
4B

Information/Action

Educator Preparation Committee

Child Development Permit Workgroup Field Survey Update

Executive Summary: This agenda item presents the results of a Commission field survey conducted between October and December 2024 on the recommendations of the Commission's Child Development Permit Workgroup. Next steps are presented for Commission discussion and possible action.

Recommended Action: Staff recommends that the Commission review the information presented in this agenda item and, if appropriate, approve proposed changes to the Child Development Permit and next steps.

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 Workgroup Field Survey Update

Executive Summary

This agenda item presents the results of a field survey conducted between October and December 2024 on the recommendations of the Commission's Child Development Permit Workgroup. This item is organized into five sections, listed below.

- Section 1: Introduction
- Section 2: Overview of the Field Survey and Number of Responses
- Section 3: Field Survey Results, Analysis and Recommended Action
- Section 4: Opportunities for Further Development
- Section 5: Transition and Next Steps

This item also contains the following appendices:

- [Appendix A: Child Development Permit Workgroup Recommendations Field Survey Results](#)
- [Appendix B: Prior Child Development Permit Workgroup Agenda Items](#)
- [Appendix C: Child Development Permit Workgroup 2023-2024](#)
- [Appendix D: Child Development Permit Workgroup Meeting Dates and Topics](#)
- [Appendix E: Recommended Child Development Permit Matrix](#)
- [Appendix F: Child Development Permit Recommended Specializations](#)
- [Appendix G: Existing Child Development Permit Matrix](#)
- [Appendix H: Child Development Permit Workgroup Recommendations Field Survey](#)

Section 1: Introduction

In August 2023, a Child Development Permit Workgroup was appointed to review and make final recommendations regarding the requirements for earning a Child Development Permit (CDP) authorizing service to children age birth to eight in state subsidized childcare and development programs. The workgroup completed its work in July 2024, the culmination of a sustained, collaborative effort over the past nine years to enhance quality and ensure competency-based preparation for the early childhood workforce. Guided by the 2000 Master Plan for Early Learning and Care, statewide implementation of universal Transitional Kindergarten and development of the new PK-3 Early Childhood Specialist Credential, the proposed updates to the CDP are intended to be part of a comprehensive and aligned approach to the preparation of the early childhood workforce.

The proposed levels of the CDP matrix included in this agenda item continue to reflect a career ladder and lattice for early childhood educators which, if adopted by the Commission, will align with the National Association for the Education of Young Children (NAEYC) Standards and Competencies and pave the way for holders of the permit to continue their path to a full teaching credential. Consistent with the NAEYC licensure framework, the CDP Workgroup recommended that the permit matrix includes three educator levels (ECE I, ECE II, and ECE III)

along with two administrator levels (ECA I and ECA II), each with specific scopes of practice and preparation requirements. Educators at every level would be expected to master the standards and competencies for their roles, creating a clear pathway for effective practice, preparation program design, licensure requirements, professional development, and career advancement.

It is important to note that updates to the CDP, including titles, authorizations and preparation requirements, will only impact future applicants for a permit once these requirements have been adopted into Title 5 regulations. Holders of the current or any former level of the Child Development Permit are entitled to hold and renew their existing permit for the duration of their work in the profession.

Section 2: Overview of the Field Survey and Number of Responses

At the October 2024 Commission meeting, Commission staff presented the CDP Workgroup's recommendations and were directed to conduct a Field Survey to gather feedback on the proposed changes to the CDP matrix, as recommended by the workgroup. The Field Survey was released on October 25, 2024, and remained open until November 22, 2024. It was widely distributed across the early childhood education field, reaching licensed childcare facilities, Head Start programs, early learning associations and networks, the California Department of Education (CDE), 2-year and 4-year higher education institutions, and the Commission's listservs. The survey was conducted in both English and Spanish and consisted of 63 questions. Respondents provided general information, including their name, email, workplace, county of employment, years in the field, program type, job role, and any permits, credentials, or degrees held. The complete Field Survey is included in [Appendix H](#).

Field Survey respondents were asked to evaluate proposed elements of each level of the permit, (ECE 1, ECE 2, ECE 3, ECA 1 and ECA 2) using a 3-point Likert scale (agree, neutral, or disagree). The proposed elements included the following:

- A. Authorization of each level of the permit
- B. Education requirements for earning each level of the permit
- C. Required hours of supervised clinical field experience needed to earn the permit
- D. Provisional pathways to earning the permit (e.g., Provisional Certification)
- E. Alternative qualifications for earning the permit,
- F. The term of the permit, and
- G. Renewal requirements for the permit.

Where they disagreed with aspects of the proposed permit matrix, respondents had the opportunity to provide specific comments or feedback. Respondents were also invited to share general comments at the end of the survey. The survey concluded with an optional section to provide demographic information, including age range, gender, and race/ethnicity.

Table 1 below provides the number of survey submissions survey respondents by the survey language accessed. Individuals who submitted more than one survey had their most recent responses included in the results. See [Appendix A](#) for more detail.

Table 1: Total Survey Submissions and Respondents

Survey Language	Number of Submissions	Number of Respondents
English	1940	1920
Spanish	119	116
Total	2059	2036

Section 3: Field Survey Results, Analysis and Recommended Action

The recommendations outlined below indicate the status of each level and element as either Approve or Approve as Revised. Elements marked as Approve are recommended to proceed without modification, as they received an approval rate of 70% or higher from the survey respondents. For elements designated as Approve as Revised, which received less than 70% approval, careful consideration was given to each element. Adjustments were made based on survey feedback, including areas of disagreement and comments from workgroup discussions. The combined percentages of “Agree” and “Neutral” responses are provided for reference, though these are not assumed to represent full agreement.

Minor adjustments, where applicable, are indicated as bracketed inserts to provide clarity and reflect the revisions made. These elements have been thoughtfully reviewed and revised to address the concerns and feedback raised during the process.

Early Childhood Educator 1 Permit

The following subsection includes the survey results, proposed matrix language, and any recommended modifications for the Early Childhood Educator 1 Permit (ECE 1).

Survey results	Agree	Neutral	Disagree	Agree+ Neutral
Authorization	82.7%	10.8%	6.5%	93.5%
Education Requirements	84.3%	10.1%	5.6%	94.4%
Clinical Field Experience	41.7%	33.0%	25.3%	74.7%
Provisional Certification	64.2%	25.0%	10.8%	75.0%
Alternative Qualifications	63.1%	29.2%	7.7%	92.3%
Term of Permit	58.7%	23.5%	17.7%	82.2%
Renewal Requirements	72.4%	18.4%	9.2%	90.8%

1. **Authorization:** An ECE 1 would be authorized 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.

Recommendation: Approve without modification

2. **Education Requirements:** An ECE 1 would require the completion of 12 units in Early Childhood Education (ECE) or Child Development (CD) coursework that addresses children ages 0-8 and include: Child Growth and Development; Child, Family and Community; and Early Childhood Programs and/or Curriculum.

Recommendation: Approve without modification

3. **Supervised Clinical Field Experience Requirements:** An ECE 1 would not be required to have field experience.

Recommendation: Approve with modification

Modify to require classroom experience comparable to the Associate Teacher level on the current CDP Matrix. This would include completion at least 50 days of experience in an instructional capacity in a childcare and development program, working at least three hours per day within the last two years. This experience must be verified by submitting an original letter from the employer on official letterhead. Note: see the provisional certification recommendations in #4 below for more information on how this experience might be completed.

Survey respondents highlighted that clinical supervised experience presents a significant barrier, as it often necessitates additional coursework beyond the 12 education units required for the ECE 1 position. For example, some practicum courses require up to five 3-unit prerequisite courses before candidates can enroll. Revising the requirement to focus on equivalent classroom experience rather than additional coursework ensures a more equitable pathway for candidates while maintaining the necessary practical expertise for the position.

4. **Provisional Certification:** An ECE 1 would have: Provisional certification for candidates who have a minimum of 6 units in ECE/CD, have employer sponsorship, and are employed in a role needing this level. Candidates who have not yet completed 50 days of classroom experience can also obtain provisional certification who have a minimum of 6 or 12 units in ECE/CD.

Recommendation: Approve with modification

Provisional certification allows an employed candidate to earn their ECE units towards their child development permit while working towards the completion of the permit requirements. An ECE 1 permit will be valid for: 5 Years for the ECE 1 permit and 2 years for the provisional ECE 1 permit with no renewal option.

Survey respondents stressed the importance of maintaining high educational standards in ECE, opposing provisional certification with only six coursework units and advocating for a minimum of 12 units to ensure quality care. While these insights reflect the field's commitment to quality, the workgroup data supports a 6 -unit provisional certification to

provide an accessible entry pathway for career changers, dual enrollment students, and apprenticeships. This approach balances accessibility and promotes entry level workforce pathways.

5. **Alternative Qualifications:** The Child Development Associate Credential (CDA) would be an alternative qualification for an ECE 1.

Recommendation: Approve without modification

The Child Development Associate (CDA) Credential is nationally recognized and is included in the current Child Development Permit at the Associate Teacher level, highlighting its significance as a foundational credential within the early childhood education (ECE) profession. The CDA is based on a comprehensive set of standards designed to equip educators with the skills and knowledge needed to effectively support the growth, development, and learning of young children at the entry level.

Survey respondents emphasized the need to strengthen educational and experiential requirements for ECE Level 1 educators, critiquing the CDA credential for its lack of hands-on training while recommending prioritizing educational attainment and practical experience. While these recommendations reflect a commitment to equity and quality, the CDA remains an approved standard across all 50 states and has the CDP Workgroup's endorsement.

6. **Term of Permit:** An ECE 1 permit will be valid for 5 Years and 2 years for the provisional ECE 1 permit with no renewal option.

Recommendation: Approve without modification

Survey respondents strongly supported policies allowing unlimited renewals for ECE permits for professionals meeting ongoing professional development requirements. This flexibility was seen as critical for addressing staff shortages, retaining experienced staff, and maintaining workforce stability. Respondents emphasized the importance of allowing educators to remain in assistant roles without pressure to advance, recognizing practical experience and individual circumstances, such as language barriers.

All permit levels are eligible for renewal under the updated CDP matrix, with no term limits on non-provisional permits. AB 1930 updated the renewal terms for the Associate Teacher level on the current CDP Matrix (1993). The CDP Workgroup supported removing term limits for all non-provisional permits, allowing permit holders to renew indefinitely, provided professional growth requirements are met. The provisional 2-year term recommended by the CDP Workgroup meets industry standards. This decision helps to ensure that the CDP Matrix serves as both a lattice for stability and a ladder for advancement within the field of Early Childhood Education.

7. **Renewal Requirements:** An ECE 1 would complete: 105 hours of professional development required for renewal.

Recommendation: Approve without modification

Early Childhood Educator 2 Permit

The following subsection includes the survey results, proposed matrix language, and any recommended modifications for the Early Childhood Educator 2 Permit (ECE 2).

Survey results	Agree	Neutral	Disagree	Agree + Neutral
Authorization	85.4%	10.8%	3.8%	96.2%
Education Requirements	70.8%	16.0%	13.2%	86.8%
Clinical Field Experience	65.9%	24.1%	10.1%	90.0%
Provisional Certification	72.2%	20.3%	7.5%	92.5%
Alternative Qualifications	63.2%	24.3%	12.6%	87.5%
Term of Permit	63.9%	23.5%	12.6%	87.4%
Renewal Requirements	75.9%	18.4%	5.7%	94.3%

1. **Authorization:** An ECE 2 would be authorized to serve as the teacher of record in the care, development, and instruction of children in an early learning child development program and provide guidance/supervision to an ECE 1. 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.

Recommendation: Approve without modification

2. **Education Requirements:** An ECE 2 would require completion of an Associate degree [**or higher**] in ECE or CD (24 units in ECE/CD) or a closely related field with a minimum of two semester units of coursework in adult supervision.

*Recommendation: Approve **with** modification*

Modify language to state, “Associate degree or higher” to explicitly include candidates who currently hold an associate degree or higher in ECE/CD to serve in an ECE 2 capacity.

3. **Supervised Clinical Field Experience Requirements:** An ECE 2 would have the following supervised clinical field experience: Three or more semester units of supervised clinical (field) experience that must include a minimum of 100 hours.

