of George Floyd, Ahmaud Arbery, Breonna Taylor, and so many others. In response, PEACH formed an Anti-Racism Committee to reflect on the early childhood and higher education systems' systemic inequities. The committee's first step was to widely distribute a public statement, "Standing Against Systemic Racism." Next, PEACH initiated a year-long engagement on anti-racism, equity, diversity, and inclusion with PEACH members.

We commit to actively work for a more equitable society, aware of the need to use an anti-racist, equity lens to review and revise teaching practices, campus,

community, and larger systems' practices. We must strengthen the professional preparation of ECE students to commit to equitable ways to work with children, families, and communities.

We wrote the 2020 – 2030 Strategic Plan with these and future ECE professionals in mind. The Plan is driven by a deep awareness and commitment for these "essential workers" to obtain robust, quality professional preparation, including an equitable early childhood and higher education anti-racist system.

While our last Strategic Plan spanned four years, we have created an ambitious and realistic 10-year Plan to guide us into the future. This Strategic Plan consists of four priorities:



STRATEGIC PRIORITY A

is related to the long-term sustainability of PEACH. The desired outcome is that PEACH is a fiscally secure organization able to carry out its operations and achieve its mission.



STRATEGIC PRIORITY B

is related to PEACH's responsiveness to developments in the field. The desired outcome is that PEACH utilizes research, best practices, and current developments in the field to guide ECE professionals' work and to achieve high quality developmentally, culturally and linguistically appropriate programs for young children and their families.



STRATEGIC PRIORITY C

is related to the qualifications of early childhood educators. The desired outcome is an ECE credential based upon a child development/early childhood baccalaureate with a pathway that includes the revised Child Development (CD) Permit.



STRATEGIC PRIORITY D

is related to high-quality early childhood practicum. The desired outcome is high-quality early childhood practica that provide opportunities for ECE IHE students to demonstrate competence in working with children and families.



PEACH is confident that the bold and visionary strategic priorities outlined in this Plan embody the actions we must take to achieve PEACH’s mission of strengthening and supporting academic professional development pathways and related educational programs for the early childhood (EC) workforce throughout California to support children’s learning, growth, and family engagement.

We acknowledge that developing this Plan has been possible through the dedication and countless hours of development, review, and input from our talented team of PEACH Working Group Leads and PEACH Partners. We also want to thank Laura Valles, Laura Valles and Associates CEO and President, for guiding us deftly in this challenging and rewarding process. We thank Jaime Kalenik, First 5 LA Program Officer, for her guidance and support, which has always been timely, sensitive, and insightful. We are truly grateful to all of these people. Finally, we thank First 5 LA for its vision and continued support that has created and maintained the opportunity for us to do our work.

The following priorities guided the development of the Plan:



Refresh our vision statement to clarify the unique Early Childhood niche PEACH represents and the impact we want to have over the next decade.



Deepen our thinking at a strategic and advocacy level to help us achieve our mission. Maintain our commitment to achieving goals through strong collaboration and partnerships.



Commit to a deepened understanding and application of diversity, equity, and inclusion in our work.



Hold ourselves accountable by constructing ambitious and achievable timelines that will guide us in achieving our goals.

We look forward to working with our strategic partners, ECE workforce members, and other key stakeholders across Los Angeles and California to accomplish our Strategic Plan.



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MISSION

The mission of PEACH is to strengthen and support academic professional development pathways and related educational programs for the early childhood (EC) workforce throughout California to support children's learning, growth, and family engagement.

VISION

Diverse and coordinated early childhood higher education faculty and their partners prepare diverse early childhood professionals to achieve high quality, developmentally, culturally, and linguistically appropriate programs for young children and their families.





Strategic Priorities, Goals, and Key Strategies

A key component of PEACH's approach to developing a 10-year strategic plan was to convene three planning retreats with PEACH's leadership group. During these retreats, the leadership group identified a set of strategic priorities to help the group focus its efforts, long-term goals (6-10 years), mid-term goals (3-5 years), and short-term goals (1-2 years). The next step in the planning process was to convene a planning session with PEACH LA members to review the strategic priorities and goals and gather member input to uplift key strategies to support the plan's implementation. The section below describes the impact we hope to achieve over the next ten years.

