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Information

Educator Preparation Committee

Update on the Work Relating to the Child Development Permit

Executive Summary: This agenda item presents an update on the work relating to the Child Development Permit, including (A) information on the current Child Development Permit structure; (B) a summary of the prior work of the Commission’s Child Development Advisory Panel; (C) the development and adoption of the set of first-ever Teaching Performance Expectations (TPEs) for the early care and education workforce along with the first-ever set of Program Guidelines to identify and support quality expectations for the postsecondary programs that prepare this workforce; (D) work currently underway to support pilot implementation of the TPEs and Program Guidelines in the field, including support from the state’s Child Development Grant- Renewal federal funding; and (E) plans for moving the work forward in the future.

Recommended Action: For information only

Presenter: Phyllis Jacobson, Administrator, Professional Services Division

Strategic Plan Goals

I. Educator Quality

- b) Develop, maintain, and promote high quality authentic, consistent educator assessments and examinations that support development and certification of educators who have demonstrated the capacity to be effective practitioners.

II. Program Quality and Accountability

- a) Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California’s diverse student population.

Update on the Work Relating to the Child Development Permit

Introduction

This agenda item presents an update on the work relating to the Child Development Permit, including:

- A. Information on the current Child Development Permit structure;
- B. A summary of the prior work of the Commission's Child Development Advisory Panel;
- C. The development and adoption of the set of first-ever Teaching Performance Expectations (TPEs) for the early care and education workforce along with the first-ever set of Program Guidelines to identify and support quality expectations for the postsecondary programs that prepare this workforce;
- D. Work currently underway to support pilot implementation of the TPEs and Program Guidelines in the field, including support from the state's Child Development Grant-Renewal federal funding; and
- E. Plans for moving the work forward in the future.

Overview

This agenda item describes the ongoing work to update the Child Development Permit, to develop and implement quality candidate competencies and program guidelines in the field of early care and education (ECE) where none have previously existed for the preparation and permitting of the ECE workforce, and to work collaboratively with a wide variety of agencies, organizations, professional groups in the field, and stakeholders to move this work forward in the future.

The context for every aspect of the Commission's work with respect to the field of early care and education is highly complex. A multitude of state, federal, and local agencies, including the Commission, have jurisdiction over and impact both the work itself and issues such as staffing qualifications, required ratios of staff to young children in the ECE setting, and requirements that must also be met in order to be licensed to operate a child care and development program in California. In addition to these internal and external agencies, entities, and groups, there is also a wide variety of diverse viewpoints within the field itself as to what are developmentally, culturally, and linguistically appropriate and effective practices with young children, from birth (infants) to toddlers, to preschool age children, to prekindergarten children, and to early elementary school students (grades K-3). This extensive diversity of actors and viewpoints can make it difficult to find and maintain common ground as well as to promote stakeholder buy-in and support for the work. An additional recent complicating factor is the effect of the COVID-19 pandemic on the early care and education sector, which will be discussed further in section (E) below.

The agenda narrative below reflects the significant progress made thus far in addressing the Commission's priorities for improving the preparation and permitting of individuals serving within the ECE setting, including improving the quality of the preparation these candidates receive to obtain the Child Development Permit (CDP) and encouraging permit holders to advance within their chosen profession. The Commission's work in this area reflects a significant shift regarding the reliance on seat time and course titles serving as the basis for issuing a CDP, with movement toward a Commission-adopted system of demonstrated competencies and preparation program standards as the guiding principles for permitting in this field. This shift in focus for the CDP is consistent with changes made by the Commission in other credential areas, and suggests the need to develop a workable framework for a new, revitalized and feasible system of program quality review and approval for ECE preparation programs in the future.

Background

(A) The Current Child Development Permit Structure

The CDP authorizes the holder to provide services in the care, development, and instruction of children in a child care and development program; and may authorize the holder, depending on the level of the permit held, to provide other services such as supervision, curriculum development and coordination, and site and program level administration. There is also a School-Age emphasis that can be added to a permit that authorizes the holder to additionally provide services in the care, development, and instruction of children in before-school, after-school, and other school-age child care programs.

The Commission issues six levels of Child Development (CD) Permits: 1) Assistant; 2) Associate Teacher; 3) Teacher; 4) Master Teacher; 5) Site Supervisor; and 6) Program Director. Each permit level has its own set of issuance requirements and each authorizes the holder to perform different levels of service in early care and education programs. The current six-level CDP structure, including the requirements for earning each level of the permit, is provided in [Appendix A](#). More detailed information about Child Development Permits is available in [CL-797 leaflet](#) on the Commission's website.

[Appendix B](#) provides information about the number of new permits granted and trends over the past five years, including by the six permit levels. In general, the number of new permits issued had been declining over the past couple of years, and increased slightly in 2018-19. Over 6,000 total new child development permits are issued annually. Of these permits, approximately 1,650 new permits were issued annually in each of these three categories: Associate Teacher, Teacher, and Site Supervisor, with lower numbers of permits issued in the remaining three categories of Assistant, Master Teacher, and Program Supervisor.

The Child Development Permit was developed initially in 1961, when California was one of the first states to subsidize public preschool enrollment. The Permit Structure was most recently updated in 1994, with Title 5 regulations promulgated in 1997. As a result of legislation, the Commission was tasked in 2015 with reviewing the permit with a view to potentially updating the permit levels and requirements. The Commission convened a Child Development Advisory

Panel from 2015-17 to review the permit levels and requirements. The work and the outcomes of the Child Development Permit Advisory Panel are discussed in Section B below.

Qualifications for Entry to the Profession

The current six-level Permit structure allows interested individuals entry into the profession at the **Assistant** level with six units in ECE. Since obtaining this level of the permit is optional, interested individuals without even six units or any prior experience could be hired to serve as an Assistant in the early care and learning setting without holding any Permit issued by the Commission.

The qualifications for the second level of the permit, the **Associate Teacher** level, require an individual to have 12 units in early childhood education and a total of 50 days of experience of three (3) or more hours per day within two years. Candidates for the Associate Teacher permit may also obtain a [Child Development Associate](#) credential from the Council for Professional Recognition's national credentialing program as an alternative means of qualifying for this level of the permit. The Associate Teacher permit allows the holder to serve as a lead teacher in the early care and education setting, and supervise the work of an Assistant. Thus, the current permit structure allows teachers and assistants to enter practice with relatively few barriers. The permit structure also provides a flexible pathway for advancement within the profession. All of the permit levels have a professional growth requirement within a five-year renewal period. The Associate Teacher permit requires the holder to earn 15 units of ECE for renewal and meet the requirements for the Teacher level of the permit within two renewal cycles (10 years).

The **Teacher** level of the permit requires the holder to have a minimum of 24 units of core early childhood education/child development courses and 16 general education units, plus 175 days of 3+ hours per day of experience within four years OR to hold an AA degree or higher in early childhood education or a related field with three (3) units of supervised field experience in an ECE setting. The Teacher level of the permit authorizes the holder to teach and to supervise staff serving on the Assistant and Associate Teacher permits.