Recommendation: Approve without modification

4. **Provisional Certification:** An ECE 2 would have: 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.

Recommendation: Approve without modification

5. **Alternative Qualifications:** An ECE 2 would have: Associate degree in another subject area other than ECE/CD and 24 units in ECE/CD **[or higher]**, three or more semester units of supervised clinical (field) experience and a minimum of two semester units of coursework in adult supervision.

*Recommendation: Approve **with** modification*

Modify permit level to state "Associate degree or higher" where applicable and consider alternative pathways to enhance flexibility at a future agenda item. Survey respondents highlighted the need for flexible and inclusive ECE certification pathways to accommodate diverse educational backgrounds and professional experiences. Suggestions included recognizing Montessori certification, paid internships, and extensive field experience.

6. **Term of Permit:** An ECE 2 permit will be valid for 5 Years and 2 years for the provisional permit with a second renewal issuance available with verification of current enrollment, completion of 24 units in ECE/CD, and a timeframe to earn an associate degree to be determined by the Commission.

Recommendation: Approve without modification

Survey respondents strongly advocated for more flexible ECE permit renewal policies to better support the workforce. Recommendations included unlimited renewals, extended validity periods of 5-10 years, and reduced professional development requirements.

Under the updated CDP matrix, all non-provisional permits will have a standardized 5-year duration. This approach ensures continuity across matrix levels while aligning with funding initiatives, such as professional development and Quality Counts California programs. These measures focus on building specific content area expertise and fostering ongoing professional growth within the ECE field, promoting workforce stability.

7. **Renewal Requirements:** An ECE 2 would complete: 105 hours of professional development required for renewal.

Recommendation: Approve without modification

Early Childhood Educator 3 Permit

The following subsection includes the survey results, proposed matrix language, and any recommended modifications for the Early Childhood Educator 3 Permit (ECE 3).

Survey results	Agree	Neutral	Disagree	Agree+ Neutral
Authorization	80.5%	15.3%	4.3%	95.8%
Education Requirements	65.0%	20.3%	14.7%	85.3%
Clinical Field Experience	72.7%	20.0%	7.3%	92.7%
Provisional Certification	55.8%	34.4%	9.8%	90.2%
Alternative Qualifications A	64.0%	23.0%	13.0%	87.0%
Alternative Qualifications B	62.2%	28.4%	9.4%	90.6%
Alternative Qualifications C	60.3%	27.8%	11.9%	88.1%
Term of Permit	79.1%	16.1%	4.8%	95.2%
Renewal Requirements	77.0%	17.8%	5.3%	94.8%

1. **Authorization:** An ECE 3 would be authorized 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.

Recommendation: Approve without modification

2. **Education Requirements:** An ECE 3 would have a Bachelor's degree [**or higher**] in ECE/CD or a related field with a minimum of two semester units of coursework in adult supervision. Modify language to state, "Bachelor's degree or higher" to explicitly include candidates who currently hold a Bachelor's degree or higher in ECE/CD to serve in an ECE 3 capacity.

*Recommendation: Approve **with** modification*

The respondents' concerns about bachelor's degree requirements, including high costs, low wages, and workforce shortages are valid concerns. This recommendation aligns with the Master Teacher level on the current CDP Matrix (1993) and reflects the more complex responsibilities associated with mentoring other adults, curriculum coordination, and staff development in current child development settings. Further, with a bachelor's or higher degree as a requirement for ECE 3 this supports career advancement towards earning a PK-3 ECE Specialist Credential.

3. **Supervised Clinical Field Experience Requirements:** An ECE 3 would have the following field experience: Three or more semester units of supervised clinical (field) experience that must include a minimum of 100 hours.

Recommendation: Approve without modification

4. **Provisional Certification:** There would be no provisional certification for an ECE 3.

Recommendation: Approve without modification

Time-limited permits (1-2 years) were suggested for individuals with relevant experience or in-progress education, with recommendations to recognize professional experience and require professional development or supervised fieldwork. The workgroup endorsed provisional certification only at the ECE 1 and 2 levels, as ECE 3 is a pathway to ECE Administration and the PK-3 ECE Specialist Credential, ensuring alignment with long-term professional standards as well as providing a unique role including coordinator of curriculum, staff development, and mentorship at a site or program level.

5. **Alternative Qualifications:** The following are alternative qualifications for an ECE 3:
 - A. Bachelor's degree **[or higher]** in another subject area other than ECE/CD and 24 units in ECE/CD, three or more semester units of supervised clinical (field) experience **[in an ECE setting]** and a minimum of two semester units in adult supervision.
 - B. PK-3 ECE Specialist Instruction Credential with a minimum of two semester units in adult supervision.
 - C. Multiple Subject Credential with 24 units in ECE/CD and a minimum of two semester units in adult supervision and supervised clinical (field) experience **[in an ECE setting]**

Recommendation: Approve with modification

Modify language to state, "Bachelor's degree or higher" to explicitly include candidates who currently hold a Bachelor's degree or higher in ECE/CD to serve in an ECE 3 capacity. In addition, add language that supports a Multiple Subject Credential having supervised clinical (field) experience **[in an ECE setting]**.

Survey respondents emphasized the need to strengthen educational and experiential requirements for ECE Level 1 educators, critiquing the CDA credential for its lack of hands-on training while recommending prioritizing educational attainment and practical experience. While these recommendations reflect a commitment to equity and quality, the CDA remains an approved standard across all 50 states and has the CDP Workgroup's endorsement.

6. **Term of Permit:** An ECE 3 will be valid for 5 Years.

Recommendation: Approve without modification

7. **Renewal Requirements:** An ECE 3 would complete: 105 hours of professional development required for renewal.

Recommendation: Approve without modification

Early Childhood Administrator 1 Permit

The following subsection includes the survey results, proposed matrix language, and any recommended modifications for the Early Childhood Administrator 1 Permit (ECA 1).

Survey Results	Agree	Neutral	Disagree	Agree+ Neutral
Authorization	81.4%	15.1%	3.5%	96.5%
Education Requirements	67.3%	19.9%	12.7%	87.2%
Clinical Field Experience	73.2%	18.7%	8.1%	91.9%
Provisional Certification	59.2%	33.0%	7.8%	92.2%
Alternative Qualifications	64.3%	21.5%	14.2%	85.8%
Term of Permit	80.9%	15.8%	3.3%	96.7%
Renewal Requirements	78.1%	17.7%	4.2%	95.8%

1. **Authorization:** An ECA 1 would be authorized to supervise an early learning and child development program at a single site in the care, development and instruction of children, and provide guidance and supervision to ECE 1, 2, and 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.

Recommendation: Approve without modification

2. **Education Requirements:** An ECA 1 would have: Associate degree **[or higher]** in Early Childhood Education or Child Development or a related field including three or more semester units of supervised clinical (field) experience and a minimum of two semester units of coursework in adult supervision and six semester units in ECE administration.

*Recommendation: Approve **with** modification*

Modify language to state, “Associate degree or higher” to explicitly include candidates who currently hold an Associate degree or higher in ECE/CD to serve in an ECA 1 capacity.

While respondents recommended higher qualifications for ECA 1, including a bachelor’s degree or BA with ECE/CD units, the current requirement of an AA degree aligns with the ECA 1’s role as an entry-level pathway into the administrative field with supervision of an early learning and child development program at a single site. Staff believe this approach balances accessibility with the need to promote equity and maintain workforce diversity, ensuring effective leadership without exacerbating workforce shortages.

3. **Supervised Clinical Field Experience Requirements:** An ECA 1 would have the following 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.

Recommendation: Approve without modification

4. **Provisional Certification:** There would be no provisional certification for an ECA 1.

Recommendation: Approve without modification

Survey respondents supported provisional certification for ECA 1 permits to address workforce shortages and support transitions into leadership roles, allowing candidates to work while completing their qualifications. The workgroup, however, determined that an Associate's degree is sufficient to meet workforce needs at the single-site level for ECA 1, while ECA 2 serves as a ladder opportunity for overseeing multiple programs. The workgroup also endorsed provisional certification only at the ECE 1 and 2 levels, maintaining a focus on accessible entry-level pathways while ensuring quality and professional standards.

5. **Alternative Qualifications:** 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.

Recommendation: Approve with modification

Update permit levels to require an Associate degree or higher where applicable. Survey respondents emphasized the need for flexible ECA 1 qualifications, supporting options such as Associate degree or higher with 24 ECE/CD units, and ECE field experience. This approach aims to ensure accessibility for those with degrees outside of ECE while maintaining high standards and multiple administrative pathways to meet workforce needs.

6. **Term of Permit:** An ECA 1 permit will be valid for 5 Years.

Recommendation: Approve without modification

7. **Renewal Requirements:** An ECA 1 would complete: 105 hours of professional development required for renewal.

Recommendation: Approve without modification

Early Childhood Administrator 2 Permit

The following subsection includes the survey results, proposed matrix language, and any recommended modification for the Early Childhood Administrator 2 Permit (ECA 2).

Survey results	Agree	Neutral	Disagree	Agree+ Neutral
Authorization	81.3%	16.4%	2.3%	97.7%
Education Requirements	73.7%	19.9%	6.4%	93.6%
Clinical Field Experience	72.0%	20.2%	7.8%	92.2%
Provisional Certification	62.9%	31.9%	5.2%	94.8%
Alternative Qualifications A	69.4%	21.1%	9.5%	90.5%
Alternative Qualifications B	65.7%	26.6%	7.8%	92.3%
Alternative Qualifications C	63.2%	26.6%	10.3%	89.8%
Alternative Qualifications D	63.7%	27.2%	9.2%	90.9%
Alternative Qualifications E	54.7%	33.6%	11.7%	88.3%
Term of Permit	80.4%	16.0%	3.6%	96.4%
Renewal Requirements	77.1%	18.5%	4.5%	95.6%

1. **Authorization:** An ECA 2 would be authorized 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 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.

Recommendation: Approve without modification

2. **Education Requirements:** An ECA 2 would have: Bachelor's degree **[or higher]** in early childhood education or child development or a related field including three or more semester units of supervised clinical (field) experience or equivalent, minimum of two semester units of coursework in adult supervision or equivalent, and six semester units in ECE administration or equivalent.

*Recommendation: Approve **with** modification*

Modify language to state, “Bachelor’s degree or higher” to explicitly include candidates who currently hold a Bachelor’s degree or higher in ECE/CD to serve in an ECA 2 capacity.

3. **Supervised Clinical Field Experience Requirements:** An ECA 2 would have the following 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.

Recommendation: Approve without modification

4. **Provisional Certification:** There would be no provisional certification for an ECA 2.

Recommendation: Approve without modification

Survey respondents strongly supported a provisional permit for the ECA 2 position to address workforce challenges and enhance hiring flexibility by providing a pathway for candidates with out-of-state qualifications or incomplete coursework to work while fulfilling requirements, thus mitigating staffing shortages and supporting bilingual or non-native English speakers. While these findings underscore the importance of flexibility and inclusivity, the workgroup limited provisional certification to the ECE 1 and 2 levels, emphasizing that ECA 2 positions are advanced leadership roles with multiple-site responsibilities. This approach ensures accessibility at entry levels while maintaining high-quality standards for leadership positions.

5. **Alternative Qualifications:** The following would be alternative ECA 2 qualifications:
- A. Bachelor's degree **[or higher]** in another subject area other than ECE/CD and 24 units in ECE/CD, three or more semester units of supervised clinical (field) experience **[in an ECE setting]** with a minimum of two semester units in adult supervision and six semester units in ECE administration.
 - B. PK-3 ECE Specialist Instruction Credential with a minimum of two semester units in adult supervision and six semester units in ECE administration.
 - C. Multiple Subject Credential and 24 units in ECE/CD with a minimum of two semester units in adult supervision, six semester units in ECE administration and clinical supervision in an ECE setting. A portion of clinical practice will need to be in an ECE setting.
 - D. Administrative Services Credential and 24 units in ECE/CD with a minimum of two semester units in adult supervision, six semester units in ECE administration and clinical supervision in an ECE setting.
 - E. Other Commission approved pathways as determined by the Commission (e.g., micro-credentials, digital badging, professional development).

