
4B

Information/Action

Educator Preparation Committee

Child Development Permit Update and Recommendations from the Child Development Permit Workgroup

Executive Summary: This agenda item provides an update on work relating to the Child Development Permit, including the recommendations from the 2023-2024 Child Development Permit Workgroup, next steps in the work to broaden access, opportunity, and career development within California's mixed delivery Early Childhood Education system, and potential additional related work for the Commission's consideration and direction.

Recommended Action: Staff recommends that the Commission review the information presented in this agenda item and if appropriate, direct staff to move forward with the field review of the recommendations from the Child Development Permit Workgroup as described in this agenda item, as well as with any additional proposed next steps in the work relating to the Child Development Permit.

Presenters: Renee Marshall, Administrator, Debra Keeler and Bronwyn Kennedy, Consultants, Professional Services Division

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 Update and Recommendations from the Child Development Permit Workgroup

Introduction

This agenda item provides an update on the work related to the Child Development Permit (CDP), including the recommendations from the 2023-2024 Child Development Permit Workgroup (CDP Workgroup). It also outlines the next steps aimed at expanding access, opportunities, and career development within California's mixed delivery Early Childhood Education system and identifies potential additional areas of work for the Commission's consideration and potential direction.

This item is organized into five sections, listed below.

Section 1: Child Development Permit Recommendations Background

Section 2: Child Development Permit Workgroup

Section 3: Recommended Revised Child Development Permit Matrix

Section 4: Recommended Specializations for the Child Development Permit

Section 5: Opportunities for Further Development and Legislative Update

This item also contains the following appendices:

[Appendix A: Child Development Permit Workgroup 2023-2024](#)

[Appendix B: Child Development Permit Workgroup Meeting Dates and Topics](#)

[Appendix C: Recommended Child Development Permit Matrix](#)

[Appendix D: Child Development Permit Recommended Specializations](#)

[Appendix E: Existing Child Development Permit Matrix](#)

Section 1: Child Development Permit Recommendations Background

This work builds on multiple efforts over the past nine years to address quality and competency-based preparation for the early childhood workforce, within a collaborative framework and mixed delivery system. The 2015 report [Transforming the Workforce for Children Birth Through Age Eight](#) from the Institute of Medicine (IOM) and the National Research Council (NRC) spurred collaborative efforts in California. These efforts involved a multi-agency approach to develop a competency-based system of preparation and licensure for the Early Childhood Education (ECE) workforce. The foundational work completed through the multi-agency collaborative process from 2015 to 2017 led to several key developments aimed at transitioning California's ECE preparation and licensure system toward a competency-based model, including:

- The establishment of the initial Child Development Permit (CDP) Advisory Panel (2015-2017), which produced a set of recommendations. These recommendations were tabled pending the release of [California's Master Plan for Early Learning and Care](#), which was under development at the time.

- The development and adoption by the Commission in 2019 of the first-ever [ECE Teaching Performance Expectations](#) (TPEs) for each level of the existing CDP. These TPEs align with the direction later provided by the Master Plan, supporting the transition to a competency-based system for ECE workforce preparation and licensure.
- The creation and adoption of the first [Child Development Program Guidelines](#) by the Commission, providing quality indicators for programs preparing candidates for CDP licensure.
- The publication and implementation of [California's Master Plan for Early Learning and Care](#) in December 2020, which not only emphasized a competency-based system of preparation but also integrated multiple components of the mixed delivery system into a statewide approach to ECE workforce preparation.
- The development by the [Curriculum Alignment Project](#) (CAP) of updated curricula for courses offered by California community colleges, the state's largest source of CDP workforce preparation. CAP also created a voluntary alignment template for other postsecondary preparation providers who have developed and use their own ECE curricula.
- The development of a new [ECE Formative Teaching Performance Assessment](#) (CalFTPA), funded in part by the federal [Preschool Development Grant-Renewal](#). This assessment, consistent with the Commission-adopted ECE TPEs, is intended to provide formative feedback to CDP candidates on their performance and assist preparation programs in identifying areas for improvement.

These developments prompted the need to review and update the Child Development Permit Matrix, which had remained largely unchanged since 1993. The Master Plan for Early Learning and Care provided clear direction and alignment opportunities for this update. In response, the Commission initiated the 2023-2024 CDP Workgroup to recommend adjustments to the CDP structure and content, based on recent developments in the field and state guidance.

Section 2: Child Development Permit Workgroup

The Child Development Permit Workgroup was established in the summer of 2023. The Commission's Executive Director appointed 28 members, each bringing expertise in early childhood education from various sectors, including higher education, county offices of education, education agencies, and public and private child development centers. A list of the Workgroup members is included in [Appendix A](#).