The **Master Teacher** level of the permit requires the holder to have either 24 units of early childhood education/child development, plus 16 general education units, six (6) specialization units, and two (2) adult supervision units along with 350 days of 3+ hours per day within four years, OR to hold a B.A degree or higher, with 12 units of ECE and three (3) units of supervised field experience in the ECE setting. The Master Teacher may provide instruction, supervise holders of all lower permit levels, and serve as a curriculum coordinator and coordinator of staff development.

The **Site Supervisor** permit requirements are similar to that of the Master Teacher with the addition to the experience requirement of at least 100 of the experience days being spent supervising adults. The Site Supervisor permit authorizes the holder to supervise all lower permit level holders and to serve as the administrator of a single program site or setting as well as to serve as a coordinator of curriculum and staff development.

The **Program Director** permit level authorizes the holder to supervise all lower permit level holders and to serve as the administrator for more than one program site or setting as well as to serve as a coordinator of curriculum and staff development. The Program Director permit requirements include a B.A or higher with 24 units of early childhood education/child development units, plus six (6) units in administration and two (2) units of adult supervision, and site supervisor status plus one program year of site supervisor experience, OR hold a Teaching or Administrative Services credential issued by the Commission with 12 units of ECE and three (3) units of supervised field experience in an early care and education setting.

Current Regulations Governing Early Childhood Education

There are a multiplicity of funding sources and differing regulations regarding the licensing and supervision of staff who work in early care and education settings. In California, three primary sets of laws and regulations establish qualifications for teaching and administrative staff of child care and development programs: Title 22 and Title 5 of the California Code of Regulations, and the Federal Head Start Act. The Child Care Licensing Program, part of the California Department of Social Services, licenses and monitors [Family Child Care Homes and Child Care Centers](#) to ensure that children who are in day care are provided a safe and healthy environment. Title 22 regulations determine the requirements for all centers in California, and for teachers and administrators serving in these programs.

Title 5 regulations govern centers holding a contract with the California Department of Education (CDE) (excluding the voucher program) and are more rigorous than Title 22 regulations with regard to teacher qualifications. Under Title 5 regulations, those who work in state-contracted and state-funded full-day child development programs or half-day preschools must obtain a CDP issued by the Commission.

The federal Head Start program promotes school readiness for children ages birth to five from low-income families by enhancing young children's cognitive, social and emotional development. [California's Head Start program](#) is serving over 91,000 children in 2020. California's Head Start programs are administered through a system of 74 grantees and 88 delegate agencies. Many of these agencies also have contracts with the California Department of Education (CDE) to administer general child care and/or State Preschool programs. Many of the programs are located at the same sites and in the same classrooms as State Preschool Programs. Head Start programs are governed by Title 22 regulations plus the Head Start Performance Standards (45 CFR 1304.5(c)).

Table 1 provides an overview of the similarities and differences between Title 22, Title 5, and Head Start.

Table 1. Comparison of Regulations for Teaching: Early Childhood Education

	Title 22	Title 5	Head Start
Jurisdiction	Regulations for licensing and monitoring by the California Department of Social Services.	Governs centers holding a contract with the California Department of Education.	Governs centers with federal Head Start Funding.
Types of Programs	Family child care homes and child care centers	Part-day and full-day preschool classrooms and child development programs	Comprehensive developmental services for low-income children from 3 to 5 years old
# of Educator Classifications	3	6	3
Current Teacher Requirements	12 Units in ECE and six months work experience	<ul style="list-style-type: none"> • 24 units in ECE for Teacher • 12 units in ECE for Associate Teacher 	<ul style="list-style-type: none"> • Associate of Arts in child development • By 2013 50% of teachers were required to hold a B.A. in ECE, a baccalaureate or advanced degree in any subject, with coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children

Preparers of the Early Care and Education Workforce

The early care and education workforce is prepared by four major higher education segments: the California Community Colleges system, the California State University (CSU) system, the University of California (UC) system, and private/independent institutions of higher education. Each of these segments offers coursework that meets the requirements for the Commission’s Child Development Permit. The Community College system has articulation agreements with four-year institutions of higher education (IHEs), particularly the CSU system, for the transition of students from AA degree programs to higher education coursework and degree program levels.

The Community College system has developed a shared, common curriculum for the core and the advanced levels of ECE coursework through the [CAP \(Curriculum Alignment Project\)](#) located

at Saddleback Community College and funded primarily by the Child Development Training Consortium. CAP has developed curriculum and embedded coursework assessments for all of the core ECE coursework for the basic levels of the permit as well as coursework and embedded coursework assessments for the higher levels of the permit. This curriculum is used by 91 of the California Community Colleges as well as by some CSU campuses who prepare individuals for the Permit. A number of CSU campuses have also developed coursework and embedded assessments that address the core and advanced levels of ECE curriculum. All coursework at all postsecondary institutions offering preparation to the early care and education workforce have thus far been guided by the [Preschool Learning Foundations](#) and the extensive [workforce competencies](#) developed by the CDE.

Current Quality Standards and Expectations for Early Care and Education Permit Candidates and Preparation Programs

The Commission has relied on the coursework units specified in the current Child Development Permit Matrix as a primary basis for issuing CDPs. Candidates are being prepared by their respective higher education programs for the current permit structure, and if the candidates provide the Commission with evidence of meeting the coursework, experience, and any other requirements for the permit level they are seeking, they are issued the permit.

Prior to 2015 the Commission had not addressed the development and adoption of quality standards either for the licensure of early childhood permit candidates or for the programs that prepare this workforce. With the inception of the Child Development Permit Advisory Panel (CDP AP) in 2015, work began to address these issues of identifying necessary candidate competencies for permit licensure, and developing quality standards for the higher education programs that prepare this workforce. Further information on the work and outcomes of the CDP AP, as well as on the competency expectations and program standards development processes, is provided below.

(B) The Work of the Commission's Child Development Advisory Panel, 2014-17

The education finance budget trailer bill for the 2014-15 State Budget, Senate Bill 858 (Chap. 32, Stats. 2014), required the Commission to “review, and update if appropriate, the requirements for the issuance and renewal of permits authorizing service in the care, development, and instruction of children in child care and development programs and permits authorizing supervision of a child care and development program.”

Commission staff conducted [a study session](#) for the Commission at its August 2014 meeting to provide information about SB 858, the Commission's CDP, regulations governing early childhood education, research in the field of ECE, and the current status of ECE teacher preparation in the U.S. and in California. At that time, the Commission directed Executive Director Mary Vixie Sandy to establish, when resources allowed, a Child Development Permit Advisory Panel comprised of a broad spectrum of stakeholders and constituents. The purpose of the panel was to review the current structure and requirements for licensure in the field of ECE and, if appropriate, to recommend updates.