Recommendation: Approve with modification

Modify permit levels to specify a bachelor's degree **[or higher]** where applicable. Add terminology to include ECE clinical field experience for the Multiple Subject Credential and Administrative Services Credential.

Survey respondents strongly supported clear and rigorous alternative qualifications for ECA 2 permits, including master's degrees in ECE/CD, 24 ECE/CD units with administration coursework, and Montessori certification. Supervised field experience in ECE was

emphasized as essential for leadership preparation, with calls for transparency and standardized criteria to ensure quality and consistency meeting quality standards for the ECE field.

6. **Term of Permit:** An ECA 2 permit will be valid for 5 years.

Recommendation: Approve without modification

7. **Renewal Requirements:** An ECA 2 would complete: 105 hours of professional development required for renewal.

Recommendation: Approve without modification

Table 2: Summary Table of Workgroup Recommendations with Modifications

	ECE 1	ECE 2	ECE 3	ECA 1	ECA 2
Authorization	Approve	Approve	Approve	Approve	Approve
Education	Approve	Approve*	Approve*	Approve*	Approve*
Clinical Field Experience	Approve*	Approve	Approve	Approve	Approve
Provisional Certification	Approve*	Approve	Approve	Approve	Approve
Alternative Qualifications	Approve	Approve*	Approve*	Approve*	Approve*
Term	Approve	Approve	Approve	Approve	Approve
Renewal	Approve	Approve	Approve	Approve	Approve

*Approve with modifications.

In summary, the recommendations for ECE 1, ECE 2, ECE 3, ECA 1, and ECA 2 have been thoroughly reviewed, with each element receiving approval status as indicated above. Elements marked with an asterisk (*) have been approved with revisions to address specific feedback, ensuring they align with the needs of the field and support a robust framework for early childhood education.

As we move forward, future agenda items as presented in section 4 will focus on refining implementation strategies, addressing any outstanding considerations for alternative qualifications, specialization areas, and the revision of the ECE TPEs ensuring a smooth rollout of the proposed recommendations.

Section 4: Opportunities for Further Development

To support the continued development and advancement of the Early Childhood Education workforce, the following key areas have been identified for future Commission agenda items. These areas reflect recommendations from the Child Development Permit Workgroup and insights from field survey data, aimed at enhancing professional growth, inclusivity, and systemic equity. Each proposed agenda item outlines specific strategies and considerations to

address the evolving needs of the ECE field while ensuring alignment with the updated CDP Matrix and supporting high-quality professional practices.

Future Commission Agenda Items

1. *Specializations*

Support the addition of specializations as recommended by the CDP Workgroup to enhance professional development and expertise within the ECE field. Additional work needs to be done by Commission staff to determine the specifics of the specialization areas recommended by the CDP Workgroup and any workforce considerations to enhance the ECE field. A future agenda item would be presented.

2. *Pathways for Entry and Prior Experience*

Based on field survey data, expand opportunities to acknowledge and validate prior experience and learning by institutions of higher education (IHE) or other recognized entities. Consider implementing additional strategies to recognize and support diverse learning experiences such as utilizing passage of the CalFTP, helping to ensure inclusivity and accessibility for individuals with varied backgrounds. Commission staff propose outlining additional pathways to enter and support progression of the CDP matrix and the ECE profession, which may include:

- Apprenticeships
- Dual enrollment programs
- Micro-credentialing systems
- Integration of models such as Montessori

A full exploration and analysis of pathways would be developed as a part of a future agenda item, strengthening the mixed delivery system. These pathways aim to promote professional growth, increase access, and address the diverse needs of the ECE workforce while supporting systemic equity and quality improvements.

3. *Teaching Performance Expectations Revisions*

Commission staff will revise the Early Childhood Education (ECE) Teaching Performance Expectations (TPEs) based on the recommendations of the CDP Workgroup and present the revised TPEs to the Commission. These updates will maintain the current TPE organizational structure by domain while aligning the levels to correspond with the updated matrix. Additionally, the language will be updated to reflect advancements and changes in the ECE field since 2019.

Should areas of specialization be incorporated into the permit structure, staff will develop distinct TPEs for each specialization. These specialized TPEs will be specific to the six units of corresponding coursework, ensuring alignment with the updated permit framework and supporting focused professional development.

Section 5: Transition and Next Steps

The Commission on Teacher Credentialing (Commission) exercises broad authority under the California Education Code to oversee educator preparation, credentialing, and professional

conduct. As outlined in Education Code sections 44225(a) and 44225(b), the Commission establishes rigorous standards for educator preparation programs, licenses educators, and determines eligibility for credentials. It enforces professional ethics through section 44421, accredits preparation programs under section 44372, and adopts regulations to implement legislative changes per section 44225(d). Additionally, section 44258.9 empowers the Commission to address workforce needs by analyzing teacher supply and demand, ensuring California's education system is supported by qualified professionals.

Per statute, individuals holding a Child Development Permit under the current Permit structure (i.e., the Permit Matrix established in 1993 and amended in 2004) will not be required to transition to any revised Child Development Permit Matrix that may subsequently be adopted by the Commission. Current permit holders will retain the ability to renew their permit under the existing requirements for the duration of their careers, ensuring continuity and recognition of their qualifications.

However, once the revised Child Development Permit Matrix is approved and established in regulations, all individuals entering the field, seeking to add a new Permit, or moving to a different Permit level after the adoption of the updated matrix will be required to meet the requirements in place at that time. This approach respects and preserves the credentials of current permit holders while facilitating a transition to a more comprehensive and updated framework for future educators. It balances stability for existing professionals with a forward-looking structure designed to meet the evolving needs of the early childhood education workforce.

Staff Recommendation

Staff recommends that the Commission review the information presented in this agenda item and, if appropriate, approve proposed changes to the Child Development Permit and next steps.

Next Steps

Staff will take appropriate next steps related to the CDP Workgroup recommendations and CDP survey results based on the recommendations moved forward by the Commission.

Appendix A

Child Development Permit Workgroup Recommendations Field Survey Results

Survey General Information

Basic information, including first and last name, email address, and workplace name, was collected from respondents to ensure the validity of responses and prevent submissions from bots, AI, or duplicate entries. Respondents were assured that all answers would be fully anonymized, and any personal information would be removed from the results shared to maintain confidentiality and protect their privacy.

Table 3 below provides a breakdown of total survey respondents by region. More than half of respondents were employed in the South Coast and Bay Area regions (31.7 percent and 24.7 percent, respectively).

Table 3: Total and Percent of Total Survey Respondents by Region

Region	County	Total Survey Respondents	Percent of Total Survey Respondents
Tribal		1	0.0%
Bay Area	Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano, Sonoma	503	24.7%
Central Coast	Monterey, San Benito, San Luis Obispo, Santa Barbara	97	4.8%
East Inland	Alpine*, Amador, Calaveras, Inyo, Mariposa*, Mono*, Tuolumne	22	1.1%
Inland Empire	Riverside, San Bernardino	115	5.6%
North Coast	Del Norte, Humboldt, Lake, Mendocino, Trinity	66	3.2%
North San Joaquin Central Valley	Merced, San Joaquin, Stanislaus	137	6.7%
Northeastern Inland	Lassen, Modoc, Nevada, Plumas, Sierra*, Siskiyou	20	1.0%
Sacramento Metropolitan Central Valley	El Dorado, Placer, Sacramento, Yolo	169	8.3%
South Coast	Imperial, Los Angeles, Orange, San Diego, Ventura	646	31.7%
South San Joaquin Central Valley	Fresno, Kern, Kings, Madera, Tulare	156	7.7%
Upper Sacramento Central Valley	Butte, Colusa, Glenn, Shasta, Sutter, Tehama, Yuba	69	3.4%
Other**		35	1.7%

Note: Regional categories of California counties are sourced from [Trends in California teacher demand: a county and regional perspective, REL 208-No. 057](#).

**Counties without survey respondents*

***Other includes statewide or more than one county*

In Table 4 below, survey respondents provided their selection to the question, “Please select the following number of years you have worked in the ECE field”. Representation of the 25 years plus group was the highest at 32.9% with 20-25 years at 16.6%, and 15-20 years at 13.7%.

Table 4: Total and Percent of Total Responses by Years in the ECE Field

Years	Total Responses	Percent of Total Responses
0-5 years	272	13.4%
5-10 years	242	11.9%
10-15 years	237	11.6%
15-20 years	278	13.7%
20-25 years	338	16.6%
25 years plus	669	32.9%
Total	2,036	100%

In Table 5 below, survey respondents provided their selection to the question, “Please review the entire list of ECE/CD early learning and care programs and select which best describes the type of program you currently work in”. More than one-fourth (27.6 percent) of respondents currently worked in State Funded Preschool Program, followed by about one-fifth in Head Start/Early Head Start and Licensed Family Child Care (18.9 percent and 18.4 percent, respectively).

Table 5: Total and Percent of Total Responses by Type of Program

Type of Program	Total Responses	Percent of Total Responses
Community Based/Private Center	247	12.1%
Family Friend and Neighbor	12	0.6%
FCCHN	18	0.9%
Head Start/Early Head Start	384	18.9%
LEA licensed-exempt Center	9	0.4%
Licensed Exempt Center (non-LEA)	11	0.5%
Licensed Family Child Care	374	18.4%
Montessori	68	3.3%
None	58	2.8%
State Funded Preschool Program	562	27.6%
Other*	293	14.4%
Total	2,036	100%

**Other includes afterschool programs, child development centers, community colleges, and other specific programs not listed.*

In Table 6 below, survey respondents provided their selection to the question, “Please review the entire list and select which representation best describes your primary current role.” Of the total respondents by primary role, 23.6% were represented by directors, 18.6% by teachers and 10.2% by other administrators as the highest level of primary roles.

Table 6: Total and Percent of Total Responses by Primary Role

Role	Total Responses	Percent of Total Responses
Advocate	5	0.2%
Assistant/Associate Teacher	156	7.7%
California Mentor Program	5	0.2%
Coach	58	2.8%
County Office of Education Staff	40	2.0%
Director	480	23.6%
ECE Student	6	0.3%
Faculty 4 Year Institution (CSU, UC)	9	0.4%
Faculty 4 Year Institution (Private)	5	0.2%
Faculty Community College	105	5.2%
Family Child Care Owner/Operator	332	16.3%
Higher Education Administrator/Chair/ Department Head 4 Year Institution (CSU, UC)	0	0.0%
Higher Education Administrator/Chair/ Department Head 4 Year Institution (Private)	4	0.2%
Higher Education Administrator/Chair/ Department Head Community College	6	0.3%
Local First 5 Staff	8	0.4%
Local Planning Council	11	0.5%
None	12	0.6%
Other Administrator	207	10.2%
Private Organization	8	0.4%
Resource and Referral Staff	20	1.0%
Retired	5	0.2%
Other*	159	7.8%
Teacher	379	18.6%
Trainer	16	0.8%
Total	2,036	100%

**Other includes education coordinator/manager/specialist, site supervisor, teacher aide, and other specific roles not listed.*

In Table 7 below, survey respondents provided their selection(s) to the question, “Please select all Child Development Permit(s) that you currently hold”. The highest Child Development Permit held by the respondents is program director at 33.7%, with Site Supervisor following at 27% and teacher at 25.2%.

Table 7: Total and Percent of Total Responses by Child Development Permit Held

Child Development Permit	Total Responses	Percent of Total Responses
Assistant Teacher	109	5.4%
Associate Teacher	159	7.8%
Master Teacher	117	5.7%
None	491	24.1%
Program Director	687	33.7%
Site Supervisor	549	27.0%
Teacher	514	25.2%

Note: Due to the multi-select options, the percent of total is calculated by the number of responses and the total survey respondents (2,036). Therefore, the percent of total responses will not be 100%.

In Table 8 below, survey respondents provided their selection to the question, “Do you currently hold a Child Development Associate (CDA) Credential?” Less than twenty percent (13.1 percent) of respondents indicated that they hold a CDA credential.

Table 8: Total and Percent of Total Responses by CDA Credential Held

CDA Credential	Total Responses	Percent of Total Responses
Yes	266	13.1%
No	1,770	86.9%
Total	2,036	100%

In Table 9 below, survey respondents provided their selection(s) to the question, “Please select the type of CA credential(s) that you currently hold”. The percent of total responses by California credential type included the Multiple Subject Credential at 8.6% and the Administrative Services Credential at 4.9%. Respondents indicated that 82.7% did not hold a California credential.

