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# 4D

## Information

### *Educator Preparation Committee*

### **Child Development Permit Workgroup Update**

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**Executive Summary:** This agenda item presents an overview of the progress made by the Child Development Permit 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 taking into consideration the current needs of the field.

**Recommended Action:** For information only

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

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# Child Development Permit Workgroup Update

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## Introduction

An agenda item presented to the Commission in [August 2023](#) provided information about the proposed plan and focus questions for the Child Development Permit (CDP) Workgroup. This agenda item presents for the Commission's review the CDP Workgroup's ongoing work to make recommendations to the Commission on the structure and requirements of the Child Development Permit 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. The recommendations were temporarily tabled by the Commission. The Commission adopted the [ECE Teaching Performance Expectations](#) (ECE TPEs) for each level of the Permit and the new [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 was determined to relook at the Child Development Permit in view of the Master Plan for Early Learning and Care, with the advent of universal prekindergarten and the PK-3 ECE Specialist Instruction Credential. 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. The agenda for each meeting provides an opportunity for public comment.

The Child Development Permit (CDP) Workgroup is focused 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 CDP Workgroup has conducted four out of the seven scheduled meetings, commencing in August 2023, and is set to conclude in April 2024. Meeting dates and topics are provided in Table 1 below. The CDP Workgroup is facilitated with support from WestEd’s Region 15 Comprehensive Center.

**Table 1. Workgroup Meeting Dates and Topics**

Dates	Meeting Format	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"> <li>• Scope of work/charge</li> <li>• Workgroup overview and policy considerations</li> <li>• Working agreements</li> <li>• Permit background and requirements</li> <li>• Overview of 2015-17 CDP Advisory Panel’s work</li> <li>• Changes in the field since 2017</li> <li>• Master Plan for Early Learning and Care and the Child Development Permit</li> <li>• Overview of UPK and the PK-3 Credential</li> </ul>
October 10, 2023 9am-3pm	Meeting 2 Virtual, 1 Day	<ul style="list-style-type: none"> <li>• Debrief of meeting 1</li> <li>• TPE and Master Plan Competencies</li> <li>• Field Connections</li> <li>• PK-3 Credential and the Master Plan</li> <li>• Curriculum Alignment Project (CAP) and its relationship to the Permit</li> </ul>
November 29, 2023 9am-3pm	Meeting 3 Virtual, 1 Day	<ul style="list-style-type: none"> <li>• Debrief of meeting 2</li> <li>• Levels discussion</li> <li>• California Department of Social Services presentation</li> <li>• Pathways discussion</li> <li>• Affinity group regarding the levels</li> <li>• Field connections data</li> </ul>

Dates	Meeting Format	Topics
January 16, 2024 9am-3pm	Meeting 4 Virtual, 1 Day	<ul style="list-style-type: none"> <li>• Permit level data based on meeting 3</li> <li>• Permit level discussion: present 2 models of the CDP matrix</li> <li>• Entry level pathways into the profession discussion</li> <li>• Pathways to the TK-12 system discussion</li> <li>• Field connections data</li> </ul>
February 27, 2024 9am-3pm	Meeting 5 Virtual, 1 Day	<ul style="list-style-type: none"> <li>• Permit level data based on meeting 4</li> <li>• Requirements and authorizations</li> <li>• Specific permit authorizations (IT, DLL, School Age)</li> <li>• ECE Teaching Performance Expectations alignment to proposed revised permit structure</li> <li>• CalFTP</li> </ul>
March 26, 2024 9am-3pm	Meeting 6 Virtual, 1 Day	<ul style="list-style-type: none"> <li>• Permit level data based on meeting 5</li> <li>• Monitor and ensure quality in preparation of the ECE workforce</li> <li>• Professional development</li> <li>• Requirements for reauthorization</li> </ul>
April 30, 2024 9am-3pm	Meeting 7 Virtual, 1 Day	<ul style="list-style-type: none"> <li>• Program quality review options</li> <li>• Wrapping up</li> <li>• Review and final thoughts</li> </ul>

**Workgroup Meeting Summaries**

[The CDP Workgroup Meeting One](#) encompassed several key components. These included a charge to the workgroup to build upon the recommendations put forth in 2017 by the Commission on Teacher Credentialing (CTC) Advisory Panel (2015-2017). The meeting provided a comprehensive overview of permit background, requirements, and policy considerations, incorporating an analysis of changes in the field since 2017. The discussion delved into various aspects, such as the connection to the *2020 Master Plan on Early Learning and Care: California All Kids (Master Plan)*, the current work on the PK-3 credential, and the implications of universal prekindergarten (UPK) and universal Transitional Kindergarten (UTK). Workgroup members commented on the implications of the Advisory Panel’s recommendations emphasizing the need to consider coursework cost, access, and workforce concerns. Additional feedback was given on topics such as Teacher Performance Expectations (TPEs) and competencies, clinical experience/practicum, coaching, and alignment with the transitional kindergarten through grade 12 (TK–12) system, including the prekindergarten through grade 3 (PK–3) ECE Specialist Credential. The meeting concluded with opportunities for both workgroup and public comments.

