



# Meeting 3 Summary

California Commission on Teacher  
Credentialing Child Development Permit  
Workgroup

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January 2024

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# Workgroup Meeting 3

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## Meeting Date and Time

The Child Development Permit Workgroup met virtually on November 29, 2023, from 9:00 a.m. to 3:00 p.m.

## Attendees

### Workgroup Members

- Liz Alvarado, Californians Together
- Ranae Amezcuita, Los Angeles Unified School District
- Giovanni Aragon, Community Action Partnership Kern
- Jacqueline Cruz, United Teachers Los Angeles
- Helen Davis, University of California, Los Angeles
- Valerie Denero, EveryChild California
- Laurel Doyle, Cosumnes River College
- Becky Green, Imperial Community College District
- Toni Isaacs, Ventura County Office of Education
- Katie Mervin, EDvance College
- Julie Montali, Sacramento County Office of Education
- Giselle Navarro-Cruz, Cal Poly Pomona
- Stephanie Orozco, First 5 Los Angeles

- Mandy Redfern, Glendale Unified School District
- Hilary Seitz, California State University Chancellor's Office
- Tommetta Shaw, Mount St. Mary's University
- Christine Shreve, Holy Cross Preschool
- Heather Snipes, El Dorado County Office of Education
- Jessica Tejada, Mount Pleasant Elementary School District, San Jose
- Betsy Uda, Head Start
- Jeanne Veich, Shasta College
- Pranita Venkatesh, Paragon Montessori, San Carlos
- Melissa Wheelahan, Orange County Office of Education
- Nicole Willard, Windmill School, Portola Valley

### **Liaisons**

- Monica Belton, California Department of Social Services
- Shanna Birkholz-Vasquez, California Department of Education
- Maureen Burns Vermette, Head Start
- Melanee Cottrill, Head Start
- Martha E. Dominguez-Brinkley, First 5 California
- Erin Dubey, California Department of Education
- Deborah Stipek, Stanford University
- Lisa Velarde, California Department of Social Services
- Kate Williams-Brown, Commission on Teacher Credentialing
- Cathy Yun, Learning Policy Institute

### **Members of the Public**

- Rosita Barron, Bakersfield College Child Development Center
- Tonya Byers, Yuba County Office of Education
- Donna Cecil, San Diego Mesa College
- Alice Chinn, Merrit College
- Carmen De La Fuente, Pathways Los Angeles
- Jeni DeWalt, Amador County Unified School District

- Martina Ebesugawa, Diablo Valley College
- Micara Figueroa, Calaveras County Office of Education
- Janet Fleming, First 5 Ventura County
- Ana Franklin, California Department of Social Services
- Terrissa Hein, Contra Costa County Office of Education
- Anahit Hovanisyan, Los Angeles County Community College District
- Phyllis Jacobson, California Commission on Teacher Credentialing
- Caroline Jen, East Los Angeles College
- Jody Johnson, Santiago Canyon College
- Anupama Joshi, California State University Dominguez Hills
- InJin Jun, Santa Cruz County Office of Education
- Terra Lee, Chabot College
- Malissa Mastropierro, Stanislaus County Office of Education
- Alicia McFarland, Ventura County Office of Education
- Christina Moore, Maryvale
- Belen Muñoz, Monterey County Office of Education
- Cristina Ortega, Santa Barbara County Education Office
- Hoa Pham
- Lauren Reagan, California Department of Social Services
- Carrie Roberson, Butte College
- Joyce Robinson, Crazy Quilt Solutions
- Diana Saenz, California Department of Social Services
- Ancelma Sanchez, Child Development Consortium of Los Angeles
- Jessica Sawko, Children Now
- Cathy Scott, Siskiyou County Office of Education
- Liz Scully
- Erika Simmons, Amador Child Care Planning Council
- Ric Swallow, Reedley College
- Nadiyah Taylor, Las Positas College
- Vivian Yacopi, Imperial County Office of Education

## California Commission on Teacher Credentialing Staff

- David DeGuire
- Debra Keeler
- Bronwyn Kennedy
- Mika Laidler
- Renee Marshall
- June Millovich
- Christina Villanueva

## Region 15 Comprehensive Center Staff

- Liz Jameyson
- Victor Diaz
- Gabriela Garibay
- Edith Gurolla
- Brianna Moorehead
- Lisa Severino

## Meeting Items

### Item 1: Welcome and Connection

Renee Marshall and Dr. Debbi Keeler welcomed the Child Development Permit (CDP) Workgroup members, liaisons, and members of the public. Liz Jameyson led a brief connection activity.

