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# 3A

## Information

### *Educator Preparation Committee*

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

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**Executive Summary:** This agenda item presents an update on 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 makes 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 of the field.

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

#### **Strategic Plan Goal**

#### ***Educator Preparation and Advancement***

- **Goal 1.** Educator preparation programs hold candidates to high standards and adequately prepare them to support all students by using culturally and linguistically responsive and sustaining practices in equitable, inclusive, and safe environments.
  - A. Set and uphold rigorous standards for educator preparation programs.
- **Goal 2.** Prospective educators have multiple pathways to explore and access careers in education and advance in the profession.
  - E. Provide clear information and guidance about how to enter and advance in the education profession.

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# Child Development Permit Workgroup Update

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## Introduction

An agenda item presented to the Commission in [February 2024](#) provided information about the progress of the Child Development Permit (CDP) workgroup. This agenda item presents an update of the CDP workgroup's ongoing progress towards making recommendations to the Commission about the structure and requirements of the Child Development Permits that are in alignment with Workforce Development Goal 2 of the state's [Master Plan for Early Learning and Care](#) (MPELC) and current needs in the field.

## Background

The Child Development Permit Matrix serves as a foundational reference for Early Childhood Education (ECE) teacher licensing requirements. The current six-level CDP structure, including the requirements for earning each level of the permit, is provided in [Appendix A](#). More detailed information about Child Development Permits can be found 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 2015-17, 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.

The Commission determined to relook at the Child Development Permit in view of the Master Plan for Early Learning and Care with the advent of UPK and the PK-3 ECE Specialist Instruction Credential. The Executive Director appointed 26 individuals from county offices of education, education agencies, higher education, 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 (CDP) Workgroup focuses 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 held six of eight scheduled meetings starting in August 2023 (note: an additional 8<sup>th</sup> meeting has been added). Meeting dates and topics are provided in Table 1 below. The Child Development Permit 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 10:00 am-5:00 pm  August 23, 2023 8:30 am-1:30 pm	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 9:00 am-3:00 pm	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 9:00 am-3:00 pm	Meeting 3 Virtual, 1 Day	<ul style="list-style-type: none"> <li>• Debrief of meeting 2</li> <li>• Levels discussion</li> <li>• CDSS presentation</li> <li>• Pathways discussion</li> <li>• Affinity group regarding the levels</li> <li>• Field connections data</li> </ul>
January 16, 2024 9:00 am-3:00 pm	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</li> </ul>

Dates	Meeting Format	Topics
		profession discussion <ul style="list-style-type: none"> <li>● Pathways to the TK-12 system discussion</li> <li>● Field connections data</li> </ul>
February 27, 2024 9:00 am-3:00 pm	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 and DLL)</li> </ul>
March 26, 2024 9:00 am-4:00 pm	Meeting 6 Virtual, 1 Day	<ul style="list-style-type: none"> <li>● Permit level data based on meeting 5</li> <li>● Field Connections Data</li> <li>● Matrices discussion</li> <li>● Specific permit authorizations (Special Education and Expanded Learning)</li> <li>● Reports on Ad Hoc Committee for IT and DLL</li> <li>● Presentation on CDA</li> <li>● CalFTP A and the ECE Teaching Performance Expectations alignment to proposed revised permit structure</li> </ul>
April 30, 2024 9:00 am-4:00 pm	Meeting 7 Virtual, 1 Day	<ul style="list-style-type: none"> <li>● Permit level data based on meeting 6</li> <li>● Field Connections Data</li> <li>● Update on AB 1930</li> <li>● Review of matrices</li> <li>● Reports on Ad Hoc Committees</li> <li>● Report on TPEs (Ad Hoc work)</li> <li>● ECE Pilots Review and CalFTP A work</li> <li>● Program quality review options</li> </ul>
June 12, 2024 9:00 am-4:00 pm	Meeting 8 Virtual, 1 Day	<ul style="list-style-type: none"> <li>● Permit level data based on meeting 7</li> <li>● Field connections summaries</li> <li>● Matrices Refinement</li> <li>● Ad Hoc report and recommendations</li> <li>● Program Approval (apprenticeships, internships)</li> <li>● Summary of work</li> <li>● Wrapping up</li> <li>● Review and final thoughts</li> </ul>

## Workgroup Meeting Summaries

The CDP Workgroup summaries describes the ongoing overall work since August of 2023 and the general topics of discussion. Meeting links to these summaries are available for meetings one through four.

