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# 2A

## Information

### *Educator Preparation Committee*

### **Establishing Multiple, Accessible Pathways to a Permit or Credential Authorizing Service in State Preschool and Transitional Kindergarten**

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**Executive Summary:** This agenda item addresses the need to establish multiple, accessible pathways to a permit or credential authorizing service in state preschool and transitional kindergarten to respond to the urgent need for additional well-prepared early childhood teachers created by recent state initiatives expanding access to state preschool and universal transitional kindergarten programs. The item presents a plan to provide a coherent credentialing system for teaching in early childhood education, including teaching in transitional kindergarten, along with a plan to update the Child Development Permit to refocus on competency-based preparation for teaching in state preschool programs. The credentialing and permit approaches described in the agenda item are aligned with the direction provided in Workforce Development Goal 2 of the state's [Master Plan for Early Learning and Care](#) and build on recommendations provided to the Commission by the Child Development Permit Advisory Panel in 2017. Staff requests that the Commission discuss the credentialing issues and options presented in the item and provide direction concerning next steps.

**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.

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## Establishing Multiple, Accessible Pathways to a Permit or Credential Authorizing Service in State Preschool and Transitional Kindergarten

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### Introduction

This agenda item addresses the need to establish multiple, accessible pathways to a permit or credential authorizing service in state preschool and transitional kindergarten. These pathways respond to the urgent need for additional well-prepared early childhood teachers created by recent state initiatives expanding access to state preschool and universal transitional kindergarten programs. The item presents a plan to provide a coherent credentialing system for teaching in early childhood education, including teaching in transitional kindergarten, along with a plan to update the Child Development Permit to refocus on competency-based preparation for teaching in state preschool programs. The credentialing and permit approaches described in the agenda item are aligned with the direction provided in Workforce Development Goal 2 of the state’s [Master Plan for Early Learning and Care](#) and build on recommendations provided to the Commission by the Child Development Permit Advisory Panel in 2017. Staff requests that the Commission discuss the credentialing issues and options presented in the item and provide direction concerning next steps.

### Background

The Commission has been working towards transformative work in early childhood education (ECE) over the past several years to set the foundation and the context for the work proposed in this agenda item. Staff has provided regular updates on this work to the Commission in a series of prior agenda items and reports, as documented in [Appendix A](#).

In October 2020, California’s Health and Human Services Agency released the [Master Plan for Early Learning and Care](#), establishing a bold vision for strengthening California’s early childhood systems of care and education:

*“The stroller is California’s first vehicle for upward mobility — it’s time to push early learning and care forward to help families grow their children stronger. High-quality early learning and care is the first step toward increasing achievement, maximizing state investments in education, health, and workforce development—and lifting families out of poverty.”* (<https://www.chhs.ca.gov/home/master-plan-for-early-learning-and-care>)

The Master Plan establishes a roadmap, along with goals and implementation plans for comprehensive improvements in California’s early learning and care system for young children from birth through age five. Goal 2 of the Master Plan recognizes work the Commission has undertaken in recent years to strengthen preparation of the early childhood workforce, and identifies steps to build on this work and establish a competency-based system of preparation and licensure that ensures a well-prepared workforce for California’s youngest citizens:

*Goal 2:*

*“Support children’s learning and development by enhancing educator competencies, incentivizing career pathways, and implementing supporting program standards.”*

*([Master Plan for Early Learning and Care](#), December 2020, p. 17)*

The 2021 state budget expansion of Transitional Kindergarten to all four-year-old’s essentially establishes universal preschool (UPK) in California, and is a major step forward in realizing the goals and vision of the Master Plan. When fully implemented, UPK is expected to serve as many as 250,000 four-year-old’s, including most of those currently being served in the State Preschool Program. [A recent report](#)<sup>1</sup> from the Center for the Study of Child Care Employment (CSCCE) at UC Berkeley estimates that implementing UPK will create a need for between 8,000 and 11,000 new teachers in a K-12 system that is already struggling with significant teacher shortages across the state. Given the urgent staffing need for additional qualified teachers for new and expanded TK access, creative, flexible, and feasible credentialing options that meet the expectations required to teach young learners are needed. The 2021 state budget suggested that the Commission reach out to K-12 employers to learn how they are currently staffing TK classrooms to inform future credentialing needs and approaches.