### Item 2: Permit Levels Discussion

Dr. Keeler reviewed the Workgroup meeting's objectives, including discussing the suggested permit levels and their authorizations. To ground the segment, Dr. Keeler reviewed the working agreements, Ms. Marshall reviewed a definition of equity included in the CTCs 2023 Strategic Plan: Ensuring Educator Excellence,<sup>1</sup> and Ms. Jameyson described the process for the discussion.

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<sup>1</sup> California Commission on Teacher Credentialing. 2023. Strategic Plan: Ensuring Educator Excellence. [https://www.ctc.ca.gov/docs/default-source/commission/files/ctc-strategic-plan.pdf?sfvrsn=baef20b1\\_12](https://www.ctc.ca.gov/docs/default-source/commission/files/ctc-strategic-plan.pdf?sfvrsn=baef20b1_12)

Workgroup members and liaisons were presented with eight scenarios for the permit structure. Each member and liaison chose the scenario they felt would best meet the needs of the early childhood education (ECE) field and moved into that scenario's breakout room. Once in a scenario-specific breakout room, Workgroup members and liaisons discussed authorizations for each permit level and a rationale for why each should be included. Later in the meeting (Item 5), each group shared their authorizations and rationales. Workgroup members and liaisons then conducted a virtual gallery walk where they added comments to the scenarios. This activity is described in more detail in Item 5: Combined Small Group Meeting and Whole Group Debrief section.

Eight scenarios were offered, along with two guiding questions, shown below. Five scenarios were chosen. The authorizations and rationales the groups drafted for these five scenarios are included after the scenario descriptions. The authorizations and rationales are organized by permit level to allow for comparisons in rationale and authorization within a level across scenarios.

#### Questions:

- What are the suggested permit levels based on job roles?
- How do these levels support a mixed delivery system and meet the needs of those who work in a variety of subsidized and non-subsidized settings?

#### Scenarios:

- *Scenario 1, Six Levels:* This scenario would include all of the levels currently available with the Permit: Assistant, Associate Teacher, Teacher, Master Teacher, Site Supervisor, and Program Director would remain. *This scenario was not selected by any Workgroup members or liaisons.*
- *Scenario 2, Five Levels:* Following the recommendations of the CDP Advisory Panel, this scenario would eliminate the Assistant. The Associate Teacher, Teacher, Master Teacher, Site Supervisor, and Program Director would remain. *Six Workgroup members and liaisons chose this scenario.*
- *Scenario 3, Five Levels:* This scenario would eliminate the Master Teacher level. The Assistant, Associate Teacher, Teacher, Site Supervisor, and Program Director would remain. *This scenario was not selected by any Workgroup members or liaisons.*
- *Scenario 4, Five Levels:* This scenario would eliminate the Site Supervisor level. The Assistant, Associate Teacher, Teacher, Master Teacher, and Program Director would remain. *Five Workgroup members and liaisons chose this scenario.*
- *Scenario 5, Four Levels:* This scenario would eliminate the Assistant and Master Teacher levels. The Associate Teacher, Teacher, Site Supervisor, and Program Director would remain. *Thirteen Workgroup members and liaisons chose this scenario. To avoid a large group size, those who chose this scenario were divided into two groups, 5A and 5B.*

- *Scenario 6, Four Levels:* This scenario would eliminate the Assistant and Site Supervisor levels. The Associate Teacher, Teacher, Master Teacher, and Program Director would remain. *Four Workgroup members and liaisons chose this scenario.*
- *Scenario 7, Four Levels:* This scenario would eliminate the Master Teacher and Site Supervisor levels. The Assistant, Associate Teacher, Teacher, and Program Director would remain. *This scenario was not selected by any Workgroup members or liaisons.*
- *Scenario 8, Three Levels:* This scenario would eliminate the Assistant, Master Teacher, and Site Supervisor levels. The Associate Teacher, Teacher, and Program Director would remain. *Three Workgroup members and liaisons chose this scenario.*
- *Scenario 9, Other Options.* *Three Workgroup members and liaisons chose this scenario.*

### **Item 3: California Department of Social Services Presentation**

Ana Franklin, Lisa Velarde, and Diana Saenz from the California Department of Social Services (CDSS) delivered a presentation on and an overview of CDSS programs related to the permit. The presentation included the mission statement of CDSS, an overview of their programs related to the permit, a comparison of staffing ratios between Title 5 and Title 22 programs, a description of CDSS's work, and CDSS recommendations. These recommendations included

- encourage partnerships between education institutions and CTC to streamline coursework requirements,
- expand the offering of required coursework,
- emphasize ongoing professional development,
- clear pathways for career progression, and
- promote mentorship and supervision programs.

