
3B

Information/Action

Educator Preparation Committee

Child Development Permit Workgroup Recommendations for Added Authorizations

Executive Summary: This agenda item presents the recommendations of the Commission's Child Development Permit Workgroup concerning added authorizations for the updated Child Development Permit for Commission discussion and possible action.

Recommended Action: Staff recommend that the Commission review the information presented in this agenda item and, if appropriate, direct staff to move forward with including one or both proposed Child Development Permit added authorizations to the updated Child Development Permit.

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

Strategic Plan Goal

Educator Preparation and Advancement

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

Child Development Permit Workgroup Recommendations for Added Authorizations

Executive Summary

This agenda item presents an update on work related to the Child Development Permit (CDP) Workgroup's recommendations for the development of added authorizations for child development permit holders (a) infants and toddlers, and (b) students participating in extended learning programs.

The work discussed herein builds on the CDP Workgroup's prior work to align the Child Development Permit requirements with the goals of California's Master Plan for Early Learning and Care (MPELC). The focus on added authorizations as discussed below is intended to emphasize additional preparation in several specific areas of interest and concern to the CDP Workgroup members. Staff notes that in deliberating about the area of suggested added authorizations, the CDP Workgroup initially used the term "specializations" to describe these recommendations. However, for consistency of terminology across the Commission's permit and credential systems, the term "added authorization" will be used instead moving forward.

This item is organized into four sections:

- Section 1: Child Development Permit Workgroup Recommendations Background
- Section 2: Discussion of Added Authorizations to the adopted Child Development Permit
- Section 3: Authorization Descriptions and Recommendations
- Section 4: Opportunities for Further Development

This item also contains the following appendices:

- [Appendix A: CDP Workgroup Approved Recommendations](#)
- [Appendix B: CDP Workgroup Ad Hoc Committee Members, Meeting Dates and Topics](#)
- [Appendix C: Authorization Polling Results from CDP Workgroup Members and Public](#)

Section 1: Child Development Permit Workgroup Recommendations Background

The CDP Workgroup was established by the Commission in August 2023 to reassess and modernize the state's Child Development Permit system, ensuring it aligns with current educational standards and workforce needs. The workgroup's efforts concluded in July 2024, marking the culmination of a nine-year collaborative initiative aimed at enhancing quality, competency-based preparation, and professional development for the early childhood workforce. This work was guided by the 2020 MPELC, which emphasized the need for a streamlined, accessible, and effective permit structure.

The CDP Workgroup's recommendations were presented at the October 2024 Commission meeting. The Commission subsequently directed staff to conduct a survey in fall 2024 to gather field input on those recommendations. The survey results, presented at the [February 2025](#) Commission meeting, included proposed modifications to the original recommendations based on survey feedback. The Commission approved the CDP Workgroup's final recommendations at

the February 2025 meeting. The CDP Matrix adopted by the Commission reflects both ***a lattice for stability and a ladder for opportunity*** across the ECE profession and is detailed in [Appendix A](#).

Section 2: Discussion of Added Authorizations to the adopted Child Development Permit

An added authorization typically allows an educator to provide one or more additional services to students beyond those services authorized by the educator’s base credential or permit. California’s credentialing and permitting systems both require a “base” credential or permit to which an authorization approved by the Commission may be added so that the holder can provide the specified additional services. For example, under the present Child Development Permit matrix, an added authorization to the base permit, known as the “School Age Emphasis,” allows educators to serve children from transitional kindergarten through sixth grade, in before and after school programs, by completing specific additional coursework requirements.

California’s 2020 MPELC emphasizes the importance of a well-prepared and diverse ECE workforce to serve the state’s youngest learners. The plan articulates the need for professional development and career pathways that equip educators with the skills to support all children effectively. Key recommendations include enhancing ECE educator competencies to address the diverse age span and unique needs of young children across all types of early childhood programs. The CDP Workgroup recognized the need for enhanced training and expertise in specialized areas, building upon the foundational knowledge outlined in the current CDP Teacher Performance Expectations (TPEs) and coursework requirements. Key authorization areas identified by the CDP Workgroup include expanded learning (school-age programs), infant and toddler (I/T) development, bilingual education, and special education. To further explore the need for increased training and authorizations, ad hoc committees of the CDP Workgroup were established, each dedicated to evaluating one of the identified authorization areas. These ad hoc committees were composed of CDP Workgroup members with expertise in the identified authorization areas as noted in [Appendix B](#).

