
4A

Information/Action

Educator Preparation Committee

Child Development Permit Workgroup Plan

Executive Summary: This agenda item presents for review and potential affirmation a plan for a workgroup of Early Childhood Education experts to build on recommendations provided to the Commission by the Child Development Permit Advisory Panel in 2017 and make further recommendations to the Commission on the structure and requirements of the Child Development Permit in alignment with the state's Master Plan for Early Learning and Care and current needs in the field.

Recommended Action: That the Commission affirm the plan for the Child Development Permit Workgroup.

Presenter: Renee Marshall, Administrator, Professional Services Division

Child Development Permit Workgroup Plan

Introduction

An agenda item presented to the Commission in [September 2021](#) provided information about the current permit, research on Early Childhood Education (ECE) topics, and the status of the ECE teacher workforce. This agenda item presents for review and potential Commission affirmation a plan for a workgroup of Early Childhood Education experts to build on recommendations provided to the Commission by the Child Development Permit Advisory Panel in 2017 and make further recommendations to the Commission on the structure and requirements of the Child Development Permit (CDP) in alignment with Workforce Development Goal 2 of the state's [Master Plan for Early Learning and Care](#) and current needs in the field.

Background

The [Child Development Permit Matrix](#) serves as a foundational reference for ECE licensing requirements. The Commission currently 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. In addition, there is also an optional School Age Emphasis that can be added to a Permit for holders who may be serving children up to age 14 in before and/or after school 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 Permit is provided in the [CL-797 leaflet](#). The Child Development Permit Matrix dates from 1993 and has not been updated since that time other than adding the School Age Emphasis in 2002.

From 2015-2017, a Child Development Permit Advisory Panel of ECE content experts met to review and make recommendations to update the Permit Matrix. Concerns were raised at the time regarding the potential effect on the ECE teacher supply and on the ability of employers to staff ECE programs, so these recommendations were temporarily tabled by the Commission. In the meantime, the Commission moved forward with building out, reviewing with education partners, and validating new [ECE Teaching Performance Expectations](#) (ECE TPEs) for each level of the Permit and the new [ECE Program Guidelines](#) for preparers of this workforce in order to begin the transition from a preparation and licensure system based on coursework and seat time to a competency-based system of preparation and licensure similar to the other educator credentials issued by the Commission. 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 in 2017 in view of the Master Plan, the transition to a competency-based

system of preparation and licensure for the early childhood workforce, the advent of UPK and the PK-3 ECE Specialist Instruction Credential. Any potential changes to the Permit Matrix should support the direction indicated in the Master Plan relating to ECE workforce development, be consistent with a competency-based system of preparation and licensure and meet the changing needs of early learning and care programs that may require or offer as an option that their workforce hold a Child Development Permit.

Current Status of the Child Development Permit Workgroup

The application for those interested in serving on the Child Development Permit Workgroup opened on June 29, 2023, and the deadline for completed applications was July 19, 2023. An electronic application asked for information each applicant's current and past experiences, contact information, self-ratings on knowledge of important areas of discussion (e.g., the *California Preschool Foundations and Frameworks*, Child Development coursework for the current Permit requirements, Early Language Acquisition), and demographic information. The applicants also were required to submit a brief resume. Of the 102 applications submitted, 93 applications were complete and thus eligible for scoring. Staff reviewed all 93 completed application packets and submitted a list of recommended workgroup members to the Commission's Executive Director, based on the applicants' areas of expertise, knowledge of Early Childhood Education, background qualifications, regional representation, and demographics.

The Executive Director appointed 26 individuals from higher education, county offices of education, education agencies, and public and private child development centers to serve on the workgroup. [Appendix B](#) presents a list of workgroup members and liaisons to the workgroup. All interested education partners and members of the public are welcome to observe the CDP Workgroup meetings. Each meeting will provide an opportunity for public comment.