Table 9: Total and Percent of Total Responses by CA Credential

CA Credential	Total Responses	Percent of Total Responses
Administrative Services Credential	100	4.9%
CTE Credential	79	3.9%
Education Specialist Instruction Credential (Special Education)	2	0.1%
Multiple Subject Credential	174	8.6%
None	1,671	82.7%
Single Subject Credential	70	3.5%

Note: Due to the multi-select options, the percent of total is calculated by the number of responses and the total survey respondents (2,036). Therefore, the percent of total responses will not be 100%.

In Table 10 below, survey respondents provided their selection(s) to the question, “Please select the degree(s) that you currently hold”. The highest level of degree that respondents held was the bachelor’s degree in ECE/CD at 23.5%, followed by the associate degree in ECE/CD at 22.5% and bachelor’s degree other than ECE/CD at 21.5%.

Table 10: Total and Percent of Total Responses by Degree

Degree	Total Responses	Percent of Total Responses
Associate degree in ECE/CD	458	22.5%
Associate degree other than ECE/CD	137	6.7%
Bachelor's degree in ECE/CD	478	23.5%
Bachelor's degree other than ECE/CD	437	21.5%
EdD in ECE/CD	20	1.0%
EdD other than ECE/CD	0	0.0%
Master's degree in ECE/CD	344	16.9%
Master's degree other than ECE/CD	242	11.9%
No degree	345	16.9%
PhD in ECE/CD	10	0.5%
PhD other than ECE/CD	17	0.8%
Other*	100	4.9%

*Other includes certificates and specific degrees other than ECE/CD.

Note: Due to the multi-select options, the percent of total is calculated by the number of responses and the total survey respondents (2,036). Therefore, the percent of total responses will not be 100%.

Table 11: CDP Workgroup Field Survey Demographics Data

Category	Total Responses (n=2,036)	Percent of Total Responses (100.0%)
Age Group	No data	No data
18-25	34	1.7%
26-35	207	10.2%
36-45	461	22.6%
46-55	681	33.4%
55+	581	28.5%
Decline to answer	69	3.4%
No Response*	3	0.1%
Gender Identity	No data	No data
Decline to answer	53	2.6%
Man	55	2.7%
Non-binary	2	0.1%
Other	0	0.0%
Woman	1,920	94.3%
No Response*	6	0.3%
Race/Ethnicity	No data	No data
American Indian or Alaska Native	23	1.1%
Asian	192	9.4%
Black or African American	152	7.5%
Decline to answer	145	7.1%
Hispanic or Latino	712	35.0%
More than one race	75	3.7%
Native Hawaiian or Pacific Islander	5	0.2%

Category	Total Responses (n=2,036)	Percent of Total Responses (100.0%)
Other	57	2.8%
White	672	33.0%
No Response*	3	0.1%
Asian Group	No data	No data
Asian Indian	32	1.6%
Cambodian	3	0.1%
Chinese	88	4.3%
Decline to answer	158	7.8%
Filipino	64	3.1%
Japanese	14	0.7%
Korean	12	0.6%
Laotian	7	0.3%
None	1,184	58.2%
Other	50	2.5%
Vietnamese	13	0.6%
No Response*	411	20.2%
Pacific Islander Group	No data	No data
Decline to answer	136	6.7%
Guamanian	3	0.1%
Hawaiian	40	2.0%
None	1,328	65.2%
Samoan	15	0.7%
Other	34	1.7%
No Response*	480	23.6%
Primary Language	No data	No data
Arabic	11	0.5%
Chinese	43	2.1%
Decline to answer	50	2.5%
English	1,517	74.5%
French	2	0.1%
Japanese	4	0.2%
Korean	4	0.2%
Polish	0	0.0%
Portuguese	1	0.0%
Russian	8	0.4%
Spanish	310	15.2%
Other	41	2.0%
Tagalog	10	0.5%
Vietnamese	7	0.3%
No Response*	28	1.4%

****Survey respondents did not respond to the question.***

Survey Matrix Qualitative Level Responses

Survey respondents provided feedback on the proposed revisions to the Child Development Permit Matrix, indicating their agreement level as “Agree,” “Neutral,” or “Disagree” for each proposed level revision. The responses were analyzed and summarized in data tables to provide a comprehensive overview of the feedback. The data tables include:

- **Number of Survey Respondents:** The total count of participants who provided feedback.
- **Mean and Standard Deviation:** Statistical calculations based on a 1–3 Likert scale, where “3” represents an “Agree” response, “2” represents a “Neutral” response, and “1” represents a “Disagree” response. These metrics provide insights into the central tendency and variability of the responses.
- **Response Breakdown:** A detailed categorization of responses as "Agree," "Neutral," or "Disagree," presented in both absolute numbers and percentages of the total responses.

This structured approach ensures clarity and accessibility, enabling stakeholders to gain a deeper understanding of respondent perspectives, trends across levels, and areas for potential refinement within the proposed revisions.

Early Childhood Educator (ECE 1)

AUTHORIZATION: An ECE 1 would be authorized 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.

EDUCATION: An ECE 1 would have: 12 units in Early Childhood Education or Child Development that address children ages 0-8 that include: Child Growth and Development, Child, Family and Community, Programs/Curriculum.

SUPERVISED CLINICAL FIELD EXPERIENCE: An ECE 1 would not be required to have field experience: None Required

PROVISIONAL CERTIFICATION: An ECE 1 would have: Provisional certification for candidates who have a minimum of 6 units in ECE/CD, have employer sponsorship and are employed in a role needing this level.

ALTERNATIVE QUALIFICATIONS: The Child Development Associate Credential (CDA) would be an alternative qualification for an ECE 1.

TERM: An ECE 1 permit will be valid for: 5 Years for the ECE 1 permit and 2 years for the provisional ECE 1 permit with no renewal option.

RENEWAL: An ECE 1 would complete: 105 hours of professional development required for renewal.

Table 12 below displays that percent of total survey responses for ECE 1. Among 2,036 respondents, Education (84.3% agreement) and Authorization (82.7% agreement) requirements received the strongest support, with high mean scores (2.79 and 2.76) and minimal disagreement. In contrast, Supervised Clinical Field Experience showed the most division, with only 41.7% agreement, the lowest mean score (2.16), and the highest standard deviation (0.80). Provisional Certification (64.2% agreement) and Alternative Qualifications (63.1% agreement) saw moderate support with low disagreement. Renewal had strong support (72.4% agreement), while Term received mixed feedback with 58.7% agreement and 17.7% disagreement. These results highlight strong support for Education and Authorization but notable concerns regarding

Clinical Field Experience.

Table 12: Feedback on ECE 1 Elements by Percent of Total Responses

Element	Total Respondents	Mean	Standard Deviation	Response: Agree	Response: Neutral	Response: Disagree
AUTHORIZATION	2,036	2.76	0.56	82.7%	10.8%	6.5%
EDUCATION	2,036	2.79	0.53	84.3%	10.1%	5.6%
SUPERVISED CLINICAL FIELD EXPERIENCE	2,036	2.16	0.80	41.7%	33.0%	25.3%
PROVISIONAL CERTIFICATION	2,036	2.53	0.68	64.2%	25.0%	10.8%
ALTERNATIVE QUALIFICATIONS	2,036	2.55	0.63	63.1%	29.2%	7.7%
TERM	2,036	2.41	0.77	58.7%	23.5%	17.7%
RENEWAL	2,036	2.63	0.65	72.4%	18.4%	9.2%

Early Childhood Educator 2 (ECE 2)

AUTHORIZATION: An ECE 2 would be authorized to: Be the teacher of record in the care, development, and instruction of children in an early learning child development program and provide guidance/supervision to an ECE 1. 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.

EDUCATION: An ECE 2 would have: Associate degree in ECE/CD (24 units in ECE/CD) or related field with a minimum of two semester units of coursework in adult supervision.

SUPERVISED CLINICAL FIELD EXPERIENCE: An ECE 2 would have the following field experience: Three or more semester units of supervised clinical (field) experience. Must include a minimum of 100 hours.

PROVISIONAL CERTIFICATION: An ECE 2 would have: 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.

ALTERNATIVE QUALIFICATIONS: An ECE 2 would have as an alternative qualification: 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: An ECE 2 permit will be valid for: 5 Years for the ECE 2 permit and 2 years for the provisional permit 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: An ECE 2 would complete: 105 hours of professional development required for renewal.

Table 13 below displays the percent of total survey responses for ECE 2. Among 2,036 respondents, Authorization received the strongest support (85.4% agreement, mean score 2.82), followed by Renewal (75.9% agreement, mean score 2.70), reflecting broad consensus.

Education (70.8% agreement) and Supervised Clinical Field Experience (65.9% agreement) showed moderate support but faced higher disagreement or neutrality. Provisional Certification was well-supported (72.2% agreement), while Alternative Qualifications and Term had more mixed feedback (63% agreement) and greater variability, highlighting strong backing for core requirements but divided views on others.

Table 13: Feedback on ECE 2 Elements by Percent of Total Responses

Element	Total Respondents	Mean	Standard Deviation	Response: Agree	Response: Neutral	Response: Disagree
AUTHORIZATION	2,036	2.82	0.48	85.4%	10.8%	3.8%
EDUCATION	2,036	2.58	0.71	70.8%	16.0%	13.2%
SUPERVISED CLINICAL FIELD EXPERIENCE	2,036	2.56	0.67	65.9%	24.1%	10.1%
PROVISIONAL CERTIFICATION	2,036	2.65	0.62	72.2%	20.3%	7.5%
ALTERNATIVE QUALIFICATIONS	2,036	2.51	0.71	63.2%	24.3%	12.6%
TERM	2,036	2.51	0.71	63.9%	23.5%	12.6%
RENEWAL	2,036	2.70	0.57	75.9%	18.4%	5.7%

Early Childhood Educator 3 (ECE 3)

AUTHORIZATION: An ECE 3 would be authorized 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.

EDUCATION: An ECE 3 would have: Bachelor's degree in ECE/CD or a related field. Minimum of two semester units of coursework in adult supervision.

SUPERVISED CLINICAL FIELD EXPERIENCE: An ECE 3 would have the following field experience: Three or more semester units of supervised clinical (field) experience. Must include a minimum of 100 hours.

PROVISIONAL CERTIFICATION: There would be no provisional certification for an ECE 3 No provisional certification.

ALTERNATIVE QUALIFICATIONS: The following would be alternative qualifications for an ECE 3:

- A. 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.
- B. PK-3 ECE Specialist Instruction Credential with a minimum of two semester units in adult supervision.
- C. Multiple Subject Credential with 24 units in ECE/CD and a minimum of two semester units in adult supervision.

TERM: An ECE 3 will be valid for: 5 Years

RENEWAL: An ECE 3 would complete: 105 hours of professional development required for renewal.

Table 14 below displays the percent of total survey responses for ECE 3. Among 2,036 respondents, Authorization (80.5% agreement) and Term (79.1% agreement) received the strongest support, with low disagreement rates (4.3% and 4.8%) and high mean scores (2.76 and 2.74). Renewal also had broad agreement (77.0%) and a strong mean score (2.72). Supervised Clinical Field Experience showed solid support (72.7% agreement) but with some neutrality and disagreement. Education (65.0% agreement) and Provisional Certification (55.8% agreement) revealed more mixed views, with higher neutrality and disagreement rates. Alternative Qualifications options (60.3% - 64.0% agreement) exhibited moderate support and greater variability, reflecting room for improvement.

Table 14: Feedback on ECE 3 Elements by Percent of Total Responses

Element	Total Respondents	Mean	Standard Deviation	Response: Agree	Response: Neutral	Response: Disagree
AUTHORIZATION	2,036	2.76	0.52	80.5%	15.3%	4.3%
EDUCATION	2,036	2.50	0.74	65.0%	20.3%	14.7%
SUPERVISED CLINICAL FIELD EXPERIENCE	2,036	2.65	0.61	72.7%	20.0%	7.3%
PROVISIONAL CERTIFICATION	2,036	2.46	0.67	55.8%	34.4%	9.8%
ALTERNATIVE QUALIFICATIONS: A	2,036	2.51	0.71	64.0%	23.0%	13.0%
ALTERNATIVE QUALIFICATIONS: B	2,036	2.53	0.66	62.2%	28.4%	9.4%
ALTERNATIVE QUALIFICATIONS: C	2,036	2.48	0.70	60.3%	27.8%	11.9%
TERM	2,036	2.74	0.54	79.1%	16.1%	4.8%
RENEWAL	2,036	2.72	0.56	77.0%	17.8%	5.3%

Early Childhood Administrator 1 (ECA 1)

AUTHORIZATION: An ECA 1 would be authorized 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 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.

