

**Child Development Permit Advisory Panel
Minutes of the December 14-15, 2015 Meeting**

Advisory Panel Members Attending

Deborah Stipek, Chair
Kate Browne (12/15 only)
Jan DeLapp
Lucia Garay
Catherine Goins
Joel Gordon
Guillermina Hernandez
Nancy Hurlbut
Mary Jane Maguire-Fong
Valerie Marquez
Carola Matera
Elaine Merriweather
Kim Norman (12/14 only)
Erin Rosselli (12/15 only)
Pedro Sousa
Kisha Williamson
Julianne Zvalo-Martyn

Day 1 (Monday, December 14)

Item I: Call to Order

Child Development Permit Advisory Panel (CDP AP) Chair Dr. Deborah Stipek opened the meeting at 10:00 a.m.

Item III: Review of Previous Meeting

Meeting facilitator Jannelle Kubinec of WestEd reviewed the work accomplished by the panel to-date and provided an overview of the work for the current meeting. Mary Sandy reminded the panel of their charge to identify options, if appropriate, and rationale for potential changes to the child development permit matrix.

Several advisory panel members shared information they received between meetings from various stakeholder groups with which they had contact.

Item IV: Further Discussion of the Child Development Permit Matrix

Advisory panel members were provided with a 22-page packet summarizing its previous work of reimagining the Child Development Permit Matrix. The packet was reviewed by panelist with discussion about potentially helpful data, questions related to the current permit structure, and general observations. Following is a list of topics that emerged from the discussion:

- Questions were raised about whether data on the relationship between permit pathways and degree attainment was available
- Questions were raised about whether Quality Rating Improvement Systems impacted permit types and educational levels

- The point was made that changes to the permit could affect the supply, or availability of, early child development teachers. Hence, attention to the impact that changes to the permit may have on the supply of teachers is important.
- Concerns were expressed about how the cost of higher education would impact the workforce
- The point was made that there should be strong connections between coursework and practicum experience

The panel spent time developing options for each level of the matrix. The panel vetted ideas and voted as to which alternatives to include in their work product. The vote reflected the majority of those present at the meeting. Attachment A contains a summary of the decisions that the panel tentatively agreed to.

Item V: Further Discussion of Content and Performance Outcomes

This item was not presented.

Item VI: Further Discussion of the Early Childhood Education Specialist Credential

This item was not presented.

Item VII: Visioning the Future

This item was not presented.

Item VIII: Public Comment on Matters not Included on the Agenda

The public attendees representing Partnerships for Education, Articulation and Coordination through Higher Education (PEACH) spoke in support of the work of the advisory panel.

The public attendee representing the Curriculum Alignment Project (CAP) spoke in support of the work of the advisory panel.

Day 2 (Tuesday, December 15)

Item IX: Opening

Chair Stipek called the meeting to order at 8:30 a.m. Meeting facilitator Janelle Kubinec of WestEd reviewed the previous day's work and set expectations for the work of the day.

Item IV: Further Discussion of the Child Development Permit Matrix – continued

The panel continued the discussion started on Day 1 (December 14). See Attachment A for details.

To complete the suggested permit structure, the advisory panel recommended that CTC form the following work groups: Clinical Practice, Renewal Structure, and Courses/Content/Competencies. Mary Sandy indicated that she would work with staff to create a process for creating working groups. She clarified that each group would include up to two members from the panel plus staff from CTC and/or the California Comprehensive Center at WestEd to assist with facilitation and documentation.

Item V: Further Discussion of Content and Performance Outcomes – continued

This item was not presented.

Item VI: Further Discussion of Early Childhood Specialist Credential – continued

This item was not presented.

Item VII: Visioning the Future

The panel members shared ideas regarding what they considered the most important changes in the field needed to support recommended changes in the child development permit matrix. The ideas were grouped into the following categories:

- Preparation
- Money
- Quality-Experience
- Other

The panel developed specific actions that could be taken to address changes in the above areas. Attachment B provides a summary of the ideas that were shared including the rationale for each idea as well as known or expected barriers.

Item X: Public Comment on Matter not Included on the Agenda

The public attendee representing Partnership for Education, Articulation and Coordination through Higher Education (PEACH), commented that the California Community College Early Childhood Educators (CCCECE) and PEACH have collected data on field practicum for ECE teachers and would be happy to share those results with the panel to help the panel make a connection between its recommendations and implementation.

Attachment A – Permit Matrix Revision Suggestions

The following captures the recommendations from the child development permit advisory plan for the child development permit matrix. The information represented in this attachment was agreed to by the majority of the panel members. The information provides a general outline with additional work needed to work out some details.