Section 3: Authorization Descriptions and Recommendations

Under the current Child Development Permit (CDP) structure, an added authorization allows educators to serve school-age children by completing specific additional coursework requirements. During Meeting Four of the CDP Workgroup, discussions on permit levels emphasized the importance of balancing unit requirements, degrees, coursework, and professional learning opportunities to ensure educators acquire the knowledge, skills, and competencies needed to enter and advance in the field.

With the implementation of the newly approved CDP Matrix, the workgroup recommends refreshing the existing school-age authorization and introducing a new infant/toddler authorization that reflects specialized training aligned with workforce needs and Title 22 licensing regulations.¹

¹ In California, Title 22 licensing regulations require that directors of infant-toddler programs complete 15 ECE units (including three in administration and three in infant care) and have relevant teaching experience, while teachers must complete 12 ECE units (including three in infant care) and have at least six months of experience with children under five (Sections [101215.1](#), [101415](#) and [101416.2](#)).

The CDP Workgroup also explored the potential development of future authorizations in bilingual education and special education. Staff recommends allowing additional time for analysis to fully assess the feasibility and complexity of developing added authorizations for these areas. Further exploration will help ensure any future recommendations are effectively aligned with existing credential requirements, address workforce demands and maintain coherence within the broader ECE system.

Below is a summary of the key considerations in the authorization areas of Expanded Learning and I/T put forward by the CDP Workgroup. As mentioned above, ad hoc committees comprised of workgroup members with focused areas of expertise were tasked with analyzing the need for and feasibility of specific areas of added authorization. The ad hoc committees then reported back to the CDP Workgroup with recommendations. Workgroup members and public attendees (of which there were 66) were then polled to determine levels of support for the ad hoc committees' recommendations. [Appendix C](#) includes the polling data collected from these meetings.

Expanded Learning Authorization

California operates the largest publicly funded after-school system in the nation, serving over 900,000 students daily. The Expanded Learning Opportunities Program (ELO-P), established through the 2021–22 Budget Act with \$1.74 billion in ongoing funding, supports in-person expanded learning opportunities for students in transitional kindergarten through grade six. In 2022–23, funding increased to \$4 billion, approximately \$2,750 per student in many districts, more than doubling the previous year's investment.

At full implementation, ELO-P aims to provide all students with access to nine hours of developmentally appropriate academic and enrichment activities per instructional day and 30 additional non-school days. Expanded Learning includes before school, after school, summer, and intersession programs that address students' academic, social, emotional, and physical development through engaging, hands-on experiences.

Per Education Code section 46120 and SB 114, districts must develop a comprehensive ELO program plan emphasizing safety, engagement, youth voice, equity, quality staffing, partnerships, and continuous improvement (<https://www.cde.ca.gov/>).

Licensed Expanded Learning programs are also subject to additional requirements, including specific coursework in ECE and School-Age development, to ensure staff are adequately prepared to meet the needs of older children.

To meet the growing demand for qualified educators as transitional kindergarten and after-school participation expand in California, the CDP Workgroup has recommended establishing an Expanded Learning authorization that could be added to a Child Development Permit. This would align with the CDP and ensure professionals receive targeted coursework, including School-Age content, to effectively support children across the full range of ELO-P settings.

CDP Workgroup Discussions, Considerations, and Recommendations

1. Clarifying the Role of the [Current School-Age Emphasis](#) Authorization

The current School-Age permit emphasis, which can be added to the Child Development Permit (CDP), plays a key role in ensuring that qualified professionals support students in Expanded Learning programs. The purpose of the School-Age emphasis is to prepare and equip School-Age professionals with the knowledge, skills, and competencies necessary to effectively support the development of children in Expanded learning settings. School-Age emphasis ensures alignment with child development principles and educational standards that promote consistency in educator preparation, foster positive developmental outcomes, and strengthen the workforce serving School-Age children.