In June 2015, Commission staff presented an [agenda item](#) providing an update on the status of the CDP AP. The item reported on the spring 2015 application process for individuals interested in serving as members of the advisory panel. Eighty-five (85) individuals completed the application process and, of these, 20 individuals, representing a broad range of stakeholders, were appointed to the panel. (See [Appendix C](#) for a list of CDP AP members and liaisons.)

The CDP AP included practitioners, employers and preparers, with representation from California four-year institutions of higher education, community colleges, county offices of education, local education agencies, and public and private child care and development providers. Panelist appointments also reflected to the extent feasible the ethnic and cultural diversity of California public schools. The CDP AP held multiple public meetings between June 2015 and June 2016 and continued meeting into early 2017.

The work of the CDP AP ultimately focused on the following two key questions:

1. Should the current permit structure be modified to ensure that ECE teachers and administrators are adequately prepared to work in this sector, and if so, how?
2. What is the scope of knowledge and skills needed to work in ECE positions that require a Child Development Permit?

Outcome of the Panel's Work Regarding Key Question 1:

Should the current permit structure be modified to ensure that ECE teachers and administrators are adequately prepared to work in this sector, and if so, how?

At the Commission's [June 2016 meeting](#), the panel made the following recommendations concerning the structure of the CDP, summarized as follows:

- *Child Development Assistant Permit*
The panel recommended **eliminating** this first level of the permit matrix.
- *Child Development Associate Teacher Permit*
The panel recommended **changing the authorization** of this document to ensure that individuals holding an Associate Teacher Permit would serve under the direct supervision of a Teacher. If enacted by the Commission, individuals earning the Associate Teacher Permit would not be allowed to serve as teacher of record or supervise other staff. Further, the panel recommended **updating the specifications of the 12 required units** of ECE/CD currently required, to reflect the use of an adopted set of competencies and also **modifying the experience requirement** to include 50 hours of practicum or clinical practice. The panel also recommended **allowing this permit to be renewed more than one time**, by removing the current limitation that this document may be renewed only once, which was initially intended to move permit holders to the Teacher level of the permit within ten years, and instead require with each five-year renewal a total of 180 hours of professional growth activities, with at least 21 hours per year, aligned with adopted competencies.

- Child Development Teacher Permit*

The panel recommended **requiring an AA, AS, AA/AS-T (transfer associate degrees) or comparable degree** in ECE/CD that includes 60 units; **or, for initial issuance, retaining the current requirement of 40 units** that include 24 units of ECE/CD plus 16 units of general education with the requirement that, within the first renewal period, the individual make progress toward the AA, AS, AA/AS-T or complete a minimum of 20 additional units towards a baccalaureate degree in ECE. The panel further recommended that for each five-year renewal period, **permit holders complete a total of 180 hours of professional growth activities**, with at least 21 hours per year, including units towards a baccalaureate degree, unless this degree has already been earned.
- Child Development Master Teacher Permit*

The panel recommended **updating the authorization statement** to include authorizing coaching support directly related to quality improvement. The panel also recommended **changing the education requirement to a minimum of a baccalaureate degree** in either ECE/CD or in any other discipline but with the requirement that 36 units must be in ECE/CD including three (3) units in adult supervision and 18 units of upper division coursework. Finally, the panel recommended that for each five-year renewal period, **permit holders complete a total of 180 hours of professional growth activities** aligned with adopted competencies, with at least 21 hours per year.
- Child Development Site Supervisor*

The panel recommended **updating the authorization statement** to include coaching support directly related to quality improvement. The panel also recommended **changing the education requirement from an AA to a minimum of a baccalaureate degree** in either ECE/CD or in any other discipline but with the requirement that 36 units must be in ECE/CD, including three (3) units in adult supervision and 18 units of upper division coursework. The panel further recommended **eliminating the current options for obtaining this permit for specified individuals**, including individuals with either a general education teaching credential or an Administrative Services Credential, plus 12 units of ECE/CD that include three (3) units of supervised field experience. Finally, the panel recommended that for each five-year renewal period, **permit holders complete a total of 180 hours of professional growth activities** aligned with adopted competencies, with at least 21 hours per year.
- Child Development Program Director*

The panel recommended **updating the authorization** to include coaching support directly related to quality improvement. The panel also recommended **making the current education requirement of a minimum of a baccalaureate degree more specific such** that it includes 15 units of management, administration, supervision, leadership or policy coursework; 24 units of ECE/CD that includes coursework in the subject area of infants and toddler; and 210 hours of clinical experience. The panel recommended **eliminating the current option for obtaining the permit for specified individuals**, including individuals with a general education teaching credential, 12 units of ECE/CD,

three (3) units of supervised field experience and six (6) units of adult supervision, and individuals with a Master's degree in ECE/CD or Child/Human Development. Finally, the panel recommended that for each five-year renewal period, **permit holders complete a total of 180 hours of professional growth activities** aligned with adopted competencies, with at least 21 hours per year.

The full recommendations of the Panel regarding changes to the Child Development Permit structure are provided in [Appendix D](#).

Following extensive discussion and public input at the [June 2016 meeting](#), the Commission tabled at its [February 2017](#) meeting further consideration of the panel's recommendations regarding the Child Development Permit structure in part because of significant divisions within the field regarding the potential impact of these recommendations on the preparation and the supply of qualified personnel to staff programs and settings for children. The Commission directed staff to focus on further developing and engaging with stakeholders regarding the Teaching Performance Expectations and Program Guidelines during 2017-18 and to revisit the permit structure following this work.

Outcome of the Panel's Work Regarding Key Question 2: What is the scope of knowledge and skills needed to work in ECE positions that require a Child Development Permit?

The Panel reviewed at length the multiple sets of sometimes competing standards for candidate competencies for the early care and education workforce, including:

- The California Department of Education's *California Preschool Learning Foundations* (2008) and *California Preschool Curriculum Frameworks* (2010). These documents include a comprehensive and extensive set of multiple competencies expected of the early care and education workforce.
- Course outlines developed by the California Community College's Curriculum Alignment Project (CAP 8). The Curriculum Alignment Project is an ongoing effort by the California Community Colleges to develop and maintain a common set of course syllabi for an initial set of eight (8) courses (24 units) as well as coursework for higher levels of the permit and are intended to facilitate adoption and common use of ECE coursework across multiple California Community College campuses. The CAP 8 coursework includes, for example, courses in Child Growth and Development; Child, Family and Community; and Curriculum.
- "*Transforming the Workforce for Children Birth through Age 8: A Unifying Foundation*," a report from the Institute of Medicine and National Research Council of the National Academies released in fall 2015. This document represents a national, research-based set of foundational competencies expected of the early care and education workforce, along with a range of preparation approaches.
- Two publications from UC Berkeley's Center for the Study of Child Care Employment, "*Worthy Work, STILL Unlivable Wages: The Early Childhood Workforce 25 Years after the National Child Care Staffing Study*" and "*Teaching the Teachers of Our Youngest Children: The State of Early Childhood Higher Education in California, 2015*," that discuss

the status of preparation of California’s early child care and development workforce, highlighting the disparities between its preparation and salary within California’s educator preparation system and nationally.