The CDP Workgroup established several working norms for the group, including:

- A commitment to equity as a primary lens for all of the CDP-related work
- A commitment to understanding the issues, needs, and expectations of the field regarding the Child Development Permit and its functions within a mixed delivery system
- A commitment to improving educational services to all young children in California served by the ECE workforce
- A commitment to develop recommendations consistent with the direction, goals, and guidance provided by the state's Master Plan for Early Learning and Care

- A commitment to appreciating, valuing, and respecting multiple perspectives on difficult issues and topics affecting the ECE workforce, employers, families, and children
- A commitment to valuing and incorporating, as appropriate, the views and recommendations from the prior 2015-17 CDP Advisory Panel
- A commitment to building at each Workgroup meeting on the learning and progress made at prior meetings
- A commitment to inviting and incorporating input from the public in a variety of ways during Workgroup meetings.

The Child Development Permit Workgroup convened during a series of in-person and virtual meetings from August 2023 to July 2024. The sequence of Workgroup meetings and linked summaries from each can be found in [Appendix B](#). Throughout the meetings, members developed an updated permit matrix, which proposed shifting from descriptive titles to numeric levels modeled after the National Association for the Education of Young Children (NAEYC) practitioner levels. The group also reduced the number of permit levels from six to five and introduced limited-term provisional certification options, aimed at increasing flexibility and access for individuals entering and advancing within the profession.

The Workgroup aimed to modernize the Child Development Permit system and align it with California's Master Plan for Early Learning and Care, focusing on building a competency-based approach to workforce preparation. Their main goals were to expand access, create more opportunities for career growth, and ensure the early childhood education workforce is well-prepared to meet the changing needs of children and families within the state's mixed delivery system. The recommendations, including updates to the permit structure and clearer pathways for career progression, were designed to help the field transition to a more flexible and responsive system that better supports the professionals working in it.

The updated Child Development Permit Matrix recommended by the CDP Workgroup is available in [Appendix C](#). The subsequent sections provide an overview of the recommended changes and detailed descriptions of the revised permit levels.

Section 3: Recommended Revised Child Development Permit Matrix

The Child Development Permit Matrix contains multiple Permit levels corresponding to different levels of authorized job responsibilities. The summary below outlines key changes proposed in the updated matrix compared to the current version. The Child Development Permit (CDP) matrix recommended by the CDP Workgroup would:

- Reduce the number of permit levels from six to five.
- Change titles from descriptive (e.g., Assistant Teacher) to numeric levels (e.g., ECE 1, ECE 2, etc.), modeled after the NAEYC levels of ECE practitioners.
- Update the scope of authorizations for all permit levels.
- Designate the current Assistant Teacher level as a provisional certification entry point for individuals with six units of ECE coursework in ECE 1.
- Modify the scope of authorization for individuals with 12 ECE units, limiting them to instructional support roles rather than teacher roles.

- Increase the requirements for most permit levels and incorporate entry pathways that reflect current CDP standards.
- Introduce limited-term provisional certification at select levels to support dual enrollment and apprenticeship programs, while also providing flexibility for those needing additional time to meet the proposed permit requirements.

The Child Development Permit Workgroup recognized that these updates may impact the field by increasing licensure requirements at a time when compensation and financial support for the field are not keeping pace. However, the primary consideration was to ensure a well-qualified and prepared ECE workforce to better address the evolving needs of children and families, particularly in light of the pandemic's lingering effects on learning readiness. Additionally, there was widespread recognition that the Permit structure, unchanged for over 30 years, needed modernization to reflect current job demands and responsibilities. While mindful of the current fiscal constraints, the Workgroup believed that investing in the education and professional development of ECE workers is a critical step toward long-term improvements in the sector. Strengthening educational standards now is expected to lead to a more qualified and better-compensated workforce in the future.

Revised Child Development Permit Matrix Level Summaries

The Early Childhood Educator 1

The Early Childhood Educator (ECE) Level 1, as recommended by the Workgroup, would provide service to assist in the care, development, and instruction of children in an early learning child development program under the guidance and supervision of an ECE Level 2 (teacher of record) or higher. ECE Level 1 would be a supportive role rather than a lead or primary teacher position. However, an ECE Level 1 would be authorized to supervise children independently if the teacher temporarily leaves the classroom, offering flexibility for classroom support, breaks, and situations where children need to be escorted outside the classroom. Additionally, an ECE Level 1 could assist in providing instruction and activities for children.

The recommended pathway to becoming an ECE Level 1 includes a provisional certification option, allowing individuals with six units of early childhood education, who are enrolled in dual enrollment or apprenticeship programs, or have faced barriers in attaining the 12-unit entry requirement, the opportunity to be employed in the classroom while working towards meeting the 12-unit (or equivalent) requirement. This permit level requires the completion of 12 units focused on core preparation, which establishes the foundational knowledge, skills, and abilities necessary for working in a supportive classroom role. The provisional certification would be non-renewable.

The Early Childhood Educator 2

The ECE Level 2 recommended by the CDP Workgroup would provide service in the care, development, and instruction of children in an early learning child development program as the teacher of record. This role would be the lead or primary teacher in the classroom, authorized to provide guidance and supervision to an ECE Level 1.

The educational requirements for an ECE Level 2 would include an associate degree (AA/AS) in early childhood education or a closely related field, with a minimum of three semester units of supervised clinical (field) experience and at least two semester units in adult supervision. Provisional certification would allow candidates who have completed at least 24 units in Early Childhood Education or Child Development, have employer sponsorship, and/or are employed in a role requiring this level, to serve under this authorization for up to two years. A second renewal of the provisional permit could be granted with verification of current enrollment and progress toward the AA degree requirement.

Alternative pathways to obtain the ECE Level 2 permit would include possession of an associate degree in a field other than Early Childhood Education or Child Development, along with completion of 24 units in Early Childhood Education or Child Development, three or more semester units of supervised clinical (field) experience, and two semester units in adult supervision coursework.

The CDP Workgroup also recommended exploring additional pathways to ECE Level 2, as determined by the Commission (e.g., Montessori certification, micro-credentials). One potential pathway could involve possession of an associate degree in a field other than Early Childhood Education or Child Development, along with successful completion of all three modules of the California Formative Teaching Performance Assessment (CalFTPA). The required clinical (field) experience would include at least three semester units, totaling 100 hours or more, allowing the candidate to complete the CalFTPA.

The Workgroup also discussed concerns related to the transition from the current CDP Teacher requirement of 24 units in Early Childhood Education, plus 16 general education units, to the new requirement of an associate degree (AA, AS, or AD-T) for ECE Level 2. As the AA, AS, and AD-T degrees require 60 units, there were discussions on strategies to support the field in adapting to this shift. Current holders of a CDP would not be required to transition to the new permit structure once adopted and implemented. The Commission retains discretion over the timeline for full implementation of the new permit structure for new applicants.

Apprenticeship models, which enable working professionals to complete additional educational and experiential requirements, may be a useful strategy to support the development of the ECE workforce and warrant further exploration. The ECE Level 1, 2, and 3 structure was developed with alignment to apprenticeship programs in mind.

The Early Childhood Educator 3

The ECE Level 3, as recommended by the Workgroup, would provide service in the care, development, and instruction of children in an early learning child development program, as well as offer guidance, mentoring, and supervision to ECE Levels 1 and 2 staff members. Instructional responsibilities would include, but are not limited to, curriculum development and implementation, establishing learning goals and environments, conducting observation and assessment, engaging families, and addressing health, safety, and nutrition. The ECE Level 3 would coordinate curriculum and staff development at a site or program level and provide mentorship under the supervision of an ECE Administrator Level 2.

The recommended educational requirements for ECE Level 3 include a bachelor's degree in early childhood education or a related field, with a minimum of three semester units of supervised clinical (field) experience and at least two semester units in adult supervision. This educational pathway could also support entry into a PK-3 ECE Specialist Instruction Credentialing program for individuals pursuing that credential. The Workgroup did not recommend a provisional certification option for ECE Level 3.

Recommended alternative pathways to obtain the ECE Level 3 permit include:

1. A bachelor's degree in a field other than Early Childhood Education or Child Development, along with completion of 24 units in Early Childhood Education or Child Development, three or more semester units of supervised clinical (field) experience, and at least two semester units in adult supervision.
2. A PK-3 ECE Specialist Instruction Credential, with a minimum of two semester units in adult supervision.
3. A Multiple Subject Credential, combined with 24 units in Early Childhood Education or Child Development and a minimum of two semester units in adult supervision.

The Early Childhood Administrator 1

The Early Childhood Administrator (ECA) Level 1, as recommended by the Workgroup, would authorize the holder to supervise an early learning and child development program at a single site. This role includes providing care, development, and instruction for children, as well as supervising and offering guidance to ECE Level 1, Level 2, and Level 3 permit holders in the capacity of overseeing licensing regulations and Title 5 program standards at a single site. An ECA Level 1 would not oversee an ECE Level 3 when the ECE Level 3 is serving as the coordinator of curriculum and staff development for multiple sites or at the program level. The recommended educational requirements for ECA Level 1 include an associate degree in Early Childhood Education or Child Development, with a minimum of three semester units of supervised clinical (field) experience, two semester units in adult supervision, and six semester units in Early Childhood Education administration. No provisional certification options were proposed for ECA Level 1.