2. Enhancing the Permit Structure and Coursework

To strengthen the preparation for working with this group of children, the CDP Workgroup recommends the current School-Age authorization structure should be refreshed to reflect the developmental and instructional needs of School-Age learners. This includes the recommendation for the development of two specialized School-Age courses for inclusion in the [Curriculum Alignment Project](#) (CAP)²: School-Age Development (covering cognitive, social, and emotional growth) and School-Age Curriculum & Programming (focusing on instructional strategies for Expanded Learning settings) to help support the children served. Having courses aligned with CAP ensures consistency with statewide early childhood education standards, making it more effective in preparing students with foundational knowledge and skills recognized across California's community colleges and transfer institutions.

3. Aligning an Authorization with Age-Specific Learning Needs

The CDP system must maintain a strong foundation in core ECE principles, as these provide the essential knowledge base for understanding child growth, development, and learning. At the same time, it is critical to integrate age-specific learning needs, particularly for School-Age children, to ensure that educators are well prepared to support children across various developmental stages. The CDP Workgroup supports efforts to bridge the gap between school-age and child development pathways to create a cohesive, age-spanning permit structure that also enhances continuity in educator preparation. Including this authorization area in the new permit structure will allow individuals obtaining the new CDP to add an additional area of expertise alongside their designated permit level, ensuring greater flexibility and expanded professional opportunities within the field.

4. Expanded Learning Coursework and TPE Recommendations

The CDP Workgroup recommends the development of specialized defined coursework and competencies for educators preparing for Expanded Learning settings that include the following:

- 6 units of coursework that include three units in *school age development and curriculum* and three units focusing on *programming for school age children*.

² [The CAP Alignment Project \(Curriculum Alignment Project\)](#) is a statewide effort to align core early childhood education coursework across California community colleges to ensure consistency, quality, and transferability.

- The development of ECE Expanded Learning TPEs specific to this authorization complementing the proposed revised ECE TPEs for the CDP.

The CDP Workgroup believes that expanding School-Age educator pathways within the CDP structure is essential for aligning permit requirements with the evolving needs of California's Expanded Learning workforce. By integrating specialized coursework, strengthening educator pipelines, and aligning a framework for Expanded Learning quality standards, this initiative would improve program quality, support educator development, and enhance learning outcomes for California's School-Age students.

Infant and Toddler Authorization

California faces a growing demand for I/T early childhood programs, driven by the increasing need for child care, and a shortage of qualified educators. To support this, regulations highlight the need for high-quality care and set higher standards for educators. Title 22 regulations (See footnote¹ on page 4 for more information) require all educators working with infants and toddlers to complete specialized coursework, in I/T care, while gaining hands on experience.

Research shows California's youngest learners undergo the most critical stages of brain development between birth and age three ([Ready Nation](#)), emphasizing the importance of specialized I/T education programs. In 2022-2023, approximately 62% of child care referral requests received by referral agencies across the state were for this age group ([CDSS](#)). With over 134,000 requests for I/T care and an estimated need for 33,554 more qualified teachers, there is a strong call for California to invest in workforce development and program expansion to meet the needs of working families and support young children's development.

Establishing focused ECE I/T preparation would formalize within the permit framework a structured pathway for early childhood educators to develop essential skills for high-quality I/T instruction in both subsidized and non-subsidized programs that meet Title 22 licensing requirements. An I/T authorization could also help to ensure better support for California's youngest learners by providing educators with the knowledge, pedagogy, and competencies needed for effective teaching. The CDP Workgroup believes this authorization would further improve early learning outcomes and strengthen the state's I/T education workforce.

A critical aspect of the I/T authorization involves embedding I/T competencies across both foundational and specialized coursework, while also exploring ways to engage in this competency driven work. As institutions strengthen these efforts, they contribute to a more cohesive, accessible and outcome-based approach to I/T education.