- The program standards for accreditation by the National Association for the Education of Young Children (NAEYC).

Many of these resource documents are aligned to and/or consistent with each other, but with some key differences in approach, scope, and length. Although the panel discussed and appreciated aspects of each of these resources, the field of early care and education has not coalesced around any one structure of preparation or any single set of competencies expected of this workforce. The multiplicity of similar but different resources and resource documents in the field, along with the wide range of preparers, preparation contexts, and federal and state requirements linked to multiple funding sources and streams, have all contributed to the current lack of a unified, coherent statewide system of preparation and of a statewide system to determine the quality of the preparation candidates for the Child Development Permit receive. However, review of these resource documents informed the panel’s discussions and deliberations and set the context for drafting the panel’s recommendations concerning the development of a new set of comprehensive yet concise performance expectations for California child development permit candidates, as well as quality guidelines for programs that prepare this workforce, as described below.

Simultaneous Development in the Field Coinciding with the Work of the Child Development Permit Advisory Panel: The “Transforming the Workforce for Children Birth through Age 8” Project (TWB8)

In April 2015, as the Commission’s Child Development Permit Advisory Panel was doing its work, the Institute of Medicine (IOM) and National Research Council (NRC) of the National Academies released the report “Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation.” The report contained multiple recommendations to achieve a workforce that can meet the needs of children from birth through age 8 (TWB8). The overarching question guiding the research for the work was “How can the science of children’s health, learning, and development inform how the workforce supports children from birth through age 8?” The resulting report contained thirteen recommendations that cover:

- State and federal qualification requirements for professional practice;
- Higher education;
- Ongoing professional development;
- Evaluation and assessment of professional practice;
- Leadership;
- Inter-professional practice (particularly between the ECE and health and social services sectors);
- Improving support for implementation (including funding and policymaking at national, state and local levels); and
- Improving the knowledge base and data systems to inform professional learning and workforce development.

After issuing its report, the Institute of Medicine initiated a process to develop implementation plans for the IOM and NRC recommendations at both the national and state levels. California was one of five participating states in the first round of implementation planning. The California work was led by the California Department of Education and First 5 California. Commission staff participated as a collaborative partner in all of these meetings.

California's action planning team for the TWB8-related work included representation not only from the Commission, but also from higher education, research, state government, and early child care and education employers and stakeholders. Two members and three liaisons to the Commission's Child Development Permit Advisory Panel were also on California's TWB8 action planning team.

In January 2016, the initial meeting of California's action planning team was held to begin analyzing the recommendations from the IOM report for possible implementation. The timeframe for the work of the action planning team was to finalize a statewide implementation plan in September 2016.

Commission staff informed the TWB8 group about the work of the CDP AP, highlighting the overlap in focus on quality in preparation and licensure and capacity in higher education to prepare the ECE workforce. As a result, the group determined that one of the first recommendations in the TWB8 report would constitute California's planning and implementation priority. This priority was: ***Licensing, Permitting, and Credentialing Requirements***, to focus on current requirements and policies, recommended changes, and process for making changes.

The TWB8 group intersected with and paralleled the work being undertaken by the Commission's Child Development Permit Advisory Panel, and thus the work being done by the TWB8 group was informed at that time by the work of the CDP AP and vice versa.

Development of Draft Performance Expectations for the ECE Workforce

During 2015-16, both the CDP AP and the TWB8 group were working on the issue of the nature and scope of what should constitute necessary preparation for the ECE workforce. Since the TWB8 work could not move forward expeditiously without a set of underlying competencies for the ECE workforce, and the CDP AP was working on competencies to undergird the requirements for earning a Child Development Permit, staff prioritized the work of developing and coming to agreement across both groups (CDP AP and TWB8) on a single set of expected competencies for each of the levels of the Permit.

As indicated previously, there are a number of sets of candidate competencies in the field serving as the basis for preparation for this workforce across the spectrum of preparation providers. The core competencies proposed for ECE teachers in the Institute of Medicine's report represent a high-level view of what is essential, based on extensive review of the research literature and current practice, for states to consider as they organize preparation requirements for this workforce. Based on this set of nationally-focused competencies,

Commission staff worked with the Chair of the CDP AP, Deborah Stipek, to draft an initial set of candidate competencies for the Teacher level of the Permit that was informed by the IOM project, as well as by existing California Early Childhood Educator Competencies and discussions at CDP AP meetings. There was common agreement that the field did not need yet another set of lengthy competencies to be added to the extensive work already done in California, particularly the CDE work that identified a wide range of ECE candidate competencies.

For that reason, Commission staff, with advice and feedback from the Chair of the CDP AP, reoriented the draft competencies based on the IOM research so that the document would provide a new, first-ever draft set of a manageable, feasible number of “performance expectations” for candidates for the Child Development Permit. At the same time, to maximize coherence and connection for California’s teaching population across the ECE and K-12 continuum, the *California Standards for the Teaching Profession* were used as the organizing schematic for the domains of the draft ECE Teacher level performance expectations. This is an entirely new approach within the ECE field, one that purposefully connects caring for and teaching California’s youngest learners with the continuum of caring for and teaching PK-12 students, and that thereby connects the ECE workforce to the larger teacher workforce throughout the state.

By focusing on the expected *performance* of a candidate relative to his/her level of mastery of the set of underlying individual competencies, programs and providers of coursework across the ECE spectrum could continue to organize their preparation as they saw best. Draft candidate performance expectations were initially developed at that time (2016) only for the Teacher level of the permit, as this level of the Permit provided a foundational benchmark for the permit levels both below and above it.

Because this was a novel approach in the ECE field at that time, staff vetted the idea and the draft performance expectations for the Teacher level of the Permit with multiple stakeholders and in multiple venues, including but not limited to the CDP AP, the TWB8 group, a CDE-sponsored TK group that met in April 2016, and a TK group sponsored by the CSU Chancellor’s office that met in May 2016. The idea of using the organizing schematic of the CSTP and the draft performance expectations document were well-received by all parties, and all stakeholders were offered the opportunity to provide feedback and input to the development process to help inform the version of the Teacher-level performance expectations that were subsequently reviewed and approved in concept by the Commission for further development and implementation.

Development of Draft Program Standards for ECE Workforce Preparation Programs

There have not been any Commission-identified or Commission-adopted standards of quality for the many higher education-based preparation programs for the early care and education workforce until just recently. These programs provide foundational coursework with similar titles, primarily around the core areas of Child/Human Growth and Development; Child, Family and Community; and Curriculum for the lower levels of the permit structure, and more advanced coursework for the higher levels of the permit structure. Nor has there been any

Commission-developed quality monitoring mechanism in place for preparation program providers, whether preparation is provided via an organized program or is offered primarily as stand-alone coursework. The Permit structure has never been part of the Commission's accreditation system, nor does the Commission have sufficient staff and fiscal resources to include the approximately 150 ECE preparation programs within the current Accreditation process.