Based on our learning over the past nine years of PEACH work, we have developed four strategic priorities that communicate how we will focus our efforts to achieve our goals. To achieve these goals, PEACH will collaborate with colleagues in Early Childhood/Child Development higher education programs and professional development providers.



STRATEGIC PRIORITY A: Long-term Sustainable Funding



PEACH is a fiscally secure organization able to carry out its operations and achieve its mission.

Why is this a priority now?

First 5 LA has generously provided the primary support for the first nine years of PEACH. Funding is assured through 2020-21. PEACH has established its role as the only LA countywide EC/CD higher education voice with faculty partners from the community colleges, CSU, UC, and private university campuses. PEACH is now also a statewide early childhood, higher education voice.

What have we learned?

Increasingly, PEACH efforts have forged enduring and inclusive collaborations and effective models for strengthening higher education systems of EC/CD professional preparation and development. PEACH needs to maintain a sustainable financial base of support to continue partnering with others for EC/CD's common goals.

DESIRED OUTCOME: *PEACH is a fiscally secure organization able to carry out its operations and achieve its mission.*



Goal #1: Secure new funders to support PEACH's strategic priorities.



Goal #2: Secure long-term sustainable funding for PEACH Operations.

Short-Term (1-3 years) Strategies and Activities

By June 2021, secure short-term funding to support PEACH's strategic priorities

STRATEGY: Identify a core group of PEACH partners who will be part of a sustainability working group.

- *Develop funding strategies and roles.*
- *Develop relationship strategies and roles.*
- *Submit at least three Grant proposals or LOIs.*

STRATEGY: Sustainability Working Group members will select one funder with whom they will develop a relationship.

- *Identify five potential funders who align with at least one of PEACH's Strategic Priorities or PEACH as an organization.*
- *Engage 3-5 new funders to support PEACH's strategic priorities or PEACH as an organization.*

STRATEGY: Develop a communications plan that highlights our expertise and gets our name out more intentionally and broadly.

Mid-Term (4-6 years) Strategies and Activities

By June 2025, secure long-term funding to support PEACH's strategic priorities

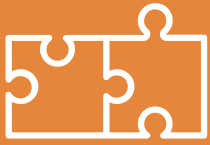
STRATEGY: Sustainability Working Group members will select one funder with whom they will continue to maintain a relationship.

- *Engage 1-2 new funders to support multi-year funding of PEACH Priorities and/or PEACH as an organization.*

Long-Term (7-10 years) Strategies and Activities

By June 2030, secure long-term funding beyond 2030

STRATEGY: Engage 3-5 new or current funders to support long-term funding of PEACH's Priorities and PEACH as an organization.



STRATEGIC PRIORITY B: Responsiveness to Developments in the Field



Research, best practices, and current developments in the field are used to guide ECE professionals' work and achieve high-quality developmentally, culturally, and linguistically appropriate (DCLA) programs that are equitable for all young children and their families.

Why is this a priority now?

The EC/CD field is continually changing in response to developments in the larger society. This change process has been dramatically challenged by new research and implications regarding children's development and early learning. Most recent challenges of the multiple pandemics (e.g., COVID-19, economic crisis, systemic racial inequities, climate crisis), the resulting budget redirection of funds, and the rapid shift to online pedagogy in higher education and professional development pose complex questions and the risk of the state and national child care systems collapsing. PEACH is using an equity lens to support responses to developments proactively. PEACH has played a significant role in systems strengthening and sustainability throughout its first nine years. It will continue as the critical need has been amplified for a cross-segmental early childhood higher education voice to these new developments.

What have we learned?

Increasingly, PEACH collaborations and efforts have yielded invitations for us to respond to new developments in the field, including the revision of the CD Permit, the review and update of the CTC Strategic Plan, inclusion in and review of several national reports from Learning Policy Institute, CAAEYC Public Policy Committee, developing responses to COVID-19 in EC/CD higher education programs and candidate certification as well as for the safe re-opening children's programs.

DESIRED OUTCOME: *Use research, best practices, and current developments in the field to guide ECE professional's work and to achieve high-quality DCLA programs for young children and their families.*



Goal #1: PEACH will support LA Campuses that adapt or create content to address 75% of the mapping tool's gaps.



Goal #2: PEACH will support LA Campuses that adapt or create content in response to developments in the field.