Alternative pathways for obtaining the ECA Level 1 permit include an associate degree in a field other than Early Childhood Education or Child Development, supplemented by 24 units in Early Childhood Education or Child Development, three or more semester units of supervised clinical (field) experience, a minimum of two semester units in adult supervision, and six semester units in Early Childhood Education administration.

The recommendation to maintain two distinct administrative roles (i.e., single site vs. multiple sites) was based on the Workgroup's assessment that (1) there is a need in the field for a single-site permit option for those serving as teaching directors, and (2) advanced qualifications are required for individuals overseeing multiple programs as Program Directors. The ECA Level 1 parallels and aligns with the current CDP Site Supervisor Permit.

The Early Childhood Administrator 2

The Early Childhood Administrator (ECA) Level 2, as recommended, would authorize the holder to supervise an early learning and child development program operating at multiple sites. This role includes overseeing the care, development, and instruction of children, as well as providing guidance and supervision to staff members holding ECE Levels 1, 2, and 3, and ECA Level 1 permits.

The educational requirements for ECA Level 2 include a bachelor's degree in early childhood education or child development, with a minimum of three semester units of supervised clinical (field) experience, two semester units in adult supervision, and six semester units in Early Childhood Education administration. The ECA Level 2 aligns with and is consistent with the current CDP Program Administrator permit.

Recommended alternative pathways to obtain the ECA Level 2 permit include:

1. A bachelor's degree in a field other than Early Childhood Education or Child Development, along with completion of 24 units in Early Childhood Education or Child Development, three or more semester units of supervised clinical (field) experience, two semester units in adult supervision, and six semester units in Early Childhood Education administration.
2. A PK-3 ECE Specialist Instruction Credential, with a minimum of two semester units in adult supervision and six semester units in Early Childhood Education administration.
3. A Multiple Subject Credential, supplemented by 24 units in Early Childhood Education or Child Development, two semester units in adult supervision, and six semester units in Early Childhood Education administration.
4. An Administrative Services Credential, combined with 24 units in Early Childhood Education or Child Development, two semester units in adult supervision, and six semester units in Early Childhood Education administration.
5. Other approved pathways or equivalencies as determined by the Commission (e.g., micro-credentials, digital badging, or professional development).

The recommended matrix structure for the Early Childhood Educator (ECE) and Early Childhood Administrator (ECA) roles introduces clear, tiered levels of responsibility and preparation, allowing for flexibility in career progression through alternative pathways and provisional certifications. This new framework aims to support the professional growth of early childhood educators and administrators while addressing the evolving needs of the workforce and the field. Looking ahead, there are several opportunities for further development that can enhance and build upon the recommended updates to the Child Development Permit.

Section 4: Recommended Specializations for the Child Development Permit

The Workgroup did not address or include the current School Age Emphasis permit in its recommendations. Instead, the Workgroup recommended that the Commission establish a series of “specializations” that would require two courses each and serve as evidence that the completer of these additional courses would be considered to have additional preparation in the particular “specialization area.” ([Appendix D](#))

The Workgroup organized four ad hoc committees, one each for Multilingual Learners, Infant/Toddlers, Expanded Learning (School age) and Special Education, comprising CDP Workgroup members with expertise in each area. These committees discussed and formulated recommendations that are outside of the Matrix itself. The CDP Workgroup reached consensus on the specialization recommendations below during meeting eight.

Specialization: Multilingual Learners

The Multilingual Learners ad hoc committee concluded that no updates are needed at this time to the content of the current Early Childhood Education Teaching Performance Expectations (ECE TPEs), as they already encompass basic elements that support dual language learners, including English language development and home language development. The committee recommended creating a specialization for educators preparing for bilingual settings (immersive, balanced bilingual programs). This specialization would include 6 units focused on multi- and bilingual instruction, encompassing coursework in:

- Dual language development (including the Bilingual Teaching Performance Expectations)
- Instructional methods for Dual Language Learners

Specialization: Infant Toddler

The Infant/Toddler ad hoc committee determined that no updates are needed at this time to the content of the current Early Childhood Education TPEs, as they already include basic elements supporting infant and toddler development. However, it was recommended that a statement such as “all children 0-8” be added at the end of the domain titles in the TPEs to clarify that each TPE applies to children within this age range.