Assistant Teacher– Eliminate Assistance Teacher Level

Associate Teacher

Authorization	The holder may provide service in the care and development, and assist in the instruction of children in a child care and development program, under the direction, supervision, and leadership of a Teacher permit holder.
Education	12 units ECE/CD with clinical experience
Experience	50 days of 3+ hours per day within 2 years or TBD hours of clinical experience (proportional to that of the Teacher)
Renewal	No limit on period this permit can be held
Summary of Suggested Changes	<ul style="list-style-type: none"> • Eliminate from authorization ability to supervise others • Revise authorization to reflect role of associate in role to assist with instruction under direction/supervision of a Teacher • Retain education requirement with added specification that clinical experience be included • Modify experience to allow for clinical experience as an option • Eliminate 10 year limit on Associate Teacher permit

Teacher

Authorization	No change
Education	Option 1: ECE/CD AA/AS with 60 units Option 2: 40 units (24 units ECE/CD, plus 16 units general education) for initial permit – renewal requires progress towards ECE/CD AA/AS/60 units
Experience	210 hours of clinical experience for all options
Renewal	Five-Year Renewal: TBD hours over TDB years including TBD units [accredited or approved in some fashion]
Summary of Suggested Changes	<ul style="list-style-type: none"> • Make Option 1 AA/AS and Option 2 40 units • Increase hours for experience • Add specificity to renewal, TBD

Master Teacher

Authorization	Revise to reflect coaching support related to quality improvement
Education	Option 1: BA/BS ECE/CD Option 2: BA/BA in any discipline with 36 units ECE/CD, including adult supervision and 18 units of upper division coursework Options 1 and 2 require 210 hours of clinical experience
Experience	TBD
Renewal	Five-Year Renewal: TBD hours over TDB years including TBD units [accredited or approved in some fashion] – similar to teacher

Summary of Suggested Changes	<ul style="list-style-type: none"> • Add to authorization coaching support related to quality improvement • Require BA/BS • Add requirements for 210 hours of supervised clinical experience • Add specificity to renewal, TBD
------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Site Supervisor

Authorization	Revise to reflect coaching support related to quality improvement
Education	Option 1: BA/BS ECE/CD Option 2: BA/BA in any discipline with 36 units ECE/CD, including adult supervision and 18 units of upper division coursework Options 1 and 2 require 210 hours of clinical experience
Experience	TBD
Renewal	Five-Year Renewal: TBD hours over TBD years including TBD units [accredited or approved in some fashion] – similar to teacher
Summary of Suggested Changes	<ul style="list-style-type: none"> • Add to authorization coaching support related to quality improvement • Require BA/BS • Add requirements for 210 hours of supervised clinical experience • Add specificity to renewal, TBD • Align with Master Teacher

Program Director

Authorization	Revise to reflect coaching support related to quality improvement
Education	Option 1: BA/BS or above with 15 units management/administration/supervision /leadership/policy; 24 units ECE/CD with infant/toddler; 210 hours of clinical experience
Experience	TBD
Renewal	Five-Year Renewal: TBD hours over TBD years including TBD units [accredited or approved in some fashion] – similar to teacher
Summary of Suggested Changes	<ul style="list-style-type: none"> • Require BA/BS with management/administration and ECE/CD coursework • Add requirements for 210 hours of supervised clinical experience • Add specificity to renewal, TBD • Eliminate Options 3 and 4

Attachment B – Ideas for the Future

This attachment summarizes the ideas shared by the panel regarding changes that the panel considered important to future improvement, beyond the recommended changes in the permit structure. The ideas are grouped into the following four areas: Preparation, Money, Quality/Experience, Other.

Preparation:

What	Why	Barriers
Address 0-8 in Administrative credential program training	To ensure that administrators have knowledge related to early childhood education	
Stronger partnerships amongst all IHEs and coherence for teacher preparation in 0-8 programs	<u>System coherence</u>	
Address content of preparation	<u>Coherence and quality</u>	

Money:

What	Why	Barriers
Provide inventory of potential funds for ECE professional development and program improvement	Maximize and align resources to improve program quality; supports for proactive planning.	Current reimbursement infrastructure does not allow for planning on a macro level (confusing landscape of funding).
Assess equity of access of services with public funding – introduce quality standards for vouchers	Currently, direct service voucher programs receive much of the funding and may be license exempt and not the same level of quality. Our most vulnerable families are going to programs that are not necessarily.	Voucher programs - Political sensitivity to change structure.

Quality/Experience:

What	Why	Barriers
ECE Credential, for ages 0-8 - Independent of multiple subject Create a bridge to K-12 understanding of development continuum	Affect quality; need those working with young children to have appropriate background to allow people to understand continuum of development.	Collective bargaining units. Protect investment in age 0-5
Comprehensive ECE career ladder that applies to all levels	Professionalizes early childhood education as a career	

in the field (see WestEd Example-E3)		
Increase diversity of workforce by increasing recognition and validation for ECE professionals	<u>Professionalizes field</u>	

Other:

What	Why	Barriers
Align QRIS matrix with the permit matrices	System quality and coherence	
Update school age matrix		
Support alignment between Title 5 and Title 22 and the recommended changes to the Child Development Permit	Increasing standards and align them with improvements in other matrices.	
Use advisory panel to offer broader advice beyond CTC.		
Support Lab Schools		