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Information/Action

Educator Preparation Committee

Child Development Permit Implementation Update

Executive Summary: The Commission adopted a revised structure and requirements for the Child Development Permit in February 2025 and promulgated regulations in June 2026 to move these changes forward. This agenda item proposes a focused policy review of key policy and implementation issues that remain following the adoption of these revisions to the Permit (CDP). This item describes the structure and approach staff propose to carry out this work and the next steps anticipated. This item does not propose specific policy changes at this time. The next phase of the project will examine remaining questions that require additional current-state analysis, potential additional field input, research, and Commission consideration.

Recommended Action: Staff recommend that the Commission review the proposed scope and inquiry approach and provide direction regarding the issues and questions that should guide the next phase of the focused policy review.

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Strategic Plan Goal

Educator Preparation and Advancement

- **Goal 1.** Educator preparation programs hold candidates to high standards and adequately prepare them to support all students by using culturally and linguistically responsive and sustaining practices in equitable, inclusive, and safe environments.
- **Goal 2.** Prospective educators have multiple pathways to explore and access careers in education and advance in the profession.

Child Development Permit Implementation Update

Introduction

Significant progress has been made in California toward achieving the vision outlined in the California Master Plan for Early Learning and Care, which calls for a competency-based workforce system that supports educators throughout their careers. Central to this vision is a Child Development Permit structure that strengthens educator preparation, establishes career pathways, and promotes ongoing professional learning aligned with educator competencies and the changing needs of California's children and families.

Within the past three years, the Commission, in partnership with the Child Development Permit Workgroup and with stakeholder input across the early childhood system, undertook a comprehensive revision of the Child Development Permit structure. In [February 2025](#), the Commission adopted the revised Child Development Permit Matrix, establishing updated permit levels, authorizations, and preparation requirements. Since this action, staff have been engaged in developing regulations to implement the new permit structure, providing guidance and technical assistance to the field, and developing resources necessary to operationalize the revised permit system.

As this work has progressed, several policy and implementation questions have emerged that extend beyond the permit structure itself. These include issues related to professional growth for permit renewal, educator emphasis areas, and pathways for the Child Development Permit. While these topics were discussed throughout the workgroup process, additional review is needed to determine the most effective approaches for supporting educators while remaining aligned with the Commission's broader vision for a competency-based workforce system.

This agenda item outlines plans for a focused review of these remaining implementation issues. Currently, staff are not presenting proposed policy recommendations. Rather, the purpose of this discussion is to provide the Commission with an overview and to seek Commission feedback regarding the scope, priorities, and direction for future recommendations that will be brought forward in subsequent agenda items.

Current Statutes Governing the Issuance and Renewal of the Child Development Permit

Statutory guidance for issuance and renewal of the Child Development Permit can be found in Education Code section 8301 that requires the Commission, by rule or regulation, to establish requirements for the following:

- (a) The issuance and the renewal of permits authorizing service in the care, development and instruction of children in childcare and development programs, as well as the issuance of emergency permits for this purpose.
- (b) The issuance and renewal of permits authorizing supervision of a childcare and development program, as well as the issuance of emergency permits for this purpose.

(c) The periods of duration of the permits set forth in this section.

Background and Status of Work

In 2023, the Commission launched a comprehensive review of California's Child Development Permit (CDP) system to modernize the preparation and advancement of the early childhood workforce. A Child Development Permit Workgroup, composed of representatives from institutions of higher education and education partners representing California's diverse early childhood system was appointed by the Executive Director to conduct this review and make recommendations to the Commission.

The workgroup met regularly to examine all components of the Child Development Permit system. Staff also engaged the field through statewide surveys, public meetings, presentations, Office Cafes, Community Circles, and numerous constituent discussions. This extensive engagement provided valuable feedback regarding workforce needs, barriers to entering and advancing within the profession, preparation quality, and opportunities to strengthen California's early childhood workforce while preserving multiple pathways into the profession.

Following its review of the workgroup's recommendations and stakeholder input, the Commission adopted a revised Child Development Permit Matrix in [February 2025](#). The revised matrix maintains the overall framework of the existing permit structure while modernizing the permit levels, clarifying educator authorizations and responsibilities, strengthening career pathways, and aligning preparation requirements with the knowledge and skills expected of today's early childhood professionals. The revised structure establishes a more coherent progression from assisting, teaching, mentoring, and administrative leadership roles while continuing to recognize multiple pathways into the profession.