EDUCATION: An ECA 1 would have: 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.

SUPERVISED CLINICAL FIELD EXPERIENCE: An ECA 1 would have the following 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.

PROVISIONAL CERTIFICATION: There would be no provisional certification for an ECA 1.

ALTERNATIVE QUALIFICATIONS: The following would be alternative qualification for an ECA 1: 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.

TERM: An ECA 1 permit will be valid for: 5 Years

RENEWAL: An ECA 1 would complete: 105 hours of professional development required for renewal.

Table 15 below displays the percent of total survey responses for ECA 1. Among 2,036 respondents, Authorization (81.4%) and Term (80.9%) received the strongest support, with low disagreement rates (~3.5%) and high mean scores (2.78), followed by Renewal (78.1% agreement, 2.74 mean score). Supervised Clinical Field Experience (73.2% agreement) also showed strong support but with slightly higher neutrality (18.7%). Education (67.3% agreement) and Alternative Qualifications (64.3% agreement) had more mixed opinions, with higher disagreement rates (12.7% and 14.2%, respectively). Provisional Certification (59.2% agreement) had the most neutral responses (33%), reflecting uncertainty. Overall, Authorization, Term, and Renewal were the most supported, while other requirements showed greater variability.

Table 15: Feedback on ECA 1 Elements by Percent of Total Responses

Element	Total Respondents	Mean	Standard Deviation	Response: Agree	Response: Neutral	Response: Disagree
AUTHORIZATION	2,036	2.78	0.49	81.4%	15.1%	3.5%
EDUCATION	2,036	2.55	0.71	67.3%	19.9%	12.7%
SUPERVISED CLINICAL FIELD EXPERIENCE	2,036	2.65	0.62	73.2%	18.7%	8.1%
PROVISIONAL CERTIFICATION	2,036	2.51	0.64	59.2%	33.0%	7.8%
ALTERNATIVE QUALIFICATIONS	2,036	2.50	0.73	64.3%	21.5%	14.2%
TERM	2,036	2.78	0.49	80.9%	15.8%	3.3%
RENEWAL	2,036	2.74	0.53	78.1%	17.7%	4.2%

Early Childhood Administrator 2 (ECA 2)

AUTHORIZATION: An ECA 2 would be authorized 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.

EDUCATION: An ECA 2 would have: 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.

SUPERVISED CLINICAL FIELD EXPERIENCE: An ECA 2 would have the following 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.

PROVISIONAL CERTIFICATION: There would be no provisional certification for an ECA 2.

ALTERNATIVE QUALIFICATIONS: The following would be alternative qualifications for an ECA 2:

- A. Bachelor's degree in another subject area other than ECE/CD and 24 units in ECE/CD with three or more units semester units of supervised clinical (field) experience, a minimum of two semester units in adult supervision, and six semester units in ECE administration.
- B. PK-3 ECE Specialist Instruction Credential, a minimum of two semester units in adult supervision and six semester units in ECE administration.
- C. Multiple Subject Credential with 24 units in ECE/CD, a minimum of two semester units in adult supervision and six semester units in ECE administration.
- D. Administrative Services Credential with 24 units in ECE/CD, a minimum of two semester units in adult supervision and six semester units in ECE administration.
- E. Other Commission approved pathways as determined by the Commission (e.g., micro-credentials, digital badging, professional development).

TERM: An ECA 2 permit will be valid for: 5 Years

RENEWAL: An ECA 2 would complete: 105 hours of professional development required for renewal.

Table 16 below displays the percent of total survey responses for ECA 2. Among 2,036 respondents, Authorization (81.3%) and Term (80.4%) received the strongest support, with very low disagreement (~3%) and the highest mean scores (2.79 and 2.77), followed by Renewal (77.1%, mean score 2.73). Education (73.7%) and Supervised Clinical Field Experience (72.0%) showed solid agreement but higher neutrality and slight disagreement. Provisional Certification (62.9%) and Alternative Qualifications options, particularly Option E (54.7%), had mixed responses, with high neutrality and disagreement rates, highlighting areas needing further clarification. Overall, core requirements like Authorization, Term, and Renewal were most strongly supported.

Table 16: Feedback on ECA 2 Elements by Percent of Total Responses

Element	Total Respondents	Mean	Standard Deviation	Response: Agree	Response: Neutral	Response: Disagree
AUTHORIZATION	2,036	2.79	0.46	81.3%	16.4%	2.3%
EDUCATION	2,036	2.67	0.59	73.7%	19.9%	6.4%
SUPERVISED CLINICAL FIELD EXPERIENCE	2,036	2.64	0.62	72.0%	20.2%	7.8%
PROVISIONAL CERTIFICATION	2,036	2.58	0.59	62.9%	31.9%	5.2%
ALTERNATIVE QUALIFICATIONS: A	2,036	2.60	0.66	69.4%	21.1%	9.5%
ALTERNATIVE QUALIFICATIONS: B	2,036	2.58	0.63	65.7%	26.6%	7.8%
ALTERNATIVE QUALIFICATIONS: C	2,036	2.53	0.67	63.2%	26.6%	10.3%
ALTERNATIVE QUALIFICATIONS: D	2,036	2.54	0.66	63.7%	27.2%	9.2%
ALTERNATIVE QUALIFICATIONS: E	2,036	2.43	0.69	54.7%	33.6%	11.7%
TERM	2,036	2.77	0.50	80.4%	16.0%	3.6%
RENEWAL	2,036	2.73	0.54	77.1%	18.5%	4.5%

Overall Summary of Quantitative Data

1. Authorization consistently received the highest levels of agreement across all levels, ranging from 80.5% to 85.4%, with minimal disagreement (2.3% to 6.5%). This reflects broad consensus regarding the scope of roles and responsibilities defined for each level.
2. Term was another well-supported requirement, with agreement rates of 79.1% to 80.9% and similarly low disagreement rates (3.3% to 4.8%), indicating strong favorability toward permit duration.
3. Education received agreement rates between 65.0% and 84.3%, with ECE 1 showing the highest support. However, higher disagreement rates were observed at the ECE 2 and ECE 3 levels (13.2% and 14.7%, respectively), signaling more divided opinions regarding educational qualifications for advanced roles.
4. Renewal garnered significant support, with agreement rates ranging from 72.4% to 78.1%, indicating strong acceptance of professional development requirements.
5. Supervised Clinical Field Experience showed moderate agreement (65.9% to 73.2%) but with higher neutrality (18.7% to 33.0%) and disagreement (7.3% to 25.3%) compared to other requirements. This suggests some variability in opinions about the necessity and extent of clinical fieldwork.

6. Provisional Certification saw 55.8% to 72.2% agreement, with ECE 1 showing the strongest support. However, high neutrality rates (25.0% to 34.4%) indicate uncertainty among respondents, especially for higher roles.
7. Requirements with Greater Variability:
 - Alternative Qualifications showed lower agreement rates compared to other categories, ranging from 54.7% to 69.4% across options. Neutrality (21.1% to 33.6%) and disagreement (7.7% to 14.2%) were highest for this category, particularly for options like Alternative Qualifications (ECA 2), Commission approved pathways as determined by the Commission (e.g., micro-credentials, digital badging, professional development), which had the lowest support. These findings highlight a need for clearer communication or refinement of these pathways.
8. Challenges with Specific Requirements:
 - ECE 1 Supervised Clinical Field Experience faced the lowest agreement (41.7%) and the highest disagreement (25.3%), reflecting significant concerns about requiring no field experience for this level.
 - Provisional Certification and Alternative Qualifications frequently attracted high neutrality rates, indicating uncertainty about their relevance or implementation, particularly for advanced roles like ECE 3 and ECA 2.

Qualitative Data Analysis

For each of the five levels, open-ended questions were provided to allow respondents to share comments if they disagreed with any requirements or wished to provide general feedback. The total number of comments received for each level is included in the respective summary. Responses such as "No comment," "N/A," "Agree," or unrelated remarks were excluded from the overall analysis. Additionally, eleven themes emerged within the comments for each level: 1) Alternative qualifications, 2) Authorization, 3) Education, 4) Experience, 5) Pay, 6) Professional Development, 7) Provisional, 8) Renewals, 9) Specializations, 10) Units, and 11) Other. These themes have been identified in each Early Childhood level and their totals are included in the summary descriptions for a more detailed understanding of respondent feedback.

Early Childhood Educator 1

ECE 1 Disagree Comments

Table 17 below displays the total and percent of total ECE 1 disagree comments categorized in the eleven themes. The data highlights Experience and Professional Development as the primary areas of concern for ECE 1, with 20.4% and 17.1% of comments, respectively, reflecting significant feedback on experience-related requirements and ongoing training expectations. Renewals (12.7%), Units (11.4%), and Authorization (10.3%) were also notable areas of concern, while categories like Pay (1.5%) and Education (2.6%) received less emphasis. Respondents underscored challenges in hiring staff without adequate experience with young children, advocating for the recognition of equivalent credentials, such as Montessori, while critiquing the CDA Credential for its insufficient practical experience. Concerns about staffing shortages and their impact on child welfare led to calls for more autonomy for ECE 1 personnel to manage classrooms in the absence of lead teachers, warning that overly restrictive policies could result in program closures. The importance of field experience was consistently emphasized, with

suggestions to integrate supervised clinical hours into training to enhance child safety and classroom management. Additionally, respondents raised concerns about the impact of increased educational requirements on staffing shortages, particularly in private institutions and regions with limited educational access, advocating for a more flexible renewal process and professional development that prioritizes practical experience. Many emphasized the need for reforms to balance quality education with workforce realities, address compensation issues, and support ongoing professional development to ensure a competent and well-supported early childhood education workforce.

Table 17: Total and Percent of Total ECE 1 Disagree Comments

Theme	Total	Percent of Total
Alternative qualifications	45	6.0%
Authorization	78	10.3%
Education	20	2.6%
Experience	154	20.4%
Pay	11	1.5%
Professional Development	129	17.1%
Provisional	60	7.9%
Renewals	96	12.7%
Specializations	0	0.0%
Units	86	11.4%
Other	77	10.2%
Grand Total and Percent	756	100.0%

ECE 1 General Comments

In the ECE 1 General Comments as seen in Table 18 below, the most frequently cited category was Other, with 128 comments (30.5%), reflecting a wide range of uncategorized feedback. Units followed with 53 comments (12.6%), and Experience accounted for 43 comments (10.2%), indicating significant feedback on these topics. Both Authorization and Renewals received 40 comments each (9.5%), highlighting concerns about the scope of these requirements. Alternative Qualifications garnered 39 comments (9.3%), while Professional Development and Education received moderate attention, with 24 comments (5.7%) and 22 comments (5.2%), respectively. Lower levels of concern were noted for Pay (17 comments, 4.0%) and Provisional Certification (14 comments, 3.3%), with no feedback on Specializations (0.0%). Respondents emphasized that while the Child Development Associate (CDA) aligns with ECE level 1, it should not replace other methods. They advocated for allowing associate-level permit teachers to independently supervise children and temporarily lead classes during staff absences. The importance of supervised field experience was consistently highlighted, with suggestions for at least six months of practical training, viewed as more valuable than theoretical education. Concerns about the renewal process included calls to simplify requirements and prioritize experience over coursework. Respondents warned that increased educational requirements could worsen teacher shortages, particularly for new hires, and called for reforms to enhance professionalism, reduce turnover, and improve compensation and support. Overall, they stressed the need for better communication, mentorship, and accessible pathways to ensure high-quality care and education during children’s formative years.

Table 18: Total and Percent of Total ECE 1 General Comments

Theme	Total	Percent of Total
Alternative qualifications	39	9.3%
Authorization	40	9.5%
Education	22	5.2%
Experience	43	10.2%
Pay	17	4.0%
Professional Development	24	5.7%
Provisional	14	3.3%
Renewals	40	9.5%
Specializations	0	0.0%
Units	53	12.6%
Other	128	30.5%
Grand Total and Percent	420	100.0%

Early Childhood Educator 2

ECE 2 Disagree Comments

In the ECE 2 Disagree Comments as seen in Table 19 below, Units emerged as the primary area of concern, with 147 comments (30.9%), highlighting significant challenges related to unit requirements. The Other category followed, with 79 comments (16.6%), reflecting a range of uncategorized feedback, while Experience accounted for 63 comments (13.2%), showing substantial concern about experience expectations. Renewals received 55 comments (11.6%), indicating notable concerns about the renewal process, and Alternative Qualifications garnered 35 comments (7.4%), with Professional Development close behind at 32 comments (6.7%). Education received 24 comments (5.0%), while Provisional Certification had 19 comments (4.0%), suggesting lower levels of concern. Smaller categories included Authorization (12 comments, 2.5%), Pay (9 comments, 1.9%), and Specializations (1 comment, 0.2%).

Respondents emphasized the need for more inclusive pathways for individuals trained at Montessori centers and those with degrees in unrelated fields, advocating for recognition of diverse educational experiences and practical skills. Concerns were raised about supervision standards, the challenges of meeting supervised field experience requirements for educators with family obligations, and the preference for management oversight over peer supervision. Staffing shortages in ECE were highlighted, exacerbated by increased qualification demands, low wages, and additional education requirements deterring candidates. Respondents stressed the need for clearer pathways for professional development hours, mentorship programs, and collaborations between early childhood and elementary education communities. Additional concerns included high educational benchmarks deterring teachers, especially in rural areas, and insufficient compensation to meet these new requirements. Alternative pathways prioritizing practical experience, clearer associate degree requirements, and adult supervision training based on experience were widely advocated to address these issues.

Table 19: Total and Percent of Total ECE 2 Disagree Comments

Theme	Total	Percent of Total
Alternative qualifications	35	7.4%
Authorization	12	2.5%
Education	24	5.0%
Experience	63	13.2%
Pay	9	1.9%
Professional Development	32	6.7%
Provisional	19	4.0%
Renewals	55	11.6%
Specializations	1	0.2%
Units	147	30.9%
Other	79	16.6%
Grand Total and Percent	476	100.0%

ECE 2 General Comments

In the ECE 2 General Comments as seen in Table 20 below, the largest category of feedback was Other, with 83 comments (33.1%), reflecting a diverse range of uncategorized input. Alternative Qualifications followed with 31 comments (12.4%), and Experience garnered 30 comments (12.0%), highlighting significant interest in these areas. Units received 28 comments (11.2%), while Education accounted for 24 comments (9.6%), both reflecting notable concern. Smaller categories included Pay (14 comments, 5.6%), Renewals (13 comments, 5.2%), and Professional Development (10 comments, 4.0%), with Authorization (9 comments, 3.6%) and Provisional Certification (7 comments, 2.8%) receiving less attention. Specializations received minimal feedback (2 comments, 0.8%). Respondents emphasized the need for pathways enabling experienced preschool teachers without formal qualifications to obtain ECE 2 permits and highlighted the importance of recognizing various degrees, such as Montessori and multisubject credentials. Concerns were raised about challenges with supervised clinical hours, advocating for credit for employment hours and flexibility in fulfilling clinical requirements. Many respondents expressed worries about staffing shortages, particularly in rural areas, and the disconnect between educational requirements and workforce realities. Suggestions included improving recruitment and retention strategies, reducing provisional certification barriers, and extending the renewal period for provisional permits. Respondents supported a minimum of 24 ECE/CD units for ECE 2 qualifications but stressed addressing economic pressures, low wages, and barriers to meeting requirements. They recommended competency-based certifications prioritizing practical experience and wage reforms to attract and retain qualified candidates. Concerns were also raised about equity, particularly for women of color, with calls to ensure pathways for additional education are paired with fair compensation and support systems.

Table 20: Total and Percent of Total ECE 2 General Comments

Theme	Total	Percent of Total
Alternative qualifications	31	12.4%
Authorization	9	3.6%
Education	24	9.6%
Experience	30	12.0%

Theme	Total	Percent of Total
Pay	14	5.6%
Professional Development	10	4.0%
Provisional	7	2.8%
Renewals	13	5.2%
Specializations	2	0.8%
Units	28	11.2%
Other	83	33.1%
Grand Total and Percent	251	100.0%

Early Childhood Educator 3

ECE 3 Disagree Comments

In the ECE 3 Disagree Comments as seen in Table 21 below, Education emerged as the primary area of concern among respondents, with 127 comments (25.9%) highlighting issues related to educational requirements. Other notable areas included Alternative Qualifications (70 comments, 14.3%), Experience and Other (each with 65 comments, 13.2%), Units (44 comments, 9.0%), and Renewals (37 comments, 7.5%). Smaller categories such as Pay (33 comments, 6.7%), Provisional Certification (31 comments, 6.3%), and Professional Development (18 comments, 3.7%) reflected moderate concern, while Specializations and Authorization received minimal or no feedback. Respondents stressed the need for flexibility and practicality in ECE 3 qualifications, advocating for alternative pathways like Montessori credentials, work experience, and provisional certifications to accommodate seasoned professionals and address workforce shortages. Barriers to entry, especially for underserved communities or those balancing full-time work and education, were a recurring concern, with supervised field experience, adult supervision coursework, and unrelated degree requirements viewed as burdensome, particularly given low pay and limited incentives. Many supported ECE specialization, emphasizing tailored training for infants, toddlers, or children with special needs. Concerns about stagnant wages amid rising educational demands were prominent, with calls for equitable access to qualifications, financial and logistical support, extended permit renewal periods, and reduced professional development hours. Respondents advocated for aligning requirements with practical job roles and focusing on ECE-specific training over general teaching credentials like Multiple Subject Credentials (MSC). Overall, the feedback highlights the urgency of creating an inclusive, accessible, and sustainable framework for ECE qualifications to address workforce challenges and enhance program quality.

Table 21: Total and Percent of Total ECE 3 Disagree Comments

Theme	Total	Percent of Total
Alternative qualifications	70	14.3%
Authorization	0	0.0%
Education	127	25.9%
Experience	65	13.2%
Pay	33	6.7%
Professional Development	18	3.7%
Provisional	31	6.3%
Renewals	37	7.5%

Theme	Total	Percent of Total
Specializations	1	0.2%
Units	44	9.0%
Other	65	13.2%
Grand Total and Percent	491	100.0%

ECE 3 General Comments

In the ECE 3 General Comments as seen in Table 22 below, the Other category received the most feedback, with 67 comments (28.6%), reflecting diverse and uncategorized concerns. Education followed, with 49 comments (20.9%), highlighting significant interest in educational requirements. Alternative Qualifications garnered 31 comments (13.2%), and Experience accounted for 23 comments (9.8%), emphasizing notable feedback in these areas. Smaller categories included Pay (19 comments, 8.1%), Units (14 comments, 6.0%), and Renewals (10 comments, 4.3%), while Provisional Certification (7 comments, 3.0%) and Specializations (9 comments, 3.8%) received lower attention. Professional Development garnered just 5 comments (2.1%), and no comments were recorded under Authorization (0.0%).

Commenters expressed strong support for equitable and flexible pathways to ECE 3 qualifications, advocating for recognition of credentials like Montessori certifications and extensive fieldwork. While emphasizing the importance of rigorous standards, they raised concerns about the Bachelor's degree requirement in Early Childhood Education (ECE) or Child Development (CD), viewing it as a barrier for experienced educators with Associate's degrees or significant practical experience. Many called for specialized training in areas such as trauma-informed care and special education to meet evolving demands. Low wages and the lack of financial incentives were recurring themes, with warnings that increased educational requirements without pay parity could worsen workforce shortages and inequities. Commenters advocated for state-funded programs to support degree attainment, alternative pathways recognizing professional experience, and provisional certifications to ease barriers. They stressed the importance of aligning qualifications with practical competencies, inclusive practices, and culturally relevant education, while also calling for mentorship and leadership development. Overall, commenters emphasized the urgency of addressing pay disparities, workforce retention, and equitable access to qualifications while maintaining high standards for early childhood education.

Table 22: Total and Percent of Total ECE 3 General Comments

Theme	Total	Percent of Total
Alternative qualifications	31	13.2%
Authorization	0	0.0%
Education	49	20.9%
Experience	23	9.8%
Pay	19	8.1%
Professional Development	5	2.1%
Provisional	7	3.0%
Renewals	10	4.3%
Specializations	9	3.8%
Units	14	6.0%

Theme	Total	Percent of Total
Other	67	28.6%
Grand Total and Percent	234	100.0%

Early Childhood Administrator 1

ECA 1 Disagree Comments

In the ECA 1 Disagree Comments as seen in Table 23 below, Education emerged as the most frequently cited category, with 147 comments (35.0%), reflecting significant concerns about educational requirements. Experience followed with 81 comments (19.3%), highlighting substantial feedback on experience expectations. The Other category garnered 62 comments (14.8%), indicating varied additional concerns, while Alternative Qualifications received 55 comments (13.1%), emphasizing the need for more inclusive pathways. Smaller categories included Professional Development (24 comments, 5.7%), Provisional Certification (18 comments, 4.3%), and Renewals (15 comments, 3.6%), with minimal feedback on Units, Specializations, and Pay (each below 2%), and only one comment on Authorization (0.2%). Respondents suggested that ECE administrators should have a strong foundation in Early Childhood Education, advanced experience, and be held to higher standards. Many advocated for requiring a bachelor's degree for ECA 1 permits while requesting more flexible Alternative Qualifications, such as recognizing decades of experience without formal fieldwork or college-level classes and offering Montessori-based pathways. Concerns were raised about the challenges of completing clinical fieldwork while employed, stressing the need for clearer definitions and support. Respondents also proposed extending the renewal window from five years to seven, ten, or lifelong to reduce administrative burdens. Provisional certificates were widely requested to accommodate individuals in unique circumstances, particularly in remote areas where strict requirements could exacerbate staffing shortages. Overall, the feedback underscores the need for more flexible, equitable, and clearly defined pathways while maintaining high standards for ECA 1 qualifications.

Table 23: Total and Percent of Total ECA 1 Disagree Comments

Theme	Total	Percent of Total
Alternative qualifications	55	13.1%
Authorization	1	0.2%
Education	147	35.0%
Experience	81	19.3%
Pay	5	1.2%
Professional Development	24	5.7%
Provisional	18	4.3%
Renewals	15	3.6%
Specializations	5	1.2%
Units	7	1.7%
Other	62	14.8%
Grand Total and Percent	420	100.0%

Early Childhood Administrator 1

ECA 1 General Comments

In the ECA 1 General Comments as seen in Table 24 below, the largest share (35.0%) fell under "Other," followed by "Education" (19.8%) and "Alternative Qualifications" (18.3%), with "Experience" accounting for 13.2%. Smaller categories included "Renewals" (4.6%), "Pay" (3.0%), "Professional Development" (3.0%), "Units" (1.5%), and "Specializations" (1.0%), while "Authorization" represented just 0.5%, and no comments were categorized under "Provisional." Feedback emphasized strong support for alternative qualifications, particularly from Montessorians, and the importance of education, including clear messaging about the AA degree requirement for permits. Respondents advocated for stricter requirements for ECA 1 (administrator) than ECE 3 (teacher) and stressed the need for hands-on experience, calling for clinical Practicum to be conducted at workplaces with proper verification. Concerns were raised about alignment between CTC's permit and credentialing systems, including challenges in obtaining PK credentials, which restrict experienced professionals from accessing higher-paying roles. Overall, the data highlights "Other," "Education," and "Alternative Qualifications" as key focus areas, with "Experience" also receiving significant attention.