- [The CDP Workgroup meeting one link](#)
- [The CDP Workgroup meeting two link](#)
- [The CDP Workgroup meeting three link](#)
- [The CDP Workgroup meeting four link](#)
- [The CDP Workgroup meeting five link](#)

**The CDP workgroup’s fifth meeting** encompassed a comprehensive review of permit level data, building upon the discussions from the previous meeting, as well as an examination of recent data collected from focus groups and surveys conducted with the field pertinent to the overall permit structure. Much of the meeting was dedicated to reviewing the structure of two new model matrices, delving into specific permit elements such as authorizations, specialized coursework, requirements, and renewal requirements. Workgroup members collaborated in small groups to focus on each level of the permit structure. Notably, meeting five also featured presentations on the needs of infant toddlers and multilingual learners, prompting the formation of two ad hoc committees discussing these needed areas. These committees convened between the fifth and sixth meetings to identify any additional elements that could be incorporated into the permit structure to meet children’s individualized needs and any recommendations the CDP Workgroup should consider.

**During the sixth CDP workgroup meeting**, a Roadmap was presented (see [Appendix C](#)) that provides a thorough examination of permit level data, building upon the insights from meeting five, alongside recent field connections data. The matrices document underwent review, incorporating feedback from the previous meeting, and a presentation containing recommendations from the infant toddler and multilingual learners ad hoc committees that met. Presentations on special education and expanded learning were shared with the recommendation that two additional ad hoc committees be formed for special education and expanded learning to meet between meetings six and seven.

The Child Development Associate (CDA) presentation summarized specific elements of the CDA and the role the CDA plays within the current Child Development Permit structure as well as considerations for the CDP Workgroup in developing recommendations for revisions in light of current workforce demands and programs tied to the CDA. The California Formative Teaching Performance Assessment (CalFTP) work was reviewed, along with the Early Childhood Education (ECE) Teaching Performance Expectations approved by the Commission in 2019 to assist in the workgroup’s discussion. Given the significant developments in the field since 2019, including the Master Plan for Early Learning and Care and ongoing revisions under consideration by the CDP Workgroup, attention was directed towards the potential necessity of reorganizing and defining more clearly the Teaching Performance Expectations (TPEs) to ensure alignment with the Early Learning Foundations currently being updated by the California Department of Education, as well as the PK-3 ECE Specialist Instruction Credential’s new TPEs

(Effective Literacy Instruction in PK-3 Settings, Effective Mathematics Instruction in PK-3 Settings) and the evolving needs of the current workforce.

The CDP Workgroup has two remaining scheduled meetings, slated for April 30 and June 12, to delve into the topics outlined in Table 1.

### **ECE Permit Matrices and Considerations**

The CDP Workgroup has diligently reviewed the existing CDP matrices alongside proposed changes stemming from the 2015-17 ECE Permit Advisory Panel's efforts. Acknowledging shifts in the field since 2017, including the Master Plan for Early Learning and Care document and the current workforce landscape, the diverse ECE workgroup members have approached these discussions with profound knowledge, comprehension, and a fervent commitment to this endeavor. The earlier workgroup sessions laid the groundwork for these deliberations, with each subsequent meeting building upon the previous ones to ensure a thorough understanding of the issues and needs surrounding the permit structure.

Early discussions have included renaming the permit levels to diverge from the current descriptions, spurred by workgroup feedback, although this remains under consideration. One proposal involves merging the Assistant Teacher level with the Associate Teacher level to establish an entry-level pathway on the permit ladder. This pathway would require completion of 12 units focusing on core courses, laying the foundation for the knowledge, skills, and dispositions necessary for working in a supportive role within the classroom.

