



Session 1 Summary

California Commission on Teacher
Credentialing Child Development Permit
Workgroup

October 2023

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Workgroup Meeting 1

The workgroup met in person over two days in Sacramento, California, at the California Commission on Teacher Credentialing offices.

Meeting Dates and Times

August 22, 10:00 a.m. to 5:00 p.m.

August 23, 8:30 a.m. to 1:30 p.m.

Attendees

Workgroup Members

- Amy Smith, California Community Colleges Chancellor's Office
- Becky Green, Imperial Community College District
- Betsy Uda, Head Start
- Chris Reeve, California School Board Association
- Christine Shreve, Holy Cross Preschool
- Giovanni Aragon, Community Action Partnership Kern
- Giselle Navarro-Cruz, Cal Poly Pomona
- Heather Snipes, El Dorado County Office of Education
- Helen Davis, University of California, Los Angeles



- Hilary Seitz, California State University Chancellor's Office
- Jacqueline Cruz, United Teachers Los Angeles
- Jeanne Veich, Shasta College
- Jessica Tejada, Mount Pleasant Elementary School District, San Jose
- Julie Montali, Sacramento County Office of Education
- Katie Mervin, EDvance College
- LaTanga Hardy, Los Angeles Community College District
- Laurel Doyle, Cosumnes River College
- Liz Alvarado, Californians Together
- Lynette Ridgel, Riverside County Office of Education
- Melissa Wheelahan, Orange County Office of Education
- Nicole Willard, Windmill School, Portola Valley
- Pranita Venkatesh, Paragon Montessori, San Carlos
- Ranae Amezcuita, Los Angeles Unified School District
- Stephanie Orozco, First 5 Los Angeles
- Tommetta Shaw, Mount St. Mary's University
- Toni Isaacs, Ventura County Office of Education
- Valerie Denero, EveryChild California

Liaisons

- Shanna Birkholz-Vasquez, California Department of Education (CDE)
- Erin Dubey, CDE
- Ristyn Woolley, California Department of Social Services (CDSS)
- Melanie Huitt, CDSS, Community Care Licensing
- Cathy Yun, Learning Policy Institute
- Melanee Cottrill, Head Start
- Kate Williams-Brown, Commission on Teacher Credentialing

California Commission on Teacher Credentialing Staff

- David DeGuire
- Amy Reising
- Renee Marshall
- Debra Keeler
- June Millovich

Region 15 Comprehensive Center Staff

- Liz Jameyson
- Krista Murphy
- Barbara Jones
- Edith Gurolla
- Khamia Powell
- Victor Diaz

Meeting Items

Day 1: August 22, 2023

Welcome and Introductions

Renee Marshall and Dr. Debbi Keeler welcomed the workgroup members and liaisons. Each workgroup member and liaison gave brief prepared remarks responding to the prompt: *Prepare a two-sentence statement that explains your reason and/or purpose for being a part of the Child Development Permit Workgroup.*

Workgroup Charge

David DeGuire and Ms. Marshall provided information on the charge of the workgroup, asking the workgroup to

- build upon the 2017 recommendations of the California Commission on Teacher Credentialing (CTC) Advisory Panel,
- connect to the 2020 *Master Plan on Early Learning and Care: California All Kids (Master Plan)*, and
- focus on the use of the Child Development Permit (CDP) under Title 5.



The workgroup will focus on the following questions:

1. How should the current permit structure be revised, updated, or modified to ensure that early childhood educators, early childhood education (ECE) program administrators, and those who provide before- and after-school care based on holding a school-age permit authorization are adequately prepared for their job roles, considering
 - the recommendations outlined in the *Master Plan*,
 - the knowledge and skills needed to meet the multifaceted educational and developmental needs of children,
 - working effectively in partnership with parents/guardians to promote children's learning and development, and
 - meeting the needs of employers for well-qualified ECE staff?
2. How can the State best monitor and ensure quality in the preparation of the ECE workforce within the resources available?
3. How should the 2019 Teacher Performance Expectations (TPEs) for ECE be reorganized to align with the proposed new structure for the Child Development Permit?

Workgroup Overview and Policy Considerations

Dr. Keeler previewed the upcoming workgroup sessions, which are planned to be held virtually from 9:00 a.m. to 3:00 p.m. on the following dates:

- October 10, 2023
- November 29, 2023
- January 16, 2024
- February 27, 2024
- March 26, 2024
- April 30, 2024

Each meeting's input will inform the next meeting.

The workgroup's recommendations should align with the *Master Plan* and document an equity-focused rationale for the recommendation, whether it would be cost-neutral, and whether it would require a policy change.

Working Agreements

Liz Jameyson and Krista Murphy facilitated a group exercise to generate the group's working agreements.

Permit Background and Requirements

Dr. Keeler reviewed the current structure of the permit, including the requirements at each level for authorization, education, experience, and renewal. She also reviewed the programs that require a CDP.

Renee Marshall shared data on the permits issued between 2016 and 2022. There was a decline in the number of permits issued during this time, with 6,751 issued in 2016 and 5,049 issued in 2022.

Overview of the CDP Advisory Panel's Work

Kate Williams Brown provided an overview of the CDP Advisory Panel's work, which met between 2015 and 2017, culminating in the submission of revision recommendations to the CCTC. These recommendations were tabled before being acted upon, in part because of the upcoming release of the *Master Plan* and the concern that the recommendations would have a big impact on the workforce.

Dr. Keeler provided a summary of each CDP Advisory Panel meeting and an overview of the Panel's recommendations submitted to the CTC.

Changes in the Field Since 2017

The Region 15 Comprehensive Center (R15CC) team facilitated a two-tiered activity designed to collect input from the workgroup on the implications of the Advisory Panel's recommendations on the field.

First, workgroup members brainstormed the major changes that have affected the field since the Advisory Panel's final meeting in 2017.

R15CC staff then asked the workgroup members to respond to the following two questions for each level of the permit, considering the brainstormed changes in the field.

What are the implications of the changes in the field to this recommendation?

What questions do you have about this recommendation?

Workgroup members worked in small groups and commented on each permit level. After each workgroup member had the opportunity to comment on each permit level, they reviewed the

comments of other workgroup members. They had the chance to upvote any comments they agreed with.

After the session, R15CC staff coded and themed responses to the questions. The findings showed comments in six major themes and are listed in order from most to least comments:

1. Coursework
2. Cost, access, and workforce concerns
3. TPEs and competencies
4. Clinical experience/practicum;
5. Coaching
6. Alignment with the transitional kindergarten through grade 12 (TK–12) system, including the prekindergarten through grade 3 (PK–3) ECE Specialist Credential

These themes may indicate a need to further explore these topics with the workgroup.

Workgroup Reflections

Workgroup members were invited to reflect on their experience. Several members provided reflections that are summarized below.

- Inclusivity is essential to attracting an ECE workforce.
- Another in-person meeting would be appreciated.
- Regional workgroup meetups may be a possibility.
- Mix of presentation and input was effective.
- Diverse perspectives of the workgroup are appreciated.

Public Comment

An invitation to public comment was extended. No public comment was made.

Day 2: August 23, 2023

Overview of Universal Prekindergarten and the PK–3 Credential and the Impact on the Permit Structure

Shanna Birkholz-Vasquez provided information on UPK as a mixed-delivery system for the youngest learners that encompasses TK, the California State Preschool Program (CSPP), and Head Start, among other programs, such as private centers and home daycares. She emphasized that TK teachers must meet additional requirements by 2025 for schools to meet

the apportionment requirements. She also emphasized that optimally supporting students in UPK includes creating strong supportive relationships and environments and differentiation to support complex language development, math, and science skills.

Erin Dubey provided updates on preschool assessments that every preschool teacher should use, including the Desired Results Development Profile (DRDP) and the Classroom Assessment Scoring System (CLASS).

Ms. Birkholz-Vasquez and Ms. Dubey also provided an update on the [UPK Mixed Delivery Quality and Access Workgroup](#), including the workgroup's alignment with the *Master Plan*.

PK–3 ECE Specialist Credential

Dr. Keeler and Ms. Marshall discussed the historic investment in California's early childhood system, including the need for between 8,000-11,000 new TK teachers. Dr. Keeler reviewed preparation requirements for current permits and credentials, including the CDP, the Early Childhood Special Education Credential, the Multiple Subject Credential, and the PK–3 ECE Specialist Instruction Credential.

Master Plan on Early Learning and Care: California All Kids and the Child Development Permit

Dr. Keeler and Ms. Marshall provided an overview of the *Master Plan* considerations in relation to the CDP, including multiple entry points and pathways, workforce diversity, competency advancement incentives, and the reimbursement rate model.

The R15CC team then led an exercise where workgroup members divided into small groups and discussed the question below.

CDP was designed for subsidized Title 5 and licensed programs. With the recommendations of the Master Plan including the mixed-delivery system, how could this impact the revision of the CDP?

After the discussion, workgroup members shared their insights on a Padlet.

Workgroup Reflections

- Being mindful of the sphere of influence of the workgroup and what changes can be implemented quickly
- Appreciation of the presentations by CDE in the morning and a comment that the workgroup should have started with this information on Day 1
- Appreciation of the other workgroups and spaces occurring concurrently and a request for a list or other representation of these collective efforts

Public Comments

- The director of Children Now, a statewide nonprofit, commented on the workgroup members' commitment and the depth of conversation, including the critical need to address dual language and special needs and to center families.