During [CDP Workgroup Meeting Two](#) Dr. Mary Vixie Sandy delivered opening remarks, underscoring the significance of the diverse perspectives and positions held by members of the

CDP Workgroup. In addition, the roadmap graphic presented in [Appendix C](#) was shared to visually guide the progress of the work. The session involved a thorough debrief of the data accumulated from Meeting One, an in-depth examination of the current Early Childhood Education (ECE) Teacher Performance Expectations (TPEs), and the PK-3 credential in light of the Master Plan through staff facilitated breakout rooms during which participants examined the Master Plan competencies and their relationship to a particular job role. Additionally, Meeting Two also incorporated a comprehensive review of ECE coursework within the Curriculum Alignment Project (CAP) and relationship to the Permit.

Meeting Two featured an update on field connections and the relationship between the PK–3 ECE Specialist Credential to the current permit structure, including where the ladder to the PK–3 ECE Specialist Credential begins. Workgroup members asked how candidates could potentially climb the ladder from the permit to the PK–3 ECE Specialist Credential using the current matrix. The meeting concluded with an exercise where participants voted about the prioritization of future meeting topics. The voting outcome prioritized topics in the following order: Cost, access and workforce, TK–12 alignment, coursework, clinical experience, practicum, and coaching. As customary, there was an opportunity for both workgroup and public comments at the conclusion of the meeting.

Commencing [CDP Workgroup Meeting Three](#), the agenda included a comprehensive debrief of the data from Meeting Two, followed by an in-depth exploration of the permit levels. Within their selected affinity group, Workgroup members and liaisons were presented with eight permit level scenarios. Each member and liaison chose the scenario they felt would best meet the needs of the ECE workforce and discussed authorizations for each permit level and a rationale for why each should be included. Workgroup members and liaisons conducted a virtual gallery walk where they added comments to the scenarios.

The session continued by highlighting the work of the California Department of Social Services and explored potential pathways for different permit options. An overview of the Commission’s outreach activities to elicit input from the field through focus groups conducted from September through December was presented. The data from these focus groups was shared during Meeting Four. As customary, an opportunity was provided at the end of the meeting for both workgroup and public comments.

In CDP Workgroup Meeting Four<sup>1</sup>, insights were shared regarding the diverse experiences of the workgroup members, with a focus on responses related to California State Preschool Program and private childcare. A summary of poll responses from Meeting Three highlighted key themes, including suggestions to collapse different permit levels, adjust current levels, and consider renaming them. The discussion touched upon finding a balance between quality and access, incorporating feedback on additional learning opportunities beyond coursework. A detailed exploration of permit levels occurred, presenting two potential models of the CDP matrix that synthesized the workgroup’s discussions. Affinity groups reviewed these models,

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<sup>1</sup> An official summary of Meeting Four is not yet available.

considering their implications for entry-level pathways into the profession and connections to the TK-12 system. The meeting concluded with an opportunity for both workgroup and public comments.

Moving forward, the CDP Workgroup will engage the field in providing input on proposed modifications to the Permit structure and potential approaches to monitoring and ensuring quality in ECE workforce preparation within available resources. Progress updates to the Commission are scheduled for spring 2024, with CDP Workgroup recommendations and public input shared for Commission discussion and consideration by fall 2024.

### **Field Connections**

In order to more broadly gather information about the needs of the state around early learning and care, seven focus groups were conducted from September to December 2023 to discuss the Child Development Permit. Participants from various backgrounds in the early childhood community attended each group, including those who applied but were not selected to the CDP Workgroup, faculty from community colleges and four-year universities, staff involved in early learning training and development from county offices of education, local education agencies, and other early childhood education employers.

Each focus group was asked the same set of five questions based upon the charge of the CDP Workgroup and was given the freedom to respond anonymously using an online tool (Jamboard). The responses were then compiled and analyzed to identify common themes and insights.