Concurrent with the revision of the permit structure, the Commission undertook a comprehensive revision of the [Child Development Permit Performance Expectations](#). Building upon the Early Childhood Education Teacher Performance Expectations adopted in 2019, staff worked with stakeholders to recommend to the Commission the Child Development Permit Performance Expectations (CDP-PEs), which reflect current research, evidence-based practices, inclusive education, multilingual learners, family partnerships, culturally and linguistically responsive teaching, and the competencies necessary to support all young children across California's diverse early learning settings. The revised CDP-PEs that were approved by the Commission in December 2025 establish a common framework for educator preparation and provide greater alignment between preparation programs, professional practice, and the revised permit structure.

Following the Commission's adoption of the revised permit matrix, staff initiated the regulatory process necessary to implement the new structure. This work includes developing proposed regulatory language based on the approved revised Child Development Permit Matrix. The regulations have been submitted to the Office of Administrative Law and were open for public comments until October 14, 2026. Regulatory development continues as a separate but related

workstream and will return to the Commission through future rulemaking actions consistent with the Administrative Procedure Act.

At its June 2026 meeting, the Commission approved transition provisions to support implementation of the revised permit structure that are outlined with the regulations. These actions established the framework for current permit holders who choose to move to the revised system while minimizing disruption to educators, preparation programs, employers, and applicants. The existing permit structure will remain in place until June 30, 2028. The revised Child Development Permit Matrix will become effective when it is approved by the Office of Administrative Law allowing the two-permit structures to live side by side until the transition date of June 30, 2028, occurs. The transition plan reflects the Commission's commitment to ensuring continuity for the existing workforce while implementing the revised permit structure in a thoughtful and equitable manner.

As a result of these actions, several foundational policy decisions have been made. The Commission has adopted the revised Child Development Permit Matrix, established revised educator roles and authorizations, updated the CDP-PEs, approved the overall transition framework, and directed staff to continue the regulatory development and implementation process. Together, these actions establish the core architecture of California's revised Child Development Permit system.

While the foundational revisions are largely complete, several implementation issues remain under consideration. Throughout the workgroup process, stakeholders identified additional topics that warrant further policy discussion, including the additional pathways into the permit, future structure of professional growth associated with permit renewal and the inclusion of recognized specialized expertise. These issues were discussed during the revised Child Development Permit Matrix work, however the details of each of these areas have yet to be fully considered by the Commission.

Staff will bring these remaining implementation issues forward as separate policy discussions to ensure each topic receives focused consideration to fully realize the Commission's vision for a comprehensive, competency-based early childhood workforce system. The purpose of this agenda item is not to revisit decisions that have already been made regarding the permit structure, but rather to identify areas where additional Commission direction will help shape the next phase of implementation.

Focused Policy Review

Although the Commission has made the foundational policy decisions necessary to revise the Child Development Permit structure, several questions identified during the Child Development Permit Workgroup process remain unresolved or require further examination. Other questions have become clearer as implementation planning has progressed. Together, these questions warrant focused review so that future policy recommendations are grounded in the revised Child Development Permit framework, available evidence, and field perspectives.

To examine these questions systematically, staff propose using a focused policy review (FPR) process similar to the approach used by the Commission's AB 1119 Dual Credentialing Workgroup. This process would provide a structured method for examining the remaining questions, gathering and analyzing relevant evidence, and developing findings and considerations for Commission review before moving into policy design.

Staff would apply this process across three areas: Pathways to the Permit, Professional Growth and Renewal, and Areas of Emphasis. For each area, the inquiry would draw on current statute and regulation, prior Commission actions, the Child Development Permit Workgroup record, existing guidance and practice, available data, targeted field engagement, and additional research or comparative review where useful.

The inquiry would culminate in findings and considerations for Commission review. Based on Commission direction, staff would then develop potential policy approaches and identify appropriate mechanisms for implementation, which may include regulation, guidance, programmatic changes, operational actions, or other strategies. While the same general process would guide all three areas, the specific inquiry and engagement would be tailored to the questions presented in each.

The first area proposed for focused review is Pathways to the Permit, the second is Professional Growth and Renewal, and the third is Areas of Emphasis for early childhood educators related to specific populations. Each of these areas is described more fully below.

Pathways to the Permit

A central goal of the Child Development Permit (CDP) revision has been to establish a more coherent and accessible system of educator preparation that recognizes the diversity of California's early childhood workforce while maintaining high expectations for educator competence. Throughout the Child Development Permit Workgroup process, stakeholders consistently emphasized that no single pathway could meet the needs of all prospective educators. As a result of the CDP Workgroup recommendations, the Commission has made several important implementation decisions regarding preparation requirements, supervised clinical practice, degree expectations, and provisional certification for permit holders. These decisions provide the overall framework for the revised permit system and establish the requirements that preparation programs, employers, and candidates will use as implementation moves forward.

