

**Local Input Meeting Results Summary: 11/02/12, Redwood City, CA****4. CCCECE Region 4 – 11/02/12**

<b>Hosted by: CA Community College Early Childhood Educators (CCCECE) Region 4</b>	
<b>Primary facilitator(s) name:</b> Mary Johnson	<b>Phone:</b> 831-646-4167 <b>E-mail:</b> mjohnson@mpc.edu
<b>Number of attendees not including facilitator(s):</b> <b>20 participants</b>	<b>CCELP Element(s) that you focused on:</b> Workforce Development

**4.I. Getting Started****Visioning activity**

*Please list statements and themes from your meeting here. Please use bullet points:*

Did not record notes from this activity.

**4.II. Clarifying and Building on Plan Elements****CCELP Element: M. Workforce Development**

*Prioritizing question. Please list responses to prioritizing CCELP Element here. Please use bullet points:*

1. M.2. Set higher compensation levels for ECE teachers if ECE teacher education standards...
2. M.1. Implement a Quality Rating and Improvement System (QRIS) that advances...
3. M.14. Establish clear timelines with systemic support for an articulation and transfer...
4. M.8. Require credit-bearing courses for associates and bachelors degrees in early...
5. M.12. Continue the process of alignment and articulation of the ECE curriculum within...

**Additional Comments:**

Overall we felt that it is key to analyze and utilize existing programs and initiatives that are in progress or completed and access those in regards to workforce development. The Community Colleges have been the leading and largest trainer of Early Childhood Educators in the state and have aligned core course with the Curriculum Alignment project which is also the template used at the Chancellor's office for the AS transfer degree to the CSU's. The major themes we recognized when working on the Workforce Development Element are:

1. M1 and M2 are rated as overall significant-
  - a. Suggested to combine M1 & M2- tying these to compensation improvements related to QRIS---and to focus on the setting higher compensation levels mentioned in M2.
  - b. M2: Ongoing training (M3) refers to continued professional development for in-service teachers. Community Colleges are in an established position with the community to facilitate and support continued professional development via CARES & Mentor Program or other similar coach-based models.
2. The Elements fall into categories:
  - a. M1 & M18 are money related
  - b. M12 & M14 should be combined and reflect the current work/progress around alignment
  - c. M3 Key Specializations
3. For M3 must also include social/emotional and Physical/motor as well here—not just dual language, special education, and cognitive/language.
4. M6, 10, 14 are linked—all related to teacher credentialing and program of study pathways

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5. M19, M3, M11, M5, M1 and M18 are being addressed with: CAP, TMC: AA/AS Transfer degrees
6. M15 & M16, M4, M7, and M12: All see importance of birth through grade 3 credential being reintroduced into the state credentialing system. Align course of study to PreK-Grade 3 credential eligibility to include: CAP, and PLF and Competencies. Priority (umbrella) is M16, M15 & M7 will feed into M16.
7. M7, M11, M12, M14, M15, M16 are Credential & Education Prep across CC and CSU system.
8. M17 development of the “whole child” not just those indicated in M17—expand to be all inclusive of all areas of development and systems that impact development.
9. M7 & M10 should be combined to include the ECE Competencies as part of that evaluation of early childhood teacher preparation in higher education.
10. M8 is already being implemented.
11. M18 change language to say “qualifying” practitioners based on: Research? Tenure in one center? Diversity needs of community?

**4.III. Prioritizing Final Plan Elements****Voting**

*Please list the top 5 elements your attendees voted on. Please use a numbered list.*

1. Workforce Development

**4.IV. Evaluation Comments****What was useful about our work today?**

*Please list the comments you received. Please use a numbered list.*

The dialogue about the elements and analysis of what was already in place that was listed on the element and how the elements or aspects of the Workforce Development that is vital to include in the CCELP to ensure quality early childhood educators in the field.

**What suggestions do you have for the other local input meetings?**

*Please list the comments you received. Please use a numbered list.*

None

**4.V. Facilitator's Evaluation**

1. Please rate how easy it was to use this toolkit

1 – Very easy to use	2	3	4 – Very hard to use
	X		