In an endeavor to elevate the professionalism of the Early Childhood Education (ECE) field, the workgroup is presently deliberating the possibility of implementing an associate degree as the minimum requirement for the teacher level of the permit. The workgroup's polling results align with this proposition, reflecting consensus consistent with the findings from field survey polls conducted thus far. Noteworthy concerns have been raised regarding the transition from the current 24 units in ECE/16 general education requirements to the attainment of an Associate of Arts (AA) degree or Associate of Arts degree for transfer (AA-T), prompting discussions on strategies to support the field in adapting to this shift.

Regarding the Master Teacher level, ongoing discussions are focusing on aligning the requirements with a Bachelor of Arts (BA) degree and 24 units in Early Childhood Education. This alignment aims to facilitate a pathway into a PK-3 credentialing program and also to prepare individuals for roles as mentors or coaches for teachers and assistant teacher levels.

As for the Site Supervisor and Program Director levels, the workgroup is exploring the possibilities of maintaining these two permits as distinct categories or merging them to streamline the permit structure. The decision to retain separate categories is influenced by the field's demand for a single-site permit option for those serving as teaching directors and the graduate-level qualifications needed for individuals overseeing multiple programs serving as Program Directors.

The progressive levels of competencies outlined in the Master Plan for Early Learning and Care (MPELC) are detailed on a chart found in [Appendix D](#), which delineates each permit level along with the initial current considerations. This matrix has served as a foundational reference for discussions initiated by the workgroup during meetings four and five. Feedback from meeting six, which offers a more comprehensive perspective on the permit levels, is currently under analysis by the CDP Workgroup, with a more detailed version slated for presentation at meeting seven and a future Commission update in June.

Initiated in meeting two, discussions on aligning the Teaching Performance Expectations (TPEs) with the competencies outlined in the state's Master Plan have progressed. Meeting six further delved into defining more clearly and potentially restructuring the TPEs to ensure alignment with the PK-3 ECE Specialist Instruction Credential (TPEs) and the Master Plan. An ad hoc committee will closely examine the workgroup's considerations and delve deeper into these matters, reporting out to the workgroup during meeting seven.

As the workgroup has navigated through meeting materials and associated considerations, several issues have surfaced for general consideration. Although not directly solicited by the workgroup's charge, it is crucial to acknowledge these associated issues within the permit structure discussion. These issues include accessibility and affordability of additional coursework, opportunities for professional development, wage considerations for ECE jobs, and future accessibility to educational grants that would provide financial assistance.

### **Field Connections**

In March 2024, three focus groups were conducted, and a survey was distributed to the field, resulting in 503 responses from members of the early childhood community. The respondents, comprising classroom teachers, classroom support staff, administrators, family childcare owners, and other partners in the early childhood sector, participated in both the focus groups and the survey. They were presented with five standardized poll questions and five open-ended questions for feedback. The focus groups and surveys were designed to collect similar data and the findings are provided below.

The current permit structure in early childhood education supports obtaining a higher education and educators are informed about steps they need to take to advance their career paths. It allows educators to enter the workforce through a variety of pathways and offers options for those with or without a degree. Overall, the structure is working well for some programs, but there are concerns about verification of experience and the complexities of the renewal process. The permit structure needs to be simplified and made more flexible, with clearer guidelines and opportunities for renewal. Suggestions include the need for more bilingual staff, equitable and inclusive pathways to obtaining permits, aligning Community Care Licensing requirements, state funded program requirements, and emphasizing responsive and sustainable cultural and linguistic practices. Simplifying the application process, extending permit renewal time limits, recognizing ECE work experience, and including components for diverse teacher candidates were additional considerations identified by the ECE field that were surveyed.

For a more detailed review of the gathered poll data, please refer to [Appendix E](#).

**Next Steps**

Staff will implement the CDP Workgroup plan as affirmed by the Commission and provide its next update on the work at a Commission meeting during summer 2024.