CDP Workgroup Discussions, Considerations, and Recommendations

1. Importance of Core Competencies and Training

Strengthening core ECE courses by integrating I/T content using CAP course outlines as a guide will provide a foundation for all CDP holders. These course outlines should contain the understanding of early relational health and early intervention. Specific reference within the ECE Teaching Performance Expectations (TPE's) should also be made so that these competencies apply to *all Children 0-8*. Additionally, coursework should both distinguish between preparation for those who work in an I/T setting (0-24 months) and

provide a broader understanding of I/T development as a foundation for those who work with preschool age children.

2. **Considerations for Permit Holders**

The CDP Workgroup's recommendation is to include I/T pedagogy within ECE coursework at a foundational level thereby preparing early educators with a comprehensive understanding of early development and its significance. However, embedding this foundational understanding in all ECE coursework does not meet the additional requirements set forth by Title 22 for individuals working in I/T classrooms, which include specialized coursework tailored to ages 0-24 months. To address both statewide ECE licensing requirements and the need for consistency across institutions, the CAP expansion coursework already includes I/T courses aligned with licensing requirements. Adding an I/T authorization would provide the specific training required by Title 22 and using the already developed CAP expansion coursework in I/T would help ensure that infant and toddler education is consistently and effectively integrated across ECE preparation programs.

Additionally, reviewing the existing CAP core courses required for all permit levels to strengthen infant/toddler content would help establish a baseline of I/T preparation for all educators. This foundational training would complement the I/T authorization, which offers advanced coursework for those pursuing roles specifically in infant/toddler settings.

3. **Infant Toddler Coursework & TPE Recommendations**

Develop specialized coursework and competencies in educators preparing to serve in I/T settings that include the following:

- 6 units of coursework that includes three units in *infant and toddler development* and three units in the *care and education for infants and toddlers*.
- The development of ECE I/T TPEs specific to this authorization complementing the proposed revised ECE TPEs for the CDP.

The CDP Workgroup affirmed that an I/T authorization is crucial for building a well-trained workforce that meets both the growing demand for I/T programs and the licensing requirements for educators in this field. Unlike with the School-Age emphasis that is part of the current CDP structure, an I/T added authorization would be a new development. This authorization would ensure that infants and toddlers receive high-quality early learning experiences in a developmentally appropriate and well-prepared environment, providing them with a strong foundation for future learning and growth.

The following table reflects the initial proposed set of authorizations recommended for educators who will obtain a permit on the new CDP matrix and potentially seek additional preparation focused on the needs of the students they intend to serve. This authorization would be available as an add-on to ECE levels 1, 2 and 3, as well as ECA levels 1 and 2, by completing the necessary coursework. The authorizations would formally recognize educators' specialized training in either Expanded Learning or I/T care, ensuring that those who meet the required

education and experience are properly credentialed and meet the Title 22 licensing requirements.

Authorization and Purpose	Requirements
<i>Expanded Learning (School Age)</i> <i>Provide services in the care, development, and instruction of children in before-school, after-school, and other school-age childcare programs.</i>	This authorization would require 6 units in expanded learning, with coursework in: <ul style="list-style-type: none">• School-Age Development and Curriculum• Programming for School-Age Children
<i>Infant and Toddler</i> <i>Provide services in the care, development, and education of infants and toddlers in childcare programs where infants and toddlers are served.</i>	This authorization would require 6 units focused on: <ul style="list-style-type: none">• Infant and Toddler Development• Care and Education for Infants and Toddlers

Section 4: Opportunities for Further Development

To support the advancement of the ECE field, staff will explore the potential of two additional authorizations in Bilingual education and Special Education based on the CDP Workgroup recommendations. Further exploration will help ensure these authorizations, if developed, can be strategically integrated, while maintaining cohesion with current requirements.

Staff Recommendation

Staff recommends that the Commission review the information presented in this agenda item and, if appropriate, approve proposed changes to the new CDP Matrix Child Development Permit to include authorizations for Expanded Learning and I/T in addition to any next steps.