Goal #3: Advocate for an ECE Doctoral Degree in Southern California.

Goal #1: PEACH will support LA Campuses that adapt or create content to address 75% of the mapping tool's gaps.

Short-Term (1-3 years) Strategies and Activities

By June 2022, 90% of LA County campuses map their ECE programs.

STRATEGY: Support additional LA County IHE Faculty to engage in the mapping process.

- *Faculty experienced in mapping will mentor those who have not mapped yet.*
- *Conduct faculty communities of practice to support mapping efforts.*
- *Conduct more training on how to use the mapping tool.*
- *Develop resource materials to support ECE Competencies Mapping.*
- *Develop a procedure to monitor progress.*

Mid-Term (4-6 years) Strategies and Activities

STRATEGY: Advocate for alignment of the IHE EC Programs with shared competencies.

- *Analyze data generated by the ECE Competencies Mapping Tool to identify strengths and gaps.*
- *Collaborate with organizations such as CCCECE and CDTC to disseminate data on mapping and conduct training on mapping tool data analysis.*
- *Collaborate with organizations such as CCCECE and CDTC Regional to address the gaps and strengths in sets of early childhood competencies.*
- *Meet with organizations such as CDTC, CSU Chancellor's Office, and CCC Chancellor's Office to share information and look at the possibility of collaboration on sets of early childhood competencies.*

Long-Term (7-10 years) Strategies and Activities

- *Align 80% of LA County Programs with sets of early childhood competencies.*
- *Align 60% IHE ECE Programs in CA with sets of early childhood competencies.*

Goal #2: PEACH will support LA Campuses that adapt or create content in response to developments in the field.

Short-Term (1-3 years) Strategies and Activities

STRATEGY: PEACH members will stay current with recent developments in the field.

- *PEACH meetings will address recent developments in the field.*
- *PEACH partners will discuss potential responses to recent developments.*
- *Organize and lead stakeholder meetings with 30 participants to identify opportunities to advocate and/or respond to emerging ECE needs in the time and wake of COVID-19.*

Mid-Term (4-6 years) Strategies and Activities

STRATEGY: PEACH members will maintain and monitor recent developments in the field.

- *PEACH meetings will address recent developments in the field.*
- *PEACH partners will discuss potential responses to recent developments.*
- *Identify gaps in the field that limit responses to recent developments.*

Long-Term (7-10 years) Strategies and Activities

STRATEGY: Work with related organizations to strengthen responses to recent developments in the field.





Goal #3: Advocate for an ECE Doctoral Degree in Southern California..

Short-Term (1-3 years) Strategies and Activities

By June 2021, develop statewide needs assessments to identify the number of potential early childhood doctoral students and identify potential opportunities for students with a doctoral degree.

STRATEGY: Work with CSU chancellor's office to explore the creation of an ECE doctoral program in Southern California.

- *Explore possibilities for partnerships between IHE's to develop a collaborative degree program.*
- *Promote the development of a collaborative approach for doctoral programs.*
- *Collaborate with faculty at Mills College to learn about the history of their doctoral program*

Mid-Term (4-6 years) Strategies and Activities

By June 2025, seek funding for advocacy efforts to support the development of an EC Doctoral Program.

- *Develop MOU with 1-2 doctoral programs to commit to recruiting cohorts with ECE leadership focus.*
- *Identify allies in the California Governor's office/legislature to offer incentives for IHEs to offer a doctoral program.*

Long-Term (7-10 years) Strategies and Activities

By June 2030, support the development of one Doctoral program in CA.



STRATEGIC PRIORITY C: ECE Qualifications



An ECE credential will be based upon a child development/early childhood baccalaureate with a pathway that includes the revised CD Permit.

Why is this a priority now?

The California state trailer budget language in 2014 mandated that CTC review and revise, if necessary, the state's CD Permit structure. A 20-member statewide CD Permit Advisory Committee was established and met seven times throughout 2015-2017, and two of the 20 members were PEACH partners. The CTC has yet to formally vote on the CD Permit Advisory Panel's recommendations to revise the Permit structure and qualifications. While the structure has not yet been determined, the Advisory Panel recommends that Permit candidates have a robust preparation specifically in ECE pedagogy and child development and learning that is DCLA. Recent developments in California, such as the CA TWB8 Task Force and Implementation Plan and the California Commission on Teacher Credentialing drafting ECE-TPEs, promises to pave the way for a stand-alone ECE credential.