For those pursuing ECE 1, core courses that include Child Growth and Development, Child, Family, and Community, and Early Childhood Curriculum should be strengthened to ensure that infant/toddler development is appropriately covered. Additionally, there should be an option to include a course in Infant and Toddler Care and Curriculum to fulfill the core 12 units required for this level, supporting those who currently work with or will work with infants and toddlers. For those pursuing ECE 2, the CDP Workgroup recommends that core courses be strengthened to ensure that infant/toddler development is adequately covered. Additionally, there should be an option to include Infant and Toddler Care and Curriculum within the 24 units or associate degree requirements. Recommendations include creating a specialization for educators preparing for infant/toddler settings, which would consist of 6 units focused on:

- Infant and Toddler Development
- Early Relational Health for Infants and Toddlers (Infant Care and Mental Health)

Specialization: Special Education

The Special Education ad hoc committee concluded that no updates are needed to the content of the current Early Childhood TPEs, as they already encompass basic elements that support children with special needs. However, recommendations include creating a specialization for educators preparing to work with children with special needs. This specialization would consist of 6 units in special education, including coursework in:

- Introduction to Children with Disabilities or Delays

- Curriculum and Strategies for Children with Disabilities or Delays

Specialization: Expanded Learning (School Age)

The Expanded Learning ad hoc committee determined that no updates are needed to the content of the current Early Childhood TPEs, as they already include basic elements that support children ages 0-8. However, the committee recommended creating a specialization for educators preparing for expanded learning settings. This specialization would include 6 units in expanded learning, with coursework in:

- School Age Development and Curriculum
- Programming for School Age Children

The committee recommended that this expanded learning coursework be pursued in addition to the existing requirements for each level of the permit.

Section 5: Opportunities for Further Development and Legislative Update

Staff is proposing the following activities as potential opportunities for continued updates and improvements to the CDP system:

- Develop additional pathways for entry into and support for the profession, including apprenticeships, dual enrollment programs, potential inclusion of models such as Montessori, and other initiatives related to the mixed delivery system.
- Expand approaches to recognize prior experience and learning, exploring the use of micro-credentials from institutions of higher education (IHE) or other recognized sources, as well as considering additional options.
- Support advancement along the CDP matrix, which could involve exploring the use of the CalFTP to demonstrate competency, provisional certification for the next level on the matrix, internships and out-of-class mentoring, and new options that may parallel the TK-12 system.
- Re-envision the Prior Verification of Completion (VOC) process to establish a minimum quality standard for approved ECE preparation programs. This effort could include collaboration with the field to develop quality assurance processes, possibly involving partnerships with organizations such as the Child Development Training Consortium and CAP, as interim measures until more resources become available.
- Build bridges to the TK-12 system, focusing on ways to facilitate transitions both upward and across the CDP matrix, particularly for ECE workforce members seeking to transition into the TK-12 system.

Legislative Update

On September 29, 2024, the Governor signed AB 1930 (Reyes), which removes specific renewal requirements for holders of a current Child Development Associate Teacher Permit. Under the current CDP structure, an Associate Teacher is authorized to serve as a teacher of record upon completing 12 units of Early Childhood Education (ECE) coursework. Current requirements mandate that an Associate Teacher level CDP holder meet the requirements for the Teacher level permit within one renewal cycle (i.e., within ten years). This includes the completion of an additional 12 units of ECE coursework and 16 general education units over a ten-year period to

advance to the full Teacher level Permit. AB 1930 removes these renewal limitations, allowing ongoing renewal of the Associate Teacher Permit based on professional growth activities as determined by the Commission.

Per statute, individuals holding a Child Development Permit under the current Permit structure (i.e., the Permit Matrix from 1993, as amended in 2004) will not be required to transition to any revised Child Development Permit Matrix that may be subsequently adopted by the Commission. Holders of a current Child Development Permit will retain the ability to renew their Permit in accordance with the existing requirements for the lifetime of the Permit holder. Should a current Child Development Permit holder wish to add a different Permit or move to a different Permit level following the adoption of a revised or updated Permit matrix, the individual will need to meet the requirements in place at that time for the new or updated Permit.

Staff Recommendation

Staff recommends that the Commission review the information presented in this agenda item and if appropriate, direct staff to move forward with the field review of the recommendations from the Child Development Permit Workgroup as described in this agenda item, as well as with any additional proposed next steps in the work relating to the Child Development Permit.