The revised Child Development Permit Matrix, adopted by the Commission in February 2025, preserves multiple entry points into the permit structure while updating the preparation requirements and clarifying educator roles and responsibilities. In addition to traditional higher education pathways, the revised permit structure continues to recognize alternative methods of entering the profession. The Commission has maintained pathways that recognize nationally available certification, including the Child Development Associate (CDA) credential, as well as pathways that provide opportunities for individuals to begin employment while completing preparation requirements through provisional certification for ECE 1 and ECE 2 levels. In

addition, at four of the levels (ECE 2, ECE 3, ECA 1, ECA2) an individual can meet entry qualifications with degrees outside of ECE/CD if they have completed 24 units in ECE/CD. These foundational policy decisions have already been made by the Commission and continue to guide the development of implementing regulations and supporting resources.

While the revised permit structure establishes available pathways, implementation planning has identified several questions related to how these pathways will be understood and utilized by prospective educators and what additional pathways should be considered. Stakeholders have consistently noted that California's early childhood workforce enters the profession with widely varying educational backgrounds, employment experiences, and career goals. Some candidates begin with no prior coursework, while others enter with college degrees in related fields, PK-3 or Multiple Subject credentials, or significant professional experience. Others may have completed apprenticeship programs, competency-based learning experiences, credit for prior learning, or nationally recognized certifications, which have resulted in discussions about how these can be recognized through additional pathways to earning the permit. Ensuring that these candidates from very diverse backgrounds can utilize their existing education and experiences in addition to understanding how to navigate the revised permit structure will be an important component of successful implementation.

The workgroup further acknowledged that barriers to access and advancement continue to exist for many current and prospective members of the workforce. Cost, time, geographic access to coursework, availability of supervised clinical practice, language access, transportation, employment obligations, and the complexity of navigating multiple systems can all affect an individual's ability to enter or advance within the profession. These challenges may be particularly significant for educators working in rural communities, multilingual candidates, family childcare providers, and individuals balancing employment and family responsibilities. Education partners consistently emphasized that implementation should seek to reduce unnecessary barriers while preserving the rigor and integrity of the permit system.

Although the Commission has established the initial framework for educator pathways through the revised permit matrix and associated regulatory development, several questions remain regarding preparation options, recognition of prior experience, determining equivalence across pathways and how best to support candidates as they enter and progress through the system. These questions focus on ensuring that the pathways are understandable, equitable, and meet the needs of the future ECE practitioners for California's diverse early childhood workforce.

The following questions will be taken up in the focused policy review:

1. Are the pathways defined in the Child Development Permit Matrix for earning a CDP sufficient and clear for prospective educators, employers, and preparation programs?
2. What additional pathways should the Commission consider to increase access and advancement while maintaining high expectations for educator preparation and competence?

3. What implementation support should be developed to assist candidates, institutions of higher education, and employers, as the revised permit structure is implemented statewide?

These questions are intended to clarify where additional pathway development may be needed and what implementation supports could help candidates navigate the revised permit structure. They also lead naturally to a second area of inquiry: how educators continue to develop once they enter and advance within the system.

Professional Growth and Renewal

Professional growth has been a longstanding component of the Child Development Permit (CDP) system and reflects the Commission's commitment to supporting continuous learning throughout an educator's career. As indicated above, Education Code section 8301 charges the Commission with the responsibility for establishing the requirements for earning and renewing this permit. As established by the Commission in Title 5 of the California Code of Regulations in 1997, child development permit holders are required to renew their permits by completing 105 hours of professional growth during each five-year renewal cycle. "Professional growth" is defined in these regulations as follows:

§80105

(h) "Professional growth" means participation in activities that contribute to a permit holder's competence, performance or effectiveness in the early childhood profession. Such activities may include but are not limited to college or university coursework, conferences, workshops, institutes, academies, symposia, and staff development programs.

The Child Development Permit was established in the Commission's Title 5 regulations in 1997, replacing the Children's Center Permit structure that had been in place. Since the early 1990's, holders of the Child Development Permit, and previously the Children's Center Permit, have renewed their permits by completing 105 hours of professional growth during each five-year renewal cycle in consultation with a Professional Growth Advisor (PGA). The Commission's [Child Development Permit Professional Growth Manual](#), also developed in the 1990's, provides guidance regarding acceptable professional growth activities, planning, documentation, advisor responsibilities, and renewal procedures.