What have we learned?

Many states in the U.S. have offered ECE credentials for years. Now California stakeholders and public entities demonstrate increasing interest and political will to develop and approve an ECE credential in California. PEACH has consistently provided the rationale and advocated for an ECE credential in public comments at CTC meetings and related CTC and state-convened task forces. An ECE Credential must be built upon a candidate's high-quality baccalaureate, specifically in Early Childhood or Child Development with an alternate pathway that includes the Child Development Permit.

DESIRED OUTCOME: *An ECE credential will be based upon a child development/early childhood baccalaureate with a pathway that includes the revised CD Permit.*



Goal #1: By Summer 2021, PEACH will urge the CTC to bring the permit recommendations back to the CTC for discussion and action.



Goal #2: By June 2023, pilot and integrate TPEs into coursework for the CD Permit or credential.



Goal #3: By June 2025, advocate for CTC final approval of an ECE credential based on a CD/ECE baccalaureate.



Goal #4: At least three PEACH IHE programs will pilot the integration of the new ECE credential.

Short-Term (1-3 years) Strategies and Activities

Goal #1: By Summer 2021, PEACH will urge the CTC to bring the permit recommendations back to the CTC for discussion and action.

STRATEGY: Participate and provide public comment in California Commission on Teacher Credentialing (CTC) meetings, to advocate for and support the development of an ECE Credential and to support the revision of the Child Development Permit to serve as pathways for improved qualifications, preparation, and compensation.

- *Organize and lead stakeholder meetings with 30 participants to identify opportunities to advocate or respond to CTC's next steps in the CD Permit revision process.*

STRATEGY: Hold individual meetings with at least two voting California Commission on Teacher Credentialing Commissioners to build relationships and identify champions that might support creating or modifying a formal Early Childhood teaching credential that prepares educators to effectively work with young children.

STRATEGY: Update White Paper to document the rationale and need for an ECE Credential and promising practices nationally and in CA. Based on the updated information, develop a problem statement to present to stakeholders, CTC voting commissioners, and policymakers.



Mid-Term (4-6 years) Strategies and Activities

Goal #2: By June 2024, pilot and integrate TPEs into coursework for permit or credential.

STRATEGY: Review changes in TPEs living documents and respond to amendments as needed.

- *PEACH partners embed TPEs in IHE programs.*
- *Collect data to demonstrate the validity of TPEs for preparing ECE professionals.*
- *Offer convenings with IHE faculty to examine TPEs and the connection to ECE coursework.*
- *Support faculty in curriculum revision.*
- *PEACH will support the Mentor Programs and Lab School efforts to integrate TPEs into their programs.*

Goal #3: By 2025, advocate for CTC final approval of an ECE credential based upon a CD/ECE Degree.

STRATEGY: At least one PEACH member will be part of any CTC ECE credential related workgroups/task force.

STRATEGY: PEACH will participate in statewide ECE credential related advisory groups.

STRATEGY: Collaborate with ECE organizations to advocate for a credential.

- *Meet with school districts and the state superintendent to show the rationale and need for ECE credential to get buy-in.*
- *Communicate directly with ECE and Education deans about the role of the ECE Credential.*

Long-Term (7-10 years) Strategies and Activities

Goal #3: At least three PEACH IHE programs will pilot the integration of the new ECE credential.

STRATEGY: Within three years of CTC approval, share updates, and provide training on ECE credential/permit with IHE faculty.

DESIRED OUTCOME: *Assessment procedures will be based on child development or early childhood education research.*



Goal #5: Participate in and monitor the development of the TPAs related to the CD permit and ECE credential.



Goal #6: By June 2025, pilot and integrate TPAs into coursework for a permit or credential.

Short-Term (1-3 years) Strategies and Activities

Goal #5: Participate in and monitor the development of the TPAs related to the CD Permit and ECE credential.

STRATEGY: PEACH will provide updates about TPAs to PEACH Partners at PEACH Meetings/Convening.

- *Identify a task group that will meet with CTC commissioners.*
- *Approach Commissioners in coordination with ally organizations to strengthen advocacy voice.*
- *PEACH will support the Mentor Programs and Lab School efforts to integrate TPAs into their programs.*

STRATEGY: PEACH will provide updates about the TPAs to IHE faculty across the state.

