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Information

Educator Preparation Committee

Update on the Work Relating to the Child Development Permit

Executive Summary: This agenda item provides an update on the work to date relating to the Child Development Permit, including information on the Commission's activities under the Preschool Development Grant-Renewal (PDG-R) and the state's new Master Plan for Early Learning and Care. The item reports on activities during the seven-month period between the most recent prior update to the Commission in June 2020 and the present.

Recommended Action: For information only

Presenters: Phyllis Jacobson, Administrator, Professional Services Division, Amy Reising, Director, Performance Assessments Policy and Development, and Members of the Master Plan for Early Learning and Care Committee

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 provides an update on the work to date relating to the Child Development Permit, including information on the Commission's activities under the Preschool Development Grant-Renewal (PDG-R) and the state's new Master Plan for Early Learning and Care. The item reports on activities during the seven-month period between the last update to the Commission in June 2020 and the present.

Overview

The [June 2020 Commission agenda item](#) described the ongoing work at that time 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). This work provides guidance where none had previously existed for the preparation and permitting of the ECE workforce. The Commission has been and will continue 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 prior agenda item also described the complexity of the field of early childhood education, with multiple actors, institutions, programs, approaches, concerns regarding pay and status of the early childhood workforce, and differing points of theoretical and practical views held by stakeholders. Although these conditions still largely pertain, the state's Master Plan for Early Learning and Care released on December 1, 2020 (discussed further below) provides guidance for the future regarding the governance structure of early childhood entities and activities in California at the state level, and addresses approaches to upgrading the status and pay of the early childhood workforce in California.

Between June 2020 and the present, Commission staff have been working collaboratively with the field to implement on a statewide basis the provisions of the Preschool Development Grant-Renewal (PDG-R). These implementation activities represent a paradigm shift in the preparation and licensure of the early childhood workforce. This shift will move from reliance on seat time and course titles serving as the basis for issuing a Child Development Permit (CDP) towards a Commission-adopted permit licensure system based on demonstrated candidate competencies and preparation program quality standards as the guiding principles for preparation and permitting in this field. This shift in focus for the CDP is consistent with changes made by the Commission in other credential areas and supports 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 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.

As a result of legislation, the Commission convened a Child Development Permit Advisory Panel ([Appendix C](#)) from 2015-17 to review the permit levels and requirements that had not been updated until 1994. However, the recommendations from the panel concerning potential changes to the Permit structure ([Appendix D](#)) were tabled pending the work and report from the Governor's Master Plan Committee for Early Care and Learning.

B. 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. Title 22 regulations determine the requirements for all Title 22 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) and those individuals 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. This is the primary focus of and audience for the Commission's preparation and licensure requirements for the Child Development Permit.

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.

As part of the recommendations in the state's new Master Plan for Early Learning and Care (Master Plan), however, many of these activities and agencies would be consolidated under the leadership of the state's Health and Human Services Agency. As a result, there may be more alignment among the different pathways and licensure processes taking place in the future.

C. Preparers of the Early Care and Education Workforce

The early care and education workforce is prepared primarily 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 Colleges system has articulation agreements with four-year institutions of higher education (IHEs), particularly the CSU system, for the transition of students from associate degree programs to higher education coursework and degree program levels.

The Community Colleges system has developed a shared, common curriculum for the core and the advanced levels of ECE coursework through the [CAP \(Curriculum Alignment Project\)](#). 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 that prepare individuals for the permit. A number of CSU campuses have also developed their own 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.

D. New 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 higher education-based programs that prepare this workforce. With the inception of the Child Development Permit Advisory Panel (CDP AP) in 2015, along with parallel collaborative work with First 5 California, the CDE, and others, a move was made towards implementation of research-based competencies developed at the national level. This shift in focus was recommended by the National Institutes of Medicine in the landmark report *Transforming the Workforce Birth Through Eight*, and 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. The process for accomplishing these first-ever California sets of standards for the preparation and licensing of the ECE workforce was described in detail in the June 2020 agenda item. This work resulted in the development, field review, and Commission adoption of both ECE candidate competencies (the [ECE Teaching Performance Expectations](#), updated April 2019) and ECE preparation program quality guidelines (the [ECE Program Guidelines](#), updated April 2019).