Under the current renewal process, permit holders identify professional growth goals, develop an individualized Professional Growth Plan with the assistance of a Professional Growth Advisor, participate in professional learning activities, maintain documentation of completed activities, and submit verification of completion statement at the time of permit renewal. Over the past four decades, this implementation model has provided a statewide framework for supporting early childhood educator development while maintaining the statutory renewal requirement.

During the Child Development Permit Workgroup process, stakeholders reviewed the existing professional growth system as part of the broader revision of the Child Development Permit

structure. Workgroup members expressed strong support for maintaining professional growth as an important component of permit renewal and generally supported retaining the existing 105-hour requirement over a five-year renewal cycle. At the same time, workgroup members identified opportunities to modernize the framework by improving statewide consistency, clarifying expectations, strengthening guidance for Professional Growth Advisors, and better aligning professional learning with the revised Child Development Permit Matrix and educator competencies. Workgroup members also emphasized that the quality and relevance of professional learning should receive greater attention than simply documenting completion of required hours.

As the Commission updated the permit structure and adopted revised CDP-PEs, questions emerged regarding how ongoing professional learning should support educators beyond initial preparation. Rather than serving solely as a renewal requirement, professional growth may provide an opportunity to reinforce reflective practice, strengthen educator competencies, respond to emerging research, and support career advancement throughout an educator's professional journey.

These discussions also intersected with the Commission's [April 2025](#) consideration of areas of emphasis that might be added to the permit to support and ensure preparation for permit holders working with infants and toddlers, bilingual learners, and children with special needs that are not served in settings with teachers holding an Early Childhood Special Education Credential. During the workgroup process, stakeholders recognized that these topics are addressed at a foundational level within the revised CDP-PEs but questioned whether educators should have opportunities to develop deeper expertise as their careers progress. Rather than establishing additional permit authorizations at this time, the Commission directed staff to consider whether the professional growth system may provide an appropriate mechanism for encouraging educators to pursue advanced learning in these and other priority areas while maintaining flexibility for individual career goals and local workforce needs.

As implementation planning has continued, additional questions have emerged regarding the respective roles of permit holders, Professional Growth Advisors, employers, professional development providers, institutions of higher education, county offices of education, and the Commission in supporting ongoing professional learning. Permit holders are responsible for identifying professional learning goals and maintaining documentation of completed activities. Professional Growth Advisors provide guidance throughout the planning and renewal process. Employers and professional learning providers create opportunities for meaningful professional development and coaching, while institutions of higher education continue to support advanced coursework and degree pathways. The Commission establishes the regulatory framework, develops implementation guidance, and provides statewide leadership to promote consistency across the professional growth system. Clarifying these complementary roles may strengthen implementation while preserving the flexibility that has characterized the professional growth model since its inception.

Although the statutory renewal requirement and overall structure of professional growth remain well established, several policy questions remain regarding how the professional growth system should evolve to support the revised Child Development Permit structure. These questions focus less on the number of required professional growth hours and more on the purpose, quality, consistency, and implementation of professional learning within California's competency-based early childhood workforce system that is referenced within the Master Plan for Early Learning and Care.

The following questions will be taken up in the focused policy review:

1. What should professional growth accomplish within the revised Child Development Permit system beyond meeting the statutory requirement for permit renewal?
2. Should the professional growth framework encourage or recognize advanced learning in priority areas of emphasis, and if so, how should those opportunities be supported while maintaining flexibility for educators?
3. What role should permit holders, Professional Growth Advisors, employers, professional learning providers, institutions of higher education, and the Commission play in supporting a consistent, accountable, and high-quality professional growth system statewide?

The professional growth discussion shifts the focus from entry into the permit system to continued development across an educator's career. In that context, the Commission may also wish to consider whether professional growth should serve as one avenue for developing deeper expertise in particular areas of practice.

Areas of Emphasis

Throughout the Child Development Permit Workgroup process, stakeholders consistently recognized that California's early childhood workforce is serving an increasingly diverse population of children and families whose needs extend beyond the foundational preparation expected of all educators. The CDP workgroup identified several areas that were consistently raised as priorities by the field, including working with infants and toddlers, bilingual learners, and children with special needs who are not served by teachers holding an Early Childhood Special Education Credential. These areas reflect significant statewide priorities and correspond with increasing expectations for educators to support children with diverse developmental, linguistic, cultural, and educational needs across a variety of program settings.

The CDP-PEs intentionally incorporate these topics as foundational competencies expected of all educators. For example, all candidates are expected to understand child development across the birth-to-age-eight continuum, implement inclusive instructional practices, partner effectively with families, support bilingual learners, and create learning environments that respond to the strengths and needs of every child. As a result, every educator prepared under the revised framework will receive preparation in these areas as part of their core professional learning rather than as optional content.