In 2000, a pilot project attempted to use the then-current accreditation system as a means of approving ECE preparation providers. A set of program standards similar to those used in accreditation were drafted for use for this purpose. Approximately 12 providers, including community colleges, public and private IHEs, and independent providers such as Montessori participated in the pilot. They submitted documents for review, and a team led by a Commission staff member conducted site visits to each provider. While most participants found the process valuable, the Commission did not have the staff or the resources to bring all of these providers into the accreditation system and thus the pilot ended.

Subsequent to the pilot, in 2004 a process known as the "[Verification of Completion \(VOC\)](#)" process, was instituted. This voluntary program was initiated as an alternative to the Commission's course-by-course transcript review of each candidate's application. The Commission invited representatives from community college and four-year college or university programs, representatives from the California Department of Education, and representatives from the Child Development Training Consortium to help structure this process that includes submitting standard program courses for Child Development Permits and verifying that a candidate has completed all of the requirements. Through this process candidates receive early assurance that they would receive the Permit, thereby reducing the number of rejected applications, and streamlining permit processing at the Commission since applications submitted through this program receive priority processing. Because this process is based primarily on looking at coursework titles and does not provide any description of or focus on what would constitute quality in preparation of the ECE workforce, the VOC process is not currently open for participation by any additional programs. However, the field has been asking for a process to be made available whereby program can apply for approval to recommend candidates for the Permit. Additional information on a process to replace the current VOC process is provided in Sections (D) and (E) below.

It is within this context that the Child Development Permit Advisory Panel looked at the core coursework provided to candidates and made the following recommendations for program improvement at the Teacher level of the Permit (to parallel the Teacher level candidate performance expectations level that had been developed):

a) ***Need for More Preparation Coursework Directly Related to serving as a Practitioner in ECE Settings***

The panel identified a need for more preparation coursework to be directly related to working with young children. Current preparation for the Child Development Permit requires three foundational courses in child development which are not necessarily related to practice: Child/Human Growth and Development; Child, Family and

Community; and Curriculum. Within the current permit structure and requirements, any additional units that might be required, depending on the level of the permit being sought, consists of general, unspecified child development/early childhood education courses and specified general education courses not aligned per se to any particular set of competencies. Panel members including some employers, expressed that as a result of this approach, program completers were not necessarily prepared to function in the roles that corresponded to their permit level and that additional staff development was often necessary.

b) ***Need for Preparation to Include Content Related to Working with Infants/Toddlers***

The panel identified the need for preparation to reflect a set of learning foundations for infants and toddlers, giving as an example the *California Preschool Learning Foundations*, released by the California Department of Education in 2008. The panel was concerned that this content is presently optional within preparation for the permit.

c) ***Need for a Supervised Clinical Practice/Practicum Requirement***

The panel believed strongly there was a need for improvement with regard to the current supervised clinical practice or practicum requirement, citing the current “experience” requirement as lacking guidelines and focus and, therefore, leaving it open to being carried out in an inconsistent and possibly arbitrary manner that could leave permit holders inadequately prepared for their future work with early learners.

To help move this work forward and to address the issue of establishing appropriate quality standards for ECE workforce preparation programs, Commission staff took the approach of adapting the current set of program standards for Multiple and Single Subject teacher preparation programs to the context of preparation programs for the Child Development Permit. The result of this work is a new, first-ever draft set of ECE Program Guidelines that define important program features that impact quality in preparation of the ECE workforce. The document is titled “Program Guidelines” to maximize the document’s applicability and utility across the spectrum of ECE preparation providers. This draft document was also vetted with the same stakeholders and at the same meetings as the draft candidate performance expectations, and input received was incorporated into the final document presented to the Commission in [February 2019](#) for adoption.

This work has the potential to reorient and improve on the VOC process to provide a feasible, more rigorous mechanism for the Commission to review and approve preparation provided by a range of providers who can demonstrate that they meet the proposed draft ECE Preparation Standards. A new process would also provide guidance to the field as to what constitutes quality preparation for this workforce, to replace the current VOC process that looks only at coursework titles and transcripts. This ongoing and future work to develop a new quality monitoring process for preparation programs for the early care and education workforce is described in Section (D) below.

(C) Development and Adoption of the First Ever Early Childhood Teaching Performance Expectations and Preparation Program Guidelines

At the [October 2017 Commission meeting](#), staff recommended that the Commission temporarily table adoption of any structural changes to the Child Development Permits and continue work on the development of performance expectations and program guidelines in order to consider proposed changes in a more comprehensive context. Staff presented a six-step work plan for continuing the work of updating and strengthening the preparation of the early care and education workforce by extending this work to other levels of the Child Development Permit beyond just the Teacher level. The workplan included completing, with input from the field, a full draft set of performance expectations focused on four essential jobs performed by the ECE workforce – Assisting, Teaching, Mentoring, and Administrating – along with a completed draft set of program guidelines for higher education preparation program sponsors. The proposed work plan also included longer-term work to identify and evaluate possible quality assurance mechanisms for workforce preparation programs and, ultimately, revisiting the CDP AP’s recommended changes to the Permit structure to ensure the Permit, performance expectations, program guidelines and any quality assurance mechanism(s) together form a coherent and defensible structure for the quality preparation and support of California’s ECE workforce.

As a result of this work, which took place between 2017-18, four sets of what came to be known as “[ECE Teaching Performance Expectations](#)” for the early care and education workforce were fully developed and provided for field input for validation purposes. This work and the results of the field surveys were presented to the Commission at its February 2019 meeting, when the Commission adopted the four sets of Teaching Performance Expectations for the ECE workforce as applicable to their intended level of the permit. At the same time, work on the [ECE Program Guidelines](#), which were designed to be parallel to the set of Multiple and Single Subject teacher preparation program standards, was also completed and the Guidelines were also provided to the field for input and validation. The results from the field survey were presented to the Commission at its February 2019 meeting, and the Commission adopted the Program Guidelines to serve as the program quality standards for the preparation of the ECE workforce.

(D) Pilot Implementation Efforts

At the Commission’s February 2019 meeting Commission staff presented a work plan for pilot implementation of the new ECE Teaching Performance Expectations and the new ECE Program Guidelines. This plan also included a process to plan for the development of a new quality review mechanism to assure the quality of the preparation being provided to candidates for a CDP. The pilot plans included working with volunteer preparation programs that were interested in using the TPEs to help reframe and reorient the ECE preparation curriculum to focus on the development and demonstration of candidate competencies rather than focus on seat time and static assignments, and in using the program guidelines to assess their own program quality and direction.

