



California Early Childhood Educator Career Ladder Project Final Report

Appendix A: General Comments

The following comments were gathered through the second Career Ladder Project (CLP) survey. This document contains 505 comments from people who completed the survey and all comments were quoted as written. Survey respondents were asked to identify how they would like their job level to be classified for this report. Their choices included:

- Center-based early educator on-the-floor staff (assistant, aide, teacher, etc.)
- Center-based administrator/director (assistant director, site supervisor, director, mulit-site director)
- Family child care provider/staff
- Community college faculty
- 4-year college faculty
- City/county/regional agency staff (R&R, LPC, First 5, etc.)
- State agency staff
- Other

Appendix A Contents

Categories	Page
1. Compensation	1
2. Professional Standards	5
3. Requirements by Setting	29
4. Format of Career Ladder	33
5. Structural Supports	36
6. Miscellaneous	37

1. Compensation

“Compensation is a key part...building a career ladder without adequate compensation tied to higher levels is foolish.” —*4-Year College Faculty*

“We should get paid appropriately for the years of experience and education we accumulate.” —*Center-based Administrator*

“We make it difficult to be a full time employee in a low paying field which have so many educational requirerments to just step into a classroom and meet all the requierment from title 22 and title 5.” —*Center-based Administrator*

“It is vital to the State of California in developing a Career Ladder since this state has various standardized levels of permits, certifications, and credentials with respect to child development and teaching. Therefore it stands to reason that there should be a comparable career ladder for compensation just as so many other States have in place.” —*Center-based Administrator*

“It is vital that any career ladder be attached to a viable pay scale. The wages in Early Child Development are tragic. The field requires so much and staff are paid so little.” —*Center-based Administrator*

“It is a sad day when people in the field do not even make enough money to pay the tuition they are asking of others. WE MUST DO SOMETHING to raise understanding that high quality early child care is JUST AS IMPORTANT (if not more so) as the later years, and teachers should be compensated as such. Wages and benefits should be similar to elementary and secondary teachers. We ARE raising the next generation.” —*Center-based Administrator*

“In order to improve quality of preschool something needs to be done to increase teachers salary. It is not either realistic or fair to have expectations to teachers grow while their salary remains so little.” —*Center-based Administrator*

“In order to attract professionals to this field, we need to set up professional standards. In any other field there are stringent qualifications. We need to, however, find a way to pay for those qualifications.” —*Center-based Administrator*

“If California is wanting people to complete higher number of ECE units, then California should offer a living wage.” —*Center-based Administrator*

“I would like to see the career ladder align with the current creditial program for K - 12. I would expect then to see compensation for wages aligned also.” —*Center-based Administrator*

“I feel that when the teachers complete their AA degree, they should not be pushed to go on to the BA degree unless you are offering more money, and the TA should go on and strive for their AA, but with the cost still going up and no one can afford it or they want you to take out a loan, who can pay it back with people losing their jobs.” —*Center-based Administrator*

“I began at the bottom and have been working my way up while being employed full time. I feel all of us working in the ECE field should be adequately paid for the services we provide to our communities and children as whole.” —*Center-based Administrator*

“1.) The quality of coursework makes a big difference and teacher candidates need a mix of content on child development and curriculum/pedagogy. Strong teachers will also have reasonably strong basic skills to support good curriculum, communicate with families, and advocate for young children and families. 2.) Coursework in ECE at the community college level should lead to a transfer-ready AA, not only to a terminal degree in ECE. 3.) ECE as a field should institute formal student teaching practicum that can be done as internships in the worksite, but should be pivotal to how teacher candidates are evaluated. 4.) Pay scale and benefits must be addressed in a wide scale manner if ECE is to be successful in raising education requirements to a BA or post-BA (e.g., credential) requirements are hopeful for professionalizing the field, but will work only if ECE pays a living wage. 5.) CCs and CSUs need to work together to make a workable career pathway. 6.) We need to make a clear distinction between supporting the current workforce, which is laudable, and setting higher standards for incoming professionals. 7.) At the same time, we need to value the input of ECE teachers from diverse backgrounds for what they bring to the quality of care, instruction, and family advocacy. If we move to a BA or BA + Credential model without building in supports for a diverse ECE faculty, we do not treat diversity a rich resource and will end up with a majority population ECE faculty, as we find in K-12 in the US.” —*4-Year College Faculty*

“Financial incentive based upon higher education, training, and experience. Minimum salary requirement must be met and implemented by Employers. Most of the time, directors and teachers do not get any raise for 5 (Five) years.” —*Center-based Administrator*

“As I have said before, until we can raise the pay for staff it is unrealistic to expect them to have too much education. College courses are expensive. Also, some people find it extremely difficult to complete college courses; however, this doesn't mean that they can't be good at working with children. Many programs can't pay



much more than minimum wage. Even the Head Starts don't pay much beyond minimum wage for entry level positions. So how can you ask that they spend and invest large amounts of time and money on college courses when they can get a job as a waitress and make more money in tips and not have to take all those classes? When you ask that staff have large amounts of education they will finish the courses, but they will most likely not stay in the field at this point in time. If a person has invested that much time and money on education, they will most likely leave the field once they realize the compensation in pay will not be comparable to other jobs they can get with their education. I love the ideal of having professionally educated staff; however, the reality that I see is that if we require too much education, but can't compensate with comparable pay, we will be losing the staff to higher paying jobs, like elementary education." —*Center-based Administrator*

"A career ladder is meaningless without compensation attached. Who cares what your job title is when you still can not earn a living wage working on the floor with children. No more unfunded mandates please." —*Center-based Administrator*

"Training and education give specific point what the early educ worker already know thus should be given higher consideration. Experience should be an added qualification to move up in the ladder. However, experience alone does not give an assurance that the worker is at par with the best practices as how it is in some centers. Some have been working for sooooo many years and yet are still as they were before. Theories, then experience. Let's make California Early Education a quality program by having quality professionals and workers from the first level up but this should be matched up with better pay and compensation to retain the same quality staff." —*Center-based Teacher/Assistant*

"In the preschool setting there is really no room for advancement because we are such a small town. It would be nice if we were offered more pay opportunities along with our jobs as assistants." —*Center-based Teacher/Assistant*

"I think that if this field is important to the State of California it will ensure that staff is paid a fair wage and that companies give employees regular pay raises. I constantly think about going into another field because of the low pay." —*Center-based Teacher/Assistant*

"Further comment on question #4: Even with the amount of years one teacher has been committed in their teaching does not mean that they have the skills or a desire to make a difference in a child's life. Through my classes I have met older teachers that are involved in ECE work but have lost all values of the child's growth and age appropriate developmentally activities in their classrooms. I also hear and do believe in ways, that the pay we get as educators does have an impact in our own growth and progress as an educator. I am truly inspired on exceeding my teaching educational goals and degree but in the mist process of all this, I in turn, have to pay a lot more money to do so. That is an issue of today's economy and the California's state Department on the Educational System that first needs to be addressed then we could further address any and all issues of the Teaching Standards and development. With money being taken out of schools and just trying to make a living on low wages, setting more expensive and excessive standards will have a lower turn out rate as what we have now. We want teachers to believe in the education system, not to disapprove or cynical about it." —*Center-based Teacher/Assistant*

"Developing a career ladder is a good idea if this will help teachers to earn what we deserve and giving the importance to this field that is fair and comparable to other college careers." —*Center-based Teacher/Assistant*

"Child development is a field which requires a formal education and extensive experience, yet we CD majors are paid nowhere near a salary commensurate with that education and expertise. I currently hold a bachelors in Child Development and owe more than \$20,000 in student loans. I took the extra mile to train myself in this field and find it only fair that everyone else who wants to be in this field do the same. If all Child Development educators put in the effort to educate themselves and hold a degree, then maybe the child development field could be held in the same respect as that of a lawyer and doctor. We need a career ladder in California!!!" —*Center-based Teacher/Assistant*

"Why are we working so hard on this when the state has no money to help enforce it?" —*Regional Agency Staff*



"I firmly believe that being compensated adequately and offering ECE staff the career ladder opportunity, will generate a great deal of motivation to remain in the ECE field." —*Regional Agency Staff*

"I feel that as a dedicated professional who thoroughly enjoys her job, however overworked, we are very under compensated and we have lost many great assets to our programs due to this." —*Regional Agency Staff*

"Perhaps the biggest issue affecting this topic is money. We know from research that a well educated staff is better apt to provide a quality program with positive results but a well educated staff must be well paid. The cost of providing a quality program is well worth the outcome, it just must be recognized by all, including the legislature. Regardless of where a child/family chooses to receive ECE services, each setting must be held to the same standard." —*Community College Faculty*

"Early childhood education is a part of the educational continuum, to ensure the best outcomes for children we need a well educated, fairly compensated workforce." —*Community College Faculty*

"I strongly believe that anyone wishing to work in the childcare industry directly with children should be trained to do so. Teachers and home childcare providers should hold an Associates degree in this field, with all the other current licensing requirements. To ask someone to attain a Bachelors degree or higher when wages are not comparable is unrealistic. The truth of the matter is either working Parents, the state or Federal government are the ones paying directly for care. Since middle class families (those earning between 50,000 and 120,000 a yr) struggle to make ends meet now it is unrealistic to expect them to pay higher wages in this field. Unless state or federal government can pay for training and wages in all areas and not just for low income families they will never be comparable. Having said that I haven't met anyone yet willing to work towards their BA knowing that they will not earn much more than they do now unless their education is being paid for through grants or other non reimbursable means. I personally entered this field 25 years ago to be able to be with my children. I have since earned and AS in Early Childhood Education and am working towards transfer. I will probably never be able to acheive my goal of a BA degree though because my husband and I together earn to much money (\$90,000 a year). I don not quailfy for assistance and I cannot afford to pay the increasing University system costs for tuition. Sad but true, eventually only the rich or low income people will be able to earn a Bachelors degree or higher. Why require someone who is working middle class to go into debt by tens of thousands of dollars to only be able to earn between \$12 and \$20 an hour? I think it is unrealistic." —*Family Child Care Provider/Staff*

"I do feel that some people have a natural ability with children and there should be a way to recognize this. If you worked in the corpoptate world your ability far outweighs your degrees. Many Nestle employees have started at the bottom and worked their way up the corporate latter with out the education. In these companies education can get you in the door but what you do there is the test that takes you to the top. I think that this is true of teachers as well. It is good to stay up to date on what the latest research says, but often providers are doing all of the things that the research says to do. Money is a bottom line for most of us. If I put the time and money into getting the BA are families going to be able to pay what it costs to repay this. Or are we going to turn to the government to pay for it." —*Family Child Care Provider/Staff*

"The career ladder in California should increase and commensurate teacher wages dependent on their qualification, field experience and job performance." —*Other*

"I feel that lots of individuals go into this feild with minimal education. It is almost a catch 22 since you can't really require a lot of education considering the rate of pay will not match. Most earn just a little more than minimum wage, how can you ask for at minimum an AA. If centers/programs actually paid their employess for what their education a higher degree would be appropriate and could be asked for. There is no incentive for ECE folks to get a higher degree, we can't even get them to take infant/toddler units." —*Other*

"As the standards of ECE professionals increase I believe that compensation should also go up as well." —*Other*



“The compensation issue must be included in a Career Ladder discussion. We cannot continue to require more of the ECE workforce without compensating them. Salary parity with K-12 teachers will not occur without educational parity. In order to garner support for increased compensation from policy makers and the broader community, the field must unify around requiring formal education for those who work with, and support, young children. The time has come!” —*State Agency Staff*

“Many of us have worked hard to improve our skills and education in the field of education, but it is a shame that some on the higher end of our ladder have attained those positions based on favoritism. I hope that an agreement can be made to balance the current positions that are in place so that better paying results can be made for those who have worked hard in furthering their education in the field and to motivate us to stay in a field in which we make a grand difference for the future generation.” —*State Agency Staff*

2. Professional Standards

“Requiring a minimum of 12 units for someone that will be making minimum wage is ridiculous. I believe that six units is sufficient unless current wages are increased. Six units will provide them with the basic foundation they need.” —*Regional Agency Staff*

“A BA minimum requirement for ECE teachers will desaminate the field and force centers and directors to immediately seek reasons for waivers. Unless workers are paid more, the BA requirement is unrealistic. It will also reduce the diversity in the field at the teacher level, forcing most other ECE workers of color into aide positions.” —*Family Child Care Provider Staff*

“Teachers need at least 24 units of ece coursework to begin to understand the field of early childhood. I am concerned that someone can be certified as a site supervisor without supervisory training.” —*4 Year College Faculty*

“During my experiences in observing practitioners I have noticed that someone can have their Master's in Early Childhood Education and might not be providing the responsive, nurturing, and child initiated environments only because their supervisors/administrators are veterans or lack the skills, and trainings in fostering and promoting high quality care. Administrators of programs must be on the same page as their staff in order to support them. They need to be current with the new research and indicators of high quality programs.” —*4 Year College Faculty*

“Years in the field and units are not necessarily the overall indicators of a teacher. We need to look at the 12 unit start and design courses that are relevant and applicable to the child care setting. We also need to look at laboratory time and content. Staff are often ill prepared for the real classroom experience. Being a mom does not qualify you for what awaits in a group care situation. We need to be honest about what we expect as part of best practices. You cannot hand a staff person at 12 units a DRDP and have them complete it with true confidence. Developing an individual plan and day to day curriculum is a trial for most 12 unit caregivers. Coursework must have salient content. Assessment expectations need to meet the educational level of the "average" staff.” —*Center-based Administrator*

“With 6 ECE units, a person has a little bit of education. They could then "try out" the field and see if it fits, as an instructional assistant, prior to committing to an AA or BA.” —*Center-based Administrator*

“While experience is a valuable asset I firmly believe that a clear educational structure needs to be uniformly set and expected. Until there exists a formal degree (credit classes) and requirements for that degree we will be continually viewed as a lesser profession. If the bar is set low we will continue to employ at those standards. California needs to be on the same page and not have different requirements at the many community colleges. More advocacy for BA and MA in the field as well.” —*Center-based Administrator*



“When a person starts a child care home they should have a certain amount of college credit before they open there facility and they should have to show proof of on going professional growth.” —*Center-based Administrator*

“We need to be offering ECE coursework in the UC system, as well as the JC system. Otherwise, we need to accept "education" units. We also need to allow credentialed teachers to teach our young children. We need educated teachers! That should be our priority! We need to get away from the "day care" mentality & recognize all young children need quality care. Can't we come up with a word or concept that combines "Preschool" and "Child Care" for all children? They' should both be educational and developmental. The problem with the confusion is that we all lose -- those of us who are educated professionals in the field are paid less than a living wage, like our sisters in "day care," and the parents who don't know the difference between quality programs and sub-standard programs pay the same tuition -- and the children lose!” —*Center-based Administrator*

“We have to look at this as preparing future teachers and stop trying to include everyone currently in the field. There has to be a point where education is the one defining factor of a permit.” —*Center-based Administrator*

“There needs to be more incentive to continue education. While I support letting entry-level staff come in with no more than 12 units, they definitely must continue past that in order to keep their job. Four ECE classes is not enough to be a skilled and competent provider - continual training is essential!” —*Center-based Administrator*

“The required ECE units need to be updated and included practical information as well as philosophical. 12 ECE units is not enough to fully understand the dynamics, relationships, DAP and expectations for working in a childcare center.” —*Center-based Administrator*

“The Career Ladder must include options for those with a BA in a non-ECE field; regardless of the field in which it is earned, a person holding a BA has training in collecting and analyzing information that is invaluable in a teacher. In my experience that, coupled with classes in ECE and good training, makes a far stronger teacher than earning an AA in ECE.” —*Center-based Administrator*

“The average person changes career three times in their life. I would continue giving credit to those that have degrees in other subjects, but continue to get more ECE units in Child Development.” —*Center-based Administrator*

“The 12 units should be recognized CORE classes.” —*Center-based Administrator*

“The 12 ECE units should be in the areas that are most important for practitioners. For instance music and literacy are an important part of preschool, but a practitioner should have behavioral, child development, and curriculum classes to start in this field.” —*Center-based Administrator*

“Question #5, I think depends on the person, if they are ready or start as a practitioner. Some really get and want to be a professional care taker, or teacher where some are only completing the 12 units for a job and money, this is why I think that a practitioner need more than 12 units to start, I think that ones that are not ready and really don't want to be professional would not stay in the field and move on to something else.” —*Center-based Administrator*

“People who work with children need to receive a basic minimum of formal training in theory and best practices. A provider can have many years of experience with inappropriate practices. Experience alone does not guarantee quality.” —*Center-based Administrator*

“Level one should start with 6 ECE units.” —*Center-based Administrator*

“It must be required to had taken curricular classes and teaching practice in a Community College lab.” —*Center-based Administrator*



"It is my firm belief that Family Childcare Providers should have at least 12 units of ECE before being allowed to operate a facility or have a staff member on site with those credits." —*Center-based Administrator*

"If we believe these are the formative years in a child's development than we should expect to have educational requirements just as those in other teaching professions do." —*Center-based Administrator*

"I'm not sure I understand the word "practitioners" in question 5. If that means anyone who works with children it would be very difficult in rural areas to hire assistants at 12 units. There just aren't that many people already "prepared". We have to give them a job and get them started on the way to education and training." —*Center-based Administrator*

"I think you will have lots of people with experience/years of service, who may be continuing to use very developmentally inappropriate tools, techniques and curriculum, but without the education and theory, they will continue to use it. Education doesn't make you a great teacher, but it does broaden your vision of what are the best practices to use." —*Center-based Administrator*

"I think the Career Ladder should take into account the direction that Head Start and Title 5 programs are moving, which is toward a greater level of professionalism and teachers with degrees. Anything else leaves potential ECE teachers/ providers with limited options for employment, and leaves these programs struggling to hire qualified staff. Also, it leaves the ECE field at the "vocational" level instead of moving it towards professionalism on par with K-12 education and the higher quality of education and care that children need." —*Center-based Administrator*

"I think that the best balance is one or two years and BA in child development," —*Center-based Administrator*

"I think that it is very important for our childcare staff to be well trained in age dap (developmental app practices)." —*Center-based Administrator*

"I think that general education in addition to ECE units is very important." —*Center-based Administrator*

"I think experience does serve a part but if one desires to become better education is needed to make the playing field even. All of our kids deserve the same treatment and education would make that possible." —*Center-based Administrator*

"I think that experience is a good foundation, however child development is always changing; and one needs the education and training to be successful." —*Center-based Administrator*

"I strongly feel that early childhood educators should have similar requirements as those that are elementary education educators. At the MINIMUM, "fully qualified teachers" (not aides) should have a bachelors degree in ECE or related field (i.e. psychology, sociology, human development, social services). On the other end AFTER initial Bachelors Degree, then a "career ladder" can be used." —*Center-based Administrator*

"I strongly feel a career ladder for California should be specialized for the ECE profession and should focus on ECE course work. For the science and math requirements it would be beneficial to have it focus on how young children learn math, literacy, and science and best practices for teaching these subjects." —*Center-based Administrator*

"I have always felt that 12 units is not enough to provide a designation of "fully qualified teacher" In my experience it takes more education and experience coupled together to create a well qualified teacher. I think 12 units should be the basic requirements for an aide and at least 24 should be the requirement for teacher." —*Center-based Administrator*

"I firmly believe that education from a Community College is important, but I also firmly believe that a theory based education from UC or CSU is important." —*Center-based Administrator*



"I believe it is okay to start with 12 units but there is definitely the need to continue to increase the number of units and complete a career in the field." —*Center-based Administrator*

"I answered 12 ECE units, for #5 above; but I think that this is just a starting position and should only be considered for those who are assistant teachers; I think a teacher in the classroom must have more than 12 ECE units and, at minimum, should have an AA degree (or, at least the number of ECE units required for that AA if they don't have the General Ed classes, I'm okay with that)." —*Center-based Administrator*

"Formal education units are important. The minimum should be A.A degree in ECE." —*Center-based Administrator*

"First 4 main ECE units will give 12 units and a better understanding of the ECE field: Child Development, Into into Early Childhood Education, Family, Child & Community, and Program Curriculum." —*Center-based Administrator*

"Experience and education are important. We require 6 units to be a teacher's aide and 12 units to become a lead teacher with the pursuit of an AA and than a BA." —*Center-based Administrator*

"Educators should have a minimum AA Degree, be able to write both in English and Spanish if they are bilingual, for assessment purposes etc." —*Center-based Administrator*

"education is the key to quality care." —*Center-based Administrator*

"Credentialed teachers need a BA degree, preschool teachers should be required to have an AA in ECE." —*Center-based Administrator*

"Basic core classes should be rerquired because there needs to be a basic awareness of child development when working with children. A provider needs to know what they are doing and why they are doing it." —*Center-based Administrator*

"As in other recognized professions, I feel the preschool teachers and care givers should be required to obtain a college degree and have a requirement for continued education units following receipt of credential." —*Center-based Administrator*

"As an employer I feel very strongly that each Teacher be required to have at least 12 ECE units, however I feel that Aides should also need to have at least 6 units or be enrolled in classes before entering a center facility. I also believe as a provider of a large family childcare that other family childcare home providers be required to have ECE units before operarting." —*Center-based Administrator*

"As a practitioner in the field of ECE for 20+ years, who recently completed her Bachelor's degree I believe that the field of ECE is a continuously changing field thus it is important to implement a standard of basic educational requirements in order to serve young children in developmentally appropriate, intentional, and emotionally considerate ways. In order to truly implement these strategies teachers, directors, and anyone working directly with young children and their families should posses a basic foundational comprehension of good practice, and current relevant knowledge from which to work." —*Center-based Administrator*

"A mandate of continuing education." —*Center-based Administrator*

"A career ladder should start when you have 9 units then at that point you should know if this is the field for you or not." —*Center-based Administrator*

"A career ladder should also take into account the assesed abilities of a person not just education units such as a CDA. I have worked with staff that had the units but were terriible with children." —*Center-based Administrator*



“6 ECE credits I consider will be the starting point to moving forward in building the career ladder.” —*Center-based Administrator*

“24 units.” —*Center-based Administrator*

“12 units is so little training and education to be an educator for young children since the society will be big amount of money for lack of education of chaid care educator.” —*Center-based Administrator*

“You need to show that the field is professional and educated so that the compensation is relevant to what people are actually doing. That would be teaching the next generation that education and continuing the education is important not just for the student but for the teacher. How can we expect to be respected if we do not keep improving ourselves?” —*Center-based Teacher/Assistant*

“Who spends a lot of time to finish the 12 units ECE will get the same pay as a person who just find any job without spending time to study.” —*Center-based Teacher/Assistant*

“While I think 12 units is the absolute minimum of Early Childhood Education units that a teacher should have completed prior to starting to teach, I also think that there should be a requirement for that person to continue their education.” —*Center-based Teacher/Assistant*

“This project is a major opportunity to bring much-needed changes to the system in order to professionalize the field of early childhood education. Not only should there be a requirement for a Bachelor's degree early on in the career ladder, but I believe that it is imperative that a credential program be developed and implemented for the early childhood education field, including a student teaching component with master teachers. I must hold a credential in Early Childhood Special Education in order to teach and a related credential for general education preschool teachers is grossly overdue.” —*Center-based Teacher/Assistant*

“They need classes to understand how to work with children of all levels and abilities. We are seeing more children with special needs and abilities and many day care providers to not know how to manage these children and give them the positive and enriched environment that they need.” —*Center-based Teacher/Assistant*

“The start point on the career ladder must be more than 12 ECE units. The minimum should be an ECE certificate.” — *Center-based Teacher/Assistant*

“The more units taken up will surely help the careproviders in working with the children. There is no stopping in learning and acquiring new skills.” —*Center-based Teacher/Assistant*

“The "hands on" classroom and daycare experience is so valuable that a person will learn many skills and develop thoughts and ideas by participating within the environment. A person can bring their talents to the classroom or daycare and learn so many effective encouraging ways to interact before they ever take coursework. Of Course taking coursework is beneficial and necessary to learn regulations and required practices. Taking coursework can be exciting, enlightening and a person can relate well to the material after they have already spent time within the classroom or daycare setting.” —*Center-based Teacher/Assistant*

“taking the first 12 units such as a 39-psychology and 3-music and movement...would be very beneficial to the children the caregiver encounters after.” —*Center-based Teacher/Assistant*

“Taking ECE classes with passing grades from a credited school is the only way we can be assured that a person has some knowledge of child development.” —*Center-based Teacher/Assistant*

“Start in the field with 3 units to be an aide. I feel stongly that a person needs 12 units to be a low level teacher and a minimum of an AS/AA Degree to be a head teacher.” —*Center-based Teacher/Assistant*



“Some portion of these minimum units should be working in a classroom setting.” —*Center-based Teacher/Assistant*

“Most people who do not have ECE training in my opinion do not seem to understand the important role they play in ECE. They tend to look at it as a money making vehicle & easy money. I feel if you want to have or work in a child care center, you should be willing to put in the time to take classes. A well rounded provider should have classes in ECE, as well as practical training. The training should be evaluated and when a person applies for a job, it should include an interview and testing should be given at a site where the employer can see the interaction between the person and the children. I have noticed that although a newly hired employee may have good grades, they lack the necessary enthusiasm for their job. They seem to be more interested in how much they make rather than caring for the children. Instead of being able to get their jobs by their own merits, they get it by getting on the good side of the managers/directors of the center. Since these new employees do not really care about their job, they force the other teacher who care to pick up their slack. This causes those teachers to burn out a lot faster than they would have. This might be another reason why a lot of teachers burn out after a couple of years on the job.” —*Center-based Teacher/Assistant*

“Fewer than 12 units as a starting point for practitioners but continuing in their studies.” —*Center-based Teacher/Assistant*

“Learning English should be in the ECE units” - *Center-based Teacher/Assistant*

“It's not always about the education. You can have all the education in the world, but if you don't know how to implement it, well.....” —*Center-based Teacher/Assistant*

“It is very important to have some knowledge about Child Development. Been inside any classroom requires some experience to certain degree. Therefore, we educators must have some schooling to start with and continue building up to really understand how children develop in general.” —*Center-based Teacher/Assistant*

“In order to ensure that children in California are receiving quality care in centers and homes that maximize learning opportunities I believe that a minimum level of education (higher than current requirements) is necessary. Experience and education are both important, but experience alone should not substitute for any amount of education.” —*Center-based Teacher/Assistant*

“In order to continue improving assumptions about the professionalism of the ECE field, it's important for teachers/professionals in ECE to have complete at least an associates degree if not a bachelor's degree.” —*Center-based Teacher/Assistant*

“If a care provider had 6 units on ECE probably she or he will continue if her work place promote this option, otherwise they should look for another career options and give chance to people who are interested in this field.” —*Center-based Teacher/Assistant*

“I think 4 classes are some of the main core of the ECE. These classes give enough information for people who wants to work with children and their families.” —*Center-based Teacher/Assistant*

“I strongly believe a bachelor's degree in child development and family studies should be mandatory to work in child care and with young children because one thoroughly understands age appropriate behavior, inclusion, and how to efficiently assess DRDP-R and IEP. Thus we can avoid setting children up for failure, rather prepare them for success in school.” —*Center-based Teacher/Assistant*

“I feel that people should continue their education. There are a lot of teachers that have been in the field and do have experiences, but they do not continue to upgrade their education background. They only go to professional development that are required by the districts. In addition, there are a lot of teachers that only hold an AA degree and I feel they should have more education especially when this field is constantly changing. As far as ECE units, I



think we should raise the bar. People who are dedicated to the profession and the welfare of the children will complete the courses offered. However, the economy does play a major part into this part of the survey (money).” — *Center-based Teacher/Assistant*

“I believe that the only way people will do what is appropriate is if they are highly encouraged to continue their education and the monitoring of any program happens. If people know that others are watching they will always do their best for the children and not forget who we are as caregivers, and how dedicated and respectful we ALWAYS have to be toward any child. We must always care for a child like if their parents were in the room.” — *Center-based Teacher/Assistant*

“I believe that education and practical experience are equally important and necessary before gaining the status of "teacher." I also strongly believe that more than 12 units in ECE should be required before one is considered a teacher.” — *Center-based Teacher/Assistant*

“I believe life experience could be counted in for practicum classes and receive credit for them, but at least 3 units supervised in the field should be required. If this is not taken into account, this is no different than awarding an online degree in a very hands-on field. If we are to elevate the credibility of the preschool educator, we must protect the educational requirements. Selling this industry short does not benefit anyone.” — *Center-based Teacher/Assistant*

“I believe 24 ECE units plus continue training, because the children and families we serve continue to change, which brings on different challenges.” — *Center-based Teacher/Assistant*

“ECE Diploma must be required to do any teaching work with the young children right from infants to all levels of Preschool learning process. Passing with 12 credits cannot make anybody professional in the ECE field. ECE teacher's job should be considered more important than the School teacher's job as the teacher makes the first and lasting impression on the mind and behavior of the young children. More care is required as we have our future citizens in the hands of these ECE professionals.” — *Center-based Teacher/Assistant*

“Classroom teachers with the highest education, sufficient experience and highest quality performance should be at the top of the career ladder (above administrators and instructors of adults).” — *Center-based Teacher/Assistant*

“Basic education and experience should be necessary to be on the career ladder.” — *Center-based Teacher/Assistant*

“As a pre-school teacher i have often encountered other teachers and assistants in the field that need to provide a quality environment to their students, but often dont because they dont have sufficient knowledge in how to do so because of the lack of education. if one needs to provide a safe quality environment, one needs to be educated in how to do so. i also believe that to provide quality one as teacher needs to be able to communicate with the parents, but if the teacher does not speak fluently in english how can one communicate well with parents and the children. i have worked really hard to accomplish my B.A because i have always wanted to teach and learn more on how children develop and learn, but how the field in ECE has been managed has been poorly at many levels, for instance, salary, education background, funding, and taking the proffession seriously. lets not forget, that a child's first years in life are very important and we all in the field need to take that into extreme consideration in order to create individuals that can function to the benifit of society (less gangs, more educated adolescents,less drug use).” — *Center-based Teacher/Assistant*

“A solid educational background is needed to prepare teachers of young children.” — *Center-based Teacher/Assistant*

“A person with any kind of Bachelor's degree and some ECE units is now the accepted norm. I don't believe this should be the case. People with degrees that do not reflect ECE practices do not always teach and interact with young children in developmentally appropriate ways.” — *Center-based Teacher/Assistant*



“6 ece units will help young single moms and dads get employment faster and motivate them through each step. Early educators are great at helping team players through the process.” —*Center-based Teacher/Assistant*

“12 Units is only three classes in most cases and people will learn in those classes but they really need more training educationally and in the field to feel more successfully when they are placed in a site to work directly with children, unless they are a substitute.” —*Center-based Teacher/Assistant*

“12 ECE units is required to have good skill and education to used in ECE.” —*Center-based Teacher/Assistant*

“1. For experienced educators who do not meet new ladder requirements, there should be a generous time period offered in which coursework can be completed. 2. EC Education should be required, and be rigorous-- otherwise the hoped-for improvements in respect and compensation will NEVER be achieved. Note all other serious professions! We should take ourselves seriously first, or nobody else will.” —*Center-based Teacher/Assistant*

“While I think that 12 ECE units is an appropriate starting point, I would like to suggest that the career ladder included requirements for continuing professional growth that never tops out at a certain number of units. If you've been in the field for 20 years, things have changed and you still need professional development.” —*Regional Agency Staff*

“The career ladder is a starting point to ensure all children have equal access to quality instruction. Twelve ECE units is only the beginning of the knowledge a practitioner needs to gain in order to provide a high quality early childhood education experience for our children. If we believe the research on brain development and truly understand the importance of the first five years then we need to raise the bar by increasing education requirements in our profession. We cannot continue to allow novices to engage in the development of our children. How will we ever convey to laypersons the seriousness of this work when we accept low education requirements that are matched with poverty level salaries? Our children deserve teachers who have invested in higher education and learned the research-based content in order to positively impact a child's life and prepare them for life long learning. The learning environment of a child, regardless if they are in a provider's home or based in a center, should not be considered a factor to determine teacher education level. All children deserve equal high quality early childhood education experiences.” —*Regional Agency Staff*

“Quality is not measured by degrees on the wall but more by the ability to provide for children and their needs. To care and love a child is a most admirable trait and can not be taught for 3 units.” —*Regional Agency Staff*

“My belief is that if ECE providers want the same amount of pay as public school teachers then the requirements must be the same or equivalent. We can not expect to receive the same compensation for less education. We must raise our standards to the same bar if we wish to be treated equally or even better. Education is necessary in any well paying field so why should we dismiss that?” —*Regional Agency Staff*

“In order to be considered professionals, all child care providers need to have formal education with units.” —*Regional Agency Staff*

“I think that some college units should be required for entry level, however, I have also said I am undecided about using experience and ability might be assessed to provide entry to the career ladder. Again, I think it would depend on what a practitioner was qualified to do at the lower levels of the ladder. I tend to think that there might be less emphasis on college units for FCC providers, as there is now, but I also believe the quality of FCC programs overall could be improved by requiring college units.” —*Regional Agency Staff*

“I realize that having a career ladder that starts with 12 units and does not take in account past experiences and years in the profession can be challenge. However, it is vital to this profession to increase the professionalism and the quality of care that all child receive that we raise the bar to enter and stay in this profession. With the bar high,



compensation and respect will follow. This may leave some providers out but it will be their choice if they choose not to go back to school.” —*Regional Agency Staff*

“I feel that family, friend and neighbor caregivers will be discouraged if the career ladder requirements are all college based. Many people are older, have been educated in other countries and may not have the financial or academic wherewithal to succeed in college courses. However this does not mean they are unlearned or that they can't learn. Workshop based and on the job training is simply a better fit for the people in this group.” —*Regional Agency Staff*

“I feel it is important to be fully educated and trained in ECE units to be considered a professional and payed accordingly.” —*Regional Agency Staff*

“I believe 6 ECE units should be the minimum step on the career ladder.” —*Regional Agency Staff*

“Early Childhood Educators and Professionals are of value to our society beyond words. Perhaps that is because children are our most precious resource. For us to be able to give children what they deserve, we need to value those who care for them and who help provide them with educational opportunities and play environments. (Higher salaries, benefits) We need to encourage and emphasize the importance of higher education. The career ladder should not only reflect child development courses, but also embrace basic GE classes. Those who are bettering themselves are ultimately advancing children.” —*Regional Agency Staff*

“Young children are very vulnerable to poor teaching--children deserve well qualified, sensitive teachers who have been trained and educated in appropriate practices and understand children and their families and the role of the community. It is vital that current research on best teaching methodologies be transferred to the early classroom through a college educated teacher.” — *Community College Faculty*

“While it is important to recognize a provider's years in the field and experience AND valuable to obtain a college degree, neither are guaranteed to ensure quality care for young children. Beginning on the career ladder with the basic 12 ECE units and progressing in education and experience is necessary to ensure we are doing our best to develop capable and caring professionals in the field.” —*Community College Faculty*

“While I like the fact that the current career ladder acknowledges that a person is moving upwards beginning with six units, I think we are undermining our professional image by suggesting that six units (and even 12 for that matter) qualifies a person to work with children. This number of units only addresses the "tip of the iceberg" when it comes to the knowledge base that is needed to be an effective teacher. Additionally, at the higher end of the current career, it disturbs me greatly that someone with a BA in an unrelated field only needs 12 units plus one semester of supervised teaching to be qualified as a Master Teacher or Site Supervisor. These are levels of employment that require a great deal of expertise, so again, I believe we undermine our professional image by allowing for these alternative qualifications.” —*Community College Faculty*

“We are on the verge of a new awareness in the public eyes, it is extremely important to me that our profession be viewed as a profession in early childhood education vs daycare. Six units as a beginning teacher assistant seems so little to me however it is a place to start. It is also important to me that long term quality teachers be recognized for their achievements. Taking care of human life is a huge undertaking that often gets taken for granted especially in a society that rewards team/individual sport players with multimillion and million dollar salaries. Lastly it is my wish that Early Childhood Education not be viewed as an elective when budget cuts happen. We are the profession that is the foundation of the future as well as today.” —*Community College Faculty*

“We must require professional level education if we expect to be seen as a profession.” —*Community College Faculty*

“We know from experience that for most people 12 units only barely touches the knowledge, skills, and practice necessary for high-quality relationships.” —*Community College Faculty*



“The core eight courses developed by the community college should be weaved into the career ladder...the competencies developed by CDD are in the process of being integrated into the content of these core eight courses....they are an excellent foundation of preparation” —*Community College Faculty*

“Many people enter the field in an informal way (i.e. work as a nanny, baby sitter, assistant) and discover they enjoy working with children. At the point of wanting to be a professional, then education should be required.” —*Community College Faculty*

“In the best interest of children, ECE practioners need the minimum 4 CORE classes in order to have a basic understanding of child development, what constitutes a quality environment, and how warm, nurturing and sensitive relationships with children and families is a basis to successful work with children.” —*Community College Faculty*

“If we are creating a profession then we need to have each level be based on college education. Experience in the field might be considered inconjunction with this but not sepeerate from. Many professions require trainings (CEU's) that upgrade skills, but those do not count for advancement in the field. If we want to be taken seriously as a profession then we need to create a career ladder based on college education—not training.” —*Community College Faculty*

“If requiring more that 12 ECE units is not possible, an alternative would be a cohort mentoring program to insure continued study.” —*Community College Faculty*

“If folks want to be paid commensurate with K-12 teachers and be thought of with the same regard the standards should be similar. Education does matter” —*Community College Faculty*

“I think the starting point for a practitioner in a center or home-based program should be completion of the 8 CAP courses.” —*Community College Faculty*

“I think that the 12 core units identified for the teacher level by community care licensing represents a bare minimum standard for entry into a career working with other people's children.” —*Community College Faculty*

“I believe that the requirements as they stand today are not sufficient to address the needs of children and families. We need to provide our children with a qualified work force that is able to understand and meet the diverse needs of children and families in today's society. While I do believe that formal training isn't the only way to provide quality, it does have an evaluative part that helps us to measure success. I think that having a career ladder is very important and as we require more training/education, it affords us the ability to ask for increased compensation. I believe that all early childhood educators should have an Early Learning Credential at the very least.” —*Community College Faculty*

“I believe that in order to make room for a diverse representation within the ECE workforce, and to give new entry level teachers a chance to work in the field in their communities as they begin their professional preparation, we need to create a starting level within the career ladder that includes, say 6 units of ECE or Child Development coursework, with the understanding that in order to hold this position, the person in enrolled in ongoing coursework leading to advancement on the career ladder. To set the entry bar at 12 units, I believe, will mean that it will take an individual up to a year or more to be able to experience working in an ECE setting in their community for the first time, in an assistant position. There is much to be learned "on the job," but the "on the job" experience is most instructive when the individual is enrolled in ongoing teacher preparation coursework. There is much to be gained by an ECE program when motivated and talented members of the community step forth (such as parents in Head Start programs) and say, "I'd like to be an ECE teacher," so I want to give value to this possibility and invite them into the first level of career preparation and employ them as an assistant. For this reason, I suggest the entry level not be set at 12 units.” —*Community College Faculty*



“Everyone who works with young children should be willing and able to complete at least a minimum amount of education. I understand that many feel a kind heart, willingness to work with young children and experience is enough but the inability of many providers to understand and connect sound theory to practice is does not adequately support young children's development. .” —*Community College Faculty*

“Education IS how you measure skills and abilities and content knowledge? Transcripts and grades are how you prove participation and understanding.” —*Community College Faculty*

“Currently, family childcare providers need NO units or training other than the Community Care Licensing 3-day training. They would have some basic course -- like the first course in the AA sequence. Again, experience that is based on a lack of understanding or knowledge is counterproductive and harmful and so just because someone has experience, does not necessarily mean they are qualified for anything.” —*Community College Faculty*

“All professionals that work with young children should be formally educated and tested to enter the field. If we beleive the current brain research, we must apply the highest standards to inviduals that work with children.” —*Community College Faculty*

“All child care teachers and providers need baseline content in child development. College courses measure not only content but individual progress and success. Training and informal technical assistance is valuable at higher levels for teachers that already have significant baseline knowledge from which to build improvements. Use the medical model. Academic coursework and academic progress first, then the provision of on-going training, workshops and technical support which builds upon what has already been learned. Formal education provides the foundation for informal learning. Experience alone is not a measure of quality. Inappropriate practices can be implemented year after year. Only formal education, reflection, experience and support followed by technical assistance and targeted education create true quality improvement,.” —*Community College Faculty*

“A Career Ladder for ECE professionals in CA should include minimum entry level education (suggest 12 units). As a professional 'moves up' the ladder, there should be more Professional Standards, along with a recognitiion of years of experience. Ongoing professional growth/training should also be required. To be a fully qualified teacher of young children, at least an AA in ECE should be required.” —*Community College Faculty*

“When looking at number four I thought about that one for a while. I believe that it is important for provider of children to have some kind of official training before watching children. Weather it is a number of required ECE classes or a training of some sort. I think this would at least get those who work with children a base to work off of. Yes we love working with children, but for those who think they are fine with out any type of training are maybe just working of of their own skills as a parent or more on what we think works. A training or a number of ECE units can only make us that much better and prepared for working with the children of our future.” —*Family Child Care Provider/Staff*

“we be open to get some of these units , we have 16 years as a providers but we strongly believe more information and education can be better services” —*Family Child Care Provider/Staff*

“The ability to work successfully with children is determined by so much more than the ability to complete some college courses. Patience, nurturing, enthusiasm, the ability to teach, common sense, resourcefulness, the ability to respond appropriately in an emergency, people skills... the list of abilities goes on and on. Many of these cannot be learned at school. Some can be developed through experience, and some are innate abilities. Someone that reads books and publications to educate themselves and stay up to date with new information may be as qualified as someone that has had a formal education.” —*Family Child Care Provider/Staff*

“Starting with less than 12 ECE units might be the hook to entice people to become students and begin their education.” —*Family Child Care Provider/Staff*

“Some of the courses/training material should be specific to family child care.” —*Family Child Care Provider/Staff*



“People who work with children are best when they know how to handle situations. A volunteer at a good family home or center would learn a lot and then school training would increase their knowledge. The need for the proper professional training is two-fold—a love of children (learned from on-hand experience), and the education offered in a college setting for assistance to understand the rules and regulations!” —*Family Child Care Provider/Staff*

“In terms of both education and content, ECE courses at Community Colleges are poor in quality. Therefore, these courses are ineffective in the effort to improve the quality of ECE via educating the workforce. Training in the format of seminars/workshops could be more efficient and effective.” —*Family Child Care Provider/Staff*

“In addition to 12 units I feel providers should also be required to meet a specific level on FCCRS, ECCRS, ITERS, or CLAS as well as attend specific best practices workshops. My experience is that providers who attended college classes do not always know how to implement what they have learned and some who have often slip back to their previous way of doing things.” —*Family Child Care Provider/Staff*

“I strongly believe that a college degree is a must for people working with young children” —*Family Child Care Provider/Staff*

“I know some family child care providers that have been in business for almost 30 years and they refuse to go to any meetings, workshops, conferences, or anything. They do not want to be contacted. I think there should be financial consequences for this kind of behavior. Their environment is full of inappropriate toys for the age they serve. Only completed education and training should be considered in advancing on the career ladder.” —*Family Child Care Provider/Staff*

“I feel a teacher in the first ladder should have at least 30 units to start with. Please Note: I have noted that even when stipend is provided to support teachers for continued education, teachers resort to other means for keeping their positions and jobs and do not support teachers with ongoing training or advanced education; unfortunately but true, fewer units benefit many employers as they would need to pay a smaller hourly wage.” —*Family Child Care Provider/Staff*

“I am living proof that you can run a family childcare, have your own family, and complete school. I feel that it is important that providers continue to go to school until they receive a certificate or two-year degree at the community college level. Providers should be encouraged to complete a 4-year degree or higher. Wages should reflect the amount of education a provider has completed. Bring back the CARES stipend to encourage providers to earn their degree.” —*Family Child Care Provider/Staff*

“The ECE leaders and directors need to have a solid education background. The Birth to 5 brain research solidly supports the need to have educators who are trained in instructional approaches to improve education. Teachers and staff need guidance, support, and training on how to ensure that students entering kindergarten and above will have the skills and preparation needed for success.” —*Other*

“Thank you for this survey. As a fairly new professional in ECE, I believe that education and experience in a quality program are essential to creating effective teachers. There are some many aspects of workforce development in our profession that need attention that I am wondering how to address them here. 1. Aides and or Teachers need to have a minimum of an AA in child development or VERY closely related area of study and a minimum of 3 months in on-floor training with a qualified teacher/head teacher. 2. Child Dev. or VERY closely related BA holders can be Head Teachers with a year of student teaching under qualified programs including, but not limited to, college child development laboratory centers. 3. Directors and/or Site Supervisors should have a BA in Child Development or closely related area of study and a specialized training in leadership, management, business, and public relations. 4. I strongly believe quality teaching is a combination of education, experience, ability to work with diverse populations, and an innate ability to work with young children. I also believe that our current educational/training system for teachers in ECE does not give nearly enough attention to affective part of working with young children. Meaning, there is little self reflection and actualization in our profession, which is one of the



most effective ways to becoming a quality teacher. So many times I have gone to various sites and seen teachers with BA degrees who should not be working with children or people who have little education and 10 plus years working with children and have problems with their job. This is to say that sometimes education and/or experience alone does not make a quality teacher for young children. My question is how would California ensure young children are getting the high quality teaching they need and deserve? 5. In order to keep high quality teachers, they must be compensated fairly, which is at least at the same level as a K-12 teacher. Maybe even more because many Pre-K teachers work all year with little vacation time. 6. Movement on the career ladder should mean more compensation and movement should be aligned with the ECE competencies. Every teacher should have a coach/mentor to provide on-site support. Those are my main ideas about the ladder. Thank you!" —*Other*

"I strongly believe that people entering ECE should also be required to complete a few general education courses." —*Other*

"ECE providers need to have ECE education aside from their experiences, they need to know all the current trend in ECE field." —*Other*

"Beginning practitioners, who are working under the supervision of more experienced practitioners should be allowed to begin as long as they have at least 3 ECE units in progress, and are on track to complete at least 6 by the end of a year and 12 by the end of 2 years. I believe this is important as some practitioners must support a family and uphold many family and home responsibilities that prohibit them from completing training before they begin making a living as an Early Childhood Practitioner. It is very important for higher level practitioners to recognize this." —*Other*

"If we want people to view ECE as a career, we need to welcome everyone into the profession wherever they are so they can access training, resources, support, and ENCOURAGEMENT to continue to grow in the profession. Don't we want that student in their first class to get the message that this is one of the most important careers in the world??? I have seen SO many BA degree ECE teachers that know very little about CD, because they come with alternative qualifications and can get on the matrix with 12 ECE units taken 20+ years ago and nothing since. What you know and how you implement it as a competency is FAR more valuable than the units one has on a piece of paper. Our entire state preschool program is built on similar qualifications, thus the research studies that continue to point to low quality programs and foundations for many of the children in their programs who only had 1 chance to gain a strong foundation for their future schooling." —*State Agency Staff*

"Connecticut's Career Ladder is highly supportive of a full continuum of professional growth. Though as I stated previously and answered in Question #5 I do that folks having an alternative degree (not Child Development) and only have to complete 12 ECE units to qualify is not justifiable. Currently, working closely with K-12 folks I have found that it's two separate worlds: ECE—K-12. I realize it shouldn't be "either/or" but I also realize having the knowledge of child development is a must!" —*State Agency Staff*

"I understand the need to grandfather professionals who are already in the field. However, we need to set the standards according to what we believe is needed to transform the field and enhance the educational level of early care teachers and educators" —*4 Year College Faculty*

"We should count people who does not have higher degrees but put in many years of working with children should be considered experienced because while working with children does build experiences to become a professional in the field." —*Center-based Administrator*

"We have to be practical about what can be achieved in the beginning. Some "grandmother" clause that allows credit for experience or longevity in the business but also provides some observation of the quality would be one way to start. Some measure of quality tied to longevity would be critical since the length of time doing something is no guarantee of high quality." —*Center-based Administrator*



“The Site Supervisor Permit should only be granted if the person has actually had "on site experience" supervising other staff for a minimum of 3 years. It should not be granted just because the required coursework is completed.”
—*Center-based Administrator*

“The most successful Early Childhood Educators are the people who have the heart for this field. Certainly education has a role in this but equally important is the creativity, heart and compassion the teachers and administrators demonstrate in their work. When developing a career ladder, we must be careful to allow credit for work experience, knowledge and background in the field. To give stature or ranking based solely on educational units would be a disservice to the field of Early Childhood.” —*Center-based Administrator*

“ON question # 4 I think that the years on the field should bring the experience needed to perform their job. Nevertheless, there are employees that regardless how many years they have been working on that field, their performance, is poor. I think that the experience is very important, if the employee's performance meets the program requirements.” —*Center-based Administrator*

“I had an employee with an A.S. degree, no experience. She lasted two months and could not feel comfortable in her role as a teacher. I had a volunteer, raised in in-home child care, with 9 units. She knew how to reach the children, the first day I knew I wanted her as an employee. Experience counts way more than just the knowledge but she doesn't have her 12 units yet so she can only be an aide when she was more qualified than the teacher with an A.S. in child development.” —*Center-based Administrator*

“I feel strongly that providers years in the field and experience should be given credit for life work early care experience. The credit for life-experience should be in the context of college work and college units.” —*Center-based Administrator*

“I feel education and classroom experience should count in the career ladder.” —*Center-based Administrator*

“I do not feel experience should be used to place staff on the career ladder. We have had staff that have been in the field for 20 years but do not have the ability to (mental) to handle above an assistant level.” —*Center-based Administrator*

“I believe that experience with units should qualify teachers to go up the ladder.” —*Center-based Administrator*

“I am undecided on recognizing a provider's years in the field as it depends on the quality of the experience, but I feel that some experience is necessary for the career ladder. I have hired individuals with BA degrees and one without the experience struggled in her classroom duties as she didn't have the hands-on experiences needed to be a quality teacher.” —*Center-based Administrator*

“As a child center employer for over 30 years, I have found experience to be as important as education and training in developing good teachers. Being able to actually work with children while one is learning about child development enhances and integrates both the learning and the experience, resulting in a more competent and desirable employee.” —*Center-based Administrator*

“Although experience should be acknowledged and valued, theory is extremely important, which is why education needs to be an integral part of the career ladder. Additionally, if we want the field to be progressive, one cannot fixate on experience alone.” —*Center-based Administrator*

“Although experience is highly valuable, it does not replace the value of education. There are many preschool teachers and home day care providers who have been working in the field for many years but that does not mean they are providing high quality environments for the children in their care. Parents and children can 'love' their teachers, but that does not mean that the teacher is a good educator.” —*Center-based Administrator*



“Again work experience with recommendations of where and with whom one has worked for is important. also work environments should encourage persons to move forward with any goals one may haveyou know education for one is education for all” —*Center-based Administrator*

“The respect, recognition and reward for teachers who have poured their whole heart and soul out for children in their care should be the priority of any group hoping to help ECE providers.” —*Center-based Teacher/Assistant*

“The career ladder very good idea. Child care professionals need to commit to continuing education, in the same way that nurses and school teachers are committed to it. But, a provider's years of experience must be acknowledged while we make the difficult transition toward aligned and higher training standards. In order for the career ladder to succeed, incentives must be given to those who have been making long-term contributions to field. I like the idea of a single, formal evaluation as a substitute for specific, but not all, requirements for placement on the career ladder. State certification exams are required for many other fields, in order to ensure a baseline level of performance when specific training backgrounds differ. This strategy should work in the same way for child care.” —*Center-based Teacher/Assistant*

“Teachers who have years of experience Are great teachers and going back to school at this point in their lifes doesnot make any sense. After a say 60 these teachers should be grandfathered in, or after 25 years in the classroom.” —*Center-based Teacher/Assistant*

“Regarding the inclusion of years of experience in the ECE field as an alternative gauge of level on a career ladder, I believe experience should be considered in addition to, but not instead of, education and training. If people have been in early child care of 20 years but have never had formal education, they may have gained amazing skills in that time, but I would be concerned about their early years of teaching/childcare, when they were practicing their [non]skills on children in order to find out what NOT to do. Also, years in the field alone are not in themselves an indicator of anything, necessarily. There can be horrid teachers who stick it out for years because that's the only work they know. We would hope supervisors would not allow this to happen, but then who's supervising the supervisors?” —*Center-based Teacher/Assistant*

“It is important not to let experience be put in place of education. Often it is education that changes the way that we work with children even when we have experience.” —*Center-based Teacher/Assistant*

“In the field of early childhood we are in danger of losing huge numbers of highly trained highly experienced preschool teachers with 20+ years in the field because of the newly imposed educational requirements. WE MUST find a way to "grandfather our experienced high quality people in so they can meet education requirements either by waivers or permits. many of these fine ladies were trained extensively in their fields before formal education was required and now many are 50+ years old and not willing or able to return to college.” —*Center-based Teacher/Assistant*

“If years in the field is determined to be a means of wavering formal education, there should be an additional requirement of passing a basic child development assessment in order to count those years of experience to establish the individual is educated in appropriate, respectful means of care.” —*Center-based Teacher/Assistant*

“If alternastive methods are used instead of credits, some type of portfolio should be developed that includes, a resume, years of experience, and other efforts to get training eg workshops, seminars, conferences etc” —*Center-based Teacher/Assistant*

“I think that the years of experience should be taken into consideration but only if the Professional has provided proof of continued professional growth such as seminars, classes and other trainings. Also professional evaluations should be considered.” —*Center-based Teacher/Assistant*



"I strongly feel that years of experience in the field should be given due credit as opposed to having years of classes with a degree but little practical experience. A person with a BA and two years earns much more than a person with 30 years experience with young children and an AA degree." —*Center-based Teacher/Assistant*

"I feel that a person number of years should qualify a person on the ladder at high levels regardless of education I feel I have learned more from my years of experience than from school I like have the hands on experience versus time in school" —*Center-based Teacher/Assistant*

"I feel strongly that years in the field and experience are essentially on-the-job training and should receive some sort of recognition on the career ladder just as coursework and formal training currently earn educational credit. I have learned more during my time in the classroom with the children than I did in all my college courses put together." —*Center-based Teacher/Assistant*

"I believe that the care providers/ teachers who have been in the field should be allowed education units or an in person, assessment about their work , curriculum, parent work, administrative practices ect....then there should be a placement." —*Center-based Teacher/Assistant*

"experience should be considered in the ladder only after formal education has been completed. In order to increase compensation, we need to raise the professional and social status of the field of early education. Therefore we need to require extended education and training for practitioners." —*Center-based Teacher/Assistant*

"Experience matters, but also input from co-workers and supervisors or for Home based caretakers, professional referrals." —*Center-based Teacher/Assistant*

"Experience is a key factor in any working position." —*Center-based Teacher/Assistant*

"Continuity is key - we can not assume that everyone has knowledge of best practice if they are not educated. Just because someone has been "in the field" for years doesn't mean they have been providing the best for children." —*Center-based Teacher/Assistant*

"As a teacher I believe that the years of experience in the field is very important. I have been working with children almost 10 years and I have learned so much about being a teacher in the classroom. Also I still take classes in school because I want to keep my knowledge updated. There is so much information I have gained every time I go to Canada College. WHEN I listen to the instructor or when I talk with other teachers I learn from them. Also I like to share my own experience and at the end we all brainstorm." —*Center-based Teacher/Assistant*

"A person's years of experience working with young children should definitely be a factor in the career ladder. No class can teach what actually working in the field teaches." —*Center-based Teacher/Assistant*

"With regard to the issue of recognizing years in the field and experience, it should not just be measured by years but linked with some assessment of the quality of their skills (such as the assessment mentioned in question 3 above)." —*Regional Agency Staff*

"While years in the field does not makes a provider more competent, California should develop a system that allows for ECE providers who can demonstrates competencies equal to completing educational/training requirements for placement on the career ladder as an alternative option. California's career ladder for ECE needs to have pay and benefits that are equitable to at least other teaching professions." —*Regional Agency Staff*

"Question 4: I believe that years in the field and experience should be counted only when assessed to be of adequate quality." —*Regional Agency Staff*



"I think it is important to have a career ladder in California. At some point I think the ERS tool should be used if it is determined that a providers year's of experience will be counted in the same manner as ECE units. Often providers have been in business quite a few years but don't have a quality program. It would not be fair to those who have struggled to attain the required number of ECE units and run a high quality program to be at the same level as someone who just has experience. If the ERS tool is used it should be used by someone who has had the required training for the ERS tool." —*Regional Agency Staff*

"I believe in grandfathering in existing providers and their experience but that new requirements must be phased in over time. Also believe in strategies that reward those who have moved up the education ladder. But compensation strategies must be in line with educational reward requirements." —*Regional Agency Staff*

"Work experiences are important if they can be evaluated as positive and valuable." —*Community College Faculty*

"While years in the field are important, they do not necessarily indicate the quality of services provided by a practitioner, and therefore education is crucial to having quality practitioners in our field." —*Community College Faculty*

"While I do believe some people are naturally gifted when it comes to working with young children, starting to make exceptions is a slippery slope. In addition, how would the person's ability be assessed, and who would do the assessing. Also, even if a person has a natural gift with children being educated can only help, not hurt. Just because a teacher has experience in the field doesn't mean he or she is a quality care provider. I have seen way too many "teachers" who really don't understand developmentally appropriate practices, building caring, trusting relationships, positive guidance, and so much more. They goals and priorities are not always in the best interest of the children, so just because they have hours doesn't mean that should years alone should be considered. I think time in the field would need to also include assessment of their quality as a caregiver/teacher." —*Community College Faculty*

"While I do agree that present child care workers should have the opportunity to have years of service count towards their level on the career ladder, a starting point for the new career ladder requirements should be set at which point no new individuals may start without meeting educational requirements and those already in the field may not advance without the required units." —*Community College Faculty*

"To factor in # of years of experience will add another layer of bureaucracy-- public or private, verification, etc." —*Community College Faculty*

"There should be options available for those with years of experience but no formal education. Yet some type of knowledge of current trends in the field, knowledge of child development should be tested or assessed in a formal way." —*Community College Faculty*

"There should be a system to recognize a provider's years of experience in the field, however, only to a level that is comparable to the 6 units the most. At the higher career level requirement for FCC should be the same as center-base." —*Community College Faculty*

"Regarding credit for years in the field - because California does not require any type of continuing education for people working in the field in a title 22 program, there is no guarantee that years in the field mean an increase in expertise." —*Community College Faculty*

"Re question #4. RECOGNIZE experience. DO NOT substitute experience for education." —*Community College Faculty*

"It is always difficult to assure that the 'evaluation' of experience is fair and based on similar values and professional skills. While experience MAY be valuable we very often find people who have experience during all the WRONG things for many years and being very set in their ways, and resistant to learning new, scientifically



determined skills. Minimum Units: Some people are 'born' caregivers, follow their natural nurturing instincts and tune in to children and their cues so would do fine without any training. Most people benefit from education and mentoring -- especially, UNFORTUNATELY, most who come into the early childhood education arena -- I say this because often, the least qualified are drawn to this low-wage, low-career-opportunity field. I know this particular survey does not directly deal with wages, but it is a factor in selecting out highly qualified individuals who WOULD do better without as much education, perhaps. Adequate funding for training facilities is essential. We have recently had to cut a significant portion of our budget in our laboratory school. Underfunded sites really do not reflect what we know is best for children: low ratios, expert caregiver/educators and adequate support and supervision. In the current economic climate, none of those elements is adequately supplied to training or educational facilities to provide the best, state-of-the-art training or education. We are participating in a grant-based cohort experiment [soon, I hope] and we will see what additional resources and innovation can do for both a career-ladder re-think and the basic education we provide." — *Community College Faculty*

"If the field is going to consider field experience and/or years in the field they need to create a way in which a provider could demonstrate a level of competencies for that particular level listed within the career ladder." — *Community College Faculty*

"If experience and skills are rated they should not take the place of units. Coursework creates a knowledge base that experience can not equal. We have students who have 20+ years of experience, but when they take courses they express how much it helped them understand issues or other ideas that their experience did not provide. I think experience is extremely valuable but not at the expense of unit courses. Twelve units is an entry level of knowledge, not the level a teacher should have. Are our preschoolers less valuable than our kindergarteners? If not, then raise the education level to equal that of other teachers of children. Related to experience vs. coursework, I would say they both have their place, but not at the expense of each other. Raise the requirements on both sides." — *Community College Faculty*

"I strongly disagree with allowing credit for experience. 10 years of experience in a low quality program that has entrenched bad practices or substandard care would be possible under this system. Once we have adopted a quality rating system and the quality of the program in which you have had experience can be determined, the question could be revisited." — *Community College Faculty*

"I agree that there should be a way to assess the provider's ability for provider's with a certain number of years in the field (minimum 3? 5?). I disagree that years of experience without any quality verification should be part of the career ladder." — *Community College Faculty*

"Field work should always be a part of obtaining a place in the career ladder (continue what is in place); there should be a better system in providing professional development/growth when in th field for a while to continue moving up the career ladder (develop a second career ladder for "seasoned" teachers and greater accountability)" — *Community College Faculty*

"Center should not all the time count the expereince because not every teacher had expereince when they first started to work. Fresher should be given a chance on their grade, thoughts, and project basis." — *Community College Faculty*

"Any system developed to count years of experience needs to include some sort of assessment designed to test general knowledge in a number of fields including child development, curriculum, and cultural sensitivity. Years of experience alone are no indicator of ability to provide quality care per se." — *Community College Faculty*

"Although I fully support educational course work, I strongly believe that experience can represent knowledge and application. It does not mean that it qualifies for actual coursework, however, there must be a means to evaluate the impact of experience on the content." — *Community College Faculty*



"We need to recognize that some people have worked in the field with no education for years and continue to do it not because they are good at what they are doing, but because they are stuck with no other professional prospects. When asked why they do what they do, they often say that they "love children". Loving children should not be enough to be working in this field. Knowledge of child development and best practices is a must." —*Family Child Care Provider/Staff*

"Some provider had been study diferents fiends in education, and their job sometimes are much better that one who has ECE. Also some providers have so much experience and the fiel, and the are doing and exelent job, better that ECE" —*Family Child Care Provider/Staff*

"Please consider a person's years of working with children along with their college courses. I've met many skilled providers that exceed college educated students with little experience. Their work experience needs to be acknowledge." —*Family Child Care Provider/Staff*

"I think years in the field/experience is important. However, it is more important to decide if the years in the field were spent working developmentally inappropriately or appropriately. What is the use of 10 years experience if you were not working with the children in developmentally appropriate ways?" —*Family Child Care Provider/Staff*

"I strongly believe that even though ECE units are important when working with young minds nothing compares to experience. It can be impossible for providers who are open 24 hrs a day to attend college classes, but that does not make them any less qualified to provide quality care for children. In today's economy going to school is out of reach for a lot of us so I am hoping that going to workshops and caring for children for 12 + hours a day will count for something." —*Family Child Care Provider/Staff*

"I stated only "yes, agree" because I feel that experience is very valuable but I feel it should not be a scape-goat for not obtaining a higher education. One is not good without the other." —*Family Child Care Provider/Staff*

"I do not believe that the number of years in the field should be a determining factor on the career ladder. I think it is our professional development and education that distinguishes us from the status of a mere babysitter to that of a provider who is capable of providing high quality childcare." —*Family Child Care Provider/Staff*

"I believe it is important to recognize the skill level of the participants. I have seen very skilled caregivers with no education and those with a post graduate degree and very little skills in terms of working with children and families." —*Family Child Care Provider/Staff*

"Education is extremely important to be considered in the Career Ladder. Experience to me comes secondary. No matter how many years of experience you have in the child care business if you have no educational background of ECE, then you don't have the idea of implementing and developing the domains of learning that are expected of young children to develop. For a veteran child care provider, it always pays to go to college and attend classes that will enhance their skills and knowledge of the present trends of ECE and to be able to climb up to the Career Ladder." —*Family Child Care Provider/Staff*

"Consideration of experience and practical application should be in addition to education not in lieu of education. Time to stand up and raise the bar. A licensure process modeled on MFCC should be considered and would greatly increase respect within and outside the field. Oral exam could help determine ability for practical application of knowledge and personal disposition." —*Family Child Care Provider/Staff*

"A provider's years in the field, as well as experience should be formally recognized if the provider meets a pre-determined level of excellence." —*Family Child Care Provider/Staff*

"#4. I think that a FCC provider should be able to count time in a large FCC home as experience however without early childhood education who is to say that they are giving children the best possible environment or that they even understand what that is." —*Family Child Care Provider/Staff*



"Years of service should only be considered as part of the career ladder if there is some sort of "competency" evaluation (like CLASS evaluations) to go with it. We need to make sure that we are cultivating people with high literacy skills -- This is probably more important than making sure that they have a "degree". The flip side is that a degree is also not a guarantee of quality instruction -- see recent studies by U of Virginia. Part of the career ladder should be certification through a practicum (must have minimum of 3(?) on the CLASS or equivalent tools). Compensation -- When education levels are equivalent and when accountability expectations are equivalent, we should have equivalent compensation models." —*Other*

"Years of experience can mean a lot but it can also represent nothing without proper guidance and training. To count years of experience could be detrimental." —*Other*

"When you have in place a way to assess their life experiences as it relates to early care and education then it will support the number of family child care providers who will benefit from this process. It should be a thoughtful process before anyone access it. I like the Pacific Oaks College process of having the individual assess their professional experiences as it relates to human development." —*Other*

"The present system's difficulty lies in the fact that people who do not have enough experience OR units when they enter the field are being relied upon by centers and family home daycare providers to do the same as a person who has more units and experience in addition they are often thrown into positions of authority and or a supervisory position that they are not qualified to do. Likewise people are being placed with lots of units and degrees into positions of authority but have NO practical experience which is just as detrimental. I believe that educators should have both a solid foundation in ECE AND have practical experience BEFORE being placed in a in any position. Placing them with a mentor who can implement solid EC Development practices to gain practical experience and learn how to implement what they have learned appropriately is the key. Working in a center or daycare that demonstrates these qualities is also appropriate. Practical experience is one of the best teachers that supports a solid learning foundation in EC Education. Regarding family daycare providers....right now anyone can open a family daycare whether they know what they are doing or not...problem is how do you regulate them? Re-accepting experience....it is important to recognize that providers have had experience but the experience needs to be measured in terms of how it aligns with ECD...do they understand basic early childhood development and implementation and have they been putting this basic knowledge into practice AND can they demonstrate that they can implement some basic ECD philosophies along with a willingness to learn new information in this growing field? A little knowledge is detrimental, a lot of knowledge with no experience is also. Balancing the two will benefit our children the best." —*Other*

"The number of years used in assessing a provider should be tied to an evaluation tool demonstrating that person's effectiveness as related to the years of experience. Again, I stress the importance of the position covering Parent Services at childcare centers. From the point of entry, and continuing throughout each child's tenure, the Parent Services employee is a strategic link between the family and all other staff members. If you are able, please include in your report the above (item 1 on this page) expanded text regarding this suggestion." —*Other*

"Re # 4 -- EXPERIENCE does not indicate that a person has been exposed to (let alone learned or explored) specific information on theory or best practices, and should NEVER be used in career ladders. Years of service should be included in addition to education in salary ranges at individual agencies, similar to the kind of arrangement that k-12 and other professionals have now. Please note my comments on #3." —*Other*

"If the ladder is to include years of experience in the field, then the assessment of those years must include some analysis of the quality of setting and care that they were offering or involved in. A provider can spend 20 years providing horrible care and those time and experience should not count for as much as if they were providing excellent care. I do not know how this would be assessed but it's an important point!" —*Other*



"I feel that more value should be placed on experience, but standards for college work need to be upheld. I have seen employees with all the appropriate ECE units, become lead teachers, but they are clueless as to how to run a classroom. It is experience that provides the how." —*Other*

"I do feel that years of experience should be recognized on the Career Ladder as a possible sub-category but that education level should determine placement on the Career Ladder." —*Other*

"I do believe that field experience counts for a lot. Books help but being in the field is the true test of a teachers skills. The experience she or he has make a big difference in their ability to deal appropriately with each situation that arises." —*Other*

"I believe that it is important to recognize a provider's classroom experience in addition to educational qualifications, however, I don't think that simply counting number of years in the classroom is sufficient to do this. I instead favor observational assessments of competencies and practical skills with children and other staff as a measure of experience and "practical qualifications."" —*Other*

"I believe that a certain amount of flexibility is needed to assess meeting the requirements which allow for "transference" of credits obtained through years of practice. Many of our family child care people are providing special care for families and are insulted by the idea that they are at the same level as beginners with no prior committed practice. These people are very valuable to the field and must have some incentive to commit themselves." —*Other*

"I believe providers who have ben in the field awhile should be able to test to a level in the ladder but I do not believe we should take into account their years of experience. They could be like some tenured teachers--they're doing it, but it doesn't mean they are or have been doing it well. However, they could be given a chance to prove their knowledge and skills with the test or assessment mentioned above." —*Other*

"Educators need both formal education (college-level) and mentored experienced with children. I also believe that there should be an educational path made that allow educators who have years of experience to translate that into college credits. I think University of LaVern and Pacific Oaks College has such degree completing programs." —*Other*

"Would like to see some kind of intern period or student teaching to see abilities and skills." —*Center-based Administrator*

"When I interview teachers, I am seeing that they have "units" however they don't have an understanding of how to work with young children. I think it would be great to have a career ladder, but have them get training as well, maybe as a volunteer through the university where they have to work with young children as part of their education." —*Center-based Administrator*

"We can include on the job training for beginning staff with less than 24 ECE units. This can be counted if the Director has a BA or higher" —*Center-based Administrator*

"There should be a strong emphasis on training in language development and how to overlay language onto play/learning activities to enhance language development. There should also be a strong emphasis on developing classroom environments that reinforce learning (ECERS based and language development based)." —*Center-based Administrator*

"The only way a person will know if they have what it takes to work with children, is to work with children. It doesn't make sense for a person to complete an AS degree in Child Dev. and realize that they don't have the patience to work with children or cannot grasp the concepts well enough to apply them. Some people are intelligent and persistent enough to get the degree. However, they may not have the compassion, patience, nor the sensitivity required for this special field." —*Center-based Administrator*



“The model in British Columbia requires 500 hours of classroom time, in a licensed center, before the teacher can be left alone with children (even after all classes are completed). I think a similar model would work well, as you need both education and experience before being left without direct supervision.” —*Center-based Administrator*

“The love and experience working with children used to be enough, but now education is so very important to all child care providers whether they are home based or center based. There should be a certain amount of hours everyone, including owners/directors should attend every year for critical updates. Workshops don't always have enough time to cover topics and questions.” —*Center-based Administrator*

“People with fewer than 12 units could be on the ladder but at a training level and should be required to be enrolled in continuing education.” —*Center-based Administrator*

“Minimum ECE requirements Plus more training/observation hours. At state preschools and private preschools. There are many great developmentally appropriate programs in most communities. 10 hours in more than one facility would help strengthen skill levels. Plus continuing education, minimum 3 or more ECE every 24 months, until nearing degree level.” —*Center-based Administrator*

“It's not enough to get just the education in the field of Early Childhood, experience plays a big part also. I believe that when entering the field, there should be some hands-on training as a part of the educational process. I think it will weed out those potential teachers that might decide this is not the right 'fit' for them.” —*Center-based Administrator*

“It is important for any Early Childhood Education person who comes to work in this field to have some experience in order to be able to deliver adequate services to our children, since all children are different and have different needs.” —*Center-based Administrator*

“It is extremely important to assess a person interaction with the children, the family, as well as with their peers. A bachelor or master degree does not guarantee competency or the ability to do a good job. do the job with the children.” —*Center-based Administrator*

“In response to #3, the idea seems impractical. Who would develop the rubric for determining ability, who would assess candidates, how would those assessors be trained, etc.? It's true that some people have a natural way of relating with children, but no one instinctually knows how the brain develops, best health and safety standards, developmentally appropriate practices, etc. Everyone working in the field needs education in these areas. In response to #4, it is possible to work in a poor quality program for many years, to work in a good quality program and do just enough to keep the job or to have worked in the field for many years but not have completed professional growth activities needed to keep up with latest research and best practices today. Years of experience are no guarantee of quality or ability. In response to #5, it depends on what position one defines as the starting point. Is the starting point an aide who does nothing more than wipe tables and set up snack or is the starting point an assistant teacher who is counted in the adult to child ratio and is responsible for children?” —*Center-based Administrator*

“I think that the more education and training a person get benefits them tremendously. Also on going training is essential.” —*Center-based Administrator*

“I feel that more practical training would be great for an employee to have. I have hired many teachers with a AA in Early Childhood Education only to find that they can't do the job once in the classroom.” —*Center-based Administrator*

“I believe that not only should a teacher have classroom experience, but in my opinion their is not better classroom than the ones we are training to work in. Having teacher observe many different types of facilities and



work that into a university course should be required. Hands on experiences are sometimes more valuable to educators than reading a text book and sitting in a classroom of your peers.” —*Center-based Administrator*

“I believe formal training credits are a marker of an individual's investment in the field and crucial to the professionalization of ECE. While formal training cannot guarantee the increased practicum skills of teachers as a rule, my experience is that professionals who are invested in their work are also dedicated to lifelong learning and continued formal education. Formal education is a marker of an established professional. Children deserve no less from the get-go, and 12 units (one semester essentially) should be the baseline of a Career Ladder as such.” —*Center-based Administrator*

“Every step in the career ladder should include a hands-on working experience with children and families. The classes and trainings are more valuable when the skills learned can be applied immediately.” —*Center-based Administrator*

“An entry level position for people to try out the field for a short time before they dedicate time and money to the effort is a good idea, BUT the time a person can stay at the level should be to the completion of the next semester of classes. In other words, as soon as a person can take and complete a class, they should.” —*Center-based Administrator*

“We need to make sure that students have adequate training and not all CD classes are equal. I have taught some students who I would not want in the field, not because they lack knowledge but because they don't have the practical judgement or maturity to work with children.” —*Center-based Teacher/Assistant*

“The development of children to be fostered in a quality environment is vital to their optimal growth potential. Care needs to be taken to ensure professionals in the field have as much knowledge and skill as they can to be able to provide the best opportunity for this to happen. Although the 12 basic units are a good introduction, field work experience is another vital piece to this equation.” —*Center-based Teacher/Assistant*

“Since I have been a ECE Teacher I have observed a lot of people that say they are Teacher's because they have 12 ECE units, but those so called Teacher's are more interested in socializing and texting on their phones, than watching the children in their care. I know when I get ready to open up my own Preschool the requirements for my Teachers will be to have more than 12 ECE units plus have had the credit-training classes that I know are provided. I feel that's what helped me in my career.” —*Center-based Teacher/Assistant*

“Research shows training is essential to remaining on top of evidenced-based practices. Leadership entails perfect practice not practicing inappropriate practices makes perfect.” —*Center-based Teacher/Assistant*

“I strongly believe that preschool teachers should receive similar training to that any other teacher would receive. Non-credit hours only would bring more un-professionalism to a field that desperately needs greater professionalism. I would be more pleased if this survey was about the importance of an ECE credential program! I find it appalling that this is something that is being considered for educators of young children. This decision would take us one step backwards when there is a need to go five steps forward. Nobody would dream of hiring a 5th grade teacher based on their experience that they received working with children alone. Why is this good enough for our young children?” —*Center-based Teacher/Assistant*

“Field Experiences Course should be taken before starting” —*Center-based Teacher/Assistant*

“All teachers should have good training to be in the classroom, classroom is classroom no matter grade level.” —*Center-based Teacher/Assistant*

“While education is important, experience does account for something as well. If providers are receiving training and that is counted towards their career ladder, the contents of the training and who provided it should be taken



into consideration. People can give trainings but it doesn't mean the content they provided was of quality." — *Regional Agency Staff*

"Practicum should definitely be included at the basic level of the career ladder. No one should be working with children who has no Professional Standards in a real setting. Book knowledge is not enough." — *Regional Agency Staff*

"In rural areas where there is no full-service college and no access to high speed internet, eliminating non-credit training hours will be detrimental to quality and unresponsive to rural children and caregivers. Furthermore, non-credit training is important if we desire to a system that can disseminate trainings that research shows to be beneficial to quality, for example California Preschool Infant/Toddler Foundations, CSEFEL Training, Parents as Teachers, etc. which can easily be offered through local trainings or existing technical assistance methods, for example Home Visiting through CCIP or R&R. Incorporating training such as these into credit courses could require curriculum modifications (time) and will increase costs. Any system change must be supported with infrastructure BEFORE implementation or an inequity will be created (a good example is the CLASS Rating System that is incomplete for all types of care giving environments but incorporated into CARES Plus)" — *Regional Agency Staff*

"I think that training should be consistent across the state. A well-thought out training module delivered by qualified trainers should be the first step. The second step should be 6 units of ECE, as a reasonable goal to start for providers. I think 12 ECE units is a good amount for most FCC owners. I would have the school assistant start at 12 units, and the teacher should have a minimum of an AA in ECE with field experience units. There should be alternate requirements for those who are changing careers, but not drastically (Multi-subject credential holders for example)" — *Regional Agency Staff*

"I feel that providers should be allowed to use training hours taken previously to meet the initial requirements, or have their years of experience translated to training hours (ex: 1 year experience = 1 hour training), but should then have to complete all college units to continue up the career ladder." — *Regional Agency Staff*

"The career ladder must begin with college units, not just training. If training is offered at the first level, we are taking steps backwards not forward in the requirements." — *Community College Faculty*

"Placing non-college credit classes as a first step that includes on-site training in various child development settings will help people to understand the complexities of the child care field as well as help them define their future goals. Certainly one may not desire working with infants/toddlers but may well find their "niche" with preschoolers. Others may prefer school-age and use a career ladder as a means of attaining further education to attain a position in elementary schools. The ability to have on-the-job training in their desired field is an incentive to begin the career ladder through a non-credit class at Division of Adult and Career Education through Los Angeles Unified School District!!" — *Community College Faculty*

"I'm concerned to think that it is even being considered that non-credit training would be offered. We've worked hard to move up the level of professionalism and education expectations of early childhood educators including the importance of and credibility of teaching in the early years. To even consider non-credit bearing training means that the field is willing to "settle" for something less when children and families need the best possible early care and education. Let's stop the mediocre expectations. Please keep all training as college unit bearing courses. Our children deserve the best teachers possible!" — *Community College Faculty*

"I still believe that the beginning of the career ladder must include more hours of experience--ie. more than the 150 hours at 3 hours over 3 years. Over and over I see beginning professionals that have education units but fail in the field because they have never work at a part or full time job in ECE. We continually invest in students at community colleges that do not make this their long term professional goal. In addition to at least one curriculum specific class--ie. science & math, or Infant & toddler routines as curriculum, and a practicum that incorporates peer/mentor feedback should be included in their 12 units or more than 12 units. I believe this type of experience and education should be at a level similar to the Assistant or Teacher level of the current CA Permit Matrix. I also



believe that family child care providers should be held to this standard also. Their matrix should appear similar to the center based matrix and include more non-traditional educations--like PITC or other trainings that have received state or NAEYC credentials.” —*Family Child Care Provider/Staff*

“We have some great professional development trainings available to us- many that provide 0 units. If someone has spent a lot of time attending these workshops, seminars and conferences- they should get some type of credit for them. I do feel units and degree's are important too- but there should be a variety of ways for people to enter the career ladder.” —*Other*

“Regarding questions 4 and 5 - Experience and training certainly helps an individual develop professionally, however, it all depends on the quality of training and expectations that are given to the students. There has not been enough emphasis on results to make sure that students are prepared to enter kindergarten and the elementary school prepared for success.” —*Other*

“Non-credit training hours - Providers are often better able to go back and actually implement the practices they learn in these trainings because they are usually more focused and relative. There is great value in learning from one's peers and many of these trainings allow this. These trainings are also generally accessible, offered at times and in the languages providers need. Experience - I'm undecided on this because there are providers who have been in business for many years with no, or few ECE units and still quality care, while some providers who have been in business for years are still providing poor quality care. I think this may be an option as long as there were assessment options available.” —*Other*

“I hope we only have one level of the ladder that is attained without unit bearing college classes. I believe strongly that trainings should supplement college courses, not take their place!” —*Other*

“Good training can be provided without the involvement of a college or university. Having said that, we must ensure that the training is high quality and appropriate to safety, child development and child care. A career ladder implies higher wages as you go up the ladder. So an individual's investment in their skills and knowledge should yield higher pay. We need the funding to make this work, so policy work about funding is essential. Otherwise we are wasting our time daydreaming.” —*Other*

3. Requirements by Setting

“With respect to Family Child Care, I believe diversity is a good thing. Although I see the benefit of certain minimal academic and/or training requirements (e.g., 12 college units, or 12 professional growth hours per year), I think it's a good thing to give Licensed Family Child Care providers broad freedom and autonomy. Many parents value the “CARE” more than the “EDU” in educate, and they ought to have options to select their preferred styles of Family Child Care approaches and environments. Many early learning professionals are in a fervor to enhance preacademic, school readiness efforts through the Family Child Care homes. They have recognized that a large percentage of children in California receive care in FCCH's instead of early learning centers, thus they perceive a need to standardize children's experiences by regulating FCCH's to conform, But I think FCCH providers should be encouraged to retain their entrepreneurial spirits, and they need latitude to choose to either sink or swim. Too much pressure for FCCH providers to conform to external standards leaves parents with fewer options. So I'd say certain minimal professional standards may be helpful, but too much conformity narrows and limits the potential range of experiences, and erodes the richness of unique and diverse programs.” —*Center-based Administrator*

“This is an extremely difficult decision to make. We all want to see our profession recognized, and we know that appropriate education is a major factor in achieving this. However, we don't want to exclude a large number of dedicated FCC providers but making too steep of requirements at the entry level. We are also seeing the beginning of a lot of “growing pains” as we begin this process. Right now, it feels like the new First 5- California CARES-Plus project is somewhat downplaying the importance of education in favor of intensive training in the CLASS.” —*Center-based Administrator*



“Please remember Family Child Care and Childcare Centers are completely different in the way they are operated and set up.” —*Center-based Administrator*

“It is important to develop a career ladder because it sets standards for everyone to follow. It will also provide guidance to individual who wish to enter the field and have no knowledge of what it take to move from one level to the next.” —*Center-based Administrator*

“It can be difficult for family providers to attend a college class (rural populations esp); the CDA is a good alternative. In most center programs I do believe college classes are iimportant although a blend of units and CDA type classes might be an option.” —*Center-based Administrator*

“I believe that center-based and family child care homes should have the same education, training and experience requirements if they receive government subsidy.” —*Center-based Administrator*

“How does the current permit matrix fit into these conversations? Why would we consider allowing someone to travel up the career ladder based on experience, when there has not been an investment in training? If having the most educated and best trained educators is excellent for K-12 aged children, then why would we consider short-changing our children. Family child care and center-based care are vey different, so I understand why the career ladder requirements would be different at the beginning. However, there comes a point when an early childhood professional/leader must say they are willing to complete the necessary requirements to acquire higher levels of career ladder attainment.” —*Center-based Administrator*

“As a former FCC provider who had been an ECE teacher prior to opening my care, I felt that I was very prepared to run a quality program. I think that FCC providers need to meet the basic CORE requirements plus an infant and toddler course and/or a school age cc course depending upon the ages of children in their care. Our State has reimbursed FCC providers the same as licensed centers who are required to hire qualified teachers. That has always been a difficult area for many of us who as teachers, directors and/ or college staff see a huge discrency with the provider costs involved. Not having similar early steps that meet basic guidelines only reduces the experiences for children. As an adjunct professor I worked on a collaborative between our CC and the local R and R and we had a great response to combined CORE classes for FCC providers and traditional students. It was great when the students went on to take additional courses well beyond what they had intended.” —*Center-based Administrator*

“Re: #2 I have always valued Family Day Care for that... the ECE component should be left out, i.e. there is nothing worse that a FDC Provider thinking that she/he needs to also be a "Teacher". Re: *4 I have been a successful Director for 37 years and could teach (ECE Supervision) and yet am stuck @ Site Supervisor w/o the Supervision class ... silly. Scant recognition for our careers and the roles we have played in this young field!” —*Center-based Teacher/Assistant*

“I feel that home daycare providers need to be challenged more in providing more for the children than "baby sitters". The children should be offered some of the same benefits as a preschool would offer.” —*Center-based Teacher/Assistant*

“Anyone who works with children needs to have a basic understanding of a child's development across all domains...whether full-time staff at an NAEYC-accredited center, a one-person home provider of care, or even part-time specialists who work with children (i.e., dance, music, yoga, etc.)” —*Center-based Teacher/Assistant*

“The State should recognize family child care providers and center staff equally. In the past and presently, the State does not view family child care providers as able to obtain a site supervisor permit nor a Center Director permit. There are no clear guidelines nor policy in place to allow family child care providers to equally apply for these permit levels as there is for Center staff. This discrepancy and inequity should be addressed. Having



different career ladder requirements for family child care and center staff will further increase the inequity between the two.” —*Regional Agency Staff*

“The bar should be raised for those who work in family day care. All children in child care should benefit from a developmentally appropriate early education and environment which will get them ready for kindergarten. Experience of the provider does not always assure that if they have just been "watching" children for a number of years.” —*Regional Agency Staff*

“I think that many family child care providers (FCCPs) come in with less than 12 ECE units; however, the FCCPs that want to participate and move along on the ladder will take units and will move up. Center based staff must enter in with a minimum of 12 units.” —*Regional Agency Staff*

“Anyone who will be working with children regardless if they are in a family child care setting of center base setting should have the highest level of education and experiences it's only than that they can become effective Early Childhood Educators.” —*Regional Agency Staff*

“This project is very much needed in the field. It is important to establish a sense that the field isn't "for everybody" and that not everyone will have the skill necessary to provide children with quality experiences. I hope that this is the mindset behind the project because we don't want to encourage people to go into the field thinking that education and work experience are not valuable. We want to encourage people to attain at least 12 units. We should also have family child care practitioners achieve the same requirements that we have for center based teachers. The children served in both types of programs have the same developmental strengths and challenges. Education of the teachers, therefore, should be no different.” —*Community College Faculty*

“The number of units should be different for family childcare providers. Though, They may have some units and many have training with "no units" that are required of them(nutrition workshops, specific topics on behaviors, fccers, etc.) that should be included. All training over the years help all providers be the "professional" they are today.” —*Community College Faculty*

“Public and private programs should have the same career ladder, although it is reasonable to assume that job status in private, lower paid, positions, could require a lower placement on the ladder than a higher paid position in a publicly funded program. In any case, the bottom rung should be no lower than 12 units pre-service including the core.” —*Community College Faculty*

“Our children deserve educated, experienced teachers ready to build meaningful relationships with children and families. In order to do that they must understand the developmental needs of children in order to apply that knowledge to facilitating physical, social, emotional and cognitive development. It should not matter whether a teacher works in a center or in family child care. All children deserve a teacher who is professionally prepared to help them grow and develop to their fullest potential I object to the term "training." We train dogs, we educate humans. Training "de-professionalizes" the field. We fight every day to get the public to understand the nuances of what we do for children and families.” —*Community College Faculty*

“For the ECE field to become a united front we need to both FCC and Center based program the same. Requiring units so that ALL will have job options in the future.” —*Community College Faculty*

“Consistency is needed in the field to ensure all children the highest possible opportunity for growth and development. We (our field) has a great deal of work to do as we strive for consistency.” —*Community College Faculty*

“A career ladder is important to the professionalization of early childhood education. It must also be considered that this is both a public and private endeavor and there are differing levels of compensation within these two systems. If a worker is going to be paid at higher rates there must be specific credentialing that goes along with the requirements to receive said compensation,” —*Community College Faculty*



“there is such a difference in family child care and center based child care..I have been in both for many years. 20 years as a center based privately owned and Head Start and another 20 years as a family child care provider. While I believe that all people who impact a young child should have the basic child development classes, family child care providing is a whole different arena than center based. People bring their children to family child care because that's what they want a family type atmosphere. Center based parents are looking more for the academic type of care.” —*Family Child Care Provider/Staff*

“The difference between a child care center and a family child care should always be considered.” —*Family Child Care Provider/Staff*

“Providers must prove that they are interested in joining an association to keep connected to what's new and update their professional growth hours. They should continue their education and their homes should be inspected to make sure that they have a high quality safe environment for the children. Their assistants must provide the same expertise, they must continue their education and willing to attend classes, they must have at least twelve units to work within your home or center and they must clear the background check, they must keep their first aid and CPR current annually. All members of the family must be cleared to be around the young day care or preschool children no exceptions.” —*Family Child Care Provider/Staff*

“Many of my most talented and dedicated family child care colleagues do not have a B.A. or more than 24 units of early childhood education credits. Yet they serve our community well and do a wonderful job educating children and preparing them to succeed in school. In addition, the flexibility of family child care and the individual attention to each family creates a vital safety net for working families that can rarely be provided in a center based setting. These providers are all over 50 years old. Their years in the field MUST be considered in creating a Career Ladder in California. Otherwise, leaving the wisest women in our midst out of the league of qualified early childhood teachers creates inequity and discredits the amazing work they have done over many decades of their lives.” —*Family Child Care Provider/Staff*

“If higher education for a FCC provider is going to be the same requirement as a center based provider then Family Child care should be a career option.” —*Family Child Care Provider/Staff*

“ECE for family child care should come in about mid way. But it is not necessary for a family child care provider to carry a BA degree in order to achieve the highest tier.” —*Family Child Care Provider/Staff*

“Centers and Family Child Care educational level should be the same.” —*Family Child Care Provider/Staff*

“I understand that the community college system now has made their course work and required classes for ECE certificate or AA degree the same throughout the state. With this in mind, why would we not want to standardize the career Ladder in California. Since both private, state providers, and family child care are providing services for some of our most needy families, why should the standards for one not be the same as for another. All of our children, need the same education requirements to provide high quality education to all children.” —*Other*

“I believe there should be different requirements for home providers as they are the teacher and owner, rather than a teacher working for program with a Director and not responsible for the same duties of an owner.” —*Other*

“all agencies, or providers who are servicing low income families receiving subsidize child care must follow the career Ladder project in order for them to be able to provide their services to these children in California” —*Other*

“The California Career Ladder should be mandated for those who touch a publicly funded child. I think what's confusing is that we divide ourselves between center-based, family child care, license exempt, etc. Since the \$ follow the child and not the program it's important to have more accountability for public dollars by ensuring a well-educated workforce, and developing a career ladder system reflective of this need. CDE's Early Childhood



Educators Competencies is a good place to start in thinking about the career ladder progression, and what "well-educated" could look like in this field." —*State Agency Staff*

"Family Child Care providers as part of the licensing process should be required to complete ECE hours of training with the goal of moving forward earn college credits." —*State Agency Staff*

4. Format of the Career Ladder

"When the final decisions are made about the career ladder, the most important pieces to include in my opinion are, experience and education because one may only have the education and realize this is not the field they really enjoy, there must also be a way to capture experience for those persons who have worked with children for many years and due to the great experiences they have it is recognized. Perhaps some kind of skill assessment that is rated by an observer or letters of reference with additional ECE units to accompany. Education is by far the best source of information, however experience needs to be included." —*Center-based Administrator*

"There needs to be some level of accountability for placement on a career ladder. It is complicated and the fact that there are family child care providers and center staff who have years of experience but who have not entered into school. I think any steps we can to honor the years of experience, but also give credit for classes/trainings/workshops is essential to validate Early Childhood Care as a profession." —*Center-based Administrator*

"RE #4. I strongly agree that there should be a system that formally recognizes a provider's years in the field/experience AND also should include training. Using only experience as a criteria might not insure a qualitative minimum level of care." —*Center-based Administrator*

"People in childcare field need to have education and on the job training in order to work in the field." —*Center-based Administrator*

"Keep it simple. No more than 5 steps and not a lot of alternatives" —*Center-based Administrator*

"I think the career ladder should include both educational requirements and should include experience as a form of evaluation and requirements as well as pay increases in our field. We want to validate the experience and time people have accumulated while requiring educational backgrounds. This will help raise wages as well as the professional esteem society gives the field of Early Childhood Education. The Ladder should not be a way of keeping people out of the ECE career but of including all who can meet the standards. The standards should be reasonable and appropriate for the needs of caring for children. I am in support of the Ladder and hope it can be of practical and effective use in the field." —*Center-based Administrator*

"I think that experience in the field should be considered however In doing so it minimizes the hard work and achievement that one has obtained by going to school and obtaining a degree. Therefore there should be some distinction." —*Center-based Administrator*

"I personally believe that the skills of a provider is important, but that education should be weighed equally. I have met people with degrees who could not interface well with children or engage them. Again, with experience - there are some who may have experience, but are not good working with young children. There has to be a balance of competencies, experience and education. When I hire teachers I look at education, where they've worked and for how long - but I also subject them to a practicum part and see how they interact and react with young children." —*Center-based Administrator*

"I have worked with many wonderful teachers and a few not so great ones as well. Years of experience accompanied by education as well as proof of continued education is the best formula to evaluate a good, qualified educator." —*Center-based Administrator*



“Experience and education are both key to developing a career ladder. In addition, practitioners should be evaluated in their work by an independent evaluator.” —*Center-based Administrator*

“Education, training, and experience are all important pieces in determining someone's place on a career ladder. No one part is most important on its own. I also believe that continuous professional growth must be a part of helping one to step up on the career ladder and a part of validating the field of Early Education.” —*Center-based Administrator*

“The ladder should be firm and yet have multiple avenues to get to the same places. There must also be a way to keep people accountable and fresh on their skills.” —*Center-based Teacher/Assistant*

“It is extremely important for caregivers to have both experience and education in the field. I believe that minimizing the importance of education or creating too much of an emphasis on time in the field will only help to create an environment where uneducated teachers or caregivers stay in the field. How do you know what you're doing is not the best practice if you are treated as an expert because you have a lot of time on the job? The answer is that you will never know that there are other methods of teaching and caring for children that may be better than what you have in place, especially in a family based childcare center.” —*Center-based Teacher/Assistant*

“I would like to see a Career Ladder based on education, experience, and longevity. This could also be used to create a compensation schedule or guideline.” —*Center-based Teacher/Assistant*

“I think to raise up the standard for ECE educator in California, we need to emphasize both education and training. Those who only have working experience in the field but no ECE permit may classify them under the lower level on the career ladder in order to encourage them to get ECE units from school. This will also help improve compensation for ECE teachers.” —*Center-based Teacher/Assistant*

“I don't like the "visual" of a ladder...with PHD at the top and everyone else "below" them...some of us have been in the classroom for many years and have no desire to "go up" to college level teaching and yet our level of compensation would be much lower than the "top" PHD people...We are the people who are doing the work and research and making the difference. At this point it is possible for a person to get a PHD in ECE and only have spent "practicum" time on the floor with children! Good teachers will not stay in a field where they are not appreciated!!” —*Center-based Teacher/Assistant*

“I believe that education and experience should be recognized, however, we need to keep in mind that some people are excellent with children but do not do well in their college courses and some people may get excellent grades, but are not good at interacting with the children.” —*Center-based Teacher/Assistant*

“I believe that a career ladder is very important for maintaining quality programs. I feel that career ladder people should have additional course requirements after 10, 15, 20, 20 plus years in the field.” —*Center-based Teacher/Assistant*

“Give people a place to start and manageable ways to climb the ladder. Then individuals can choose how much and how fast they climb depending on their circumstances. My 23 year old son has worked for the past 3-1/2 years as an aide and is fantastic with the children. He is a gifted care giver. Unfortunately due to an illness when he was a teenager, he is unable to complete college courses. This effectively leaves him out of the loop in terms of progressing within this career. A tremendous loss for the early childhood profession.” —*Center-based Teacher/Assistant*

“Units, trainings and experience are all important for a Career Ladder and on-going professional development.” —*Regional Agency Staff*



“While I realize that many people in the field believe that experience is more important than education, I strongly believe that both are important. Years of experience cannot make up for lack of knowledge regarding brain development and other important aspects of child development that impact practice. If care providers do not want to continue their education, they can't stay current in the field, which impacts their ability to provide quality care and experiences for children. And that is a problem.” —*4 Year College Faculty*

“The entry point should be education plus practicum that includes coaching and mentoring as part of the educational process and a career ladder can be built through an on-going educational process.” —*Regional Agency Staff*

“The career ladder should encompass the broadest possible range of professional development, so that ECE professionals can enter at the earliest stages of their careers, and have a clear path toward their future professional attainment. This is why I encourage the ladder to have clear steps where professionals can document their progress on the path even prior to credit-bearing training, as well as rungs reflecting growth at the highest levels of attainment in our field.” —*Regional Agency Staff*

“I think that individuals need to see themselves on the career ladder from beginning to highest level (non-credit hours, to 6 units, 12 units, 24 units, 24 + GE, through PhD. That doesn't mean that a Teacher should be able to lead a classroom at 6 or 12 units, but it recognizes the developmental process that the workforce enters the field, (high school, first year college through PhD).” —*Regional Agency Staff*

“I believe the starting point in a career ladder should allow for the full range of provider education and experience that currently exists in the field. However, I think the subsequent lower levels should rather quickly require a growing number of training hours and should lead to required ECE units.” —*Regional Agency Staff*

“The career ladder should have a combination of education and experience.” —*Community College Faculty*

“I think there should be less steps in the ladder. Perhaps take away the Assistant Level.” —*Community College Faculty*

“I believe that there needs to be minimum levels of education AND experience for each level on the career ladder.” —*Community College Faculty*

“California is a very large and dense state. Anything developed must be simple enough that it can be navigated by most. We currently do not have enough knowledgeable individuals to guide the way and this just complicates the preparation process. There needs to be a clear path that pertains to ALL who care for children, no matter what the environment is and the bottom rung of the ladder must provide children with adults who are prepared to care for them outside their own home that is culturally, linguistically and developmentally appropriate. ALL children deserve to have a well qualified workforce and all families deserve to understand that the adults they leave their child with daily is "adding" to the child's development.” —*Community College Faculty*

“I would like to see baseline or current salaries attached to each tier. Including administrative positions.” —*Family Child Care Provider/Staff*

“I think that the number of years in this field along with the number of training hours should be factored in when determining where one should be placed on the career ladder.” —*Family Child Care Provider/Staff*

“Recommend ladder with small increments of education in order to provide recognition of accomplishments and encourage participants to continue their formal education.” —*Other*

“Family Child Care Providers and Teacher assistants should be part of the ladder and first need to be willing to work before we get too stringent on requirements.” —*Other*



“Education is very important, as is experience. They both are important, but I feel that education is very important to both the teacher and the children she/he works with.” —*Other*

“A career ladder for new people entering the workforce should look different than one for people who have been in the workforce.” —*Other*

5. Structural Supports

“In tandem with a career ladder should be a plan for infrastructure support to assist professionals in the field of early childhood to be able to advance in their formal education and compensation to match.” —*4 Year College Faculty*

“I think career ladder needs to develop a net working assist help to build connection with other people in the same field. This will allow individual to learn from others who might have ideas or strategies in implementing the system appropriately and efficiently. I have been in this field for over 20 years. I started in preschool education as an associate teacher. Today, I am a site supervisor for a large center serving 162 children and families of low income status and supervising 25 staff. I was not fortunate in having the right tools in the field when I started my journey. I like to provide tools for the future preschool educator the right tools to help children learn, and work collaboratively with families in order for children to succeed. Today early childhood education is not a process learning, but a product producing. This is due to the demand of various assessment and screening systems that teachers have to implement through their lesson plan activities for children to be prepared to produce the statistical results. I value early childhood education and have the passion for the field. I believe early childhood education is the foundation for future academic journey. I want to empower others to enjoy early childhood education journey and I think career ladder will be the place where future teachers grow. “Education at any level is priceless and we should never take it for granted.” Thank you for allowing me to share my thoughts...” —*Center-based Administrator*

“I really support the professionalization of early childhood careers and a career ladder seems optimum for this purpose. However, I would encourage sensitivity to the issues that may be barriers to traditional academic requirements when this doesn't ultimately dilute the need for high quality training and education.” —*Regional Agency Staff*

“Helping those individuals that take unit based training with a stipend or grant might help speed the process of an educated early childhood work force.” —*Regional Agency Staff*

“For many Family Child Care providers it can be a challenge to find the time and money to attend ECE classes. Yet it is so important for these providers to learn more about quality care and education. They are willing to continue their education so it would be helpful if there was a system for them to continue their education through online courses and or another form of classes where they can learn at their pace. This can be counted towards the career ladder. Sometimes the hardest part is getting them started. Once they find out a way to continue their education they are willing to pursue to higher levels. This is a win-win situation for everyone, children, parents, providers and the community” —*Regional Agency Staff*

“Please provide distant learning (internet) training since many of the child care professionals are too busy to attend classes/training in person.” —*Family Child Care Provider/Staff*

“I think practitioners in the field need supports in place to ramp up, particularly educational opportunities and compensation. The career ladder should be built with high expectations, but a realistic assessment of our starting point and what we need to get there. Our starting point should not be confused with quality, it's not.” —*Other*



6. Miscellaneous

“Sometimes caregivers have taken the basic courses in Child Development and still don't follow through with what is appropriate and high quality when caring for children. E.g. providing nurturing and responsive care. Do we integrate these concepts in the beginning basic courses? Although some faculty do and some might not, depending where the courses are offered.” —*4 Year College Faculty*

“Consider well-qualified venues for offering ECE units (BPPE recognized, but not fully WASC accredited) One such excellent venue is Steiner College in Fair Oaks, Ca. Many Waldorf oriented providers are well-prepared at this institution.” —*4 Year College Faculty*

“A quality rating system must set the standard for quality—from beginning to advanced. Every child deserves well prepared caregivers. A grace period can be built into the system to give people time to get their preparation—similar to what Head Start is doing.” —*4 Year College Faculty*

“A Career Ladder with strong components of education and experience is crucial to improving the quality of child care provided in California. Our state, like others, has a dirth of poor or barely adequate care. Less than quality care is detrimental to children's developmental outcomes. They deserve better.” —*4 Year College Faculty*

“When a person starts from the ground up they are more likely to build on what they started and stay motivated, than start at a certain level. Plant the seed in the beginning and it will have a stronger, familiar root.” —*Center-based Administrator*

“We need a lot of bilingual teachers or teachers who speak other languages (Chinese, Spanish, esp.). These people have a hard time passing the English, Math classes to get their GE courses. They are good teachers/assistants, very passionate, and experienced. Requiring them to get to the teacher's level permit in 10 years is not practical, and most of the time, not possible. The career ladder should take this into consideration.” —*Center-based Administrator*

“There needs to be opportunity for someone getting started to be in the field in a manner that gives them the chance to see if this is the field for them. There needs to be some attention given to finding ways to counsel people OUT of the field when they are poor providers/teachers/administrators.” —*Center-based Administrator*

“The quality of education varies greatly from one college to another. With this in mind, professors need to teach and assess learning of adults in meaningful ways, thus modeling a wide variety of learning styles. I have interviewed countless individuals with high GPA's holding Bachelors Degrees within the field of Child Development who have little or no knowledge of what developmentally appropriate practice is or the skills to support young children and their families. Experience within specific philosophies and age groups need to be quantified separately.” —*Center-based Administrator*

“The goal of any career ladder project should be the development of intentional teachers, those with the dispositions to work effectively with young children and their families and value the role of reflection in developing and improving their practice.” —*Center-based Administrator*

“The Career Ladder should emphasize the professionalism of the ECE field. Unless the ECE community grasps the meaning of professionalism, they will not be able to lobby effectively with State decision makers about the needs for ECE.” —*Center-based Administrator*

“Teachers should pass CLASS Training from Teachstone.org. It is a Reliability Test.” —*Center-based Administrator*

“Teacher competencies should be connected to education/degree levels and experience, including an identified career ladder.” —*Center-based Administrator*



“Quality of job performance at any given level is as important as the number of academic credits and the number of years of experience.” —*Center-based Administrator*

“On the career ladder will there be recognition for a teacher/TA or Director that demonstrates ability in a language other than English and/or has worked in a bilingual programming? Or for a Teacher/TA that has worked in Special Needs? I certainly hope we put value to this.” —*Center-based Administrator*

“Many times "apprentice" staff becomes motivated to take ECE courses from hands on training. The more units often equals less flexibility! There is not only one way to provide effective, quality care for young children.” —*Center-based Administrator*

“It is a little tricky because some people you can train someone to death and they stil will not have good skills with children and some other are great from the start.Even so they still need to get used to the idea that this field requires formal training. If they do not show ability with children after a couple of classes then they need to not be encouraged to continue. Sorry, the kids need the best!!” —*Center-based Administrator*

“Input needs to come from all regions of California...rural to urban, far northern to less populated eastern. If the career ladder is to affect all of us, then all of us should have the opportunity to be heard. Educational opportunities are more accessible in some counties while other do not even have a 4-year college. This does not mean having informational sessions in only the larger urban areas and expect individuals to drive 2 or more hours or more to participate.” —*Center-based Administrator*

“In my opinion (as someone with a master's in ece) I strongly believe in education as the foundation for professionals. In addition, we model what we teach; if we are promoting education for children, we must be educated ourselves.” —*Center-based Administrator*

“In my 30 years of experience as an ECE admnistrator I have found my best teachers are not necessarily those with a higher education, but are individuals who have a natural ability to relate with young children. These same teachers may struggle with academic coursework. There are several evaualtion tools available to evaluate a classroom's quality which includes evaluating the teachers relationships with the children (ECR's and CLASS are a few). I find as an adminstrator these tools are more reliable for me to use to evaluate the competencies of my staff. I encourage and find it valuable for my staff to continue their professional development but do not limit it to only college coursework. I have had many teachers return from an ECE conference who feel they received more pertinent information in the week-end conference than they did over a semester of college coursework. I believe there is value in looking at at career ladder that supports teacher competencies and professional growth at the same level as a degree.” —*Center-based Administrator*

“I think, experience should be validated but, some people in the field can have years ot experience with out education and are wonderful educators, while some people have years of education and really should not be educators of young children. An assessment that is subjective would be the best, but some would consider an assessment like that unfair.(usually those who should not be in the field.) Furthermore, there are numerous people within the field who have low self-esteem, in which the person/ teacher, can be overbearing to children to boost their own esteem or work on esteem to become a strong person. I feel, this should be address in child develeopment education courses.” —*Center-based Administrator*

“I think the more you can create and encourage following a competency model the better.” —*Center-based Administrator*

“I think that mentors are an important step to a career ladder.” —*Center-based Administrator*

“I have met people with many units who are useless as teachers, and that is the reason I feel there should be some other mode of recognition. That being said, family child care providers often feel that their experience is "enough,"



and they should be required to obtain units in order to get out of their own box. This is doubly true for people from an elementary school background, because these people have most likely learned practices which are detrimental for children in the pre-K age range.” —*Center-based Administrator*

“I believe this is very important in moving toward professionalization of the field. It will also serve as a reference point for employers to determine appropriate salary scales.” —*Center-based Administrator*

“I believe that the use of a Matrix Chart that shows the number of units attained and what positions are available based on the units attained should be developed, with specific options that base years of experience, educational experiences and performance play into the ability to move up the career ladder.” —*Center-based Administrator*

“I believe that education and training are not only the basis for entering the field, but also the means by which the field will be judged as professional or not. We need to develop strong competencies for the field to mirror the education and training that are required of K-12 teachers if we are to ever hope to receive the respect and level of professionalism deserved.” —*Center-based Administrator*

“I believe it is important to have measures that can fairly assess an individual's ability to interact positively, sportively, and in a developmentally appropriate manner.” —*Center-based Administrator*

“Educators need to really prepare people and not give passing grades to move people on who cannot keep up with course work. It is also very unfair to those who do the work!” —*Center-based Administrator*

“Due to the requirement on the current matrix system of losing the associate teacher permit after ten years if you do not take general education courses we are losing some of the most caring and competent older teachers that just can't imagine themselves in some of the required classes. We need to correct this flaw in the current matrix system.” —*Center-based Administrator*

“Does practitioner mean assistants, teachers, other EC staff? This is not clear.” —*Center-based Administrator*

“Children have the right to competent teachers. Taxpayers have the right to have their funds spent on teachers who are intentional, reflective and whose education and skills permit them to promote meaningful learning.” —*Center-based Administrator*

“Children deserve the right to have knowledgeable early care and education providers. Not just sitters.” —*Center-based Administrator*

“Children attending child care centers have the ability to learn faster because of the daily educational schedule that they have. The method of teaching that they have make a lot of difference.” —*Center-based Administrator*

“As the requirements for highly effective teachers in elementary education change, so should the requirements for highly effective early childhood education teachers.” —*Center-based Administrator*

“As ECE professionals, we hope that the intention of the career ladder in California will be beneficial as recognizing the field as a profession (in terms of education, training, status and higher compensation) and not as “just babysitting”. I personally want to see growth toward forward and not regression to worst scenarios. Taking as examples from the higher education, medical and psychology field will be a good start!” —*Center-based Administrator*

“As a profession the Child Development Field needs to create a more rigorous career ladder, and hold itself to a higher standard.” —*Center-based Administrator*

“An AA degree, years of experience, good rapport with families and children, completion of PITC modules and other such additional education should be VALUED. Some persons with higher education tend to treat those with



less education as underclass citizens. All people should be valued for the work they do with and for children.” — *Center-based Administrator*

“A Career Ladder needs to be conducive to all types of situations. I think there needs to be reasonable means for individuals to achieve their goals (ie. non-credit training, formal education, years of experience, etc.). I also think we have to be careful with only looking at years of experience to determine if the individuals practices are current. There is no one formula to determine success. Some individuals with years of experience may not be delivering high quality programs and developing successful relationships (even with the formal education). And there are times when the recent graduate has little experience but brings top edge programming. We need to be careful when developing this Career Ladder to be inclusive of all situations. We need to make sure that the Career Ladder can be supported by the resources in each community.” — *Center-based Administrator*

“A better teacher evaluation tool must be developed. Clearly, experience and education are not a guarantee of a good teacher of young children. I have been in this profession nearly 35 yrs. and have many experiences with both well trained teachers (having BA's or higher plus several yrs. exp.) and others with only the minimum ECE units & experience. I have found just as many gifted teachers from both types of backgrounds as well as others who clearly needed to find another "calling".” — *Center-based Administrator*

“When a k-12th grade teacher gets a teaching degree I understand that they finish their education and also have requirements for practicum hrs.? I feel ECE should be set to the same standards.” — *Center-based Teacher/Assistant*

“We strive to individualize for each child, it would only make sense if we used the same system in hiring staff in this field.” — *Center-based Teacher/Assistant*

“There needs to be standards set that everyone has to follow. Our job is vast and so are experiences and education.” — *Center-based Teacher/Assistant*

“There needs to be a connection between the CD permit matrix and teacher credentialing, especially at the level of program director.” — *Center-based Teacher/Assistant*

“Teachers are starting with very little knowledge, and are children and programs are suffering for it.” — *Center-based Teacher/Assistant*

“Some kind of a unified system, mapping the career ladder, should be in place - for all staff working in the ECE field.” — *Center-based Teacher/Assistant*

“Since I returned to school to get my degree many things have changed with in the last year practicum lab hours and activities have been decreased not sure why, but students spend less time with children on activities during observation hours.” — *Center-based Teacher/Assistant*

“Providers need to be exposed to a good model of preschool education from the beginning of their training, such as preschools connected to an educational facility.” — *Center-based Teacher/Assistant*

“More children are being cared for away from their homes and family they deserve to have the best care possible from people educated to care for them as well as being loving, nurturing people.” — *Center-based Teacher/Assistant*

“It's important to develop a career ladder in California to insure that every child is receiving the best education.” — *Center-based Teacher/Assistant*

“It is time the Child development field is recognized as a serious profession and raise the standards of those working in the childcare field.” — *Center-based Teacher/Assistant*



“It is time for us to develop a career ladder in California so as to improve the quality of early childcare program. It is also important beginning practitioners should have basic knowledge about children's growth and development and the skills, such as observation and documentation skills, required for the job.” —*Center-based Teacher/Assistant*

“It is important to professionalize preschool education as we ask for more public monies to fund it. We need to recognize that children need care but that the care must promote all areas of development as well as school readiness.” —*Center-based Teacher/Assistant*

“It is important for our young children to have teachers that are educated and have experience rather than just allowing someone who is 18 and breathing to work with our young children.” —*Center-based Teacher/Assistant*

“I think that it's time for early educators to be viewed as professionals in the education field. For this, we need to be real professionals. We need a higher education, as well as, experience.” —*Center-based Teacher/Assistant*

“I distrust your basic categories: some 'home-based' teachers provide an amazing educational environment and many centers are lucky to just provide some mostly loving women who will probably not kill your kid.” —*Center-based Teacher/Assistant*

“Have we looked at the number of units people have now and related that to how well they are doing in their position? This is probably the answer to how much education we should require for a particular position. We should also look at how much experience people have in each position and see if there is a number of years of experience that indicates how well they will do in some positions.” —*Center-based Teacher/Assistant*

“Diversity and Inclusivity are very important concept in Early Child Education, that we should respect and implement in the field of ECE. We as ECD, we need to unify standards that all the time benefit all children. In the best interest of all children Developmental Appropriate Practices in ECE should be included as guidance for Early Child Educator; therefore, Career Ladder will become the guidance that will help to implement the inclusivity of the diversity in ECE.” —*Center-based Teacher/Assistant*

“Developing a career ladder is extremely important in order to establish respect and move our careers forward.” —*Center-based Teacher/Assistant*

“Developing a career ladder is definitely needed in California. The difficult part about establishing the career ladder is determining the factors that should be included in the process. I have worked with phenomenal individuals in the field that have minimal educational background or training. By the same token, I have worked with people that have all the proper credentials and degrees but clearly should not be working in the field. It's almost a case by case basis. The educational background and work experiences are not always enough in determining the individual's performance and how it should be reflected in a career ladder. It's a hit or miss type of thing.” —*Center-based Teacher/Assistant*

“Centers and family childcare should be required to have some human resources training in order to deal with client and employees professionally.” —*Center-based Teacher/Assistant*

“California should develop a system to assess a practitioner's knowledge in the field that they provide service. A practitioner's education, training, years of experience should be taken into consideration. Passing of the CBEST should be required. A permit should be replaced by a credential.” —*Center-based Teacher/Assistant*

“Career Ladders are personally designed and achieved. It can not be assessed by a group measure only for standards in a work place and for specific job duties.” —*Center-based Teacher/Assistant*



“As a long time special education teacher of preschool age students (the last 12 years in a full inclusion class) I would like to see a requirement that a disabilities and young children class be required as part of ECE teacher training. We are including special needs young children more and more in Headstarts, State Preschools, Tribal Headstarts, Child Development Lab Schools and private preschools.” —*Center-based Teacher/Assistant*

“A thought about this survey itself - your data would be stronger on multiple choice questions (like #2 and #5) if you included a follow-up question about how strongly the respondent feels about his choice. For instance, on question #2 I answered that "The requirements should be same at the beginning levels of the career ladder, but different at the higher levels," but I almost answered "The requirements should be the same at all levels." I don't feel strongly about my answer; others might be more informed about the difference and have a stronger opinion, and their answer should count more than mine.” —*Center-based Teacher/Assistant*

“A clear need of understanding needs to be addressed . So that if I were to study in San Diego and move to San Francisco that I would be respected and put at the same level as I was in San Diego” —*Center-based Teacher/Assistant*

“A career ladder people should be placed with the Mentor Teacher who can guide and trained them.” —*Center-based Teacher/Assistant*

“We need a system to be recognized as educated professional. Unfortunately, we are not seen as qualified educators when compared to k-12.” —*Regional Agency Staff*

“The career ladder needs to be accessible and attainable for all in the field - with pathways to advance. CCRC has a report on some preliminary findings of the Gateways Project of the Child Care Alliance of Los Angeles that may have some helpful information on the impact of training.” —*Regional Agency Staff*

“On question 4, I first thought that years in the field and experience should not be counted since it doesn't guarantee a good teacher, but then remembered that neither does the classroom coursework and training (depending on where it is).” —*Regional Agency Staff*

“Language issues must be addressed in our diverse population in California. We need staff that reflects the cultures and the children they serve.” —*Regional Agency Staff*

“I think that the starting gate should be wide and encourage people to put their feet onto a professional career pathway. How to assess competency and determination of which job positions are linked to certain levels of education, experience and competency is crucial.” —*Regional Agency Staff*

“I support a career ladder in California. However, I believe that the permit system is outdated and consider credentials. ECE practitioners having credentials would better even the playing field with k-12 teachers.” —*Regional Agency Staff*

“I look forward to the development of a career ladder for California. I have been in the field for 20 years. I have been a classroom teacher, a Site Supervisor/Director, and now a mentor/trainer/coach. I currently hold my Masters degree. It amazes me that I can teach preschool and college courses, but without going back to school and working for half or no pay, I cannot teach elementary, or work for a school district since I do not hold an administrative or teaching credential. I do hold a Program Director permit through Teacher Credentialing.” —*Regional Agency Staff*

“I am very concerned with what we feel we need - as an ECE field - to work with children, and the reality of the services/classes/resources that exist to help providers and teachers attain that level.” —*Regional Agency Staff*

“Competency tests should be part of the evaluation of a person working in the ECE field.” —*Regional Agency Staff*



“A career ladder for the field must be created so that it outlines an educational pathway that results in an early childhood professional -making the field of professionals better aligned for a professional level of compensation that would be demanded.” —*Regional Agency Staff*

“#5 asks for a "starting point" that is not clear as to what that means. Additionally, if CA is going to develop a career ladder, it would be critical to share this with all educational systems. At this point, there is not academic articulation and ECE students are repeating courses. How would a CA wide ladder account for the lack of articulation in the State?” —*Regional Agency Staff*

“To be recognized as professionals in the field of early childhood education, we must have a common set of standards that are recognized by the early childhood community AND the public. Until that happens, we cannot expect professional recognition of a field that defines each member separately. A doctor or nurse must meet certain common education and experience markers. They do not determine their qualifications themselves. When they meet the standards, then they are certified or credentialed, and the public understands them to be professional. When EC community accepts a certain set of standards, they can expect professional recognition.” —*Community College Faculty*

“The current child development permit matrix has been a proven effective model. There is no need to lower standard and reduce the quality of care offered to young children and their families.” —*Community College Faculty*

“The CLP should recognize that people enter the field with some early childhood education coursework, many years of early childhood and general education coursework, degrees in other fields as career changers into early childhood education, and advanced degrees in early childhood education. Flexibility for including creative, innovative, lifelong learners, competent educators at various places into the field with interesting positions, and leadership opportunities will keep the early childhood field vital and good for children and employees.” —*Community College Faculty*

“The career ladder's success will be based on the availability to advisement, eliminating misdirected/non-directed unit taking. Specific patterns for each level similar to the permit system works with good advisement.” —*Community College Faculty*

“The career ladder should recognize adult English language learners or dual language learners, the preparation of bilingual personnel.” —*Community College Faculty*

“Supervised practice in a licensed or mentor-approved facility should also be part of required career preparation! You can't teach 6-year olds in California without a full semester of college-supervised student teaching. Why is it o to teach a 5-year old or younger child with fewer qualifications? If we truly want to raise the professional status, recognition, and compensation or early childhood teachers and caregivers, requiring professional preparation is the starting point!” —*Community College Faculty*

“Please build on the current CA CD Permit Matrix.” —*Community College Faculty*

“People working in the field should have strong English language skills in reading and writing and speaking. If they are bilingual in any language they should also be biliterate.” —*Community College Faculty*

“Once it is determined to establish an early childhood teaching credential (such as what already exists for K-12) then we should really look at how to grandfather in teachers who have been working in the field.” —*Community College Faculty*

“My experience working with very experienced teachers has shown me that experience alone does not make for a great teacher and/or educator. Nor does education. For some reason, though they have taken the appropriate classes, many preschool educators and administrators continue to provide less than quality care allowing



inappropriate practices to go on in their centers. These folks have taken the same classes, and have much of the same training as other teachers who do a great job. So, in my experience, it is not always the training and/or education that makes for a great teacher/administrator, sometimes it is within the person coupled with training and education. For example: today I witnessed a mentor teacher providing television to children from about 6 months to 17 months of age. This mentor teacher has been a mentor for many years, should know better, and should have had the training to know better. Yet she still practices inappropriate care for infants. So, what do you do when you have a teacher that has been given a mentorship, yet does not provide best practice. Babies go down in cribs with bottles too! She is somewhat high on the caree ladder, but what does that really prove?" — *Community College Faculty*

"Knowledge is important but even more important is that the caregiver can put the knowledge into practice. Neither knowledge or experience alone is sufficient," — *Community College Faculty*

"It's imperative that we work toward being a recognized, legitimate profession- raise the standards! We are educating and preparing children of the future." — *Community College Faculty*

"It seems to me that the Career Ladder is more interested in a written document that define the professional growth of a teacher based on the years of experiences and units. For people who work with machine and paper, the career ladder can be quantified but not for ECE teachers who work with extremely "Fine" human being." — *Community College Faculty*

"I would like to see more stringent requirements regarding the quality of programs in which students do their practicum/student teaching." — *Community College Faculty*

"I want to avoid the trap of making our requirements for each step so rigid that people from other states or countries - or people who have been in the field a long time and don't have lots of higher education - have to start over from the beginning if they want to work in California." — *Community College Faculty*

"I think the career ladder should, at every level, have a mentoring/observation/networking/evaluation piece. I have found that providers with many years in the field are "stuck" in old patterns and need constant support and renewal anyway. I have found that there is not enough focus on conflict resolution/communication/diversity for all: educators, children, teachers, administrators" — *Community College Faculty*

"I appreciate that the Career Ladder Project has included licensed family child care in its' survey and is giving recognition the uniqueness of this career in the field of early care and education" — *Community College Faculty*

"ECE is such a valuable area of study, it is nice to see it becoming more formally recognized and adhering to the higher professional standards our children, families, and communities deserve, and the respect afforded providers with these added competencies!" — *Community College Faculty*

"California's diversity, within it's greatest inclusive definition, requires a career ladder that opens doors to a variety of individuals. It needs to be recognized and acknowledged that diversity is embraced and brings us together - not separate us and keep people who don't fit a mold - out of early care and education as a professional choice." — *Community College Faculty*

"To be an effective teacher/provider you really do need the balance of education and experience. A first year teacher with a lot of units is not going to be as effective as a ten year teacher with no units, and a ten years teacher with no units is not going to give her children the advantage of knowing the best ways to offer children curriculum that will help children delvelop and grow without taking some child dev. classes." — *Family Child Care Provider/Staff*

"There are good providers without education and lousy providers with abundant book knowledge. "Quality" can only be assessed by quantitative measurements, but should include psychological and developmental issues and



measurements as well. These are critical years for child development and not an area for educationist rhetoric.”
—*Family Child Care Provider/Staff*

“There are ECE teachers who have taught for more than 25+ years without a college education. Are they qualified? With hands-on experience, perhaps. BUT... all teachers recognized as being PROFESSIONAL teachers have a college degree and credential to do so. ECE teachers (and more so, family child care providers) are recognized as "glorified babysitters" in our society. This will not change unless education, worthy pay and benefits are basic requirements of ALL teaching positions.” —*Family Child Care Provider/Staff*

“It is important to have a Career Ladder Project for family child care providers to give them a goal to reach for in their chosen profession.” —*Family Child Care Provider/Staff*

“In order for children to be ready for Kindergarten, the career ladder project is a good thing, then all children will be exposed to quality care.” —*Family Child Care Provider/Staff*

“I think it is great that we family day care providers are finally put up in prospective somewhere, this will be a motivation to continue in the field, the field that many of us are in because we care and love.” —*Family Child Care Provider/Staff*

“I am a FCC, I had NO ECE for three years. CARES got me to take my first class in ECE, I loved it and continued on, I just graduated with a Masters in Leadership and Early Care and Education from Mills. I think when we are thinking about this career ladder we need to be encouraging... If someone had told me I "had to" go back to school to do my job, I don't think I would still be doing it.” —*Family Child Care Provider/Staff*

“For each ECE class the student should have an involvement with either center based or family child care mentoring. The mentoring would replicate the class. In other words, if the subject of the class was Sensory Motor the student would write about the sensory motor involved in the child care center or family child care. Family Child Care would begin with 12 units of ECE do well to have at least 30 units of ECE in the beginning of the ladder. Additional alternative education and experience would be credited and recorded after the 30 units was obtained. At that point a test would be given to recognize placement in classes to obtain an AA. No further college level courses would be required. Further classes that enhanced interest and learning would be acknowledged. Child Care Centers---beginning level would require 12 units for employment. For Master Teacher an AA would be required. Anything above Master Teacher would be a BA. of an AA level.” —*Family Child Care Provider/Staff*

“Find a place where special training, such as Waldorf is included.” —*Family Child Care Provider/Staff*

“Family Child Care Providers should be able to meet the unit requirement through Professional Growth Trainings offered online through the NAFCC.” —*Family Child Care Provider/Staff*

“Consider private education centre as equivalent to the college ece units required (waldorf or montesory and other)” —*Family Child Care Provider/Staff*

“Alternative training, such as Montessori, Lifeways or Waldorf trainings, must be included in a parity with main stream classes. These three trainings are intensive and comprehensive and cover early childhood education even more in depth than most community college early childhood classes. Recognition for alternative trainings will be imperative if we are to support parent choice in education for their children.” —*Family Child Care Provider/Staff*

“A measuring tool should be made to assess the early childhood provider in relationship style with the children. Not a measuring tool that has unreasonable rules of a sterile "classroom" compared to a "loving home care" as in the Harms FCCERS.” —*Family Child Care Provider/Staff*

“Tribes should be included in the development of a career ladder. There are unique individuals and circumstances in tribal government programs that should be taken into account.” —*Other*



“There are other intensive private trainings, such as Waldorf Early Childhood certification, that should at least count for 12 ECE units.” —*Other*

“There are abilities and qualities that relate to providing excellent child care and interactions which cannot easily be acquired through coursework, especially in the realm of on-line education. A system of recognizing these attributes should be included. Some of these might be related to positive guidance and speech; positive interactions with children, parents and other staff.” —*Other*

“The quality of the child care services that families are able to access for their children will have long term effects on the children who attend. Children are our future; California should be a leader in raising the bar on quality - we should not be content to provide substandard care for our youngest and most vulnerable citizens, too young to speak for themselves.” —*Other*

“The matrix is very clear - and should continued to be used, as is now, to a college degree, and/or connected to a teaching credential.” —*Other*

“The current career ladder is very successful. Significant change is unnecessary.” —*Other*

“The current matrix from the California State Department of Education is well done, allowing vocational (ROP and ROC's) to be accepted as alternative training qualifications for assistant teachers. This also provides incentives for the community college linkage, to continue their education.” —*Other*

“The Career Ladder should be put into place to help those who are trying to formalize and professionalize themselves. I believe getting the necessary training and education helps everyone succeed and be competent in caring for children especially in Early Childhood. Furthermore, requiring everyone to obtain an education puts everyone on the same page in terms of child centeredness, developmentally appropriate practices, positive and nurturing guidance and discipline.” —*Other*

“People responsible for caring for children should have the best skills and knowledge available so that they understand how children develop and mature. Child development is complicated and children need to have educated professionals caring for them, it's important for their future.” —*Other*

“It will be a difficult but worthwhile task to do an effective job of developing a career ladder in California.” —*Other*

“If our children are to be successful in the k-12 system, it is our responsibility to provide them with high quality preschool services which includes high quality teaching. The children have a window of opportunity through their preschool years to learn and be exposed to as many experiences. This could happen with quality services.” —*Other*

“I would like to see it done as soon as possible.” —*Other*

“I believe that an educator should be motivated and take their responsibility seriously when working with young children.” —*Other*

“California has lead the way in many respects in the ECE field on a national scale. We should be proud of that accomplishment. As we consider revising our career ladder we must consider new ways adults learn. New technologies and how the children, families and communities where we live and work respond to people, places and ideas in the programs, centers and classrooms where we work. Is it the state's responsibility or a respective employers to maintain standards? Or is both?” —*Other*

“As the process starts there should be a way for present ECE staff to be evaluated. However, those entering the field should be required to complete course work and field work to acheive certification.” —*Other*



“Access to training that is informed by promising practices and research is essential for all caregivers. However, the traditional classroom of a community college may not be the best model for delivering entry level training. Scaffolded mentoring in a field setting where cultural and linguistic elements are made explicit should be considered along with better video resources to demonstrate development and learning in children as well as development and learning in a wide range of adult learners. Issues related to providers literacy skills (in their first language and in English) must be overtly addressed.” —*Other*

“A new trend is a foot emphasizing mentoring as the silver bullet for better practice Mentoring and coaching are good approaches to helping practitioners build skill, but mentors and coaches need training and practitioners continue to require formal education. The career ladder ultimately has to address qualifications of trainers and other infrastructure staff.” —*Other*

“#3 and #4 above present "either/or" choices that (in my opinion) do not address the real question of "why a career ladder and what is its purpose?" A career ladder is a system or set of criteria that must be met in order for people to qualify to work in certain positions within a certain field. The evidence of having met that criteria must be validated through a legitimate, recognized, or accredited agency or organization (in most cases, institutes of higher education for fields such as ECE). Both experience and "alternatives" (what would they be exactly?), have a place in career DEVELOPMENT, but they do not present evidence that a practitioner has been exposed to (let alone learned) specific areas of information (or criteria) from accredited institutions of higher education. Therefore, I think that we have to be very careful about looking at "options" or alternatives to a college credit system as the basis for validation for criteria. I think the real question rests in is ECE a profession or a vocation? If it is a vocation, a career ladder will look very different from that of a profession. I vote for profession. Thank you for doing such good work EPEC!” —*Other*

“I understand that your task is a challenging one, but in my opinion there is something critical missing from this discussion: Education, ongoing training, and experience are necessary but insufficient contributors to excellence in teaching. An individual can hold a degree certifying that s/he passed a sufficient number of courses, present a boat-load of certificates from non-unit bearing trainings, and/or have been in a classroom for 25 years and still be a poor teacher. You touch on the key point in Question 3--Assessment. An individual's position on a rung of the Career Ladder should be determined by her/his teaching or administrative knowledge and skill levels, not by pieces of paper or time on the clock. In my opinion Teaching and Administration should be separate ladders and position on each should be determined by a combination of assessment tools. Great thought needs to be put into the specific tools, but models from other professions and the work already completed on Teacher Competencies provide some guidance: Responses to a written proficiency exam--which could be biased toward literacy in the applicant's native language, but does not need to be biased toward literacy in English--could identify an individual's level of certification, for example, Certified Level II: Theory. Anyone who pays the exam fee should be eligible to take the exam. Then, a rubric for teacher interview and observation (by peers, individuals who are certified at higher levels, and parents) could be developed for use by employers (or by local AEYC/NAFCC boards) that would provide the teacher the opportunity to demonstrate her/his teaching strengths that result from the critical interaction of knowledge, experience and disposition, allowing the teacher to be Certified Level [whatever]: Practice. Eventually, all teachers could have the opportunity to identify themselves as certified at a certain Level for Theory and at the same or different level or Practice. The levels could be presented graphically in ways easy to communicate to parents, policymakers, and employers.” —*State Agency Staff*

“I think we need to take more time and get to know the person before allowing them to be with children. Over the last 20 years, I've known women and a few men who were born to do this work, a few that improved along the way, and the majority you should either stick to research or get out of the profession.” —*State Agency Staff*

“Folks in the field tend to see rather finely tuned differences and sometimes try to design a system that takes those into account. From the state agency point of view, simplicity, fewer steps, ease of verification all argue against the fine lines and subtle distinctions.” —*State Agency Staff*