- *Update CTC developments on the PEACH website.*
- *Develop webinars, outreach materials, or convenings to disseminate information.*

Mid-Term (4-6 years) Strategies and Activities

Goal #2: By June 2025, pilot and integrate TPAs into coursework for the permit or credential.

- *PEACH partners embed TPAs in IHE programs.*
- *Collect data to demonstrate the validity of TPAs for preparing ECE professionals.*
- *Offer convenings with IHE faculty to examine TPAs and the connection to ECE coursework.*
- *Support faculty in curriculum revision.*



STRATEGIC PRIORITY D: High-Quality ECE Practica



Outcomes of ECE Practica provide ECE IHE students opportunities to demonstrate competence in working with children and families.

Why is this a priority now?

High-quality ECE practica have always been a priority in the ECE field. ECE Practica is designed to support higher education students' development and demonstrate essential competencies in early childhood education. These competencies include ECE practitioners' ability to partner with children's families and communities to support high-quality DCLA practice. Wide disparities in each campus' ECE Practicum requirements reflect inequitable student access to high-quality ECE Practicum experiences. These disparities suggest uneven and inadequate funding for IHEs to meet the minimum requirements for a high-quality ECE Practicum.

What have we learned?

In higher education, the minimum required number of hours in practice with young children on site varies from 10 hours per term to 200 hours per term. Also, NAEYC preparation program accreditation guidelines require students to complete hours of professional practice with children in two of the three age groups that comprise the early childhood period, (1) infants and toddlers, (2) preschoolers, and (3) children in K-3 primary grades. Current variation in related EC/CD baccalaureate programs in public and private IHEs creates a challenge for many students seeking a clear choice ECE preparation pathway.

DESIRED OUTCOME: *Outcomes of ECE Practicum provide opportunities for ECE IHE students to demonstrate competence in working with children and families.*



Goal #1: Research and develop PEACH recommendations about minimum quality practicum requirements.



Goal #2: Work with key stakeholders, including campus faculty and administrators to support statewide practicum minimum quality requirements.



Goal #3: Work with state legislators to pass a law requiring state authorization and appropriation for IHE funding of practicum experiences by June 2030.

Short-Term (1-3 years) Strategies and Activities

Goal #1: By June 2023, research and develop PEACH recommendations about minimum quality practicum requirements.

STRATEGY: With IHE ECE faculty, identify essential practicum components.

- *Provide recommended sequencing of practicum experience (e.g., prerequisite).*
- *Define a minimum number of practice-based practicum hours.*
- *Develop a statewide landscape of practicum, field-based experience to identify best practices and gaps in California's practicum experiences.*
- *Review other programs/literature that has required hours of clinical experiences by June 2021.*
- *Convenings and other opportunities for IHE's, Faculty and Chancellor's Offices to come to an agreement about Practicum Requirements with support from the field.*
- *Write and disseminate a white paper with recommendations. Then, hold webinars to discuss proposals and identify advocacy partners.*
- *PEACH will support the Mentor Programs and Lab School Efforts related to practicum.*

Mid-Term (4-6 years) Strategies and Activities

Goal #2: Work with key stakeholders, including campus faculty and administrators, to get support for statewide practicum minimum quality requirements.

STRATEGY: Develop recommendations for state funding of appropriate IHE practicum.

- *Meet with senior IHE administrators at the CCC, CSU, UC, and private IHEs to gain support for a quality, funded ECE practicum.*
- *Work with statewide decision-makers such as State Superintendent, State Board of Education, ELCD to identify quality, funded ECE practicum as a state priority.*
- *Identify campus, statewide, and federal funding sources (such as cooperative education, lab support funds), which could also be allocated to support practicum.*

Long-Term (7-10 years) Strategies and Activities

Goal #3: Work with state legislators to pass a law requiring state authorization and appropriation for IHE funding of quality ECE practicum experiences by June 2030.

STRATEGY: Identify state legislators with whom to work.

STRATEGY: Collaborate with ECE organizations to advocate quality ECE practicum experiences.

- *Garner support from school districts and the state superintendent showing the rationale and need for quality ECE practicum experiences.*



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