Appendix A

Child Development Permit Workgroup 2023-2024

Members to the Child Development Permit Workgroup

Name	Affiliation
Amy Smith	California Community Colleges Chancellor's Office
Becky Green	Imperial Community College District
Betsy Uda	Head Start
Chris Reeve	Legislative Director, 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
Mandy Redfern	Glendale Unified School District
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 to the Child Development Permit Workgroup

Name	Affiliation
Shanna Birkholz-Vasquez	CDE Liaison
Erin Dubey	CDE Liaison
Lisa Velarde	CDSS Liaison
Melanie Huitt	CDSS Liaison-CCL
Deborah Stipek	Stanford University
Cathy Yun	LPI
Melanee Cottrill	Head Start
Cynthia Yao	Head Start
Kate Williams-Brown	Commission on Teacher Credentialing
Martha E. Dominguez-Brinkley	First 5

Commission Staff to the Child Development Permit Workgroup

Name	Division
David DeGuire	Professional Services
Renee Marshall	Professional Services
Debra Keeler	Professional Services
Bronwyn Kennedy	Professional Services
Phyllis Jacobson	Professional Services
June Millovich	Consultant
Mika Laidler	Certification
Christina Villanueva	Certification
Nicholas Newman	Certification

Appendix B

Child Development Permit Workgroup Meeting Dates and Topics

The CDP Workgroup held eight scheduled meetings along with a final gathering on zoom between August 2023 and July 2024. Meeting dates and topics are provided in Table 1 below. The Child Development Permit Workgroup was facilitated with support from WestEd's Region 15 Comprehensive Center. Links to summary notes from each meeting are available in the table below.

Meeting Format	Meeting Highlights	Links to Full Meeting Summaries
Meeting 1 In-Person, August 22 and 23, 2023	<ul style="list-style-type: none"> • Workgroup overview and policy considerations • Permit background and requirements • Developments in the field and key policy shifts 	The CDP Workgroup meeting one
Meeting 2 Virtual, October 10, 2023	<ul style="list-style-type: none"> • TPE and Master Plan Competencies • PK-3 Credential and the Master Plan • Curriculum Alignment Project (CAP) and its relationship to the Permit 	The CDP Workgroup meeting two
Meeting 3 Virtual, November 29, 2023	<ul style="list-style-type: none"> • Understanding permit Levels • Pathways discussion • Field connections data 	The CDP Workgroup meeting three
Meeting 4 Virtual, January 16, 2024	<ul style="list-style-type: none"> • Initial options for CDP revision • Entry level pathways • Pathways to the TK-12 	The CDP Workgroup meeting four
Meeting 5 Virtual, February 27, 2024	<ul style="list-style-type: none"> • Permit level data based on meeting 4 • Requirements and authorizations • Specific permit authorizations (IT and DLL) 	The CDP workgroup meeting five
Meeting 6 Virtual, March 26, 2024	<ul style="list-style-type: none"> • Requirements and authorizations • Specific permit authorizations (Special Education and Expanded Learning) • CalFTEPA and the ECE Teaching Performance Expectations alignment 	The CDP workgroup meeting six
Meeting 7 Virtual, April 30, 2024	<ul style="list-style-type: none"> • Update on AB 1930 • Reports on Ad Hoc Committees • ECE Pilots Review and CalFTEPA work 	The CDP workgroup meeting seven
Meeting 8 Virtual, June 12, 2024	<ul style="list-style-type: none"> • Matrices refinement • Ad Hoc Committee recommendations • Wrapping up 	The CDP workgroup meeting eight
CDP Workgroup Wrap-Up, July 19, 2024	<ul style="list-style-type: none"> • Final matrices presentation • Final ad hoc recommendations • Professional Learning presentation 	NA

Appendix C

Recommended Child Development Permit Matrix

Early Childhood Educator 1 Authorizes the holder to assist in the care , development, and instruction of children in an early learning child development program under the guidance and supervision of an ECE 2 or higher.		
Requirements	Provisional and Alternative Options	Terms and Renewals
Education: 12 units in Early Childhood Education or Child Development that address children ages 0-8 and include: Child Growth and Development Child, Family and Programs/Curriculum Supervised Clinical Field Experience: None required	Provisional certification for candidates who have a minimum of 6 units in ECE/CD, have employer sponsorship and are employed in a role requiring this level of Permit. Alternate Qualifications: Child Development Associate (CDA)	Term: 5 years for the ECE 1 permit. 2 years for the <i>provisional</i> ECE 1 permit with no renewal option Renewal: 105 hours of professional development required for renewal