Table 24: Total and Percent of Total ECA 1 General Comments

Theme	Total	Percent of Total
Alternative qualifications	36	18.3%
Authorization	1	0.5%
Education	39	19.8%
Experience	26	13.2%
Pay	6	3.0%
Professional Development	6	3.0%
Provisional	0	0.0%
Renewals	9	4.6%
Specializations	2	1.0%
Units	3	1.5%
Other	69	35.0%
Grand Total and Percent	197	100.0%

Early Childhood Administrator 2

ECA 2 Disagree Comments

In the ECA 2 Disagree Comments as seen in Table 25 below, the largest areas of feedback were Experience (84 comments, 22.2%), Alternative Qualifications (82 comments, 21.6%), and Other (66 comments, 17.4%), reflecting significant concerns about these topics. Education also garnered substantial attention with 55 comments (14.5%), highlighting varied opinions on degree requirements. Moderate levels of feedback were noted for Professional Development (31 comments, 8.2%) and Units (25 comments, 6.6%), while Renewals, Provisional Certification, and Specializations received minimal attention, and Authorization and Pay were mentioned only in isolated comments. Many respondents emphasized the importance of experience, with suggestions ranging from extending the requirement to three years, to defining it more clearly, particularly in teaching children ages 0-5. There were also calls to mandate teaching experience before assuming an ECA 2 position and ensure that all ECE pathways include an experiential component. Feedback on Alternative Qualifications suggested expanding options, such as

recognizing Montessori credentials and including Early Childhood Special Education credentials. Concerns were raised about whether PK-3 ECE Specialist Instruction and Multiple Subject credentials adequately prepare administrators, with suggestions to include 24 ECE/CD units and six units in ECE administration within approved pathways. Respondents also criticized vague phrasing like "commission-approved pathways" and advocated for clearer definitions. On Education, many called for a bachelor's or master's degree requirement for ECA 2 permits, while others argued for no degree requirement to make the role more accessible. Overall, the comments reflect a need for clearer and more inclusive pathways, expanded qualifications, and a balance between rigorous standards and practical accessibility.

Table 25: Total and Percent of Total ECA 2 Disagree Comments

Theme	Total	Percent of Total
Alternative qualifications	82	21.6%
Authorization	1	0.3%
Education	55	14.5%
Experience	84	22.2%
Pay	2	0.5%
Professional Development	31	8.2%
Provisional	12	3.2%
Renewals	18	4.7%
Specializations	3	0.8%
Units	25	6.6%
Other	66	17.4%
Grand Total and Percent	379	100.0%

ECA 2 General Comments

In the ECA 2 General Comments as seen in Table 26 below, the Other category received the highest number of comments (69 comments, 42.6%), reflecting a wide range of uncategorized feedback, followed by Alternative Qualifications (36 comments, 22.2%) and Experience (20 comments, 12.3%), indicating significant concerns in these areas. Education garnered moderate attention with 13 comments (8.0%), while smaller categories such as Professional Development, Provisional Certification, Renewals, Units, Specializations, and Pay each received 4 comments (2.5%) or fewer. No comments were recorded under Authorization (0.0%). Respondents emphasized the need for expanded and clearer Alternative Qualifications, suggesting options such as a master's degree in ECE or related fields, an AA degree with additional experience and supervisory units, or micro credentialing and badging. Many advocated for recognizing Montessori credentials and criticized the vague "other approved pathways" language. Experience was frequently discussed, with calls for more extensive requirements and accessibility to supervised fieldwork for working professionals, potentially substituting work experience for some requirements. Respondents highlighted the importance of teaching experience before transitioning to administrative roles, emphasizing that good teachers make the best administrators. On Education, some suggested a master's degree requirement, while others pointed out challenges with unit availability, such as the limited number of relevant courses offered by community colleges. For Renewals, respondents proposed extending the renewal period to 10 years. Overall, the feedback underscores the need for flexible, clearly defined pathways, expanded qualifications, and support for educators

to advance into administrative roles while maintaining rigorous standards.

Table 26: Total and Percent of Total ECA 2 General Comments

Theme	Total	Percent of Total
Alternative qualifications	36	22.2%
Authorization	0	0.0%
Education	13	8.0%
Experience	20	12.3%
Pay	4	2.5%
Professional Development	5	3.1%
Provisional	3	1.9%
Renewals	4	2.5%
Specializations	4	2.5%
Units	4	2.5%
Other	69	42.6%
Grand Total and Percent	162	100.0%

Overall Comments on the Entire Field Survey

In the Overall Comments as seen in Table 27 below, the Other category received the most feedback (107 comments, 47.1%), reflecting a broad range of uncategorized concerns. Alternative Qualifications followed with 36 comments (15.9%), highlighting the importance of flexible pathways, particularly at entry-level permits, to address staffing shortages. Many suggested recognizing additional qualifications, such as Montessori credentials, throughout the permit structure. Education garnered 27 comments (11.9%), with recommendations for bachelor's degrees as a standard for permits and master's degrees for administrative roles, emphasizing the need for educated providers. Some comments noted barriers to coursework and degree attainment, particularly for multilingual staff. Experience accounted for 18 comments (7.9%), emphasizing the importance of hands-on experience at all levels and advocating for clinical practice to be completed at work sites to accommodate full-time educators. Smaller categories included Pay (13 comments, 5.7%), Professional Development (10 comments, 4.4%), and Renewals (6 comments, 2.6%). Respondents suggested yearly professional development requirements and extending permit renewal periods to 10 years after the initial five-year renewal. Provisional Certification and Units received minimal attention, with 2 comments (0.9%) and 4 comments (1.8%), respectively.

Overall, respondents called for clearer messaging on permit updates, streamlined processes, and provisional permits at all levels. They warned that increasing requirements without addressing low wages could lead to workforce attrition and reduced diversity. Comments stressed breaking down barriers through free training, built-in professional development, and support for integrating learning into the workweek as critical to fostering a resilient, dynamic ECE workforce.

Table 27: Total and Percent of Total for Overall Comments

Theme	Total	Percent of Total
Alternative qualifications	36	15.9%
Authorization	0	0.0%
Education	27	11.9%
Experience	18	7.9%
Pay	13	5.7%
Professional Development	10	4.4%
Provisional	2	0.9%
Renewals	6	2.6%
Specializations	4	1.8%
Units	4	1.8%
Other	107	47.1%
Grand Total and Percent	227	100.0%

Overall Summary of Quantitative Data

1. The findings across the various ECE levels (ECE 1, ECE 2, ECE 3, and ECA 1 and 2) and overall comments suggest that Other, Alternative Qualifications, and Experience are consistently identified as the primary areas of concern, with Education also being frequently mentioned, particularly in ECE 3 and ECA 1 feedback. This highlights those issues beyond traditional requirements—such as flexibility in qualifications, real-world experience, and alternative career pathways—are significant points of discussion.
2. At ECE 1, both Experience and Professional Development were noted as major concerns in the disagree category, while Units and Authorization also received moderate attention. In general comments, Other, Units, and Experience were the main topics, with less focus on Pay and Provisional Certification.
3. For ECE 2, Units and Experience were identified as the top concerns, with Renewals and Professional Development also receiving feedback. In the general comments, Other and Alternative Qualifications stood out, with less attention given to Pay, Renewals, and Provisional Certification.
4. In ECE 3, Education emerged as the leading concern, particularly due to resistance to the proposed educational requirements. Other areas of significant concern included Alternative Qualifications and Experience, with smaller categories such as Pay and Provisional Certification highlighting practical considerations.
5. For ECA 1, Education and Experience were dominant in the disagree comments, with Alternative Qualifications and Other issues also frequently mentioned. In the general comments, Other, Education, and Alternative Qualifications received the most attention, while categories like Units and Authorization were of lesser concern.
6. Finally, ECA 2 feedback showed that Experience, Alternative Qualifications, and Other were major areas of concern, with Education also drawing attention. Professional Development, Units, and Provisional Certification received moderate attention, while Pay and Specializations were largely seen as less pressing.

Across all levels, Other, Alternative Qualifications, and Experience were consistently the most frequently mentioned areas, indicating a widespread desire for flexibility, experience-based requirements, and alternative career pathways. Meanwhile, categories like Pay, Provisional Certification, and Specializations received less attention, suggesting they may not be as high a priority for respondents.

Appendix B

Prior Child Development Permit Workgroup Agenda Items

An agenda item presented to the Commission in [September 2021](#) provided information about the current permit, research on Early Childhood Education (ECE) topics, and the status of the ECE teacher workforce.

An agenda item presented to the Commission in [August 2023](#) provided information about the proposed plan, work, and focus questions for the Child Development Permit (CDP) Workgroup.

An agenda item presented to the Commission in [February 2024](#) provided information on the CDP Workgroup's ongoing work to make recommendations to the Commission on the structure and requirements of the Child Development Permit.

An agenda item presented to the Commission in [April 2024](#) provided information on the CDP Workgroup's ongoing work to make recommendations to the Commission on the structure and requirements of the Child Development Permit.

An agenda item presented to the Commission in [October 2024](#) provided information on the CDP Workgroup's recommendations to the Commission on the structure and requirements of the Child Development Permit.

Appendix C

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 Amezcua	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	Learning Policy Institute
Melanee Cottrill	Head Start
Cynthia Yao	Head Start
Kathryn Williams-Browne	Commission on Teacher Credentialing
Martha E. Dominguez-Brinkley	First 5 California

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 D

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 the table 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) • CalFTP 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 CalFTP work 	The CDP workgroup meeting seven

Meeting Format	Meeting Highlights	Links to Full Meeting Summaries
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 E

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
<p>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</p> <p>Supervised Clinical Field Experience: None required</p> <p>Classroom Experience: Complete at least 50 days of experience in an instructional capacity in a child care and development program, working at least three hours per day within the last two years. This experience must be verified by submitting an original letter from the employer on official letterhead.</p>	<p>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.</p> <p>Alternate Qualifications: Child Development Associate (CDA)</p>	<p>Term: 5 years for the ECE 1 permit. 2 years for the <i>provisional</i> ECE 1 permit with no renewal option</p> <p>Renewal: 105 hours of professional development required for renewal</p>

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
<p>Education: Associate degree or higher 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 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.</p> <p>Alternate Qualifications: Associate degree or higher 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.</p>	<p>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.</p> <p>Renewal: 105 hours of professional development required for renewal</p>

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 or higher 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 or higher 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 and clinical supervision in an ECE setting.	<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
Education: Associate degree or higher 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.	Provisional certification: None Alternate Qualifications: 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.	Term: 5 Years Renewal: 105 hours of professional development required for renewal
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.		

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.

Requirements and Provisional	Alternatives and Provisional Options	Terms and Renewals
<p>Education: Bachelor's degree or higher 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 or higher 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.• Other Commission approved pathways as determined by the Commission (e.g., micro-credentials, digital badging, professional development).	<p>Term: 5 Years</p> <p>Renewal: 105 hours of professional development required for renewal</p>

Appendix F

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 G

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 Development 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 semester units 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

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
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
-------------------------	---	--	---	---	---	--	----------------------------------

Appendix H

Child Development Permit Workgroup Recommendations Field Survey

The Commission on Teacher Credentialing is requesting feedback about the proposed revisions to the Child Development Permit Matrix. The Child Development Permit Workgroup developed recommendations for the Commission's consideration. The recommendations below are a representation of the collective work of the CDP Workgroup that centered equity in their deliberations and balanced quality and access when considering permit levels and requirements. As an important member of the early childhood field, your feedback is valued.