Educators working primarily with infants and toddlers, multi-lingual, and special education often require additional preparation that extends beyond the foundational competencies expected of all educators. Workgroup members therefore distinguished between foundational competencies, which should be embedded throughout educator preparation, and specialized expertise, which represents advanced knowledge and practice in each of these emphasis areas developed beyond initial preparation.

Throughout the workgroup discussions, members considered several approaches for recognizing specialized expertise. One option included establishing formal specialization authorizations or "add-on" areas within the Child Development Permit structure. Others suggested developing additional Teaching Performance Expectations for each specialization accompanied by approximately six units of specialized coursework. There was general agreement that specialization represents learning "over and above" the foundational competencies.

Another consideration raised during workgroup discussions relates to the current coursework-based preparation system. Institutions of higher education have varying program structures, unit requirements, faculty expertise, and available coursework. As a result, although most early childhood preparation addresses the CDP-PEs, the depth with which individual emphasis areas are explored may vary across programs depending upon local curriculum design, available electives, and institutional priorities. Stakeholders recognized that a single statewide preparation program cannot reasonably provide advanced preparation in every specialized area while remaining accessible and achievable for prospective educators.

As the Commission reviewed the workgroup's recommendations in April 2025, it acknowledged both the importance of these emphasis areas and the challenges associated with embedding them within the permit structure itself. Rather than creating separate emphasis authorizations at this time, the Commission directed staff to continue exploring how educators might deepen their expertise through the professional growth system and other implementation strategies. This approach recognizes that professional learning continues throughout an educator's career and provides greater flexibility to respond to emerging workforce needs without requiring additional permit levels or authorizations.

Preparation leading to a Child Development Permit is not currently reviewed under the Commission's accreditation system. To help strengthen consistency across preparation programs, the [Child Development Training Consortium](#) (CDTC) continues to play a significant role in educator preparation by supporting institutions of higher education through the [Curriculum Alignment Project](#) (CAP) by developing common curriculum resources aligned with the CDP-PEs and establishing CAP aligned designated institutions that have the Commission's approved CDP-PE's embedded within their coursework offerings.

These complementary efforts recognize that educator preparation and professional learning are part of a continuum rather than separate systems. Initial preparation establishes the foundational competencies expected of every educator, while ongoing professional learning

provides opportunities to deepen expertise throughout an educator's career as responsibilities, interests, and workforce needs evolve.

Consistent with the recommendations contained in the [California Master Plan for Early Learning and Care](#), professional learning also provides an opportunity to organize advanced learning around educator competencies rather than solely around coursework or seat time. A competency-based professional learning system may provide greater flexibility for experienced educators to pursue specialized knowledge through coaching, job-embedded learning, institutes, communities of practice, higher education coursework, micro-credentials, digital badges, or other evidence-based professional learning experiences that respond to local workforce needs.

While there appears to be broad agreement that specialized knowledge in areas such as infant and toddler, multi-lingual, and special education is increasingly important, additional Commission direction is needed regarding where that learning should occur, how it should be supported, and whether it should be formally recognized within the Child Development Permit system.

The following questions will be taken up in the focused policy review:

1. Is there a need to provide opportunities for educators to develop deeper expertise in priority areas of practice beyond the foundational competencies included in the Commission approved CDP-PEs? How is this consistent with state efforts surrounding professional learning?
2. If so, where should this advanced learning occur—through educator preparation programs, ongoing professional growth and renewal, specialized professional learning opportunities, or a combination of these approaches?
3. Should advanced expertise be formally recognized within the Child Development Permit system, and if so, what mechanisms would best support educator growth while maintaining flexibility and minimizing barriers to workforce participation?

The Areas of Emphasis inquiry brings together questions about preparation, ongoing professional learning, and the possible recognition of specialized expertise. Direction from the Commission will help staff determine which questions should move forward through the focused policy review process described in the following work plan.

Work Plan and Commission Milestones

Staff propose a phased focused policy review organized around three distinct but connected lines of inquiry. The work will include common convenings, shared analysis, and opportunities to examine cross-cutting issues, while allowing each area to develop on its own terms where the questions, evidence, or field engagement differ. Findings from one area may also inform the others as the review progresses. Commission consideration at key milestones will provide direction as the work moves from inquiry and findings to recommendation development, Commission action, and implementation.

Child Development Permit Phase II Workplan

Milestone	Purpose	Dates
Commission Meeting: CDP Phase II Launch	Establish the scope, charge, and areas of inquiry for the focused policy review	October 2026
FPR Meeting 1: Orientation and Framing	Establish a common understanding of the issues, review relevant background, and identify key questions for inquiry	November 2026
FPR Meeting 2: Inquiry Design	Refine the inquiry questions, evidence sources, engagement methods, and research approach	December 2026
Field Inquiry	Conduct analysis, field engagement, research, and other information gathering activities needed to address the inquiry questions	January 2027
FPR Meeting 3: Findings Review	Review and refine emerging findings, identify cross-cutting themes, and prepare findings for Commission consideration	February and March 2027
Commission Meeting: Findings	Present findings and considerations and receive direction on areas to advance into recommendation development	April 2027
Recommendation Development	Develop potential recommendations, assess options and tradeoffs, and identify implementation considerations	May 2027
Field Pressure Test 1	Conduct a field pressure test	May and June 2027
FPR Meeting 4: Recommendation Review	Review initial recommendations, test them against the findings, and identify areas requiring refinement	June and July 2027
Commission Meeting: Draft Recommendations	Present draft recommendations and receive Commission feedback and direction for refinement	August 2027
Field Pressure Test 2	Conduct a field pressure test	August 2027

Milestone	Purpose	Dates
FPR Meeting 5: Recommendation Review	Review Commission feedback, refine recommendations, and prepare a final package for Commission consideration	September and October 2027
Develop Agenda Item	Finalize recommendations	November 2027
Commission Meeting: Final Recommendations	Present final recommendations for Commission consideration and adoption	December 2027
Implementation	Implement adopted recommendations through appropriate, regulatory, guidance, programmatic, or operational actions	
Commission Updates	Provide periodic updates on implementation, progress, and emerging issues	

Questions for Commission Discussion

As described throughout this agenda item, staff have identified three areas for additional inquiry related to implementation of the updated Child Development Permit: Pathways to the Permit, Professional Growth and Renewal, and Areas of Emphasis. These areas reflect issues raised during the Child Development Permit Workgroup process as well as questions that have become clearer as implementation of the revised permit structure has progressed.

Staff invites Commission discussion of the following questions:

1. Are Pathways to the Permit, Professional Growth and Renewal, and Areas of Emphasis the appropriate areas for focused review?
2. Do the proposed inquiry questions address the key issues the Commission would like staff to examine?
3. Are there additional issues the Commission would like staff to examine or prioritize as the inquiry moves forward?

Commission feedback will be used to refine the scope and inquiry questions before staff move forward with the focused policy review. Staff will use that direction to conduct inquiry and return to the Commission with findings and considerations before moving into development of specific policy approaches.

Staff Recommendation and Next Steps

Staff recommend that the Commission review the proposed scope and inquiry approach and provide direction regarding the issues and questions that should guide the next phase of the focused policy review.

Following Commission discussion, staff will:

- Refine the scope and inquiry questions for Pathways to the Permit, Professional Growth and Renewal, and Areas of Emphasis based on Commission direction.
- Conduct the focused inquiry, including review of current statute and regulation, prior Commission actions, the Child Development Permit Workgroup record, and any prior field engagement.
- Synthesize the inquiry into findings and considerations and return to the Commission before moving into policy design.

Appendix A

Revised Child Development Permit Matrix

Early Childhood Educator 1 Authorization: The Early Childhood Educator 1 and Early Childhood Educator 1 Provisional Certification authorize the holder to assist in the care, development, and instruction of children in an early learning child development program under the guidance and the immediate supervision of an Early Childhood Educator 2 or higher-level permit holder.		
Requirements	Provisional Certification and Alternative Qualification	Term and Renewal
Requirements: 12 semester units in Early Childhood Education or Child Development that address children ages 0-8 and include: Child and/or Human Development; Child, Family and Community or Child and Family Relations; Programs and/or Curriculum. In addition, a minimum of 50 days in an instructional capacity in an early learning child development program, working a minimum of three hours per day within the last two years.	Provisional Certification Options: <u>One</u> of the following: Provisional Option 1: A minimum of 6 semester units in ECE/CD coursework, and verification of employer sponsorship and employment in a supportive classroom role requiring this level of certification. Provisional Option 2: A program supported by local, federal, or Regional Occupational Center/Program (ROC/P) funds or Regional Occupational Program (ROP) in child development related occupations, and verification of employer sponsorship and employment in a supportive classroom role requiring this level of certification. Alternate Qualification: Provision of a valid Child Development Associate (CDA) Credential.	Term and Renewal: The Early Childhood Educator 1 shall be issued for five years and renewed for successive five-year periods with verification of completion of 105 hours of professional growth hours. Provisional Certification Term and Renewal: The Early Childhood Educator 1 Provisional Certification shall be issued for two years and may not be renewed.

Early Childhood Educator 2

Authorization: The Early Childhood Educator 2 and Early Childhood Educator 2 Provisional Certification authorize the holder to be the **teacher of record** in an early learning child development program and provide guidance and supervision to an Early Childhood Educator 1 permit holder. Instructional services may include, but shall not be limited to, development and implementation of curriculum, learning goals and environments, observation and assessment, family engagement, and health, safety and nutrition.

Requirements	Provisional Certification and Alternative Qualification	Term and Renewal
Option 1: An associate degree or higher in early childhood education (ECE) or child development (CD), or a degree program that includes at least 24 semester units in ECE/CD coursework and a minimum of two semester units of coursework in adult supervision. In addition, a minimum of three semester units of supervised clinical (field) experience within an ECE setting. These units may be included in the required 24 early childhood education or child development semester unit requirement. Coursework must include a minimum of 100 hours of clinical experience. *	Provisional Certification: A minimum of 24 semester units in ECE/CD coursework and verification of employer sponsorship and employment in a role requiring this level of certification. Alternate Qualification: Option 2: An associate degree or higher in a subject area other than ECE/CD and at least 24 semester units in ECE/CD coursework and a minimum of two semester units of coursework in adult supervision. In addition, a minimum of three semester units of supervised clinical (field) experience within an ECE setting. These units may be included in the required 24 early childhood education or child development semester unit requirement. Coursework must include a minimum of 100 hours of clinical experience. *	Term and Renewal: The Early Childhood Educator 2 shall be issued for five years and renewed for successive five-year periods with verification of completion of 105 hours of professional growth hours. Provisional Certification Term and Renewal: The Early Childhood Educator 2 Provisional Certification shall be issued for two years, with an option to extend for an additional year.

Early Childhood Educator 3

Authorization: The Early Childhood Educator 3 authorizes the holder to provide care, development, and instruction of children in an early learning child development program and provide guidance, mentoring, and supervision to Early Childhood Educator 1 and Early Childhood Educator 2 permit holders. The holder may also serve as **coordinator of curriculum, and staff development at a site or program level**, under the supervision of an Early Childhood Administrator 2. Instructional services may include, but shall not be limited to, development and implementation of curriculum, learning goals and environments, observation and assessment, family engagement, and health, safety and nutrition.

Requirements	Provisional Certification and Alternative Qualifications	Term and Renewal
Option 1: A bachelor's degree or higher in early childhood education (ECE) or child development (CD), or a degree program, that includes at least 24 semester units in ECE/CD coursework and a minimum of two semester units of coursework in adult supervision. In addition, a minimum of three semester units of supervised clinical (field) experience within an ECE setting. These units may be included in the required 24 early childhood education or child development semester unit requirement. Coursework must include a minimum of 100 hours of clinical experience. *	Provisional Certification: None Alternate Qualifications: <u>One of the following:</u> Option 2: A bachelor's degree or higher in a subject area other than ECE/CD and 24 semester units in ECE/CD coursework and a minimum of two semester units of coursework in adult supervision. In addition, a minimum of three semester units of supervised clinical (field) experience within an ECE setting. These units may be included in the required 24 early childhood education or child development semester unit requirement. Coursework must include a minimum of 100 hours of clinical experience. * Option 3: A PK-3 Early Childhood Education Specialist Instruction Credential and a minimum of two semester units of coursework in adult supervision. Option 4: A Multiple Subject Teaching Credential and a minimum of 24 semester units in ECE/CD coursework and a minimum of two semester units of coursework in adult supervision. In addition, the Multiple Subject Clinical Practice must be within an ECE setting or one year of full-time teaching experience (minimum of 3 hours per day) with children ages 0-8 years that can be verified by an employer.	Term and Renewal: The Early Childhood Educator 3 shall be issued for five years and renewed for successive five-year periods with verification of completion of 105 hours of professional growth hours.

Early Childhood Administrator 1

Authorization: The Early Childhood Administrator 1 authorizes the holder to supervise an early learning and child development program in the care, development, and instruction of children and to provide guidance and supervision to Early Childhood Educator 1, Early Childhood Educator 2, and Early Childhood Educator 3 permit holders serving in the role of the teacher of record and/or site director responsible for overseeing state requirements at a **single program site**. Instructional services may include, but shall not be limited to, the development and implementation of curriculum, learning goals and environments, observation and assessment, family engagement, and health, safety and nutrition.

Requirements	Provisional Certification and Alternative Qualification	Term and Renewal
Option 1: An associate degree or higher in early childhood education (ECE) or child development (CD), or a degree program, that includes at least 24 semester units in ECE/CD coursework, a minimum of two semester units of coursework in adult supervision and a minimum of six semester units of coursework in ECE administration. In addition, a minimum of three semester units of supervised clinical (field) experience within an ECE setting. These units may be included in the required 24 early childhood education or child development semester unit requirement. Coursework must include a minimum of 100 hours of clinical experience. * One year of full-time teaching experience (minimum of 3 hours per day) with children ages 0-8 years that can be verified by an employer and 100 days (minimum of 3 hours per day) of supervisory experience with children ages 0-8 years within the last four years.	Provisional Certification: None Alternate Qualification: Option 2: An associate degree or higher in another subject area other than ECE/CD and 24 units in ECE/CD and three or more semester units of supervised clinical (field) experience, a minimum of two semester units of coursework in adult supervision and six semester units in ECE administration. In addition, a minimum of three semester units of supervised clinical (field) experience within an ECE setting. These units may be included in the required 24 early childhood education or child development semester unit requirement. Coursework must include a minimum of 100 hours of clinical experience. * One year of full-time teaching experience (minimum of 3 hours per day) with children ages 0-8 years that can be verified by an employer and 100 days (minimum of 3 hours per day) of supervisory experience with children ages 0-8 years within the last four years.	Term and Renewal: The Early Childhood Administrator 1 shall be issued for five years and renewed for successive five-year periods with verification of completion of 105 hours of professional growth hours.

Early Childhood Administrator 2

Authorization: The Early Childhood Administrator 2 authorizes the holder to supervise an early learning and child development program operating at **multiple sites** in the care, development, and instruction of children and to provide guidance and supervision to Early Childhood Educator 1, Early Childhood Educator 2, Early Childhood Educator 3, and Early Childhood Administrator 1 staff. The holder may also serve as the coordinator of multiple sites in the areas of curriculum, staff development, and mentorship at the program level. Instructional services may include but shall not be limited to the development and implementation of curriculum, learning goals and environments, observation and assessment, family engagement, and health, safety and nutrition.

Requirements	Provisional Certification and Alternative Qualifications	Term and Renewal
Option 1: A bachelor's degree or higher in early childhood education (ECE) or child development (CD), or a degree program that includes at least 24 semester units in ECE/CD coursework, a minimum of two semester units of coursework in adult supervision and a minimum of six semester units of coursework in ECE administration. In addition to, a minimum of three semester units of supervised clinical (field) experience within an ECE setting. These units may be included in the required 24 early childhood education or child development semester unit requirement. Coursework must include a minimum of 100 hours of clinical experience. * One year of full-time teaching experience (minimum of 3 hours per day) with children ages 0-8 years that	Provisional Certification: None Alternate Qualifications: One year of full-time teaching experience (minimum of 3 hours per day) with children ages 0-8 years that can be verified by an employer and 100 days (minimum of 3 hours per day) of supervisory experience with children ages 0-8 years within the last four years. This applies to all options listed below. In addition, <u>one</u> of the following options also apply: Option 2: A bachelor's degree or higher in a subject area other than ECE/CD and at least 24 semester units in ECE/CD coursework PK-3 ECE Specialist Instruction Credential with a minimum of two semester units in adult supervision and six semester units in ECE administration. In addition to, a minimum of three semester units of supervised clinical (field) experience within an ECE setting. These units may be included in the required 24 early childhood education or child development semester unit requirement. Coursework must include a minimum of 100 hours of clinical experience. * Option 3: Possession of a valid PK-3 Early Childhood Education Specialist Instruction Credential, a minimum of two semester units of coursework in adult supervision and a minimum of six semester units of coursework in ECE administration.	Term and Renewal: The Early Childhood Administrator 2 shall be issued for five years and renewed for successive five-year periods with verification of completion of 105 hours of professional growth hours.

can be verified by an employer and 100 days (minimum of 3 hours per day) of supervisory experience with children ages 0-8 years within the last four years.	Option 4: Possession of a valid Multiple Subject Teaching Credential and 24 semester units in ECE/CD with a minimum of two semester units of coursework in adult supervision and a minimum of six semester units of coursework in ECE administration. Option 5: Possession of a valid Administrative Services Credential and 24 semester units in ECE/CD with a minimum of two semester units of coursework in adult supervision and a minimum of six semester units of coursework in ECE administration.	
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* Individuals who are interested in upgrading their permit from a Child Development Teacher Permit, Master Teacher, Site Supervisor, or Program Director Permit and have successfully completed supervised clinical field experience with children ages 0-8, shall not be subject to the 100-hour requirement on their supervised clinical (field) experience units.