The questions that were asked to each focus group were as follows:

1. Given the present and future needs of the ECE Workforce, what are your thoughts on the current permit structure?
2. How should the current permit structure be updated, to ensure that early childhood educators, administrators, and those who provide Expanded Learning Opportunities are adequately prepared for their job roles
3. What knowledge and skills are needed to meet the multifaceted educational and developmental needs of children?
4. How can educators work effectively in partnerships with parents/guardians to promote children's learning and development?
5. How do we support meeting the needs of employers for well-qualified ECE staff?

Please refer to [Appendix D](#) for a summary of the overall themes and results from these focus groups.

### **Next Steps**

Staff will continue implementing the CDP Workgroup plan and provide the next update on the work at a summer 2024 Commission meeting.

## 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 <b>Minimum of 6 units must be in SA</b>	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. <b>Minimum of 6 units must be in SA</b>	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. <b>Minimum of 6 units in SA</b>	May supervise multiple-site program; provide instruction; and serve as coord. 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

### Child Development Permit Workgroup Members 2023-24

NAME	AFFILIATION
<b>Workgroup Members</b>	
Amy Smith	California Community Colleges Chancellor's Office
Becky Green	Imperial Community College District
Betsy Uda	Head Start
Chris Reefer	Legislative Director, California School Board Association
Christine Shreve	Holy Cross Preschool
Giovanni Aragon	Community Action Partnership Kern
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
Jacqueline Cruz	United Teachers Los Angeles
Jeanne Veich	Shasta College
Jessica Tejada	Mount Pleasant Elementary School District San Jose
Julie Montali	Sacramento County Office of Education
Katie Mervin	EDvance College
LaTanga Hardy	Los Angeles Community College District
Laurel Doyle	Cosumnes River College
Liz Alvarado	Californians Together
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
Ranae Amezquita	Los Angeles Unified School District
Stephanie Orozco	First 5 Los Angeles
Tommetta Shaw	Mount St. Mary's University
Toni Isaacs	Ventura County Office of Education
Valerie Denero	EveryChild California
<b>Liaisons</b>	
Shanna Birkholz-Vasquez	California Department of Education Liaison
Erin Dubey	California Department of Education Liaison
Lisa Velarde	California Department of Social Services Liaison
Monika Belton	California Department of Social Services Liaison-CCL
Deborah Stipek	Stanford University
Cathy Yun	Learning Policy Institute
Melanee Cottrill	Head Start

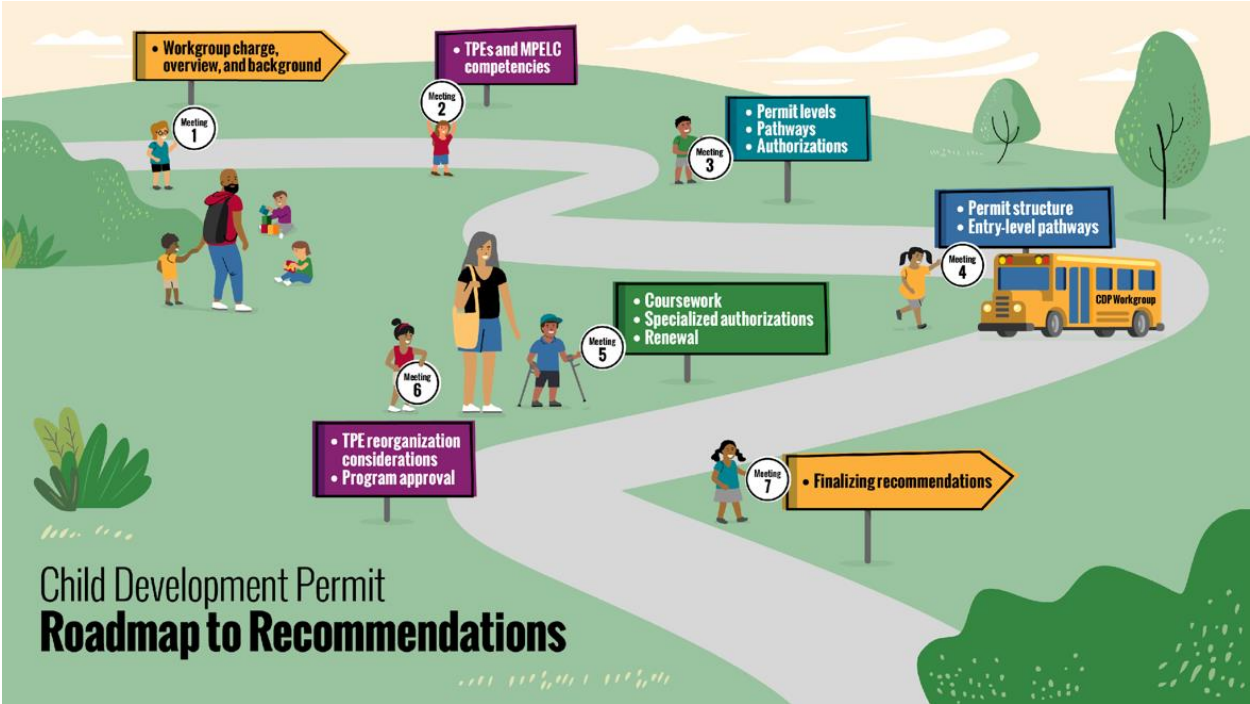
Cynthia Yao	Head Start
Kate Williams-Brown	Commission on Teacher Credentialing
Martha E. Dominguez-Brinkley	MDominguez@ccfc.ca.gov