## 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 semester 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 early childhood education (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 BA 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	CDE Liaison
Erin Dubey	CDE Liaison
Lisa Velarde	CDSS Liaison
Melanie Huitt	CDSS Liaison-CCL
Deborah Stipek	Stanford University
Cathy Yun	LPI
Melanee Cottrill	Head Start

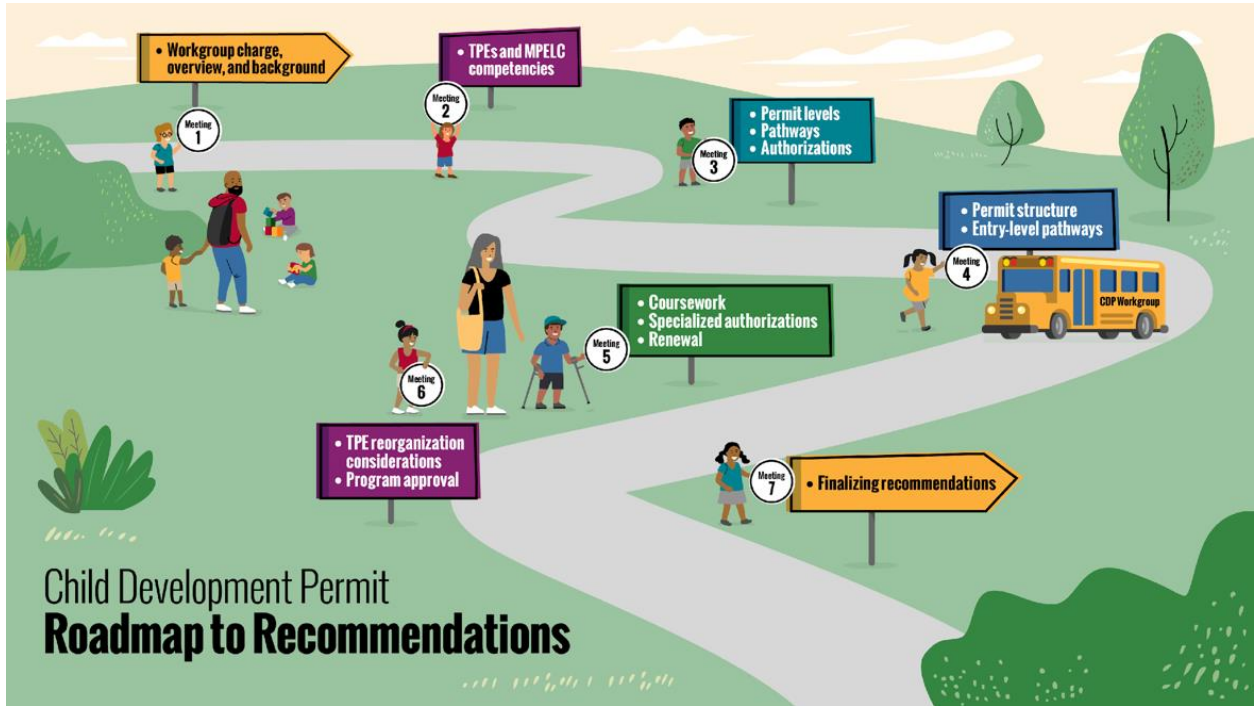
Cynthia Yao	Head Start
Kate Williams-Brown	Commission on Teacher Credentialing
Martha E. Dominguez-Brinkley	First 5 California

**Commission Staff Working with 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

### DRAFT Permit Level Matrices and Competencies

#### Draft Educator Permit Matrix

	<b>Early Childhood Educator (ECE) 1</b>	<b>ECE 2</b>	<b>ECE 3</b>	<b>PK-3 Credential</b>
Authorization	Authorizes the holder to assist in the care, development, and instruction of children in a child care and development program under the supervision of an ECE 2 or higher.	Authorizes the holder to provide service in the care, development, and instruction of children in a child care and development program; and supervise an ECE 1.	Authorizes the holder to provide service in the care, development, and instruction of children in a child care and development program; and supervise an ECE 1 and 2. May also serve as coordinator of curriculum and staff development.	
Emergency Certification	Must have at least 6 units in ECE/CD units AND have employee sponsorship/be employed in the role needing this level. No more than two years at a provisional certification.			
Education Requirements  TPE Competencies that include the Master Plan competencies for each level	<b>12 units that include:</b> <i>ECE foundational competencies</i> <i>ECE early intermediate competencies</i>	<b>Associate degree that includes:</b> <i>ECE foundational competencies</i> <i>ECE early intermediate competencies</i> <b><i>ECE intermediate competencies</i></b>	<b>Bachelor's degree that includes:</b> <i>ECE foundational competencies</i> <i>ECE early intermediate competencies</i> <b><i>ECE intermediate competencies</i></b> <i>ECE advanced intermediate competencies</i>  2 units adult supervision that include: <i>ECE supervisory competencies</i>	