Early Childhood Educator 2 Authorizes the holder to be the teacher of record in the care, development, and instruction of children in an early learning child development program and provide guidance and supervision to an ECE 1. Instructional services may include but shall not limited to development and implementation of curriculum, learning goals and environments, observation and assessment, family engagement, and health, safety and nutrition.		
Requirements	Alternatives and Provisional Options	Terms and Renewals
Education: Associate degree in Early Childhood Education, Child Development or a related field. Minimum of two semester units of coursework in adult supervision. Supervised Clinical Field Experience: Three or more semester units of supervised clinical (field) experience. Must include a minimum of 100 hours.	Provisional certification for candidates who have a minimum of 24 units in ECE/CD, have employer sponsorship and are employed in a role requiring this level of Permit. Alternate Qualifications: Associate degree in another subject area other than ECE/CD and 24 units in ECE/CD, three or more semester units of supervised clinical (field) experience and a minimum of two semester units of coursework in adult supervision.	Term: 5 Years for the ECE 2 permit, 2 years with a second renewal issuance available with verification of current enrollment and completion of 24 units in ECE/CD, and a timeframe to earn an associate degree to be determined by the Commission. Renewal: 105 hours of professional development required for renewal

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 ECE 1 and 2 Permit holders. The holder may also serve as **coordinator of curriculum, and staff development** at a site or program level, and **provide mentorship** 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 and Provisional	Alternatives and Provisional Options	Terms and Renewals
<p>Education: Bachelor's degree in early childhood education, Child Development or a related field. Minimum of two semester units of coursework in adult supervision.</p> <p>Supervised Clinical Field Experience: Three or more semester units of supervised clinical (field) experience. Must include a minimum of 100 hours.</p>	<p>Provisional certification: None</p> <p>Alternate Qualifications:</p> <ul style="list-style-type: none"> •Bachelor's degree in another subject area other than ECE/CD and 24 units in ECE/CD, three or more semester units of supervised clinical (field) experience and a minimum of two semester units in adult supervision. •PK-3 ECE Specialist Instruction Credential and a minimum of two semester units in adult supervision. •Multiple Subject Credential and 24 units in ECE/CD with a minimum of two semester units in adult supervision. 	<p>Term: 5 Years</p> <p>Renewal: 105 hours of professional development required for renewal</p>

Early Childhood Administrator 1

Authorizes the holder to supervise an early learning and child development program at a **single site** in the care, development, and instruction of children and to provide guidance and supervision to ECE 1, 2, and ECE 3 staff serving in the role of the teacher of record at that single program site. Instructional services may include but shall not be limited to the responsibility for the development and implementation of curriculum, learning goals and environments, observation and assessment, family engagement, and health, safety and nutrition.

Requirements and Provisional	Alternatives and Provisional Options	Terms and Renewals
<p>Education: Associate degree in Early Childhood Education or Child Development or a related field. Three or more semester units of supervised clinical (field) experience. Minimum of two semester units of coursework in adult supervision and six semester units in ECE administration.</p>	<p>Provisional certification: None</p> <p>Alternate Qualifications: Associate degree 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.</p>	<p>Term: 5 Years</p> <p>Renewal: 105 hours of professional development required for renewal</p>

<p>Supervised Clinical Field Experience: One year of full-time teaching experience (minimum 3 hours per day) with students ages 0-8 while holding a Commission issued credential or permit and 100 days (minimum 3 hours per day) of supervisory experience with students ages 0-8 within the last four years.</p>		
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<p>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 ECE 1, 2, 3, and ECA 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 responsibility for the development and implementation of curriculum, learning goals and environments, observation and assessment, family engagement, and health, safety and nutrition.</p>		
Requirements and Provisional	Alternatives and Provisional Options	Terms and Renewals
<p>Education: Bachelor's degree in early childhood education or child development or a related field. Three or more semester units of supervised clinical (field) experience or equivalent. Minimum of two semester units of coursework in adult supervision or equivalent. Six semester units in ECE administration or equivalent.</p> <p>Supervised Clinical Field Experience: One year of full-time teaching experience (minimum 3 hours per day) with students ages 0-8 while holding a commission issued credential or permit and 100 days (minimum 3 hours per day) of supervisory experience with students ages 0-8 within the last four years.</p>	<p>Provisional certification: None</p> <p>Alternate Qualifications:</p> <ul style="list-style-type: none"> •Bachelor's degree in another subject area other than ECE/CD and 24 units in ECE/CD, three or more semester units of supervised clinical (field) experience with a minimum of two semester units in adult supervision and six semester units in ECE administration. •PK-3 ECE Specialist Instruction Credential with a minimum of two semester units in adult supervision and six semester units in ECE administration. •Multiple Subject Credential and 24 units in ECE/CD with a minimum of two semester units in adult supervision and six semester units in ECE administration. •Administrative Services Credential and 24 units in ECE/CD with a minimum of two semester units in adult supervision and six semester units in ECE administration. <p>Other Commission approved pathways as determined by the Commission (e.g., micro-credentials, digital badging, professional development).</p>	<p>Term: 5 Years</p> <p>Renewal: 105 hours of professional development required for renewal</p>

Appendix D

Child Development Permit Recommended Specializations

The following table reflects the initial set of specializations for educators seeking additional preparation focused on the needs of students they intend to serve.

Specialization and Purpose	Requirements
<i>Multilingual Learners</i> To develop specialized competencies in educators preparing for bilingual settings	This specialization would include 6 units focused on multi- and bilingual instruction, encompassing coursework in: <ul style="list-style-type: none"> • Dual language development (including the Bilingual Teaching Performance Expectations) • Instructional methods for Dual Language Learners
<i>Infant Toddler</i> To develop specialized competencies in educators preparing for infant/toddler settings	This specialization for educators preparing for infant/toddler settings, which would consist of 6 units focused on: <ul style="list-style-type: none"> • Infant and Toddler Development • Early Relational Health for Infants and Toddlers (Infant Care and Mental Health)
<i>Special Education</i> To develop specialized competencies for educators preparing to work with children with special needs.	This specialization would consist of 6 units in special education, including coursework in: <ul style="list-style-type: none"> • Introduction to Children with Disabilities or Delays • Curriculum and Strategies for Children with Disabilities or Delays
<i>Expanded Learning (School Age)</i> To develop specialized competencies for educators preparing for expanded learning settings	This specialization would include 6 units in expanded learning, with coursework in: <ul style="list-style-type: none"> • School Age Development and Curriculum • Programming for School Age Children

Appendix E

Existing Child Development Permit Matrix

Title	Authorization	Child Development Education Requirement	School Age Emphasis Education Requirement	Experience Requirement	Child Development Alternative Qualifications	School Age Emphasis Alternative Qualification	Five Year Renewal
Assistant (Optional)	Assist in the instruction of children under supervision of Assoc. Teacher or above	6 units of Early Childhood Education (ECE) or Child Development (CD)	3 units in School-Age	None	Accredited HERO program (incl. ROP)	None	105 hours of professional growth
Associate Teacher	May provide instruction and supervise Assistant	12 units Early Childhood Education or Child Development including core courses	6 units in the School-Age Core Area [2]	50 days of 3+ hours per day within 2 years	Child Dev. Associate (CDA) Credential	None	One renewal with 15 units; must meet CD Teacher Permit requirements within 10 years
Teacher	May provide instruction and supervise all above (including Aide)	24 units Early Childhood Education or Child Development including core courses [1] + 16 GE units	12 units in the School-Age including core courses [2]	175 days of 3+ hours per day within 4 years	AA or higher in ECE or related field w/ 3 sem. unit supervised field exp. in ECE setting	AA or higher in ECE or SA with 3 semester units of supervised field experience in ECE or SA setting	105 hours of professional growth
Master Teacher	May provide instruction and supervise all above (incl. Aide). May also serve as coordinator of curriculum and staff development	24 units Early Childhood Education or Child Development including core courses [1] + 16 GE units, + 6 specialization units; + 2 adult supervision units.	12 units in the School-Age including core courses [2]	350 days of 3+ hours per day within 4 years	BA or higher w/12 units of ECE, + 3 units supervised field exp. in ECE setting	BA or higher w/12 units of ECE or SA, +3 units of supervised field experience in ECE or SA setting Minimum of 6 units must be in SA	105 hours of professional growth

Site Supervisor	May supervise single site program, provide instruction; and serve as coordinator of curriculum and staff development	AA (or 60 units) with 24 Early Childhood Education or Child Development units (incl. core); + 6 units administration; + 2 units adult supervision	12 units in the School-Age including core courses [2]	350 days of 3+ hours per day within 4 years, including at least 100 days of supervising adults	BA or higher w/12 units of ECE, + 3 units supervised field exp. in ECE setting; or a Teaching or Admin. credential w/12 units of ECE, + 3 units supervised field exp. in ECE setting	Teaching or Administrative Cred w/12 units of ECE or SA. 3 units of supervised field experience in either ECE or SA. Minimum of 6 units must be in SA	105 hours of professional growth
Program Director	May supervise multiple-site program; provide instruction; and serve as coord. of curriculum and staff development	BA with 24 Early Childhood Education or Child Development units (incl. core); + 6 units administration; + 2 units adult supervision.	12 units in the School-Age including core courses [2]	Site supervisor status and one program year of site supervisor experience	Teaching or Admin. credential w/12 units of ECE, + 3 units supervised field exp. in ECE setting; Master's Degree in ECE	Teaching or Administrative Cred w/12 units of ECE or SA. 3 units of supervised field experience in either ECE or SA. 6 units admin w/teaching cred only. Minimum of 6 units in SA	105 hours of professional growth