Establishing UPK also has significant implications for the California State Preschool Program (CSPP) and the Commission’s Child Development Permit system that credentials staff who work in CSPP. The Commission heard recommendations from a Child Development Permit Advisory Panel in 2017 regarding needed changes in the permit structure and requirements, but deferred taking action on these recommendations given lack of consensus in the field at that time. In the interim, staff worked with the field to develop [Performance Expectations](#) and preparation [Program Guidelines](#) focused on improving preparation of the ECE Workforce. These Performance Expectations and Program Guidelines were adopted by the Commission in 2019.

In January 2020, the U.S. Department of Health and Human Services Administration for Children and Families awarded California a competitive three-year [Preschool Development Grant Birth through Five Renewal \(PDG-R\)](#). California will receive \$13.4 million each year for three years for a total of \$40.2 million through December 2022. The Governor appointed the California Health and Human Services Agency (CHHS) as the lead agency for the grant in collaboration with the California Department of Education (CDE). The Commission received \$3 million to expend over three years to develop a competency-based Performance Assessment to strengthen preparation and development of the early learning and care workforce and to support the development and piloting of a program quality peer review process for preparation leading to

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<sup>1</sup> Williams, A., Montoya, E., Kim, Y., & Austin, L.J.E. (2021). *New Data Shows Early Educators Equipped to Teach TK*. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/early-educators-equipped-to-teach-tk/>

the permit (accreditation). These two initiatives are also responsive to the Master Plan call for a competency-based system of preparation and licensure. A report on PDG-R work was provided to the Commission in [August 2021](#).

Given the current early childhood teacher shortage, the recommendations of the Master Plan, the pending implementation of UPK, and the progress already made to date in reframing preparation and licensure for the ECE workforce, this agenda item focuses on taking the next steps necessary to establish a coherent approach to credentialing that would accommodate the staffing needs of both UPK and the CSPP. Part 1 of this agenda item presents for discussion an approach to credentialing that would increase the supply of well-prepared teachers for UPK, and Part 2 presents a plan for updating the Child Development Permit matrix to accommodate the changing context of early childhood education in California.

### **Part 1: Pathways to Success: Identifying Potential Sources of Additional Early Childhood Teachers**

In considering potential sources of staffing for California’s ECE classrooms, the Commission could establish pathways that recruit and prepare teachers from multiple sources, including current Multiple Subject (MS) credential holders interested in teaching in early childhood as well as Child Development Permit (CDP) teachers who already have a bachelor’s degree and who are currently teaching four-year-old children in State Preschool programs. This dual-source approach would expand the pool of eligible teachers who could serve in Transitional Kindergarten by creating at least two overlapping pathways to ECE credentialing: one that builds on a MS credential and another that builds on the Child Development (CD) Teacher or higher-level Permit. Both groups of teachers who already hold at least a bachelor’s degree and have prior preparation for teaching, albeit in different though related contexts, could be prepared for and recruited to serve in UPK settings.

An encouraging statistic supporting this multiple-pathways approach to establishing a pool of ECE teachers can be found in CSCCE’s recent workforce study referenced above. The CSCCE found that 49% of ECE teachers in center-based preschool programs have a bachelor’s degree or higher, and 58% of those teachers majored in early childhood education or child development. CCSSE supports the idea of drawing from multiple sources to establish an adequate supply of well-prepared teachers and recommends that the state recruit from and develop the pool of teachers already serving four-year-olds, establish multiple preparation pathways for MS credential holders to serve in TK, and reinstate an early childhood credential authorizing service Preschool through grade 3.

Current credential options for teaching in early childhood education settings include the following credentials and permits:

- **Child Development Permit:** authorizes assistants, teachers, mentors, and leaders to serve in state subsidized, center-based childcare and development programs with children age birth to five, and to provide before and after school care for K-6 students.
- **Early Childhood Special Education Credential:** authorizes teaching and services for infants through preschool, extending to kindergarten (pending regulations), and

includes focused preparation on meeting the needs of young children with special needs.

- **Multiple Subject Credential:** authorizes service from preschool through adult education in a self-contained classroom setting; preparation is only minimally focused on ECE.
- **Multiple Subject Credential for Transitional Kindergarten Apportionment:** while teaching in preschool is already authorized by the Multiple Subject credential, Education Code (EC) section 48000(g) specifies that Local Education Agencies (LEAs) are only eligible for funding (apportionment) for TK teaching assignments if the multiple subject credential holder completes an additional 24 units of ECE coursework (or the equivalent as deemed by their employer) or holds a Child Development Teacher level permit. This apportionment requirement applies to teachers first hired to teach TK after July 2015 and becomes fully effective in 2023. It is important to note, however, that the ECE units or equivalent requirements specified under EC §48000(g) pertain only to apportionment for TK classrooms and are not credentialing requirements for appropriate assignment.
- **Early Childhood Specialist Credential** currently available, pursuant to Title 5 regulations adopted by the Commission, as an add-on to a Multiple Subject credential, authorizing the holder to provide curriculum, program, and staff development for ECE staff and to teach ECE courses in Career Technical Education.

The array of credentials and assignment options listed above could be adjusted and repurposed to meet the changing workforce needs of UPK and the California State Preschool Program in ways that increase the supply of teachers and advance recommendations set forth in the state’s Master Plan for Early Learning and Care. In particular, the current ECE Specialist Credential could be revised to focus specifically on preparation for teaching in PK-3 settings, including TK.

The Commission has the authority through [EC §44265](#) to establish specialist credentials and has issued an [ECE Specialist Credential](#) in the past as an add on to the MS credential. Revising the ECE Specialist Credential with a focus on the knowledge, skills, and abilities needed for successful teaching in PK-3 could allow this credential to serve as a “bridge”, linking the CDP and MS credential workforces and making both pools of teachers available to serve in TK. Under this scenario, Child Development Teacher or higher-level Permit holders with a bachelor’s degree earning the ECE Specialist credential could be prepared and authorized to teach in a PK-3 setting, including TK. Multiple Subject credential holders could add the ECE Specialist credential by completing 24 units of ECE coursework or the equivalent, thereby meeting the funding requirements of EC §48000. In short, the ECE Specialist credential could become the vehicle for recognizing the specific, tailored additional preparation needed for MS credential holders and CDP teachers to teach in PK-3. Title 5 regulations would need to be amended to include teaching in an ECE setting and establish a framework for the PK-3 grade band. The Master Plan supports development of multiple, accessible pathways, including stackable credentials, leading to a PK-3 credential that would authorize service in an ECE setting, including transitional kindergarten.

Recognizing that the requirements for earning an MS credential and those for earning a CD Permit differ in significant ways, the Commission would need to establish a core set of requirements for an ECE Specialist “bridge” credential that could be met by both MS and CDP teachers. Both types of license holders could be appropriately prepared for a PK-3 teaching assignment. For example, MS credentialed teachers are well-prepared in elementary curriculum and instruction, but they do not typically have extensive preparation in early childhood learning and development or working collaboratively with parents/caregivers to promote and support preschool children’s growth, development, and learning. In contrast, CDP prepared teachers have the opportunity to develop specific knowledge of early childhood development, ECE curriculum and instruction, and working effectively with families/caregivers to promote and support young children’s growth, development, and learning, but they do not have preparation in K-3 curriculum and instructional pedagogy. Both types of teachers would also likely need additional preparation for working with and supporting young dual language/multiple language learners and working with their families/caregivers to promote and support child growth, development, and learning within a dual language/multiple language context.

Key requirements for an ECE Specialist bridge credential could include the following:

- A base credential, including but not necessarily limited to a valid Multiple Subject Credential or a valid Child Development Teacher or higher-level Permit
- A bachelor’s degree or higher
- Professional preparation and subject matter competence in early childhood education, curriculum, and pedagogy through grade 3. For the MS credential holder, preparation would focus on the required 24 units of ECE for assignment in TK. For the CDP Teacher or higher-level permit holder, preparation would focus on K-3 curriculum and pedagogy as indicated in the table below. Preparation for both pathways would include a deeper focus on dual language learners.
- Completion of a teaching performance assessment that includes a focus on literacy development for either the MS credential or the CDP Teacher level permit

For each pathway (MS and CDP), the requirements could take into consideration the knowledge, skills, and abilities gained through the teacher’s prior preparation and experience and build on that foundation to address the “missing” foundations for serving effectively as a PK-3 teacher. The following table describes how Multiple Subject Credential holders and Child Development Permit holders might meet these requirements.

**Possible Pathways to an ECE Specialist Credential**

<b>Proposed Requirement for ECE Specialist Credential</b>	<b>Pathway for a Multiple Subject Credential Holder</b>	<b>Pathway for a Child Development Permit Holder</b>
Base Permit or Credential	Multiple Subject Credential	Child Development Teacher Permit or higher
Baccalaureate Degree	MS Credential holders complete a BA prior to or while earning their credential.	Not currently required for a CDP; would be required for the CDP holder to earn an ECE specialist credential (per EC §44265)
Subject Matter Competence	Met as part of the process of earning the MS credential	Preparation for the CDP includes 24 units in Child Development and ECE as well as general education coursework. Completion of a BA would be required and could be the primary means for CDP holders to meet a subject matter requirement.
24 Units of ECE	Should include focus on ECE Child Development (social, emotional, cognitive, academic, physical, etc.) and Pedagogy and working with other adults Options to the 24 units might include: <ul style="list-style-type: none"> <li>• Experience teaching in K and below</li> <li>• Experience teaching TK pursuant to EC 48000</li> <li>• National Board Certification in ECE</li> <li>• Passage of an ECE TPA</li> <li>• Micro-credential (PD and assessment that allows for the demonstration of competence)</li> </ul>	Met as part of the process for earning the CD teacher permit; should also include focus on ECE child development (social, emotional, cognitive, dual language, academic, physical, etc.) and pedagogy and working with other adults
Teacher Preparation	MS Credential holders have completed teacher preparation focused on K-6/8. MS teacher preparation programs could integrate preparation in ECE methods and pedagogy in several ways: <ul style="list-style-type: none"> <li>• Through integrated undergraduate programs in CD/ECE</li> <li>• As part of a post- BA teacher preparation program</li> <li>• As part of a combined post-BA and MA program</li> <li>• Through a residency model for preservice candidates</li> <li>• Through intern pathways for pre- or in-service teachers</li> </ul>	K-3 preparation and clinical practice that addresses: <ul style="list-style-type: none"> <li>• Child development and learning</li> <li>• K-3 curriculum and standards</li> <li>• K-3 pedagogy/methods, including lesson design using UDL</li> <li>• Literacy methods, math methods</li> <li>• Teaching dual/English language learners</li> <li>• Early identification of special needs including dyslexia; inclusion practices</li> </ul> Could be completed during a traditional preservice or residency program, or in a well-structured intern pathway
Teaching Performance Assessment	Met while earning the MS credential	Could be met while earning a CDP Teacher permit or during completion of BA or preparation for the ECE specialist credential

## **Grant Opportunities that Support Recruitment and Preparation of the ECE Workforce**

Three state grant programs are currently available to potentially provide support for individuals who need to complete degree and credential programs to serve in TK classrooms. These grant programs are:

1. The California Classified School Employees Teacher Credentialing Grant Program, which provides up to \$24,000 per participant over a five-year period for classified staff, including California State Preschool Staff who already hold an associate degree, to complete a bachelor's degree and credential.
2. The California Teacher Residency Grant Program provides up to \$25,000 per participant to support their teacher preparation while placed as a resident in a master teacher's classroom in exchange for four years of teaching service to be completed within five years in a designated shortage area field.
3. The Golden State Teacher Grant, which provides up to \$20,000 for candidates seeking a credential in exchange for four years of teaching in a priority school within five years of having completed teacher preparation.

It should be noted that the Classified School Employees Teacher Credentialing Grant Program and the Teacher Residency Grant Program are both competitive grant programs for which eligible entities need to apply and be successful in order to serve the number of candidates for which the applicant might receive funding.

To address the urgent need for additional well-prepared ECE teachers, Multiple Subject and ECE preparation providers might consider developing new targeted or modifying existing programs leading to an ECE Specialist credential. Such approaches might include, for example, targeted ECE-focused integrated undergraduate teacher preparation programs; post-baccalaureate Multiple Subject preparation programs integrating a specialization in ECE; and targeted ECE Teacher Residency programs for ECE Permit holders as well as for MS credential candidates seeking to work in UPK settings.

### **Part 2: Updating the Child Development Permit**

The Child Development Permit Matrix serves as a foundational reference for ECE licensing requirements. 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 that build from one level to the next, authorizing the holder to perform different levels of service in state-subsidized Child Care and Development Programs. The current six-level CDP structure, including the requirements for earning each level of the permit, is provided in [Appendix B](#). More detailed information about Child Development Permits is provided in the [CL-797 leaflet](#) available on the Commission's website.

The Child Development Permit Matrix dates from the early 1990's and has not been updated since that time. Although recommendations were made in 2017 by an advisory panel of ECE content experts to update the Permit Matrix ([Appendix C](#)), these recommendations were temporarily tabled by the Commission for a variety of reasons, including the potential effect on ECE teacher supply and on the ability of employers to staff ECE programs; the potential effect on compensation for these positions; the desire of some in the field to strengthen



requirements who felt these recommendations may not go far enough; and the pending direction from the state's [Master Plan for Early Learning and Care](#), which at that time was being conceptualized although work on the plan itself had not yet begun. Given the complexity of these factors, the Commission temporarily tabled the recommendations in 2017 while moving forward with building out and reviewing with stakeholders new ECE Teaching Performance Expectations and the new ECE Program Guidelines. The Commission adopted the ECE TPEs and the ECE Program Guidelines in 2019 as development of the Master Plan for Early Learning and Care was launched, and subsequently published in December 2020.

It is now time to relook at the original recommendations made by the Child Development Permit Advisory Panel (CDP AP) in 2017 in view of the Master Plan, the advent of UPK and the PDG-R work that has taken place in the intervening time since the panel did its work. Any potential changes to the Permit Matrix should both support the direction indicated in the Master Plan relating to ECE workforce development and meet the changing needs of the California State Preschool Program with the implementation of UPK.

### **Staff Recommendation**

Staff recommends that the Commission discuss the credentialing issues and options provided in the agenda item and provide feedback and direction to staff.

### **Next Steps**

The Commission is working closely with the California Department of Education (CDE) as it prepares for full implementation of UPK and considers next steps for the State Preschool Program. Close collaboration with CDE and other state agencies and stakeholder communities will ensure that the Commission's work around credentialing the ECE workforce is well informed by programmatic decisions that will shape UPK implementation and the California State Preschool Program going forward. Based on Commission feedback and discussion during the September 2021 meeting, staff will take the following steps:

1. Facilitate a survey of LEA employers during fall 2021 regarding how they are currently implementing the provisions of Education Code Section 48000(g) with regard to staffing TK classrooms.
2. Appoint a broadly representative ECE Work Group to:
  - a. Inform further development of a credential structure for ECE that provides multiple, accessible pathways to service in Transitional Kindergarten and the State Preschool Program. The ECE Work Group would include some members of the original Child Development Permit Advisory Panel, ECE practitioners and employers, faculty from 2- and 4-year Child Development/ECE programs, representatives from the PDG-R design teams, Multiple Subject practitioners, Multiple Subject teacher preparation programs, and other appropriate stakeholders.
  - b. The ECE Work Group would also review the recommendations of the Commission's prior Child Development Permit Advisory Panel and adjust them as necessary to adapt to the changing context for early childhood education in California.

Commission staff will continue to provide updates on this work at future Commission meetings.

## **Appendix A**

### **Prior Related Agenda Items and Reports**

- Between 2015-17 the Commission’s Child Development Permit Advisory Panel (CDP AP) reviewed the requirements for earning and renewing a Child Development Permit. Recommendations were presented to the Commission in October 2017 (<https://www.ctc.ca.gov/commission/agendas/2017-10/october-2017-commission-agenda>)
- Between 2017 and 2019 [Teaching Performance Expectations](#) for the Child Development Permit were developed, and extensively reviewed by the field. Performance expectations focused on assisting, teaching, mentoring, and leading in an ECE setting were adopted by the Commission in 2019.
- [Guidelines](#) for preparation leading to the Child Development Permit were also developed, reviewed by the field between 2017 and 2019 and adopted by the Commission in 2019.
- In [February 2021](#), the Commission heard a presentation on the Master Plan for Early Learning and Care, which includes important framing for the development of the ECE workforce with implications for the Commission’s work in this area.
- The [August 2021](#) Commission agenda item described the status of the ongoing collaborative work with the field to implement the provisions of the Preschool Development Grant-Renewal (PDG-R) related to moving towards a competency-based preparation and licensure system for the ECE workforce.

**Appendix B: The Current Child Development [Permit Matrix](#)**

<b>TITLE</b>	<b>CHILD DEV EDUCATION REQUIREMENT</b>	<b>EXPERIENCE REQUIREMENT</b>	<b>CHILD DEV ALTERNATIVE QUALIFICATIONS</b>	<b>AUTHORIZATION</b>	<b>FIVE YEAR RENEWAL</b>
<b>Assistant (Optional)</b>	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
<b>Associate Teacher</b>	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.
<b>Teacher</b>	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
<b>Master Teacher</b>	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
<b>Site Supervisor</b>	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
<b>Program Director</b>	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 C**  
**2017 Recommendations from the Child Development Permit Advisory Panel (CDPAP)**

**Summary of CDP AP Recommendations**

**Assistant**

	<b>Current Matrix</b>
<b>Authorization</b>	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.
<b>Education</b>	Option 1: Complete 6 semester units ECE/CD Option2: Complete an approved HERO or ROP program in Child Development Related Occupations.
<b>Experience</b>	None
<b>Renewal</b>	105 hours of professional growth activities

**Revision Recommendation:** Eliminate this level of the permit.

**Associate Teacher**

	<b>Current Matrix</b>	<b>Revision Recommendations</b>
<b>Authorization</b>	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.
<b>Education</b>	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.
<b>Experience</b>	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].

	<b>Current Matrix</b>	<b>Revision Recommendations</b>
<b>Renewal</b>	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

	<b>Current Matrix</b>	<b>Revision Recommendations</b>
<b>Authorization</b>	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
<b>Education</b>	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. Option 2: Possess an associate degree or higher in ECE/CD or a related field.	Option 1: Possess an associate degree (AA/AS/AS-T) in ECE/CD or comparable degree in ECE/CD that includes 60 semester units. 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. For both options, coursework related to pedagogy shall address the full developmental range: infant/toddler, preschool, and school-age.
<b>Experience</b>	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>
<b>Renewal</b>	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**

	<b>Current Matrix</b>	<b>Revision Recommendations</b>
<b>Authorization</b>	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.
<b>Education</b>	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. 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.	Option 1: Possess a baccalaureate degree in ECE/CD. 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. For both options, coursework related to pedagogy shall address the full developmental range: infant/toddler, preschool, and school-age.
<b>Experience</b>	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>
<b>Renewal</b>	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\*\***

	<b>Current Matrix</b>	<b>Revision Recommendations</b>
<b>Authorization</b>	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>
<b>Education</b>	<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>
<b>Experience</b>	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>
<b>Renewal</b>	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\*\***

	<b>Current CDP Matrix</b>	<b>Advisory Panel Discussion and Decisions</b>
<b>Authorization</b>	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>
<b>Education</b>	<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>
<b>Experience</b>	For Option 1 only: One year of Site Supervisor experience.	<i>210 hours of clinical experience</i>
<b>Renewal</b>	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.*