E. The [Master Plan](#) for Early Learning and Care

In the Governor’s 2019-20 budget there were several proposals that affected 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 state’s Health and Human Services Agency (HHS), and the establishment of a Master Plan for Early Learning and Care development effort under the direction of the Health and Human Services Agency to provide statewide direction for ECE in the future.

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 itself was not open to the public but Commission staff attended all of the virtual meetings of the Early Childhood Policy Council where the Master Plan progress was discussed.

However, in the Governor’s May 2020 budget revision, the plan to consolidate the several ECE-related programs and agencies into a new single Department of Early Childhood Development under HHS was changed in favor of consolidating and transferring the child care programs to the HHS, and funding for the Early Childhood Policy Council was reduced.

Recommendations from the Master Plan Committee were finalized and the Master Plan was released on December 1, 2020. Following the release of the Master Plan, additional meetings of the Early Childhood Policy Council have been scheduled for 2021 as implementation of the Master Plan unfolds.

Master Plan Vision, Goals, and Objectives

The following information is taken from the Master Plan report:

“The Master Plan is a framework with which to realize the vision of ensuring that all California children thrive physically, emotionally, and educationally in their early years, through access to high-quality early learning and care resources; equitable opportunities for the workforce that advance equitable outcomes for children; and greater efficiencies to the state today and every day through structures for continuous improvement.

To achieve this vision by 2030, the Master Plan focuses on four key objectives:

- Improve the life outcomes of infants and toddlers by providing comprehensive early learning and care.

- Ensure that all families can easily identify and access a variety of quality early learning and care choices that fit the diverse needs of their children, their financial resources, and workday and nonstandard schedules.
- Promote school readiness through preschool for all three-year-old children experiencing poverty and universally for all four-year-old children.
- Advance better outcomes for all children by growing the quality, size, and stability of the early learning and care workforce through improved and accessible career pathways, competency-based professional development supports, and greater funding.

To achieve these objectives, the Master Plan has identified four policy goals that set high standards, create cohesion, fill gaps, and foster sustainability:

1. *Unify programs to improve access and equity.*

Streamline requirements for birth through age three programs, providing access to care and learning for all three-year-olds experiencing poverty, and providing universal preschool access to all four-year-olds.

2. *Support children’s learning and development by enhancing educator competencies, incentivizing, and funding career pathways, and implementing supportive program standards.*

Enhance standards and provide affordable and accessible pathways for the entire workforce to advance in their competency and compensation.

3. *Unify funding to advance equity and opportunity.*

Adopt a new reimbursement and rate model that brings all types of care and learning support into one structure that acknowledges costs associated with quality, including characteristics of children and competencies of the workforce.

4. *Streamline early childhood governance and administration to improve equity.*

Design and implement data systems that support positive impacts on the results and quality of care for children through sharing and integration of data that impact the ways in which families and the workforce experience the system.”

For each of these objectives, the Master Plan provides a detailed roadmap of implementation steps and agency responsibilities throughout the ECE system.

Commission Responsibilities Under the Master Plan

The Master Plan assigns several broad-based areas of responsibility to the Commission within the detailed implementation plans for each of the Master Plan’s goals and objectives. These broad-based areas of responsibility are, in general, the following:

- a. Supporting development of competency performance measures under the PDG-R grant (see below for more information on the PDG-R grant).
- b. Revising the Commission’s Child Development Permit Matrix.
- c. Development and alignment of teacher qualifications as part of a broader system to align and strengthen current program design and standards for an enhanced preschool program serving three- and four-year-olds.

- d. Development and alignment of preschool teacher qualifications into Permits and Credentials for Phase-in Universal Preschool for all four-year-olds, starting with highest-need areas.
- e. Supporting development of competency performance measures with PDG-R support as part of adopting and applying performance measures for the workforce to demonstrate competencies.
- f. Working collaboratively to design and implement system changes with respect to providing multiple options for program pathways, including a pre-K through Grade 3 credential.
- g. Coordinating with IHEs regarding early childhood educator competencies and their application to preparation.
- h. Collaborating with the California Department of Social Services to develop standards, programs, and quality assurance measures as part of the effort to strengthen and target quality improvement support for workforce development.

Status of the Master Plan Recommendations

At the present time, the Master Plan is a statewide plan provided in response to the charge given by the Governor to the Master Plan Committee to develop a visionary, systemic plan to transform and improve all services and outcomes within the early childhood sector. Future funding and other supports and directives for implementation of any part(s) of the plan are not yet known. The Commission will follow the lead of the Governor and the Legislature with respect to implementing the recommendations of the Master Plan as these unfold over time.

F. The Preschool Development Grant-Renewal (PDG-R) and Relationship to the Master Plan Recommendations

Background

Early 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 ([TPEs](#)) 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 Child Development Permit. The pilot plans at that time envisioned 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. The pilot plans also promoted preparation program administrators and faculty using the program guidelines to assess their own program quality and direction for program improvement purposes.

At this same time, the CAP leadership expressed interest in relooking at the CAP curriculum with the same intent and purpose. The CAP curriculum was subsequently modified in 2020 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 ECE TPEs. Similar efforts to look at the integration of the ECE TPEs

within the curriculum are currently underway within the CSU and other early childhood education preparation program providers using their own ECE curriculum. These curriculum alignment efforts to assure that the Child Development Permit-focused curriculum addresses the Commission's adopted ECE TPEs have been so recently completed that programs have not yet had the chance to implement this updated curriculum to any appreciable degree. Programs have also not yet had the opportunity to begin piloting the Program Guidelines to any appreciable degree.

Joining the Preschool Development Grant-Renewal State Partnership: During 2019-20, the Commission was invited to join the state's successful federal Preschool Development Grant-Renewal (PDG-R) application as a partner in the renewal grant. The initial PDG grant was received three years ago by the CDE, and upon reapplication, the state was awarded a three-year renewal of this grant which focuses on professional development and advancement for the early care and education workforce.

The goals of California's original PDG grant application were to:

- Build cross-system capacity and streamline governance at the state and local level,
- Maximize parent and family knowledge, elevate parent voices, and strengthen parent connections to early learning and care (ELC) and other supportive services,
- Develop a unified system for workforce professional development that employs consistent standards and offers aligned, stackable, competency-based, credit bearing professional development, and
- Increase the supply and quality of ELC opportunities by redesigning and aligning quality standards, professional development systems and monitoring processes.

These goals were enhanced and expanded within the Preschool Development Grant-Renewal (PDG-R) application by the inclusion of additional state agencies. This expansion includes the Commission as well as the Department of Social Services among others, to share in this collaborative work within a statewide framework of improving the preparation, licensing, and ongoing professional development of the ECE workforce under the PDG-R. These expanded goals, cross-agency partnerships and collaborations, and intended outcomes were also used to frame the work of the Governor's Master Plan for Early Learning and Care.

The Commission's key focus and role within the [PDG-R grant](#) is a \$3 million effort over two years, with a potential for a third year if extended by the U.S. Department of Education, to promote the implementation of the ECE TPEs and the Program Guidelines, consistent with direction to the agency provided in the Master Plan recommendations. The Commission's activities under the PDG-R grant support three major efforts targeted primarily but not exclusively at preparation for the ECE Teacher level, as outlined below:

- a. Pilot efforts by participating ECE preparation programs to **implement TPE-aligned curriculum** and to work towards meeting the **Program Guidelines**, supported by outreach and technical assistance to these programs and program sponsors;
- b. Developing and piloting a new **TPE-based ECE Teaching Performance Assessment** for the Teacher level of the permit. The ECE Teaching Performance Assessment will initially

be for formative use only in the field as programs become more familiar over time 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 as the work progresses; and

- c. developing an **ECE program quality review process** for Commission review and approval of ECE preparation programs ("accreditation").

Commission Activities Under the PDG-R Grant, Year One

To help the field understand the nature and scope of the paradigm shift represented by the PDG-R work to move the statewide preparation and licensing of the ECE workforce to a competency-based preparation system and a guidelines (i.e., standards)-based program review and approval system (i.e., accreditation), staff undertook the following activities during Year One of the PDG-R grant:

- a. A new dedicated [webpage](#) for the ECE community was published on the Commission website. This webpage contains links to ECE-related presentations, documents, meetings, the Master Plan, and other helpful information for the field, and is updated on a regular basis to keep the field informed.
- b. A new dedicated [ECE mailing list](#) was established to provide updates to the field on a regular basis regarding current work, opportunities to participate in the work, and other ECE-related news of current interest to the field.
- c. A set of four interrelated pilots was designed to help interested ECE preparation institutions and programs voluntarily try out implementing TPE-aligned curriculum and program guidelines, and to provide enhanced opportunities for institutions and programs to participate in the ECE Teaching Performance Assessment development and/or the Program Quality Peer Review development and piloting processes.

The four ECE pilots under the PDG-R grant are:

Pilot 1 – Implementing **TPE-aligned curriculum** for the Child Development Permit, particularly at the Teacher level

Pilot 2 – Working towards meeting the **Program Guidelines**. (*Note: Interested institutions/programs must participate in both Pilots 1 and 2 as these two pilots are designed to work in tandem*)

Pilot 3 – Helping to develop and/or pilot test and/or field test the tasks of the new **ECE Teaching Performance Assessment**

Pilot 4 – Helping to develop and/or pilot test and/or field test the new **Program Quality Peer Review Process**.

Pilots 1 and 2 are open to all interested institutions/programs that meet one or more of the following requirements:

- The institution/program is now or will be implementing ECE TPE-aligned curriculum during the pilot two-year PDG-R grant period.
- The institution/program is currently accredited by NAEYC (National Association for the Education of Young Children).

- The institution/program has previously been participating in the Commission’s Verification of Completion (VOC) process (*Note: the VOC process is currently inactive and will be replaced in the future by the new Program Quality Peer Review process once this process has been developed, piloted, and ultimately adopted by the Commission*).

Pilots 3 and 4 are open together or individually to any interested institution/program offering ECE preparation for the Child Development Permit whether or not the institution/program is also participating in Pilots 1 and 2.

Within the development process, the work within the two major activities addressed in Pilots 3 and 4 will be informed by two content expert advisory Design Teams, one for each major activity, appointed by the Commission’s Executive Director at the end of January 2021. Applications for content experts in the ECE preparation field (including but not limited to practitioners, faculty, and others in the field with appropriate background and qualifications), opened on December 11, 2020 and closed on January 21, 2021.

A number of highly qualified applications were received but to keep the Design Team’s work feasible in a group setting with a relatively short timeline for accomplishing the design of these two major processes while still being as broadly representative of the field as possible, the maximum number of Design Team members was set at not more than 20. All members of the field, however, will be able to provide input via the pilot- and field-testing opportunities for the two products being developed (i.e., the ECE TPA and the Program Quality Peer Review process). The lists of the Design Team members for Pilots 3 and 4 will be provided as soon as the selection, appointment, and acceptance processes have been completed.

A set of Pilot Guidelines explains all the details for each of the four Pilots and is available on the ECE webpage under “ECE Pilots Guidance Document.”

During September-December 2020, staff developed and presented a series of six focused webinars open to all to provide information to institutions, programs, and members of the ECE community about the activities and pilots under the PDG-R grant. The webinars were attended by between 90-139 participants per webinar. Below is the listing of the six webinars and their focus. Following the initial webinar, each subsequent webinar’s focus was modified and refined in response to feedback, suggestions, and requests from participants for more in-depth information about specific topics and/or for the addition of new topics. Links to the slide presentations for each webinar as well as links to the video of each webinar are provided on the [ECE webpage](#).

Overview of the Six ECE Webinars

Webinar	Focus	Date
1	<ul style="list-style-type: none"> • Introduction to the Webinar Series • Overview of the PDG-R Grant and Activities • Introduction to the TPEs and the Program Guidelines, and to their role in educator preparation 	Sept. 18, 2020
2	<ul style="list-style-type: none"> • Information on TPEs and Program Guidelines • Information in Implementation Pilots 	Oct. 2, 2020
3	<ul style="list-style-type: none"> • Introduction to Performance Assessment • Overview of the Development Process for an ECE Teaching Performance Assessment 	Oct.23, 2020
4	<ul style="list-style-type: none"> • Putting the Pieces Together (Review) 	Nov. 6, 2020
5	<ul style="list-style-type: none"> • Walkthrough of the Application Process, Expectations, and Completion of Appendices A, B, and C for Pilot 1 	Nov. 20, 2020
6	<ul style="list-style-type: none"> • Program Quality Peer Review Process • Application Process for Serving on the Two Design Teams 	Dec. 11, 2020

Participants in the ECE Pilots

Applications for participating in the ECE pilots were opened following ECE Webinar 2 and closed for participation in the initial PDG-R program year on February 1, 2021. To date, there are 42 institutions/programs signed up representing a range of California Community Colleges (2-year institutions), California State University campuses (4-year institutions) and private/independent California colleges and universities (4-year institutions). The list of participating institutions/programs by segment for the first PDG-R grant year is provided in [Appendix E](#).

Applications will reopen in March 2021 for new institutions/programs interested in participating in the ECE pilots during PDG-R program Year 2 (2021-22). Institutions enrolled in the pilots during Year 1 of the PDG-R grant will automatically be continued into Year 2 if they are meeting the pilot requirements and will not need to reapply for their second year of participation.

Benefits of Participating in the ECE Pilots

One of the key benefits to institutions/programs for participating in ECE Pilots 1 and 2 is the authority to recommend candidates for the Child Development Permit. Previous to the ECE Pilots, only those few institutions in the VOC process were authorized to recommend candidates. Candidates completing all other ECE preparation programs have needed to apply on their own to the Commission, a process which could be difficult for candidates and result in delays in earning their Permit because of errors or missing information/documentation in candidate applications. Applications submitted through recommendation by an approved ECE preparation program provider will facilitate the submission process, assure that applications are completed appropriately and without errors and shorten the time for candidates to be issued their Child Development Permits.

Further, the authority to recommend candidates for the Child Development Permit will be allowed for all levels of the permit even though the ECE Pilots are focusing primarily on the Teacher level of the permit. The authority to recommend candidates is permissive for institutions/programs participating in the ECE Pilots and no participating institution/program will be mandated or required to recommend candidates for the permit. Candidates from participating institutions/programs that choose not to exercise the authority to recommend candidates may still apply on their own and be granted their Child Development Permits if they satisfactorily complete the application process. Candidates from institutions/programs not participating in the pilots will also be able to continue to apply on their own for the Child Development Permit as they have been doing prior to the pilots.

Other benefits to the institutions/programs choosing to participate in Pilots 1 and 2 include:

- The opportunity for ECE preparation programs to organize around a common, manageable set of statewide competency expectations for the ECE workforce;
- The opportunity to see, try out with candidates, and provide feedback about the new ECE Teaching Performance Assessment; and
- The opportunity to try out and provide feedback about the new Program Quality Peer Review process.

Reporting Requirements for Participants in the ECE Pilots

To participate initially in the pilots, and to subsequently continue their participation, interested institutions/programs will be required and must agree to provide the following information about their experiences, primarily on an annual basis:

- ✓ Submit an application to participate ([Electronic survey](#))
- ✓ Submit an ECE Course list
- ✓ Submit the ECE TPE Matrix
- ✓ Submit the Program Guidelines Alignment checklist
- ✓ Submit candidate enrollment data annually
- ✓ Provide feedback from faculty, annually
- ✓ Facilitate candidate participation in an annual candidate survey
- ✓ Provide feedback annually to the Commission regarding pilot participation
- ✓ Provide feedback annually to the Commission regarding lessons learned, best practices, and any recommendations going forward

PDG-R Grant Staffing and Budget

The Commission was allocated a total of \$3,000,000 for its PDG-R activities in the two major categories of improving the preparation of the ECE workforce (including development of the new ECE Teaching Performance Assessment) and establishing an “accreditation” system (i.e., a new ECE Program Quality Peer Review process). Of this total, approximately \$2 million is being allocated for the initial development, pilot, and field testing of the ECE Teaching Performance Assessment, including several practitioner experts to advise on this work and help with the ECE pilots and Program Quality Peer Review process. The remaining funds are being used to support both limited term consultant level staff and an ECE-focused administrator position within the Commission’s Professional Services Division.

The grant period is scheduled to end on December 30, 2022. Because the grant funding was delayed in the initial grant year, there is a possibility that the grant might be extended by the U.S Department of Education for a third program year. However, this will not be known until later in Year 2 of the grant period (2022).

G. The Early Educator Investment Collaborative (EEIC) Grant

During early 2020, the Commission also joined with several California Community Colleges and CSU campuses to work in a collaborative partnership (Partnership) on a new philanthropically funded grant opportunity to further this work. This grant, funded by the [Early Educator Investment Collaborative](#) (EEIC), is designed to:

- (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.

Of the total 51 initial applications received across 35 different states, territories, and tribal nations, 29 were invited to submit for the second stage of the application process. California's grant represented the highest amount requested of all applications.

CSU Sacramento is the lead agency on behalf of the Partnership and will be the official grantee recipient of the funding should the grant be funded. The Partnership members include CSU Sacramento, CSU Bakersfield, California Polytechnic University Pomona, the Commission on Teacher Credentialing, the CSU Chancellor's Office, the California Community Colleges Chancellor's Office, the Educator Quality office within the CSU Chancellor's Office, the Curriculum Alignment Project within the Community Colleges system, and the partner community colleges to the three CSU campuses listed above.

Commission Activities Under the EEIC Grant

The Commission's work within the EEIC grant would be primarily to coordinate the PDG-R grant efforts that are linked to and feed into the EEIC grant activities to help support the participation of the CSU campuses and their partner community college campuses in the ECE pilots through providing technical assistance and outreach efforts. The grant would provide funding directly to the CSU campuses and partner community colleges to support faculty work associated with the ECE pilots, particularly the work to help implement the new ECE Teaching Performance Assessment, primarily through training faculty to become assessors and other associated faculty development initiatives.

As the official grantee for the EEIC collaborative, CSU Sacramento will inform the Commission if the grant is funded, and if so, of future monitoring requirements to meet the funders' information needs as well as to properly account for the expenditure of EEIC grant funds.

Next Steps in Moving the Work Forward

Commission staff will be moving the following work in the area of ECE forward during 2021:

1. Implementing ECE Pilots 1 and 2 to help participating institutions/programs working to integrate the TPEs within ECE preparation programs coursework and fieldwork to help focus preparation on the development and demonstration of candidate competency;
2. Establishing the Program Guidelines as the indicator of program quality and effectiveness for ECE preparation programs within an updated program quality review process;
3. Developing a program quality 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 within ECE preparation programs;
5. Reviewing, if and as directed by the Master Plan recommendations, any potential changes to the current CDP structure for future Commission discussion and potential action; and
6. Helping to support the participation of the EEIC partner members in the ECE pilots, particularly ECE Pilot 3 concerning the development of the new ECE Teaching Performance Assessment.

In addition, Commission staff will be:

- Attending public meetings related to ECE, including but not limited to the ECE Policy Council;
- Maintaining contact with stakeholders and entities within the field for updated information on the latest COVID-19 related conditions within the field;
- Continuing to collaborate with other state agencies, ECE preparation program providers, stakeholders, and the field as appropriate to moving forward the PDG-R, EEIC, and the Master Plan (if so directed) activities;
- Continuing to provide required monthly and other reports to funding agencies, including HHS (via WestEd) and CSU Sacramento (for the EEIC grant, if funded);
- Developing a statewide technical assistance support plan for institutions/programs participating in the ECE pilots; and
- Establishing “office hours” for the ECE field to have dedicated time to contact Commission staff with questions, requests for technical assistance, and other comments and/or concerns.

Finally, 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 REQUIREMENT	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

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 to 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.

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 Years¹

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
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.
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

Revision Recommendation: Eliminate this level of the permit.

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 childcare 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.*

Appendix E

Institutions/Programs Participating in the ECE Pilots, PDG-R Grant Year 1 As of January 22, 2021

California Community Colleges

	Location
1.	Antelope Valley College
2.	Berkeley City College
3.	Cerro Coso Community College
4.	Chabot College
5.	City College of San Francisco
6.	College of the Canyons
7.	Contra Costa College
8.	Copper Mountain College
9.	Diablo Valley College
10.	Hartnell College
11.	Imperial Valley College
12.	Joshua Springs College
13.	Las Positas College
14.	Los Angeles Pierce College
15.	Merced College
16.	Moorpark College
17.	Moreno Valley College
18.	Mt. San Antonio College
19.	Norco College
20.	Ohlone College
21.	Orange Coast College
22.	Riverside City College
23.	Saddleback College
24.	Santa Ana College
245	Santa Monica College
26.	Skyline Community College
27.	Solano Community College
28.	Sonoma County Junior College District
29.	Ventura College
30.	Victor Valley College
31	West Los Angeles College
32.	Yuba College

Total: 32

CSU Campuses

	Location
1.	CSU Bakersfield
2.	Cal Poly Pomona
3.	CSU Long Beach
4.	CSU Sacramento
5.	San Francisco State University
6.	Sonoma State University

Total: 6

University of California Campuses

	Location
1.	University of California, Riverside Extension

Total: 1

Private/Independent Colleges/Universities

	Location
1.	Brandman University
2.	Fresno Pacific University
3.	Pacific Oaks College

Total: 3

Grand Total of Participating Institutions of Higher Education (as of 1/22/21): 42