At the same time, the CAP leadership expressed interest in relooking at the CAP curriculum with the same intent and purpose. Commission staff had several collaborative discussions with the CAP leadership group around these issues, and the CAP project has been moving forward on its own with reviewing its curriculum against the TPEs and providing a survey for field input on this work. Initial feedback indicated that the CAP curriculum was modified to reinforce content in three areas: infants and toddlers, dual language learners, and working effectively with other adults in the classroom. The remainder of the curriculum was found to be aligned with the adopted TPEs. Recently CAP was asked by stakeholders in the field to extend the TPE survey response deadline so that more faculty could provide input to the survey. Similar efforts to look at the integration of the TPEs within the ECE curriculum are underway within the CSU and other preparation program providers.

Programs have not yet been piloting the Program Guidelines to any appreciable degree, although some programs have indicated an interest in piloting these in the future. Given the COVID-19 situation, however, it is not clear at this time that preparation programs will have the capacity or resources to pursue piloting of the Program Guidelines in the immediate future.

During the current 2019-20 timeframe, the Commission was invited to join the state's successful federal Child Development Grant-Renewal (PDG-R) application as a partner in the renewal grant. Initially received three years ago by the California Department of Education, the state has been given a three-year renewal of this grant, which focuses on professional development and advancement for the early care and education workforce. The Commission's focus and role within the [PDG-R grant](#) is a \$3 million effort over the next three years to promote the implementation of the ECE TPEs and the Program Guidelines through outreach and technical assistance to ECE preparation programs and program sponsors, as well as to develop and pilot a TPE-based performance assessment for the Teacher level of the permit and to work on developing an ECE program quality review process to replace the VOC process. The performance assessment will initially be for formative use in the field as programs become more familiar with TPE-based performance-oriented candidate assessments embedded within the program's coursework and fieldwork. This process will take several years to accomplish, and may be impacted by the COVID-19 situation.

During early 2020, the Commission also joined with several California Community Colleges, CSU campuses, and other IHEs to work in a collaborative partnership on a new philanthropically-funded grant opportunity to further this work. This grant, funded by the [Early Educator Investment Collaborative](#) (EEIC), would: (a) help support the Commission's outreach efforts as well as the partners' efforts to provide for faculty participation in the process to move the work forward, and (b) fund participation in faculty piloting and scoring of a Teaching Performance Assessment at the Teacher level of the permit. The status of this grant pre-application is not yet known. It is a two-stage application process, whereby the California collaborative initially submitted a lengthy informational description of the planned project and budget which, if successful, will result in an invitation from the EEIC funders to submit a full grant application for further review and potential funding.

In the Governor's 2019-20 budget there were several proposals that would affect the early care and education field, including plans to transfer the work of several ECE-related programs and agencies to a single new agency to be known as the "Department of Early Childhood Development" under the department of Health and Human Services, and the establishment of a Master Plan for Early Learning and Care development effort under the direction of the Department of Health and Human Services to provide a statewide direction for ECE for the future. Recommendations from the Master Plan Committee are expected to be released in October 2020. In addition, the Governor's budget established the Early Childhood Policy Council, an advisory body that includes parents, providers, and relevant state agencies. The work of the Master Plan Committee is not open to the public but Commission staff have been attending the virtual meetings of the Early Childhood Policy Council. Three meetings have been held thus far, in April, May, and June 2020.

In the Governor's May 2020 budget revision, however, the plan to consolidate the several ECE-related programs and agencies into a new single Department of Early Childhood Development under the Department of Health and Human Services has been changed in favor of consolidating and transferring the child care programs to the Department of Health and Human Services, and funding for the Early Childhood Policy Council was reduced. It is not yet clear what effects these changes may have on the field.

(E) Plans for Moving the Work Forward

There are five key areas identified for future work:

1. Integrating the TPEs within ECE preparation programs coursework and fieldwork to help focus preparation on the development and demonstration of candidate competency to provide effective and appropriate ECE teaching, learning, and developmental experiences for young children in early care and development programs and settings;
2. Establishing the Program Guidelines as the indicator of program quality and effectiveness for ECE preparation programs within an updated program quality review process as described in (4) below;
3. Developing a quality review process, possibly a peer-review process, for ECE preparation programs that will both validate the quality of the preparation being provided to CDP candidates and allow programs approved by this process to directly recommend candidates for the Permit as a credible replacement for the VOC process;
4. Developing, piloting, and validating a new ECE Teaching Performance Assessment at the Teacher level of the Child Development Permit that will be initially used as a formative assessment tool embedded with ECE preparation programs; and
5. Determining any potential changes to the current CDP structure for future Commission discussion and potential action, as guided by the work of the state's Master Plan committee.

There are, however, several unknowns that will affect the Commission's ability to move all of these goals forward. It is expected that the Master Plan, once developed and made public, will

provide significant context and direction for the preparation of the early learning workforce. Awaiting this direction is prudent for guiding changes to the current Child Development Permit structure. The Commission has available the \$3 million in funding from the PDG-R grant, and these funds will provide the opportunity to develop tools such as the ECE Teaching Performance Assessment and a new system of ECE preparation program quality review. The work to develop a Teaching Performance Assessment will be able to proceed on track through using technology-facilitated meeting processes. All of these efforts will improve the quality and consistency of preparation in the field.

Less clear in the immediate term are several other factors that may impact the Commission's work. These factors include the availability of field placements in early childhood settings for candidates to do their practicum experiences and be supervised and mentored during those experiences, and the unknown number of early care and education program sites and settings that will be operating in the fall, whether on an in-person basis, an online basis, or a combination of these two approaches. Although some in-person practicum experience options may be limited in the near term, there may be some additional options and opportunities for candidates to gain the experience needed to meet both program and Permit experience requirements for the various levels of the Child Development Permit. These experiences for example, could include activities such as volunteer work at community-based early childhood locations and settings such as at a church or other community-based setting, or other formal or informal experiences organized to provide early care and education for young children.

Next Steps

Given the uncertainties in the field as well as at state and local levels at the present time, Commission staff are concentrating efforts on remaining as up to date as possible through:

- Attending public meetings related to ECE;
- Maintaining contact with stakeholders and entities within the field for updated information on the latest COVID-19 related conditions within the field;
- Planning to move forward with the activities as specified in the PDG-R grant described above;
- Waiting to hear about the EEIC grant application; and
- Waiting for the Master Plan committee to provide its recommendations to the Governor.

Staff will continue to update the Commission as developments relating to ECE preparation and permitting evolve.