Ms. Franklin, Ms. Velarde, and Ms. Saenz answered questions from Workgroup members and liaisons.

### **Item 4: Universal Pre-Kindergarten Mixed Delivery System**

Bronwyn Kennedy gave a presentation on universal pre-kindergarten bringing together transitional kindergarten with other existing state preschools and federal early education, private childcare, and expanded learning opportunities. She provided information on different programs within a mixed delivery system, including transitional kindergarten, the California State Preschool Program (CSPP), Head Start, private programs, and expanded learning. Two polls were administered:



1. Which area of the mixed delivery system are you most experienced with?
2. Are there any areas of the mixed delivery system you would like to build your knowledge and understanding of?

### Item 5: Permit Levels Discussion, Continued

This item was a continuation of Item 2: Permit Levels Discussion.

Scenario groups met in their small groups again and reviewed their authorizations and rationales. In the whole group, each small group shared a Jamboard slide with their authorizations and rationales. Workgroup members, liaisons, and members of the public then had an opportunity to visit each Jamboard slide and add comments in a virtual gallery walk.

After the walk, Workgroup members and liaisons were presented with a poll with three questions.

1. Should the Assistant and Associate Teacher levels be collapsed?
2. Should the Teacher and Master Teacher levels be collapsed?
3. Should the Site Supervisor and Program Director levels be collapsed?

### Item 6: Field Connections

Ms. Kennedy provided an overview of CTC's outreach activities to elicit input from the field through focus groups. She shared that several focus groups were conducted in September and November, with more planned for December. These focus groups are in addition to a Community Circle Discussion in August. Data from these focus groups will be shared at a future meeting.

### Item 7: Workgroup Reflections

Note that Workgroup reflections have been paraphrased and summarized for consistency and clarity.

- The Assistant level is an important entry point for people considering a career in the ECE field. Assistants are important to programs.
- Addressing the permit levels and authorizations was challenging without addressing the requirements of each level. The requirement discussion might change how the group feels about the permit levels.
- Asking people in the profession to pursue too many credentials may keep them from succeeding.
- It is important not to add hiring barriers for family childcare centers.

- There are abundant opportunities for people to get into childcare, and it is important that people serving vulnerable children have the knowledge to do so. It is not too much to ask ECE staff to pursue units.
- The minimum requirement for having quality teachers in ECE classrooms is having them with units.
- It is important to support the people who love being in the ECE field.
- Children should be in programs with staff who have training. More training leads to better quality care.
- The focus of the conversation in today's meeting was streamlining permit levels. A mixed-delivery system means having a more inclusive system. Entering the permit system means a person has decided to become a professional.
- Professional development and other trainings that address competencies (not only units) should be considered at the entry level.
- We are trying to balance equity and quality.

### Item 8: Public Comment

Note that public comments have been paraphrased for clarity.

- Martina Ebesugawa, Diablo Valley College: ECE educators should have classes with information that trickles down to experiential knowledge. If the teacher is warm and cuddly but doesn't have that knowledge, then that is a disadvantage. Ms. Ebesugawa also shared in the chat, "Thank you so much for the meeting and time to share. I think it is important that care in childcare is also informed. I think about care in the medical field. It is informed by nurses and doctors. There is an effective element to working with children that should be informed by knowledge in order for teachers to [provide] responsive care."
- Donna Cecil, San Diego Mesa College: We are a mixed-delivery system. We can't leave discussion of Title 22 out. Title 22 keeps getting pulled back in. Most of our students are going to go into those programs that are under Title 22. We have to meet the needs of a lot of people.
- Alicia McFarland, Ventura County Office of Education: We continue the discussion on the dichotomy of education and care, and this lives in the permit structure and pay structure. I just want to call this out. There is a deep belief to do what is best for families.

## Item 9: Closure and Exit Ticket

Ms. Marshall provided closing comments, expressing appreciation for people engaging in conversations and staying engaged throughout the session. She asked Workgroup members and liaisons to complete an exit ticket, emphasizing that exit ticket input allows the planning team to be as responsive as possible. Dr. Keeler closed the meeting by extending her appreciation to attendees.