Next Steps

Staff will take appropriate next steps related to the CDP Workgroup authorization recommendations moved forward by the Commission.

Appendix A

Child Development Permit Matrix

Adopted by the Commission 2/6/25

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 B

CDP Workgroup Ad Hoc Committee Members, Meeting Dates and Topics

The CDP Workgroup held Ad Hoc committee meetings took place between CDP Workgroup meetings five through seven. The Child Development Permit Workgroup Ad Hoc committees were supported by Commission staff. Meeting highlights and ad hoc committee members are highlighted on the table below.

Specializations	Meeting Highlights	Ad Hoc Committee Members/Organizations
Bilingual	<ul style="list-style-type: none"> Strong consensus on incorporating language and cultural competencies into the Child Development Permit (CDP) structure. Integration & Specialization Approaches – Mixed perspectives on whether language competencies should be embedded within existing coursework or offered as a specialized authorization. Recognizing the varying needs of permit holders, suggesting a tiered approach to DLL/MLL training that could lead to leadership opportunities. 	<ul style="list-style-type: none"> Liz Alvarado - Californians Together Heather Snipes - El Dorado County Office of Education Valerie Denero - EveryChild California Lynette Ridgel - Riverside County Office of Education La Tanga Hardy - Los Angeles Community College District June Millovich - Saddleback College
Infant Toddler	<ul style="list-style-type: none"> Strengthen core 12-unit coursework to ensure alignment with CAP expectations and infant-toddler content. Clearly embed infant-toddler competencies across all age groups (0-8) within the TPE domains. Strengthening I/T expertise in CAP-aligned courses and assess CAP & CID integration, ensuring better alignment with community colleges and four-year institutions. 	<ul style="list-style-type: none"> Valerie Denero - EveryChild California Helen Davis - University of California, Los Angeles Katie Mervin - EDvance College Toni Isaacs - Ventura County Office of Education Jeanne Veich - Shasta College Becky Green - Imperial Community College District June Millovich - Saddleback College
Special Education	<ul style="list-style-type: none"> Embed SE content into core Curriculum Alignment Project (CAP) courses, providing all educators with foundational knowledge in inclusive practices, Universal Design for Learning (UDL), and least restrictive environments. 	<ul style="list-style-type: none"> Erin Dubey - California Department of Education Katie Mervin - EDvance College Jacqueline Cruz - United Teachers Los Angeles June Millovich - Saddleback College

Specializations	Meeting Highlights	Ad Hoc Committee Members/Organizations
	<ul style="list-style-type: none"> • Develop two SE-specific courses: Introduction to Children with Disabilities or Delays and Curriculum & Strategies for Children with Disabilities or Delays. • Ensure realistic and inclusive expectations by shifting from a deficit-based approach to one that recognizes children’s strengths and diverse needs. 	
Expanded Learning	<ul style="list-style-type: none"> • Assess School-Age (SA) Permit usage, particularly within Title 22 programs, and clearly define the purpose of the SA pathway and its alignment with expanded learning and child development needs. • Recraft the School-Age Permit pathway to better reflect developmental and instructional needs. • Develop two specialized courses: School-Age Development (cognitive, social, and emotional growth) and School-Age Curriculum & Programming (best practices for before- and after-school programs). 	<ul style="list-style-type: none"> • Kate Williams-Browne - Commission on Teacher Credentialing • Nicole Willard - Windmill School, Portola Valley • June Millovich - Saddleback College

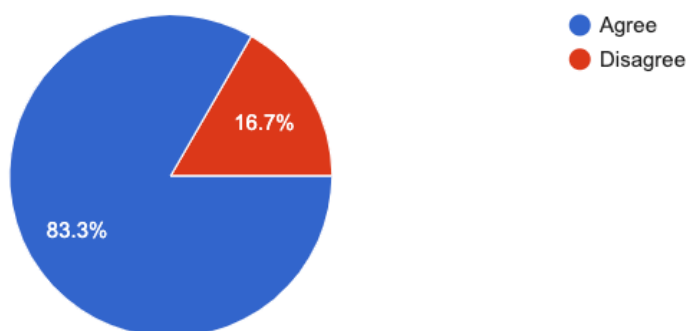
Appendix C

Specializations Polling Results from CDP Workgroup Members and Public

Workgroup Members

The specialization areas are included at a foundational knowledge level in the current ECE-TPEs but would not be considered a specialization. A specialization indicates “over and above.”