Appendix A
The Child Development [Permit Matrix](#)

TITLE	CHILD DEV EDUCATION	EXPERIENCE REQUIREMENT	CHILD DEV ALTERNATIVE QUALIFICATIONS	AUTHORIZATION	FIVE YEAR RENEWAL
Assistant (Optional)	6 units of Early Childhood Education (ECE) or Child Development (CD)	None	Accredited HERO program (incl. ROP)	Assist in the instruction of children under supervision of Associate Teacher or above.	105 hours of professional growth
Associate Teacher	12 units ECE/CD including core courses	50 days of 3+ hours per day within 2 years	Child Dev. Associate (CDA) Credential	May provide instruction and supervise Assistant.	One renewal with 15 units; must meet CD Teacher Permit requirements within 10 years.
Teacher	24 units ECE/CD including core courses* + 16 GE units.	175 days of 3+ hours per day within 4 years	AA or higher in ECE or related field w/ 3 sem. unit supervised field exp. in ECE setting	May provide instruction and supervise all above (including Aide)	105 hours of professional growth
Master Teacher	24 units ECE/CD including core courses* + 16 GE units, + 6 specialization units; + 2 adult supervision units.	350 days of 3+ hours per day within 4 years	BA or higher w/12 units of ECE, + 3 units supervised field experience in ECE setting	May provide instruction and supervise all above (incl. Aide). May also serve as coordinator of curriculum and staff development.	105 hours of professional growth
Site Supervisor	AA (or 60 units) with 24 ECE/CD units (incl. core); + 6 units administration; + 2 units adult supervision.	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 experience in ECE setting; or a Teaching or Admin. credential w/12 units of ECE, + 3 units supervised field experience in ECE setting	May supervise single site program, provide instruction; and serve as coordinator of curriculum and staff development.	105 hours of professional growth
Program Director	BA with 24 ECE/CD units (incl. core); + 6 units administration; + 2 units adult supervision.	Site supervisor status and one program year of site supervisor experience.	Teaching or Admin. credential w/12 units of ECE, + 3 units supervised field experience in ECE setting; Master's Degree in ECE	May supervise multiple-site program; provide instruction; and serve as coordinator of curriculum and staff development	105 hours of professional growth

Appendix B
Commission Child Development Permit Dashboard

Number of New Child Development Permits Issued over the past Five Years

Level of the Permit	2014-15	2015-16	2016-17	2017-18	2018-19
Assistant	1058	995	744	661	663
Associate Teacher	1823	1950	1881	1739	1796
Teacher	1781	1729	1606	1506	1653
Master Teacher	448	396	389	353	373
Site Supervisor	1691	1697	1613	1457	1658
Program Director	509	554	516	474	504
TOTAL	7310	7321	6749	6190	6647

Number of Child Development Permits Renewed over the past Five Years^{\1}

Level of the Permit	2014-15	2015-16	2016-17	2017-18	2018-19
Assistant	97	109	108	116	93
Associate Teacher	470	482	400	378	394
Teacher	1220	1224	1347	1340	1311
Master Teacher	394	392	380	366	394
Site Supervisor	1921	1976	1898	2017	2014
Program Director	720	696	720	774	840
TOTAL	4822	3777	4854	4991	5046

^{\1} Child Development Permits are valid for five years so annual renewal data can be used as an estimate for the total ECE workforce. Five times the number of renewed permits, plus the number of new permits issued for the Assistant and Associate teacher levels for that year is an estimate of the number of educators who hold a valid Child Development Permit at the time

Appendix C

Child Development Permit Advisory Panel Members

Panel Member	Role	Institution
Deborah Stipek, Chair	Dean	Stanford University, Stanford Graduate School of Education
Sharla Brechbill	2 nd Grade Teacher	Two Rock Union Elementary School District
Kate Browne	Faculty	California Community Colleges and Ex Officio member, Commission on Teacher Credentialing
Jan DeLapp	Faculty	American River College, Health and Education Department
Lucia Garay	Executive Director	San Diego County Office of Education, Early Education Programs and Services
Catherine Goins	Assistant Superintendent	Placer County Office of Education, Early Education and Administration
Joel Gordon	Dean (Retired)	Santa Rosa Junior College, Child Development Department
Guillermina Hernandez	Program Coordinator	UC Riverside Extension, Early Childhood Education Program
Nancy Hurlbut	Associate Dean	CalPoly, Pomona, College of Education and Integrative Studies
Mary Jane Maguire-Fong	Faculty (Retired, Adjunct)	American River College, Health and Education Department
Valerie Marquez	Lead Teacher/Site Supervisor	Redondo Beach Unified School District, Edison Center, South Bay Adult School
Carola Matera	Assistant Professor of Early Childhood Studies	CSU Channel Islands, School of Education
Elaine Merriweather	Vice President	California Federation of Teachers, Early Childhood/TK-12 Committee
Kim Norman	Faculty	CSU Fullerton, Department of Elementary and Bilingual Education
Erin Rosselli	Kindergarten Teacher	Orange Unified School District, Panorama Elementary School
Vilma Serrano	Transitional Kindergarten Teacher	Oakland Unified School District, Melrose Leadership Academy
Pedro Sousa	Site Director; Mentor Teacher Evaluator	Santa Clara Unified, California Early Childhood Mentor Program
Sherri Springer	Program Director	Happy Kids Preschool and Child Care Center, Cameron Park, CA
Marcy Whitebook	Director/Senior Researcher	UC Berkeley, Center for the Study of Child Care Employment
Kisha Williamson	Faculty	Mount San Antonio College, Child Development Department

Panel Member	Role	Institution
Julianne Zvalo-Martyn	Faculty	Brandman University, School of Education

Child Development Permit Advisory Panel Liaisons

Liaison	Role	Institution
Camille Maben	Executive Director	First 5 California
Cecelia Fisher-Dahms	Administrator	Early Education and Support Division, California Department of Education
Sheila Self	Consultant	Special Education Division, California Department of Education
Peter Mangione	Co-Director	Center for Child & Family Studies, WestEd

Appendix D

Child Development Permit Matrix:

Summary of CDP AP Recommendations

Assistant

	Current Matrix	Revision Recommendations
Authorization	Authorizes the holder to care for and assist in the development and instruction of children in a child care and development program under the supervision of an Associate Teacher or higher Child Development Permit holder.	Eliminate this level of the permit.
Education	Option 1: Complete 6 semester units ECE/CD Option2: Complete an approved HERO or ROP program in Child Development Related Occupations.	
Experience	None	
Renewal	105 hours of professional growth activities	

Associate Teacher

	Current Matrix	Revision Recommendations
Authorization	Authorizes the holder to provide service in the care, development and instruction of children in a child care and development program, and supervise an Assistant, and an aide.	Authorizes the holder to provide service in the care and development, and assist in the instruction of, children in a child care and development program under the direct supervision and leadership of an individual with a Teacher level or higher Child Development Permit.
Education	Option 1: Complete 12 semester units of ECE/CD, including core courses. Option2: Possess a Child Development Associate Credential issued by the Council for Early Childhood Professional Recognition.	12 units ECE/CD Associate Teachers serving ages birth to 3 shall have 3 units of coursework specific to the development and care of infants and toddlers.
Experience	For Option 1 only: 50 days of 3+ hours per day in an instructional capacity in a child care and development program within the last 2 years including at least 100 days of supervising adults.	50 days of 3+ hours per day within the last 2 years; or 50 hours of practicum or clinical practice [TBD].
Renewal	The Associate Teacher Permit is issued for 5 years and is renewable only once. To renew, the holder must complete at least 15 semester units toward the Teacher Permit. By the end of the 10-year period, the holder must meet the requirements for the Teacher Permit.	No limit on the number of times the permit can be renewed. For each 5 year renewal, complete 180 hours, with at least 21 hours per year, of professional growth activities aligned with adopted competencies.