**CTC Staff to the Child Development Permit Workgroup**

David DeGuire  
Renee Marshall  
Debra Keeler  
Bronwyn Kennedy  
June Millovich  
Mika Laidler  
Christina Villanueva  
Nicholas Newman

# Appendix C

## CDP Workgroup Roadmap

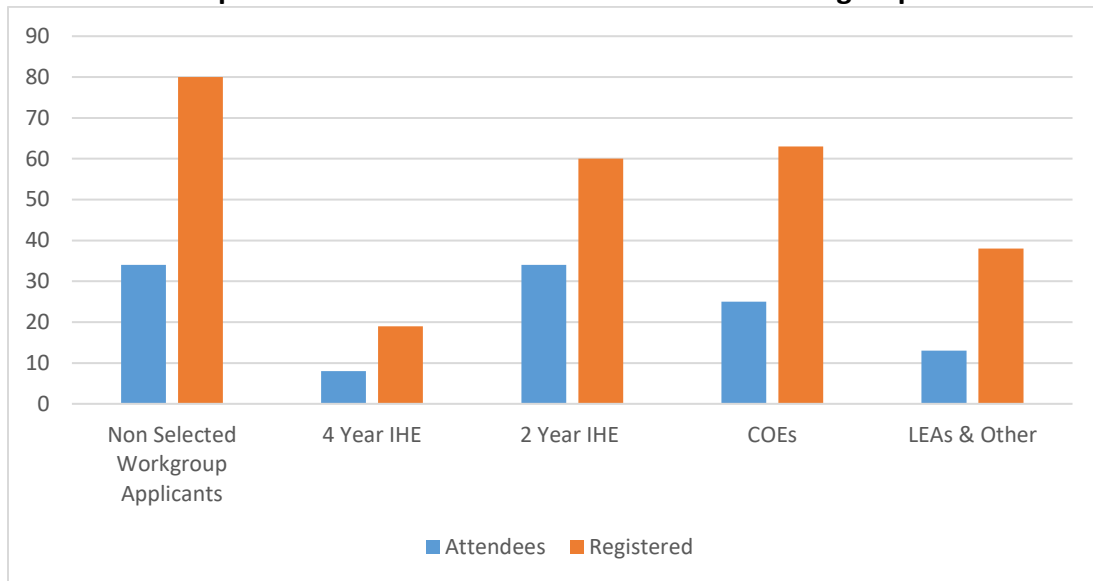


## Appendix D

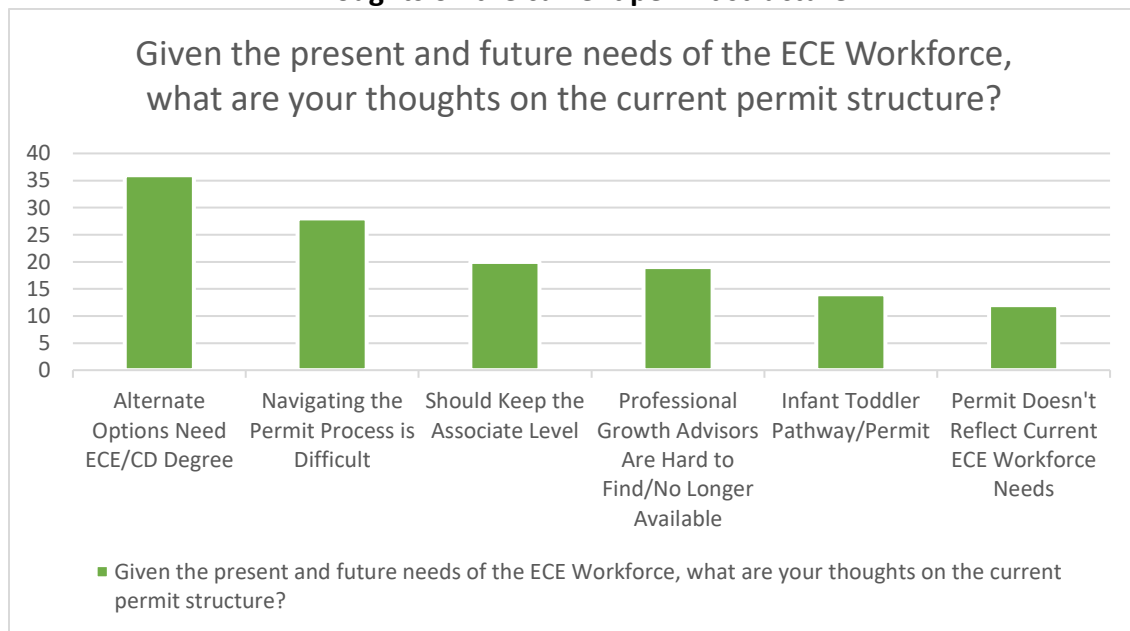
### Focus Group Summary Data

Focus Group Visual Data  
7 Focus Groups held between September 18-December 14  
113 total attendees

#### Representation of those who attended the focus groups



#### Thoughts on the current permit structure



32% of the focus group attendees reported that there is a need for an ECE/CD degree for an alternate option.

25% of the focus group attendees reported that navigating the permit process can be difficult.

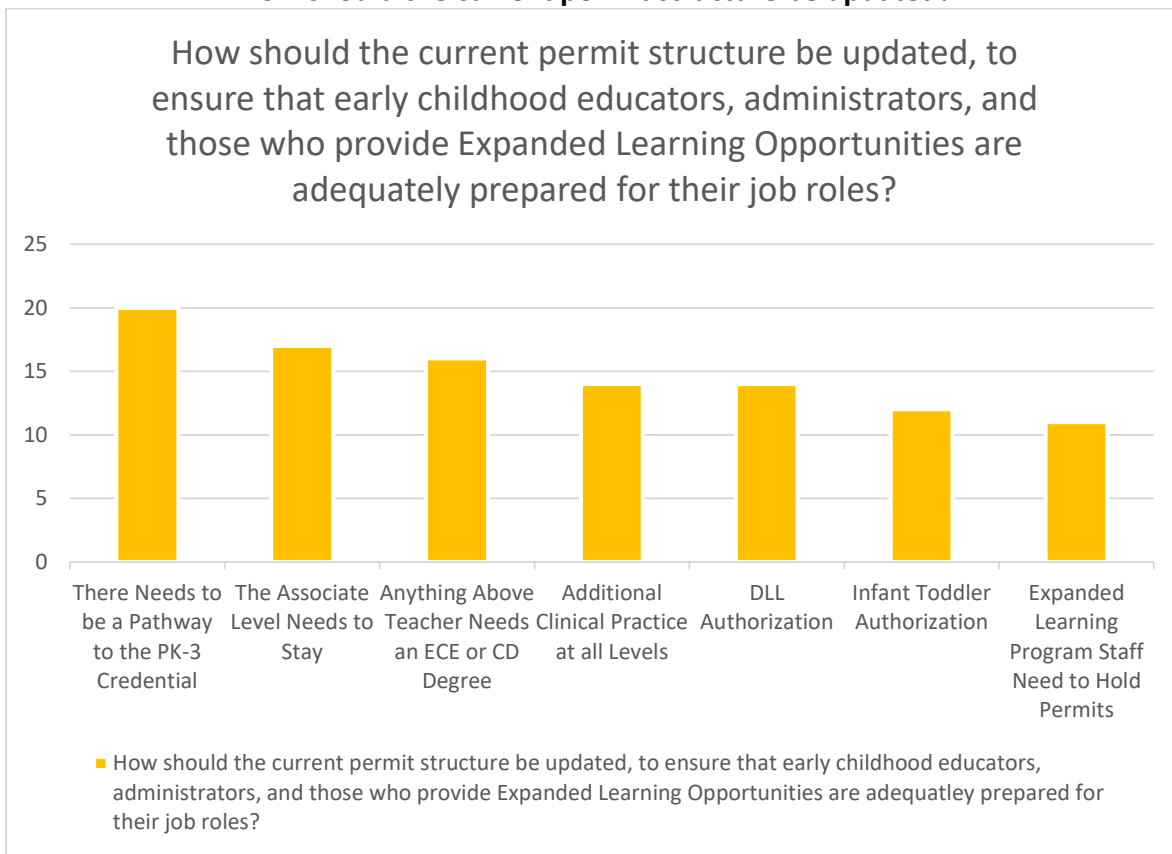
18% of the focus group attendees reported that the Associate Level Permit should remain active.

17% of the focus group attendees reported that Professional Growth Advisors are limited.

12% of the focus group attendees reported that there should be an Infant/Toddler Pathway

11% of the focus group attendees reported that the current permit doesn't reflect the current ECE workforce needs.

### How should the current permit structure be updated?



18% of the focus group attendees reported that there needs to be a clear pathway to the PK-3 Credential.

15% of the focus group attendees reported that the Associate Teacher Permit needs to stay active.

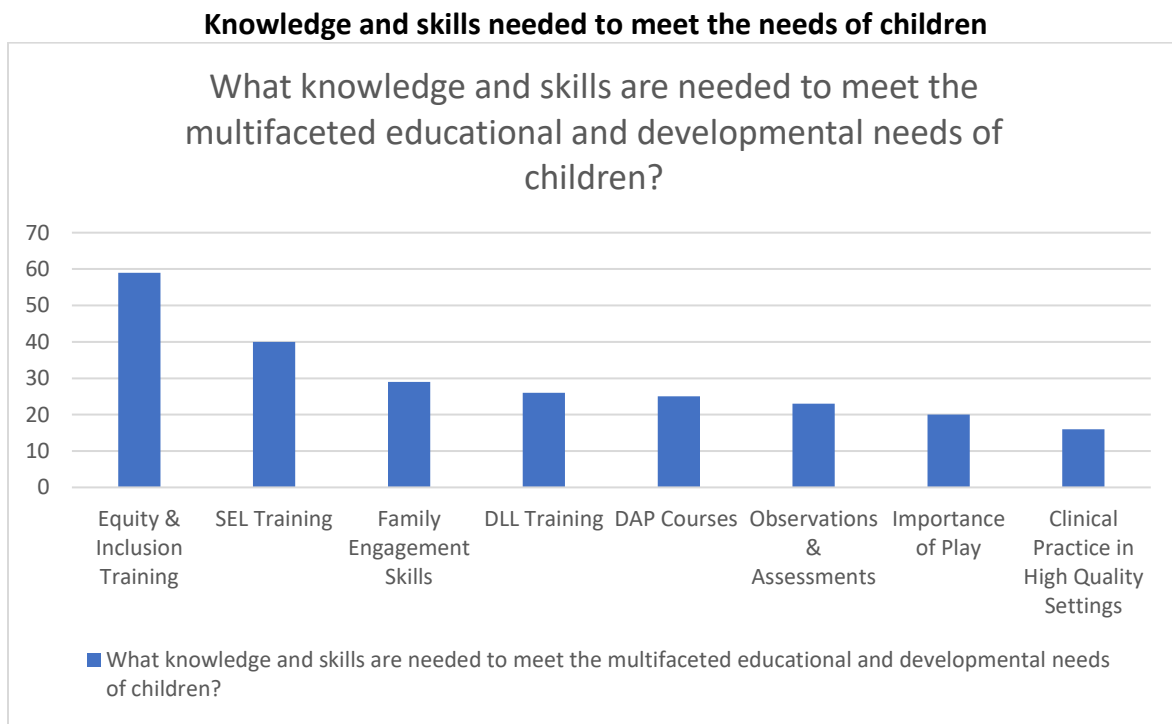
14% of the focus group attendees reported that anything above a Teacher Permit needs an ECE/CD degree.

12% of the focus group attendees reported that additional clinical practice is needed at all levels.

12% of the focus group attendees reported that there needs to be a DLL authorization.

11% of the focus group attendees reported that there needs to be an Infant & Toddler authorization.

10% of the focus group attendees reported that expanded learning program staff need to hold permits.



52% of the focus group attendees reported that equity & inclusion training is needed for teachers.

35% of the focus group attendees reported that SEL training is needed for teachers.

26% of the focus group attendees reported that Family Engagement skills are needed for teachers.

23% of the focus group attendees reported that DLL training is needed for teachers.

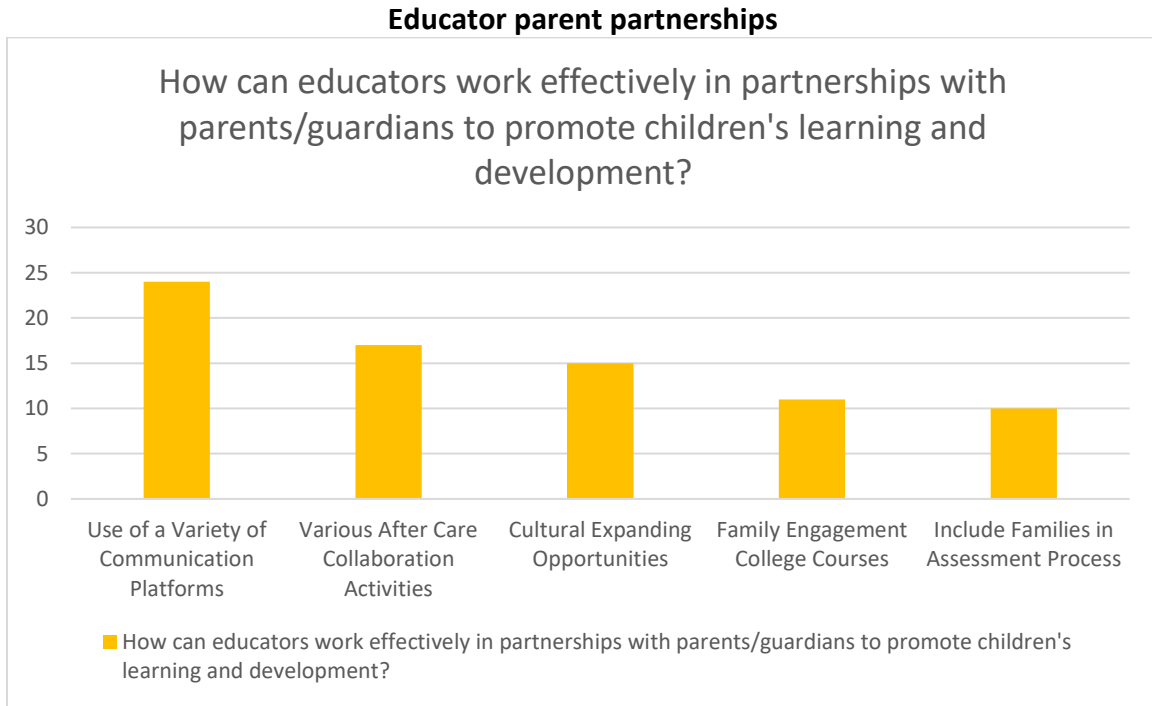
22% of the focus group attendees reported that DAP Courses are needed for teachers.



20% of the focus group attendees reported that Observation & Assessment training is needed for teachers.

18% of the focus group attendees reported that teaching of the Importance of Play is needed.

14% of the focus group attendees reported that Clinical Practice in High Quality Settings is needed.



21% of the focus group attendees reported that the use of a variety of communication platforms is needed with families.

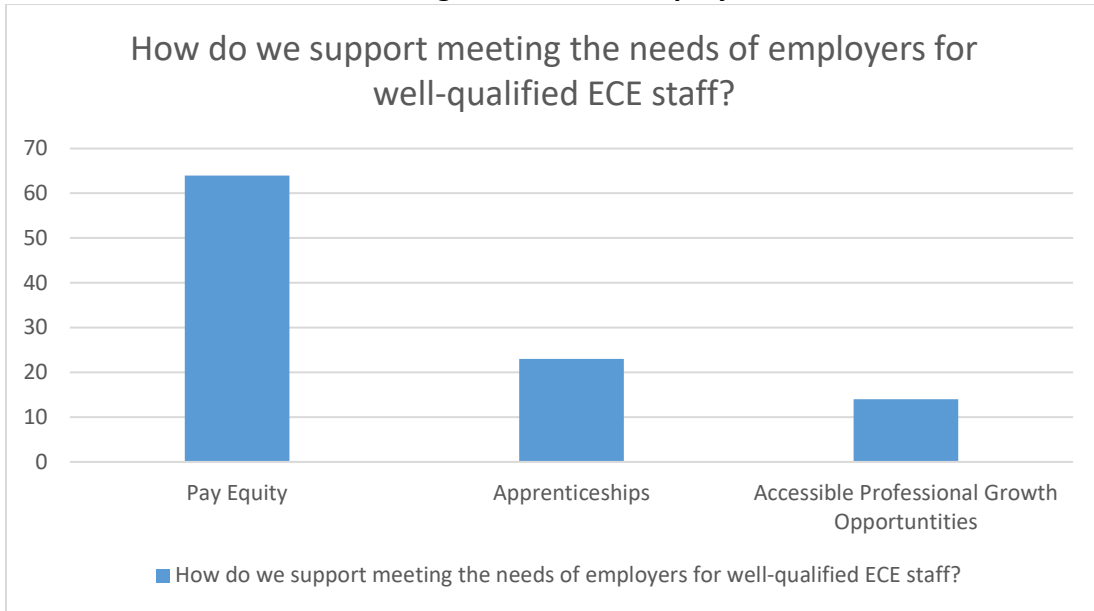
15% of the focus group attendees reported that various after care activities amongst families would offer community and a collaborative environment.

13% of the focus group attendees reported that providing cultural expanding opportunities would provide a welcoming experience for families.

10% of the focus group attendees reported that there is a need for Family Engagement courses at the college level.

9% of the focus group attendees reported that families should be involved in the assessment process.

### Meeting the needs of employers

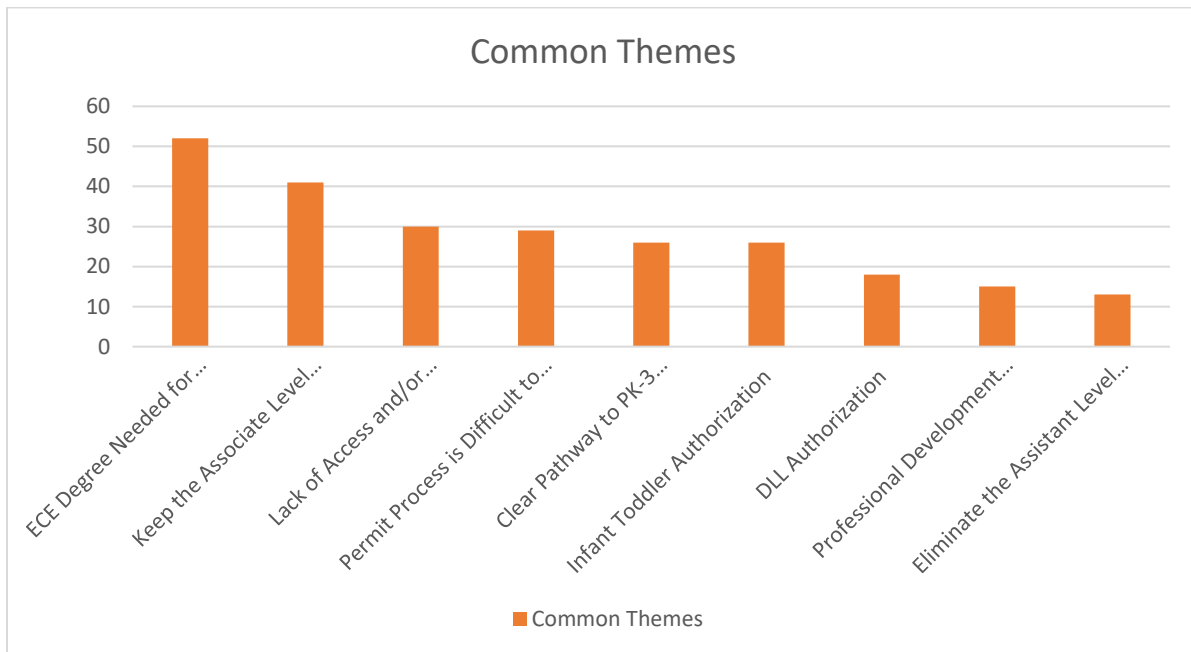


57% of the focus group attendees reported that pay inequity is an issue.

20% of the focus group attendees reported that apprenticeship programs are needed in the ECE workforce.

12% of the focus group attendees reported that accessible professional development opportunities are needed for the workforce.

### Common themes



Overall, 46% of the focus group attendees reported that an ECE degree should be required for a Teacher Level Permit and above.

Overall, 36% of the focus group attendees reported that the Associate Level Permit should not be eliminated.

Overall, 27% of the focus group attendees reported that there is a lack of access and/or training of professional growth advisors in the field.

Overall, 26% of the focus group attendees reported that the permit process is difficult to navigate.

Overall, 23% of the focus group attendees reported that there needs to be a clear pathway from the permit to the PK-3 Credential.

Overall, 23% of the focus group attendees reported that there needs to be an Infant & Toddler Authorization.

Overall, 16% of the focus group attendees reported that there needs to be a DLL authorization.

Overall, 13% of the focus group attendees reported that professional development hours are difficult to obtain.

Overall, 12% of the focus group attendees reported that the Assistant level needed to be eliminated.