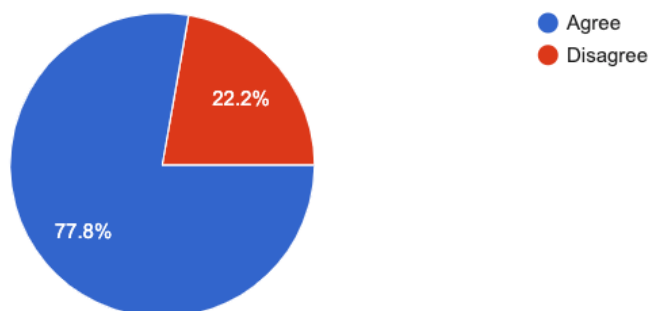
18 responses



Create a specialization for those who prepare themselves for an infant toddler setting. Specialization would include 6-units for infant toddler including:

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

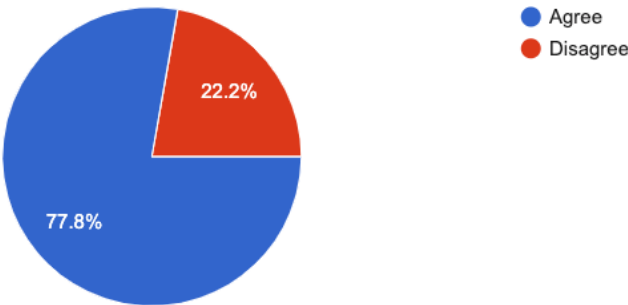
18 responses



Create a specialization for those who prepare themselves for an expanded learning setting. Specialization would include 6-units for expanded learning including coursework in:

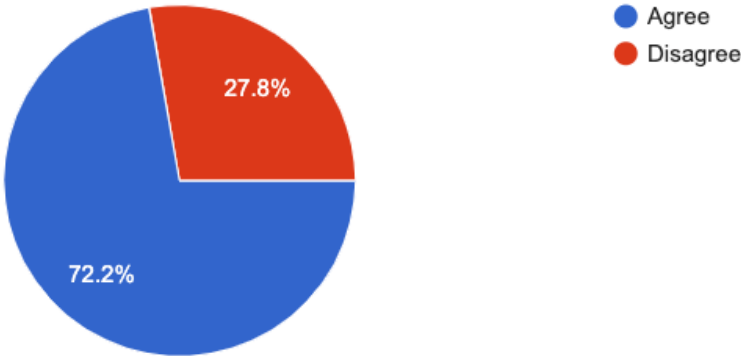
- School Age Development and Curriculum.
- Programming for School Age Children.

18 responses



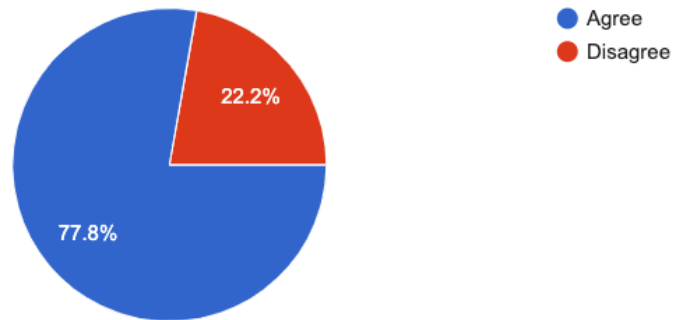
The recommended Expanded Learning courses would be **in addition** to the requirements for each level of the Permit

18 responses



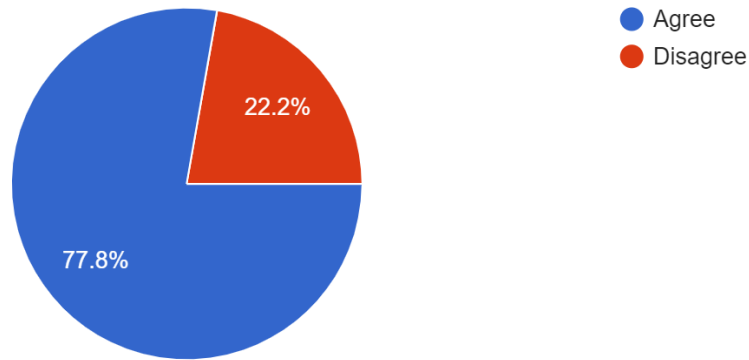
If specialization areas are going to be a part of the permit structure, then ECE-TPEs should be developed for each area within the framework of 6 additional units for each specialization.

18 responses



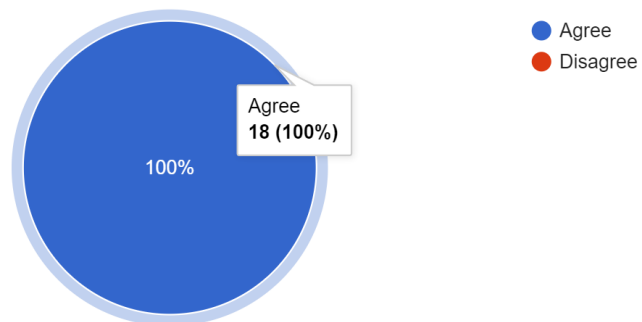
Public
66 Respondents

The specialization areas are included at a foundational knowledge level in the current ECE-TPEs but would not be considered a specialization. A specialization indicates “over and above.”



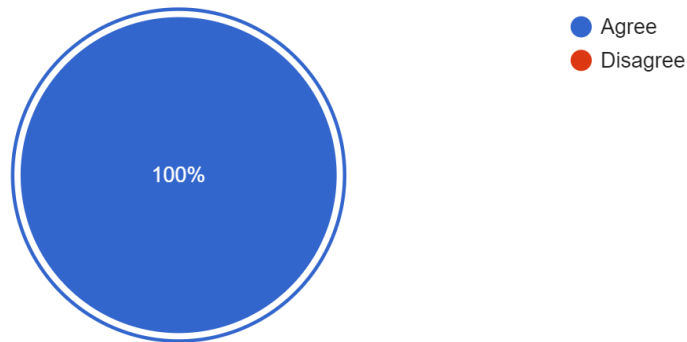
Create a specialization for those who prepare themselves for an infant toddler setting.
Specialization would include 6-units for infant toddler including:

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

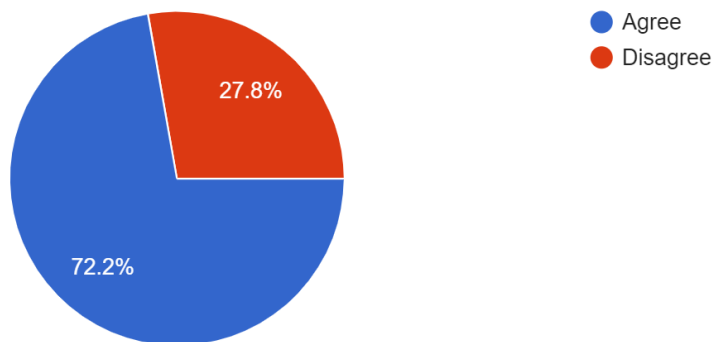


Create a specialization for those who prepare themselves for an expanded learning setting. Specialization would include 6-units for expanded learning including coursework in:

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



The recommended Expanded Learning courses would be **in addition** to the requirements for each level of the Permit



If specialization areas are going to be a part of the permit structure, then ECE-TPEs should be developed for each area within the framework of 6 additional units for each specialization.