Teacher

	Current Matrix	Revision Recommendations
Authorization	Authorizes the holder to provide service in the care, development, and instruction of children in a child care and development program, and supervise an Associate Teacher, Assistant, and an aide.	No change
Education	<p>Option 1: Complete 24 semester units of ECE/CD, including core courses; plus 16 semester units in general education, including at least one course in each of the following areas: humanities and/or fine arts, social sciences, math and/or science, and English and/or language arts.</p> <p>Option 2: Possess an associate degree or higher in ECE/CD or a related field.</p>	<p>Option 1: Possess an associate degree (AA/AS/AS-T) in ECE/CD or comparable degree in ECE/CD that includes 60 semester units.</p> <p>Option 2: Complete 40 semester units (including 24 units ECE/CD, plus 16 units general education) for the initial permit. Renewal requires meeting the Option 1 requirements within the first renewal period, or 20 additional units applicable towards a baccalaureate degree.</p> <p>For both options, coursework related to pedagogy shall address the full developmental range: infant/toddler, preschool, and school-age.</p>
Experience	For Option 1 only: 175 days of 3+ hours per day in an instructional capacity in a child care and development program within the last 4 years including at least 100 days of supervising adults.	<i>210 hours of clinical experience to include a minimum number of hours of student teaching for both options.*</i>
Renewal	105 hours of professional growth activities	180 hours, with at least 21 hours per year, of professional growth activities aligned with adopted competencies, including units toward a baccalaureate degree, if not already completed.

Master Teacher

	Current Matrix	Revision Recommendations
Authorization	Authorizes the holder to provide service in the care, development, and instruction of children in a child care and development program, and supervise a Teacher, Associate Teacher, Assistant and an aide. The permit also authorizes the holder to serve as a coordinator of curriculum and staff development in a child care and development program.	Revise the authorization statement to reflect coaching support related to quality improvement.
Education	<p>Option 1: Complete 24 semester units of ECE/CD, including core courses, plus 16 semester units in general education, 6 semester units in one area of ECE/CD specialization, and 2 semester units of adult supervision coursework.</p> <p>Option 2: Possess a BA or higher with 12 semester units of ECE/CD, plus 3 semester units of supervised field experience in an ECE/CD setting.</p>	<p>Option 1: Possess a baccalaureate degree in ECE/CD.</p> <p>Option 2: Possess a baccalaureate degree in any discipline with 36 semester units of ECE/CD, including adult supervision and 18 semester units of upper division coursework.</p> <p>For both options, coursework related to pedagogy shall address the full developmental range: infant/toddler, preschool, and school-age.</p>
Experience	For Option 1 only: 350 days of 3+ hours per day in an instructional capacity in a child care and development program within the last 4 years including at least 100 days of supervising adults.	<i>210 hours of clinical experience to include a minimum number of hours of student teaching for both options.*</i>
Renewal	105 hours of professional growth activities	180 hours, with at least 21 hours per year, of professional growth activities aligned with adopted competencies.

Site Supervisor*

	Current Matrix	Revision Recommendations
Authorization	Authorizes the holder to supervise a child care and development program operating a single site; provide services in the care, development, and instruction of children in a child care and development program; and serve as a coordinator of curriculum and staff development in a child care and development program.	<i>Revise the authorization statement to reflect coaching support related to quality improvement.</i>
Education	<p>Option 1: Possess an associate degree (or 60 units) including 24 semester units of ECE/CD, including core courses, and 16 semester units in general education; plus 6 semester units in administration and supervision of child care and development programs and 2 semester units of adult supervision coursework.</p> <p>Option 2: Possess a baccalaureate or higher degree including 12 semester units of ECE/CD; plus 3 semester units of supervised field experience in an ECE/CD setting.</p> <p>Option 3: Possess an Administrative Services Credential including 12 semester units of ECE/CD; plus 3 semester units of supervised field experience in an ECE/CD setting.</p> <p>Option 4: Possess a Multiple Subject teaching credential or a Single Subject teaching credential in Home Economics including 12 semester units of ECE/CD; plus 3 semester units of supervised field experience in an ECE/CD setting.</p>	<p><i>Option 1: Possess a baccalaureate degree in ECE/CD</i></p> <p><i>Option 2: Possess a baccalaureate degree in any discipline with 36 semester units of ECE/CD, including adult supervision and 18 semester units of upper division coursework.</i></p> <p><i>For both options, coursework related to pedagogy shall address the full developmental range: infant/toddler, preschool, and school-age.</i></p>
Experience	For Option 1 only: 350 days of 3+ hours per day in an instructional capacity in a child care and development program within the last 4 years including at least 100 days of supervising adults.	<i>210 hours of clinical experience</i>
Renewal	105 hours of professional growth activities	<i>180 hours, with at least 21 hours per year, of professional growth activities aligned with adopted competencies.</i>

Program Director*

	Current CDP Matrix	Advisory Panel Discussion and Decisions
Authorization	Authorizes the holder to supervise a child care and development program operated in a single site or multiple sites; provide services in the care, development, and instruction of children in a child care and development program; and serve as a coordinator of curriculum and staff development in a child care and development program.	<i>Revise the authorization statement to reflect coaching support related to quality improvement.</i>
Education	<p>Option 1: Possess a baccalaureate or higher degree including 24 semester units of ECE/CD, including core courses, and 16 semester units in general education; plus 6 semester units in administration and supervision of child care and development programs and 2 semester units of adult supervision coursework.</p> <p>Option 2: Possess an Administrative Services Credential including 12 semester units of ECE/CD; plus 3 semester units of supervised field experience in an ECE/CD setting.</p> <p>Option 3: Possess a Multiple Subject teaching credential or a Single Subject teaching credential in Home Economics including 12 semester units of ECE/CD; plus 3 semester units of supervised field experience in an ECE/CD setting and 6 semester units in administration and supervision of child care and development programs.</p> <p>Option 4: Possess a Master's degree or higher in ECE/CD, child/human development, or a closely related field.</p>	<i>Possess a baccalaureate or higher degree with 15 semester units in management/administration/supervision/leadership/policy and at least 24 units ECE/CD including coursework related to serving infants and toddlers.</i>
Experience	For Option 1 only: One year of Site Supervisor experience.	<i>210 hours of clinical experience</i>
Renewal	105 hours of professional growth activities	<i>180 hours, with at least 21 hours per year, of professional growth activities aligned with adopted competencies.</i>

**The panel has not finalized discussion around the recommendation for 210 hours or clinical experience for the Teacher and Master Teacher levels of the permit.*

***The panel has not finalized its discussion of the Site Supervisor and Program Director levels of the permit; the recommendations reflect the work of the panel through its December 2015 meeting.*