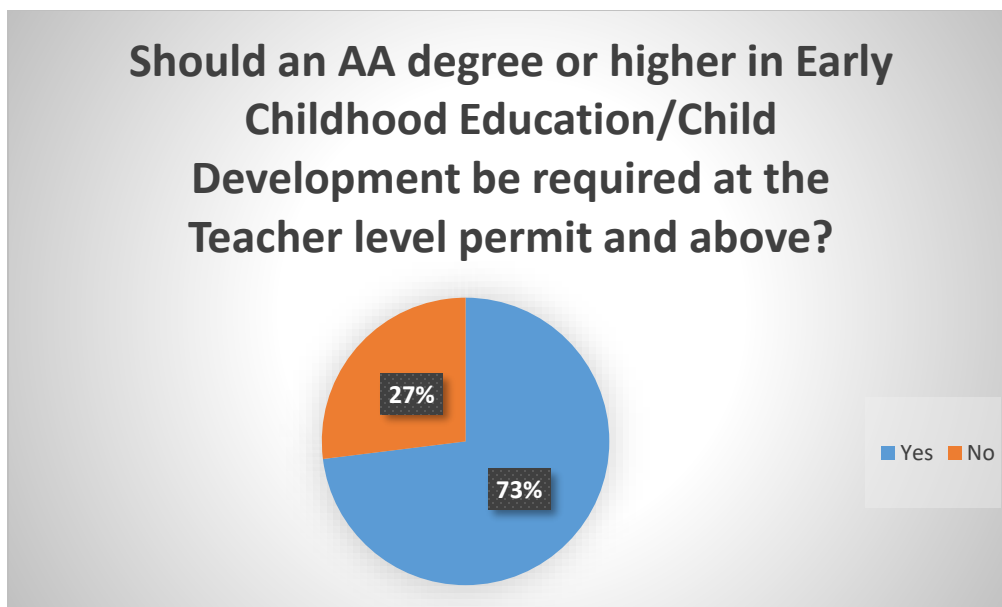
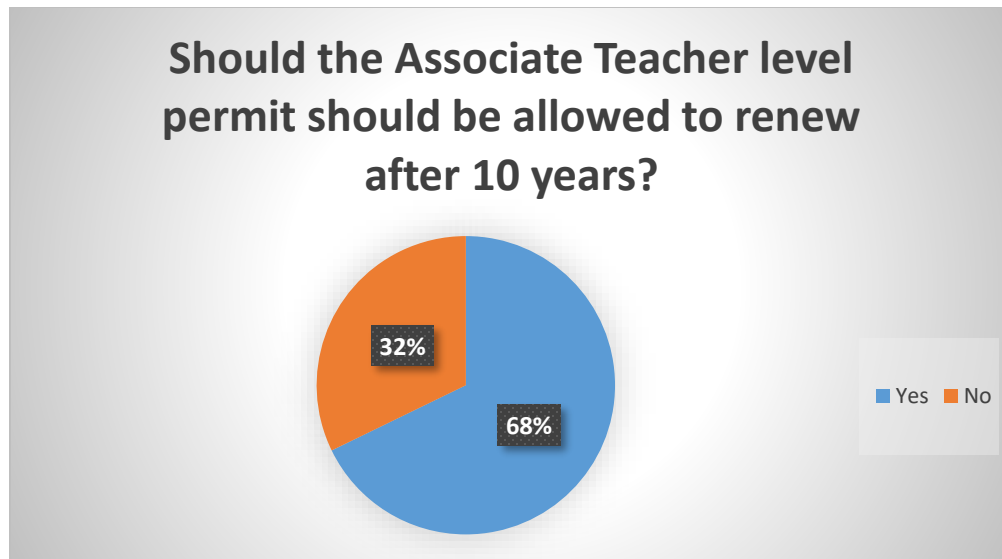
**Draft Administrator Permit Matrix**