The survey will take approximately 20 minutes to complete. Please complete the survey by **Friday November 22, 2024**. We are collecting names and emails to avoid bot, AI, or repeat responses. All answers will be anonymized. Your personal information will be removed before any results are shared. Thank you for your time and your commitment to the field of early learning. The proposed Child Development Permit Matrix can be found on the October 2024 Commission Agenda EPC 4B pages 14-16. (<https://meetings.ctc.ca.gov/Details/208>)

Required Information:

First and Last Name:

Email:

Name of Workplace:

County of Employment:

Tribal

Alameda County

Alpine County

Amador County

Butte County

Calaveras County

Colusa

Contra Costa County

Del Norte County

El Dorado County

Fresno County

Glenn County

Humboldt County

Imperial County

Inyo County

Kern County

Kings County

Lake County

Lassen County

Los Angeles County

Marin County

Madera County
Mariposa County
Mendocino County
Merced County
Modoc County
Mono County
Monterey County
Napa County
Nevada County
Orange County
Placer County
Plumas County
Riverside County
Sacramento County
San Benito County
San Bernardino County
San Diego County
San Joaquin County
San Luis Obispo County
San Mateo County
Santa Barbara County
Santa Clara County
Santa Cruz County
Shasta County
Sierra County
Siskiyou County
Solano County
Sonoma County
Stanislaus County
Sutter County
Tehama County
The City and County of San Francisco
Trinity County
Tulare County
Tuolumne County
Ventura County
Yolo County
Yuba County
Other

Please select the following number of years you have worked in the ECE field:

0-5 years
5-10 years
10-15 years

15-20 years
20-25 years
25 years plus

Please review the entire list of ECE/CD early learning and care programs and select which best describes the type of program you currently work in:

Head Start/Early Head Start
Licensed Family Child Care
State Funded Preschool Program
Community Based/Private Center
Licensed Exempt Center (non-LEA)
LEA licensed-exempt Center
FCCHN
Family Friend and Neighbor
Montessori
None
Other

Please review the entire list and select which representation best describes your primary current role

Assistant/Associate Teacher
Teacher
Director
Family Child Care Owner/Operator
Other Administrator
Coach
Trainer
Resource and Referral staff
County Office of Education staff
Local First Five staff
Faculty Community College
Faculty 4 Year Institution (CSU, UC)
Faculty 4 Year Institution (Private)
Higher Education Administrator/Chair/ Department Head Community College
Higher Education Administrator/Chair/ Department Head 4 Year Institution (CSU, UC)
Higher Education Administrator/Chair/ Department Head 4 Year Institution (Private)
ECE Student
Local Planning Council
Advocate
California Mentor Program
Private Organization
Retired
None
Other

Please select all Child Development Permit(s) that you currently hold:

Assistant Teacher
Associate Teacher
Teacher
Master Teacher
Site Supervisor
Program Director
None

Do you currently hold a Child Development Associate (CDA) Credential?

Yes
No

Please select the type of CA credential(s) that you currently hold:

Multiple Subject Credential
Education Specialist Instruction Credential (Special Education)
Single Subject Credential
CTE Credential
Administrative Services Credential
None

Please select the degree(s) that you currently hold:

Associate degree in ECE/CD
Associate degree other than ECE/CD
Bachelor's degree in ECE/CD
Bachelor's degree other than ECE/CD
Master's degree in ECE/CD
Master's degree other than ECE/CD
EdD in ECE/CD
EdD other than ECE/CD
PhD in ECE/CD
PhD other than ECE/CD
No degree
Other

The questions below request feedback about the proposed revisions to the Child Development Permit Matrix:

Early Childhood Educator (ECE 1)

The following section includes questions regarding the Early Childhood 1 (ECE 1) level on the proposed revised Child Development Matrix. This level was formerly known as the Associate Level Permit. **Early Childhood Educator 1** would be authorized to **assist in the care**, development, and instruction of children in an early learning and care program under the guidance and supervision of an Early Childhood Educator 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.

AUTHORIZATION: An ECE 1 would be authorized to: (Agree, neutral, disagree)

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.

EDUCATION: An ECE 1 would have: (Agree, neutral, disagree)

12 units in Early Childhood Education or Child Development that address children ages 0-8 and include: Child Growth and Development, Child, Family and Community, and Programs/Curriculum.

SUPERVISED CLINICAL FIELD EXPERIENCE: An ECE 1 would not be required to have field experience: (Agree, neutral, disagree)

None required

PROVISIONAL CERTIFICATION: An ECE 1 would have: (Agree, neutral, disagree)

Provisional certification for candidates who have a minimum of 6 units in ECE/CD, have employer sponsorship and/or are employed in a role needing this level.

ALTERNATIVE QUALIFICATIONS: The Child Development Associate Credential would be an alternative qualification for an ECE 1. (Agree, neutral, disagree)

TERM: An ECE 1 permit would be valid for: (Agree, neutral, disagree)

5 years for the ECE 1 permit and 2 Years for the provisional. ECE 1 permit with no renewal option

RENEWAL REQUIREMENTS: An ECE 1 would complete: (Agree, neutral, disagree)

105 hours of professional development required for renewal.

If you selected disagree for any of the elements listed above in ECE 1 please share any comments or feedback that you have: (written response)

Please share any general comments or feedback for ECE 1: (written response)

Early Childhood Educator 2 (ECE 2)

The following section includes questions regarding the Early Childhood Educator 2 (ECE 2) level on the proposed revised Child Development Matrix. This level was formerly known as the Teacher Level Permit. **Early Childhood Educator 2** provides service in the education, care, and development of children in an early learning and care program as the **teacher of record** where instructional services may include but shall not limited to responsibility for the development

and implementation of culturally appropriate curriculum, learning goals and environments, observation and assessment, family engagement, and health, safety and nutrition. This role would be the lead or primary teacher in the classroom, authorized to provide guidance and supervision to an ECE Level 1.

AUTHORIZATION: An ECE 2 would be authorized to: (Agree, neutral, disagree)

Be the teacher of record in the care, development, and instruction of children in an early learning child development program and provide guidance/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.

EDUCATION: An ECE 2 would have: (Agree, neutral, disagree)

Associate degree in ECE/CD (24 units in ECE/CD) or related field with a minimum of two semester units of coursework in adult supervision.

SUPERVISED CLINICAL FIELD EXPERIENCE: An ECE 2 would have the following field experience: (Agree, neutral, disagree)

Three or more semester units of supervised clinical (field) experience. Must include a minimum of 100 hours.

PROVISIONAL CERTIFICATION: An ECE 2 would have: (Agree, neutral, disagree)

Provisional certification for candidates who have a minimum of 24 units in ECE/CD units, have employer sponsorship and or are employed in a role requiring this level of Permit.

ALTERNATIVE QUALIFICATIONS: An ECE 2 could have as an alternative qualification: (Agree, neutral, disagree)

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: An ECE 2 permit will be valid for: (Agree, neutral, disagree)

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: An ECE 2 would complete: (Agree, neutral, disagree)

105 hours of professional development required for renewal.

If you selected disagree for any of the elements listed above in ECE 2 please share any comments or feedback that you have: (written response)

Please share any general comments or feedback for ECE 2: (written response)

Early Childhood Educator 3 (ECE 3)

The following section includes questions regarding the Early Childhood Educator 3 (ECE 3) level on the proposed revised Child Development Matrix. This level was formerly known as the Master Teacher Level Permit. **Early Childhood Educator 3** provides service in the education, care, and development of children in an early learning and care program where instructional services may include but shall not be limited to responsibility for the development and implementation of culturally appropriate curriculum, learning goals and environments, observation and assessment, family engagement, and 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.

AUTHORIZATION: An ECE 3 would be authorized to: (Agree, neutral, disagree)

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.

EDUCATION: An ECE 3 would have: (Agree, neutral, disagree)

Bachelor's degree in ECE/CD or a related field. Minimum of two semester units of coursework in adult supervision.

SUPERVISED CLINICAL FIELD EXPERIENCE: An ECE 3 would have the following field experience: (Agree, neutral, disagree)

Three or more semester units of supervised clinical (field) experience. Must include a minimum of 100 hours.

PROVISIONAL CERTIFICATION: (Agree, neutral, disagree)

There would be no provisional certification for an ECE 3.

ALTERNATIVE QUALIFICATIONS: The following would be alternative qualification for an ECE 3. (Agree, neutral, disagree)

- 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 with a minimum of two semester units in adult supervision.
- Multiple Subject Credential with 24 units in ECE/CD and a minimum of two semester units in adult supervision.

TERM: An ECE 3 permit will be valid for: (Agree, neutral, disagree)

5 years for the ECE 3 permit

RENEWAL: An ECE 3 would complete: (Agree, neutral, disagree)

105 hours of professional development required for renewal

If you selected disagree for any of the elements listed above in ECE 3 please share any comments or feedback that you have: (written response)

Please share any general comments or feedback for ECE 3: (written response)

Early Childhood Administrator 1 (ECA 1)

The following section includes questions regarding the **Early Childhood Administrator 1 (ECA 1)** level on the proposed revised Child Development Matrix. This level was formerly known as the Site Supervisor Level Permit. The Early Childhood Administrator (ECA) Level 1 authorizes 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.

AUTHORIZATION: An ECA 1 would be authorized to: (Agree, neutral, disagree)

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.

EDUCATION REQUIREMENTS: An ECA 1 would have: (Agree, neutral, disagree)

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.

SUPERVISED CLINICAL FIELD EXPERIENCE: An ECA 1 would have the following field experience: (Agree, neutral, disagree)

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.

PROVISIONAL CERTIFICATION: (Agree, neutral, disagree)

There would be no provisional certification for an ECA 1.

ALTERNATIVE QUALIFICATIONS: The following would be alternative qualification for an ECA 1. (Agree, neutral, disagree)

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.

TERM: An ECA 1 permit will be valid for: (Agree, neutral, disagree)

5 years for the ECA 1 permit

RENEWAL REQUIREMENTS: An ECA 1 would complete: (Agree, neutral, disagree)

105 hours of professional development required for renewal.

If you selected disagree for any of the elements listed above in ECA 1 please share any comments or feedback that you have: (written response)

Please share any general comments or feedback for ECA 1. (written response)

Early Childhood Administrator 2 (ECA 2)

The following section includes questions regarding the **Early Childhood Administrator 2 (ECA 2)** level on the proposed revised Child Development Matrix. This level was formerly known as the Program Director Level Permit. 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.

AUTHORIZATION: An ECA 2 would be authorized to: (Agree, neutral, disagree)

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.

EDUCATION: An ECA 2 would have: (Agree, neutral, disagree)

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.

SUPERVISED CLINICAL FIELD EXPERIENCE: An ECA 2 would have the following field experience: (Agree, neutral, disagree)

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.

PROVISIONAL CERTIFICATION: (Agree, neutral, disagree)

There would be no provisional certification for an ECA 2.

ALTERNATIVE QUALIFICATIONS: The following would be alternative qualification for an ECA 2. (Agree, neutral, disagree)

- Bachelor's degree in another subject area other than ECE/CD and 24 units in ECE/CD with three or more units semester units of supervised clinical (field) experience, a minimum of two semester units in adult supervision, and six semester units in ECE administration.
- PK-3 ECE Specialist Instruction Credential, a minimum of two semester units in adult supervision and six semester units in ECE administration.
- Multiple Subject Credential with 24 units in ECE/CD, a minimum of two semester units in adult supervision and six semester units in ECE administration.
- Administrative Services Credential with 24 units in ECE/CD, a minimum of two semester units in adult supervision and six semester units in ECE administration.
- Other Commission approved pathways as determined by the Commission (e.g., micro-credentials, digital badging, professional development).

TERM: An ECA 2 permit will be valid for: (Agree, neutral, disagree)

5 years for the ECA 2 permit.

RENEWAL REQUIREMENTS: An ECA 2 would complete: (Agree, neutral, disagree)

105 hours of professional development required for renewal.

If you selected disagree for any of the elements listed above in ECA 2 please share any comments or feedback that you have: (written response)

Please share any general comments or feedback for ECA 2: (written response)

Demographic Information

The Commission on Teacher Credentialing respects human diversity. To improve the effectiveness of our organization and ensure we address the needs of our entire community, please let us know the following demographic information. The following questions are for research purposes only and are entirely **optional**.

Please select your age group:

- 18-25
- 26-35
- 36-45
- 46-55
- 55+
- Decline to answer

Which most accurately describes you?

- Woman
- Man
- Non-binary
- Other
- Decline to answer

What is your race/ethnicity?

- American Indian or Alaska Native
- Asian
- Native Hawaiian or Pacific Islander
- White
- More than one race
- Hispanic or Latino
- Black or African American
- Other
- Decline to answer

Please select an Asian Group by the following categories:

- Chinese
- Japanese
- Filipino
- Korean
- Vietnamize
- Asian Indian
- Laotian
- Cambodian
- Decline to answer
- None

Please select a Pacific Islander group by the following categories:

- Hawaiian
- Guamanian
- Samoan
- Decline to answer
- Other
- None

What is your primary language?

- English
- Spanish
- Chinese

- Vietnamese
- Korean
- Russian
- Arabic
- Tagalog
- Polish
- French
- Portuguese
- Japanese
- Decline to answer
- Other