The Child Development Permit Advisory Panel will focus on the following questions:

1. How should the current permit structure be revised, updated, and/or modified to ensure that early childhood educators, early childhood education program administrators, and those who provide before and after-school care based on holding a school-age permit authorization are adequately prepared for their job roles, considering the recommendations outlined in the Master Plan, the knowledge and skills needed to meet the multifaceted educational and developmental needs of children, working effectively in partnership with parents/guardians to promote children's learning and development, and meeting the needs of employers for well qualified ECE staff?
2. How can the State best monitor and ensure quality in preparation of the ECE workforce within the resources available?
3. How should the TPEs be reorganized to align with the proposed new structure for the Child Development Permit?

The plan for the Child Development Workgroup is to hold seven meetings from August 2023 to April 2024. Planned meeting dates and proposed topics are provided in Table 1 below. The

initial August 2023 meeting will be in person at the Commission office and the subsequent meetings will be virtual. The Child Development Permit Workgroup will be facilitated with support from WestEd’s Region 15 Comprehensive Center.

Table 1. Proposed Workgroup Meeting Dates and Topics

Dates	Meeting Format	Planned Topics
August 22, 2023, 10am-5pm August 23, 2023, 8:30am-1:30pm	Meeting 1 In-Person, 2 Days	<ul style="list-style-type: none"> • Scope of work/charge • Workgroup overview and policy considerations • Permit background and requirements • Overview of 2015-2017 CDP Advisory Panel’s work • Update on changes in the field since 2017 • Master Plan for Early Learning and Care and the Child Development Permit • Overview of UPK and the PK-3 Credential
October 10, 2023 9am-3pm	Meeting 2 Virtual, 1 Day	<ul style="list-style-type: none"> • Mixed delivery system and implications for Permit levels • Levels of the CDP and requirements for each level
November 29, 2023 9am-3pm	Meeting 3 Virtual, 1 Day	<ul style="list-style-type: none"> • Continue review of current levels of the permit and draft a proposed updated Permit structure along with suggested requirements for each proposed level • Review CAP and other coursework pathways • Practicum discussion
January 16, 2024 9am-3pm	Meeting 4 Virtual, 1 Day	<ul style="list-style-type: none"> • Infant/Toddler requirements • School age requirements
February 27, 2024 9am-3pm	Meeting 5 Virtual, 1 Day	<ul style="list-style-type: none"> • ECE Teaching Performance Expectations alignment to proposed revised Permit structure • CalFTP A
March 26, 2024 9am-3pm	Meeting 6 Virtual, 1 Day	<ul style="list-style-type: none"> • Program Standards • Review Professional Development Manual
April 30, 2024 9am-3pm	Meeting 7 Virtual, 1 Day	<ul style="list-style-type: none"> • Program Quality Review Options • Wrapping Up • Review and Final Thoughts

As the work of the CDP Workgroup moves forward, the field will have multiple opportunities to provide input into draft proposed modifications to the Permit structure as well as draft potential approaches to monitoring and ensuring quality in the preparation of the ECE workforce within available resources. Updates to the Commission on the progress of the Child Development Permit Workgroup will be made in winter 2023 and spring 2024. Staff will share the panel's recommendations and public input for the Commission's discussion and consideration by fall 2024.

Staff Recommendation

Staff recommends that the Commission affirm the proposed plan and focus questions for the Child Development Workgroup as presented in this agenda item, with any modifications that may be suggested by the Commission.

Next Steps

Staff will implement the Child Development Permit Workgroup plan as affirmed by the Commission and provide its next update on the work at a Commission meeting during winter 2023.

Appendix A

The Current Child Development Permit Matrix

Title	Child Development Education Requirement	School Age Emphasis Education Requirement	Experience Requirement	Child Development Alternative Qualifications	School Age Emphasis Alternative Qualification	Authorization	Five Year Renewal
Assistant (Optional)	6 units of Early Childhood Education (ECE) or Child Development (CD)	3 units in School-Age	None	Accredited HERO program (incl. ROP)	None	Assist in the instruction of children under supervision of Assoc. Teacher or above	105 hours of professional growth
Associate Teacher	12 units ECE/CD including core courses	6 units in the School-Age Core Area[2]	50 days of 3+ hours per day within 2 years	Child Dev. Associate (CDA) Credential	None	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[1] + 16 GE units	12 units in the School-Age including core courses[2]	175 days of 3+ hours per day within 4 years	AA or higher in ECE or related field w/ 3 sem. unit supervised field exp. in ECE setting	AA or higher in ECE or SA with 3 sem. units of supervised field experience in ECE or SA setting	May provide instruction and supervise all above (including Aide)	105 hours of professional growth
Master Teacher	24 units ECE/CD including core courses[1] + 16 GE units, + 6 specialization units; + 2 adult supervision units.	12 units in the School-Age including core courses[2]	350 days of 3+ hours per day within 4 years	BA or higher w/12 units of ECE, + 3 units supervised field exp. in ECE setting	BA or higher w/12 units of ECE or SA, +3 units of supervised field experience in ECE or SA setting Minimum of 6 units must be in SA	May provide instruction and supervise all above (incl. Aide). May also serve as coordinator of curriculum and staff development	105 hours of professional growth

Title	Child Development Education Requirement	School Age Emphasis Education Requirement	Experience Requirement	Child Development Alternative Qualifications	School Age Emphasis Alternative Qualification	Authorization	Five Year Renewal
Site Supervisor	AA (or 60 units) with 24 ECE/CD units (incl. core); + 6 units administration; + 2 units adult supervision	12 units in the School-Age including core courses[2]	350 days of 3+ hours per day within 4 years, including at least 100 days of supervising adults	BA or higher w/12 units of ECE, + 3 units supervised field exp. in ECE setting; or a Teaching or Admin. credential w/12 units of ECE, + 3 units supervised field exp. in ECE setting	Teaching or Administrative Cred w/12 units of ECE or SA. 3 units of supervised field experience in either ECE or SA. Minimum of 6 units must be in SA	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.	12 units in the School-Age including core courses[2]	Site supervisor status and one program year of site supervisor experience	Teaching or Admin. credential w/12 units of ECE, + 3 units supervised field exp. in ECE setting; Master's Degree in ECE	Teaching or Administrative Cred w/12 units of ECE or SA. 3 units of supervised field experience in either ECE or SA. 6 units admin w/teaching cred only. Minimum of 6 units in SA	May supervise multiple-site program; provide instruction; and serve as coord. of curriculum and staff development	105 hours of professional growth

Note [1]: CD Core courses: Child Growth and Development, Child/Family/Community, and Programs/curriculum.

Note [2]: SA Core courses: Child Growth and Youth Development, Child & Youth, Family & Community, Programs/curriculum including school-age instructional practices.

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
Child Development Permit Workgroup Members 2023-24

NAME	AFFILIATION
Workgroup Members	
Amy Smith	California Community Colleges Chancellor's Office
Chris Reefe	Legislative Director, California School Boards Association
Christine Shreve	Holy Cross Preschool
Elizabeth Alvarado	Californians Together
Elizabeth Uda	Head Start
Giovanni Aragon	Community Action Partnership of Kern (CAPK)
Giselle Navarro-Cruz	Cal Poly Pomona
Heather Snipes	El Dorado County Office of Education
Helen Davis	University of California, Los Angeles
Hilary Seitz	California State University Chancellor's Office
Jeanne Veich	Shasta College
Jessica Tejada	Mount Pleasant Elementary School District, San Jose
Katie Mervin	EDvance College
LaTanga Hardy	Los Angeles Community College District
Laurel Doyle	Cosumnes River College
Lynette Ridgel	Riverside County Office of Education
Mandy Redfern	Glendale Unified School District
Melissa Wheelahan	Orange County Office of Education
Nicole Willard	Windmill School, Portola Valley
Pranita Venkatesh	Paragon Montessori, San Carlos
Rebecca Green	Imperial Community College District
Stephanie Orozco	First 5 LA
Tommetta Shaw	Mount St. Mary's University
Toni Isaacs	Ventura County Office of Education
Valerie Denero	EveryChild California
Liaisons	
Shanna Birkholz-Vasquez	California Department of Education
Erin Dubey	California Department of Education
Rosanne Pitz	California Department of Social Services
Melanie Huitt	California Department of Social Services -CCL
Deborah Stipek	Stanford University
Cathy Yun	Learning Policy Institute
Melanie Cottrill	Head Start
Kate Williams-Brown	Commission on Teacher Credentialing

Commission Staff to Support the Child Development Permit Workgroup

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