	<b>ECE Administrator 1 Permit</b>	<b>ECE Administrator 2 Permit</b>	<b>Administrative Services Credential</b>
Authorization	Authorizes the holder to supervise a childcare and development program operating at 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. Supervise ECE 1-3.	Authorizes the holder to supervise a childcare and development program operating at one or more 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. Supervise ECE 1-3 and ECE Administrator 1	
Education Requirements  TPE Competencies that include supervisory and MPELC competencies for each level	<p><b>Associate degree that includes:</b>  <i>ECE foundational competencies</i>  <i>ECE early intermediate competencies</i>  <b><i>ECE intermediate competencies</i></b>  <i>ECE advanced intermediate competencies</i></p> <p><b>6 admin units and 2 units of adult supervision that include:</b>  <i>ECE supervisory competencies</i></p>	<p><b>Bachelor’s degree that includes:</b>  <i>ECE foundational competencies</i>  <i>ECE early intermediate competencies</i>  <b><i>ECE intermediate competencies</i></b>  <i>ECE advanced intermediate competencies</i></p> <p><b>6 admin units and 2 units of adult supervision that include:</b>  <i>ECE supervisory competencies</i></p>	

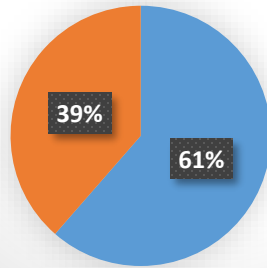
## Appendix E

### Focus Group Summary Data

In March 2024, a combined total of 503 individuals took part in three focus groups and a survey. Among them, 77 individuals engaged in a virtual focus group, while 426 respondents were from the early childhood education (ECE) field survey. The questions centered on elements of the current child development permit and the potential of emphasizing specific areas within it. Below are visual representations of the responses to these survey questions.

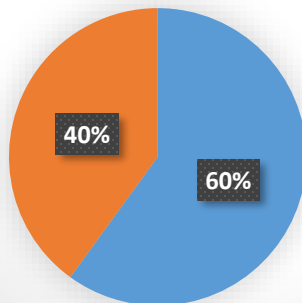


**Should the Site Supervisor level permit and the Program Director level permit be combined into one level of permit?**



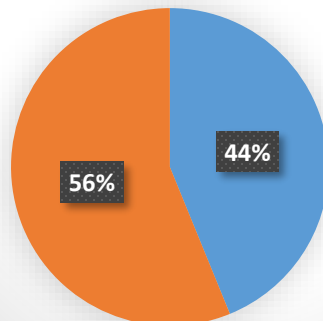
■ Yes ■ No

**Should there be separate permit authorization for Infant/Toddler emphasis?**



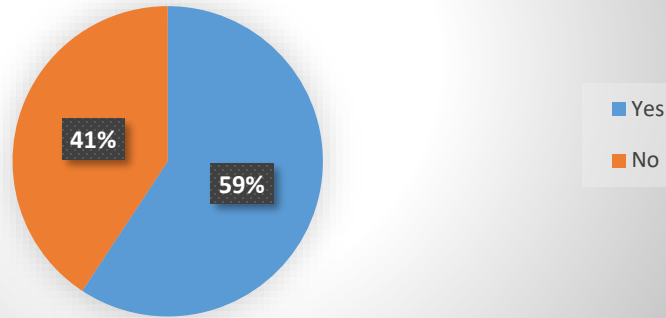
■ Yes ■ No

**Should there be separate permit authorization for Dual Language Learners emphasis?**



■ Yes ■ No

## Should there be separate permit authorization for School Age emphasis?



## Those that were surveyed identified their job role as one of the following:

