



California Early Childhood Educator Career Ladder Project Final Report

Appendix B: Comments on Non-credit Based Training

The following comments were gathered through the second Career Ladder Project (CLP) survey. This document contains 518 comments from people who completed the survey and all comments were quoted as written. Each survey respondent was asked to identify how he or she would like 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, multi-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

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1. Survey respondents who disagree that the career ladder should include non-credit-based training at the beginning levels

“The goal of a revised career ladder should be to streamline the pathway and make standards higher overall. Non-credit bearing courses will not have either effect.”—4-year college faculty

“All teachers/staff need to go to credit classes, we are being asked to take classes then we need to get the credit for them.”—Center-based Administrator

“All work in ECE should be valued.”—Center-based Administrator

“As someone who makes hiring decisions and does program planning within a Head Start/ Title 5 program, I need to hire ECE staff who either have a degree or are capable of taking and passing classes leading to a degree. Although someone with paraprofessional training and experience can be helpful in the classroom in a limited way, it is often difficult to give them a job, especially in lean budget years. We are expected to hire people with 24 ECE credits, even as Teacher Assistants.”—Center-based Administrator

“For someone in my position it would be most helpful to get the college credit as well as for my staff.”—*Center-based Administrator*

“I believe in professional growth is a healthy way to gain skill and knowledge in the field. If participant is interested in attending training, he or she should be allowed to earn the credit for the time spent. The credit might be transfer to another area of professional growth.”—*Center-based Administrator*

“I believe that if we are going to ask teachers to continue their education, that college credit should be rewarded and working toward a degree is more incentive for teachers than just taking more classes without reward for their efforts.”—*Center-based Administrator*

“I believe that thye training should have recognition in the academic setting. It is important to obtain the units.”—*Center-based Administrator*

“I believe there are greater quality controls with credit courses.”—*Center-based Administrator*

“I believe those caring for our children must have some of the basics such as Health, Saftey and Nutrition.”—*Center-based Administrator*

“I feel anyone desiring to climb the career ladder will be willing to gain the education necessary to achieve their goals.”—*Center-based Administrator*

“I feel those who go into this field need to gain experience and understanding of what they are getting themselves into. I feel they need to get credit as part of course work when taking the necessary classes to work in the ECE field.”—*Center-based Administrator*

“I think a career ladder should begin with credit training hours such as college units.”—*Center-based Administrator*

“I think it is important for those that work with young children have college classes.”—*Center-based Administrator*

“I think that if the requirement to work with children is going to be that there be some sort of credential, regardless of level in a center/classroom, then the requirements should begin with non-credit training hours; however, if we are going to say that the Lead Teacher is the level in which some sort of credential/license is required, but someone can be in the classroom without a credential as an assistant or something, then no, there shouldn't be a level with non-credit training hours.”—*Center-based Administrator*

“I think the ladder should start with a combination of training and education partnered together for a more well rounded entry into ECE.”—*Center-based Administrator*

“I worked at a preschool as a TA as I went to school/trainings/workshops. If I did not work I could not afford the units.”—*Center-based Administrator*

“If people are familiar with the requirements of this carrer, their commitment to continue with their education might be stronger.”—*Center-based Administrator*

“If people do take such Modules of ECE training that are not college courses they should only be allowed to volunteer and not be included in the teacher/child ratio.”—*Center-based Administrator*

“If they were not counted for college credit, I don't see how they could be included in the career ladder.”—*Center-based Administrator*



“If we desire to elevate the credibility of the ECE field, we must require education by those most qualified to teach it. Workshops are not enough.”—*Center-based Administrator*

“If we ultimately want teachers to complete college units, it is good to be sure from the start that they are able to manage that.”—*Center-based Administrator*

“In California the career matrix is based on early childhood units and experience.”—*Center-based Administrator*

“in order to maintain professional standards, all hours should be credit training hours.”—*Center-based Administrator*

“It is important that people entering this field understand at the beginning that the position is a professional position and requires continuing education.”—*Center-based Administrator*

“Many people who are already working in this field, are struggling to find the time to continue their education. They do not have time to do anything for non-credit.”—*Center-based Administrator*

“non credit training hours give the employee the idea that they can successfully work in the field without formal education. In almost all of the centers ece units are required. That should be the beginning of the ladder.”—*Center-based Administrator*

“Some college classes are necessary for competency in the classroom.”—*Center-based Administrator*

“Students / Future Providers should spend their time working towards transfer to a four year college and completing at least a four year college degree. We should be working towards an ECE credential (4 year degree + credential) with an authorization for providing care, teaching, and learning for children between the ages of 0 through 8 (grade 3).”—*Center-based Administrator*

“Teachers should receive credit for training hours if we are to hold them accountable for what they are learning during the training.”—*Center-based Administrator*

“The Child Development courses currently offered are comprehensive and varied. I believe that Early childhood professionals are well served by utilizing the credited educational courses that are available.”—*Center-based Administrator*

“The modules of training are too drawn out and in many ways would discourage potential participants.”—*Center-based Administrator*

“The training should count as experience with college credit.”—*Center-based Administrator*

“There needs to be a method of tracking accountability attendance and participation and the workshop venue doesn't allow for this.”—*Center-based Administrator*

“This is very much an on the job training kind of a job. Not getting credit for training Hours is wrong.”—*Center-based Administrator*

“This work requires formally trained staff for anything beyond a teachers aide. The ROP training is great but it needs to be formalized if we are giving people \$\$ for it.”—*Center-based Administrator*

“ultimately people are going to have to complete college credits. they should start that way and supplement with non-credit training.”—*Center-based Administrator*



“We have found that in our rural area it is very difficult to find new entry level staff who already have units. Once they begin working in our program they are encouraged and motivated to take units.”—*Center-based Administrator*

“What other profession begins with such hours?”—*Center-based Administrator*

“Why are we developing more programs for teachers-to-be who have no formal education beyond the high school level? Doesn't the research show correlation between educational level and quality of care? We need educated teachers and child care providers!!! Why can't we focus on teachers-to-be who have general education college courses under their belts?”—*Center-based Administrator*

“All staff should have the 6 ECE units working towards the required Title 22 12. This is for basic safety.”—*Center-based Administrator*

“Any career ladder needs to start with those who have college credit units and that are continuing those units to the next step.”—*Center-based Administrator*

“Any profession requires formal training as part of the educational preparation for the future job in the field. I don't see why ECE field should be different.”—*Center-based Administrator*

“As with many other fields, I think that one can be a good child care provider with the right kind of education, which includes education in early childhood. So I think that if we want to prove that we are professionals we need to show it with our education too.”—*Center-based Administrator*

“Credit based initial training brings credibility to the field—it makes training recognizable nationally. Credit based training also should provide a standard at which even entry level employees must have. The early childhood field is a professional one and even entry level aides should be expected to know and practice best practice as recognized academically. Credit based training fundamentally acknowledges that the knowledge gained is not hearsay or able to be belittle. Contact with a university also conveys a structure by which entry level employees can be directly exposed to a system which will allow them to increase their knowledge and credentials.”—*Center-based Teacher/Assistant*

“Education gives an individual a strong foundation for a starting point for their ECE career.”—*Center-based Teacher/Assistant*

“I am not certain I understand this issue: who provides this 'non-credit' training and what does it cover? What assumptions does this step on the ladder make about the future teacher at the start of his/her ECE training?”—*Center-based Teacher/Assistant*

“I believe the California Career ladder should begin with credit training hours because is part of education. I like to go to school and also I like to see my efforts compensate with certificates or college units or credits.”—*Center-based Teacher/Assistant*

“I don't think many people can afford to to spend time training if it will not count as college credit, unless this would include on-the-job training while getting paid.”—*Center-based Teacher/Assistant*

“I feel that most teachers like me prefer college units or credit since it is more useful when advacing to higher position. College unit training get credit when you want to further your career in EEC setting as well as towards advance degree. We pay for our education by ourself and our resources are limited, so if I want to take classes, I would prefer to take classes that have college units. I tend to take classes that give me college credits since non-credit training hours not only are expensive, but it does not help me to advance in my career.”—*Center-based Teacher/Assistant*



"I strongly believe that all hours spent working with children should count."—*Center-based Teacher/Assistant*

"I think people need to have a minimum 3 unit class to begin work as an assistant. The course should be about developmentally appropriate interactions between caregivers and children. Many staff with no units have no training at all and their interactions are not always appropriate."—*Center-based Teacher/Assistant*

"I think that if we are going to give the same importance to preschool teachers as elementary school teachers we need the same qualifications. This is a profession and as such, we need to be as qualified as any other professional. This country needs to give early childhood teachers as much importance as other countries do. Besides, there is a LOT to learn about early development."—*Center-based Teacher/Assistant*

"I think that more people would benefit and want to participate in training that at least appears to count for something other than merely acquiring skills."—*Center-based Teacher/Assistant*

"I think that non credit training should be at level 2 or 3 as many areas are not included in the collage courses."—*Center-based Teacher/Assistant*

"I think that the career ladder should begin with credit hours (instead of non-credit) to be sure that information being received is from the latest school's of thought. Perhaps a person could have access to a poor mentoring situation and start their career with some wrong info about child development, etc."—*Center-based Teacher/Assistant*

"I think you need to start out with making sure you are invested in what you are doing. If you are doing training hours they should be taking you somewhere. Maybe a larger number of hours to get credit is a better way to go."—*Center-based Teacher/Assistant*

"I value education."—*Center-based Teacher/Assistant*

"If career ladder will not get any credit they will lose their interest."—*Center-based Teacher/Assistant*

"If it's training, it should count! If it doesn't "count" toward your preparation for your career, what is its actual value? How do you convince people who don't value or undervalue this field to change their minds, if people within the field look at part of the training as not worthy of credit?"—*Center-based Teacher/Assistant*

"If training taken are counted for college units or credits, it is assured that these trainings conform or are aligned with the best practices and principles in early care and education."—*Center-based Teacher/Assistant*

"If we are looking to upgrade the quality of childcare given in CA then we need to hold people responsible with getting training hours and receiving some type of credit."—*Center-based Teacher/Assistant*

"In elementary education, students learn philosophy, psychology, subject matter and classroom management before practicing in the classroom. I think that would be a good practice for students going into early childhood education. There is a lot to learn about young children and how they learn and develop."—*Center-based Teacher/Assistant*

"In the field of Early Childhood Education as educators we are currently attending professional development training for the purposes of being able to serve children better and training for the career ladder should be for credit."—*Center-based Teacher/Assistant*

"Teachers of young children need to understand the basics of early childhood education and the young child before they begin to work with children."—*Center-based Teacher/Assistant*



“We as Americans are Capitalist. Therefore in order for us to become motivated we must be given a reward for reaching our goals.”—*Center-based Teacher/Assistant*

“Why not start with credit courses? Where you can start getting credit right away?”—*Center-based Teacher/Assistant*

“With the economy the way it has been, mostly women that come to community colleges for the credits/units, are coming for some type of certificate or degree. I personally have seen this happen where students in ECE classes are there for further professional development and/or because of the Commission on Teacher Credential (in the state of California). These teachers are having to come back to college and take courses all over again to meet the higher standards and specific requirements that they have to re-take. At the end, we already have to take several tests like California Subject Examinations for Teachers (CSET), with this career ladder, it would slow down the process of teachers who really enjoy teaching tired out with the non-credit training already involved on top of still going to school and working in the school system; it would not only be a burden but is another obstacle in California Professional Development.”—*Center-based Teacher/Assistant*

“Although non-credit training hours are valuable and important, it may not be possible to determine the credentials, knowledge, or skill set of the trainer as a college or university would be able to.”—*Regional Agency Staff*

“I believe that people starting out in the field of ECE should have some basic education in the subject matter. Though it is their experience and temperament that will either make or break their longevity in the field.”—*Regional Agency Staff*

“I feel if someone entering our field is serious, they would want to begin with credits as soon as possible.”—*Regional Agency Staff*

“I feel strongly that requiring all who work with children to take 4 basic ece college level classes is a must. This would be the 12 ece units required currently for the associate permit.”—*Regional Agency Staff*

“I feel that the purpose of the California Career Ladder program is to motivate individuals who are interested in gaining a career in the field of ECE and providing course that won't credit their effort to getting a ECE education will discourage them from even attempting to joining the program.”—*Regional Agency Staff*

“Should start with credits for Trainings.”—*Regional Agency Staff*

“We are building a profession and this requires education. We can include in service for non credit however not as a starting point, we need to lift the floor.”—*Regional Agency Staff*

“certainly not 6 of 15 levels accessed through non-credit training. CA does not have a system for certifying trainers or evaluating content of non-credit training. CDA is not widely known here. Rather than having the field learn about CDA, I'd rather devote that teaching and learning to education/training that impacts teacher quality.”—*Community College Faculty*

“Child Development classes help an individual to grasp the importance of the early years for physical, cognitive and social/emotional development. With the knowledge gained in these classes the student will understand the importance of life long learning.”—*Community College Faculty*

“Even at the lowest level a basic course in Child Development and an insight into the roles of the Child Care profession should be required. College course content is the best way to accurately measure a student/ future child development professional in that area.”—*Community College Faculty*



"I believe that non credit education and work should be inclusive, but not necessarily first or before for credit training. Definitely required, but I am not sure why it would have to be first, as much of it will be redundant throughout the college experience."—*Community College Faculty*

"I did not check strongly disagree only in that there may be an argument for health and safety knowledge, which can occur in non-credit trainings, to be a "gate-keeper" for anyone working in child care and development settings, for example, as an assistant. Therefore, to be hired as an assistant in a program, we might require basic health and safety training. However, in speaking of a career ladder, I feel strongly that the career, to be valued and compensated decently and fairly, should be seen as a profession, one which builds on a thoughtful course of study. Entry level should mean the first courses taken in that course of study. There is much that is done and can be done within higher education to welcome a diverse population of those interested in the ECE profession into the first credit-bearing courses within an ECE professional course of study. So I do not feel that we need to establish a system of modules or trainings that are outside the credit-bearing professional preparation system."—*Community College Faculty*

"I think that education and the understanding of how and why children learn and develop is crucial to doing good work with children. I do believe that non-credit training has a place, but that no one should be labeled as a professional in our field without some college units."—*Community College Faculty*

"I think that consistency of qualifications is important and with non-credit training that can not be guaranteed."—*Community College Faculty*

"If this is a career ladder it should start with evidence that the individual has made a commitment to the career by taking some training. The problem with the non-credit training is that there is no way to evaluate the quality or comprehensiveness of the training."—*Community College Faculty*

"If we want the profession and the outside community to take early childhood educators seriously, the educators must aspire to be lifelong learners and to take coursework which starts them on a path to see the importance of the early years, to understand how children learn and grow, and to be able to know how to enrich children's group care lives with interesting, appropriate curriculum and experiences. Need to not just drift into care with a smattering of non-credit classes."—*Community College Faculty*

"In thirty years we keep lowering standards for entry level staff. People working with children need some basic information about children's development and appropriate techniques."—*Community College Faculty*

"It is already difficult to get people in the field. Requiring non-credit hours before entering the career ladder would create more barriers."—*Community College Faculty*

"Non-credit training hours are for continued valuable professional development, but do not replace the intensive and rigorous training offered through college classes."—*Community College Faculty*

"Some formal training is needed to understanding child development and in working with children and families is needed."—*Community College Faculty*

"training hours should be credited as long as they are well structured and supervised."—*Community College Faculty*

"We know that 90% of preschools/infant & toddler programs are barely adequate or inadequate ... Most likely the non-credit work will result in development of BAD habits -- counterproductive ideas and lacking conceptual framework for quality care. We then try to UNtrain the individual -- UNdo the practices that are not



developmentally appropriate ... or try ... It is MUCH harder to untrain or re-train than to train appropriately in the first place.”—*Community College Faculty*

“I always think that this process is always about money. And very little of it is really for the benefit of itself and others.”—*Family Child Care Provider/Staff*

“I Think that anyone who takes time to update or refresh any knowledge, should be rewarded with credit units.”—*Family Child Care Provider/Staff*

“If you are getting trained under a person with the necessary college education, it should count for something. There should be a written exam after the training is complete and possibly an oral one as well. However, I don't think it should be just an oral or computer exam because writing skills are tremendously important in this field.”—*Family Child Care Provider/Staff*

“the CTC will change the minimum requirements to reflect the public demand for teacher quality as defined by education. It's better not to get people into the field now only to force them into coursework they aren't ready for after they've committed themselves to the work.”—*Family Child Care Provider/Staff*

“Career ladder should only include credit courses. The research has pointed out that a child can be successful in school when a child attends a high quality program that is purposeful, planned and playful with a teacher who knows about early childhood education and knows how to teach these children.”—*Other*

“Entry level positions (for which the candidates would qualify) need incentives to pursue a ECE career as these positions offer low salaries and few benefits.”—*Other*

“I believe people would be more interested in doing the training if they knew they were going to receive some sort of credit for all their hard work.”—*Other*

“I think that those in the field do not have time to 'start' with non-credit training hours. They need to have every training event count towards the career ladder and furthering their education.”—*Other*

“There should be more training with special needs children in mind.”—*Other*

“I do not feel that quality care can be provided by caregivers that have no knowledge of child development and developmentally appropriate practice. A zero requirement at entry level, puts children at risk.” *State agency staff*

“There needs to be initially some incentive to participate.....” *State agency staff*

“Early Care professionals must have some insight to Child Development in order to begin their careers in working and caring for children.”—*4-year college faculty*

“I strongly support that all early care professionals need to go through Program for Infant/Toddler Caregivers (PITC) (WestEd). Throughout California these services are available and caregivers have the option to earn units through a college or university, and professional growth hours. Secondly, I strongly support that all early care professionals receive trainings in Infant Mental Health.”—*4-year college faculty*

“If we are serious about professionalizing the field of early childhood we need formally educated professionals moving toward degree attainment. In addition to AA and BA degrees professionals could participate in informal training to fulfill professional growth hours; not to be substituted for unit credit.”—*4-year college faculty*



"In order to move the field and set up educational requirements- all units to begin with has to part of an academic program. Only after completion of the degree, training hours can be counted towards continue education units."—*4-year college faculty*

"We want to encourage professionalism and education for all teachers in the field. Education is the most important way to show how important our field is and in society."—*4-year college faculty*

"By making individuals to do non-credit training, I think valuable time will be wasted that might otherwise be spent in for credit training."—*Center-based Administrator*

"California career ladder should definitely be related to qualifications relating to credit coursework and degree. English proficiency of staff is highly important for successful preparation of students prior to entering kindergarten."—*Center-based Administrator*

"Children deserve the right to have adults that are familiar with their growth and development and how to guide them with learning opportunities."—*Center-based Administrator*

"College course work is recognized in all education fields. Early childhood educators MUST be seen as educators. Requiring college course work combined with field training hours, in my opinion, is the best way to begin a career ladder."—*Center-based Administrator*

"Even entry level ECE staff should have some college ECE credits."—*Center-based Administrator*

"Experience is more credible than education."—*Center-based Administrator*

"For consistency among programs and in order to support movement towards more professionalism within the field, education should be provided by fully accredited institutions of higher learning."—*Center-based Administrator*

"For Early Childhood Education to be recognized as a "profession" only credit bearing course work and training should be considered."—*Center-based Administrator*

"I believe any training the teachers receive should count towards a degree."—*Center-based Administrator*

"I believe that credit training provide evidence and a sense that one is working towards a certain goal. A sense of accomplishment when completing the units. Validation and evidence of one moving forward in the ECE career path avenue."—*Center-based Administrator*

"I believe that people should get credit or receive a lessor pay for any training hours."—*Center-based Administrator*

"I believe the entry level positions should reflect that of the K-12 systems of education, an instructional assistant must possess a minimum of 48 college units or pass a basic skills exam. Until the ECE field requires the same, our field will not be considered professional."—*Center-based Administrator*

"I have found a significant difference in staff's ability to actually apply inservice training between those with college education and those with not."—*Center-based Administrator*

"I strongly believe that all levels in the California career ladder are based on college units. Although, many students may not be ready for the rigor of college coursework, we (college administrators and faculty) need to get better at meeting the needs of ALL the students who enroll in Child Development courses. This may mean implementing



basic skills in an introductory child development courses (i.e. to introduce child development vocabulary, writing skills, and study skills). It is critical we lay a solid foundation before we start to build!"—*Center-based Administrator*

"I think all training should be on the college career track. Teachers in early care and education should be on the journey of 2 and 4-year degrees. I strongly believe that everyone should support the teachers of early care to be on the career-college track. Support them in the language they are more comfortable in; support them in providing caring and nurturing learning environments. Appreciating the work they are doing and creating environments of learning to meet their learning needs. Organizing mentors, coaches to support the learning."—*Center-based Administrator*

"I think if we are going to consider the ECE field a professional career choice, a person should have to have done some work toward that goal before finding themselves on the matrix."—*Center-based Administrator*

"I think that all individuals who work with children should have some educational background in the field."—*Center-based Administrator*

"I think that if a person put in the time, they need to have something to show for it. College units or credit shows accomplishment and knowing they earned those units or credits."—*Center-based Administrator*

"I think that the career ladder should start with level #6. It also depends on the program requirements and quality. As for Head Start, I know that in order to comply with the program requirements the employee should have at least 12 ECE units. Training can be provided after the basic knowledge is acquired."—*Center-based Administrator*

"I'm very concerned about the quality of the training that people would receive if the training is non-credit. What qualifications would the trainers have? Also, short term trainings do not include homework which is important in helping learners absorb and understand the material presented."—*Center-based Administrator*

"If EC educators need to have credited training so as to offer the best education and practices for young children. Non-credit training leaves the impression that this is not a profession. We need to develop quality centers and staff."—*Center-based Administrator*

"If staff have to take courses they should at least get credit for it to add to their employment portfolio."—*Center-based Administrator*

"If we are to be seen as professionals there must be educational requirements. While there are many quality trainings, there are also many that are less than stellar. Educational institutions have accreditation criteria that must be met to demonstrate quality. There is no such quality control for trainings."—*Center-based Administrator*

"If we want the early childhood education profession to be treated with respect it is necessary that those who work with children are fully trained and qualified."—*Center-based Administrator*

"If you're going to put in the time then credit or non-credit should be an option."—*Center-based Administrator*

"In California, college credit hours in ECE are a VERY important part of whether we can hire someone to work in our program. I would like to see a career ladder that begins with concurrent experiential/training and credit hours, allowing students to begin working at least part time in programs as soon as possible."—*Center-based Administrator*

"In this economy, people do not have time to work non-pay positions and all of the college programs already require both observation and some time in the class."—*Center-based Administrator*



“It is crucial that those individuals working with young children have a commitment to the field of early childhood and that the children be provided with a professional, educated caregiver.”—*Center-based Administrator*

“People will get discouraged and will not decide to move on in our field...what other field does it require to have non credit training?”—*Center-based Administrator*

“Quality = education.”—*Center-based Administrator*

“Starting in a State Funded program needs a minimum number of units. We require 6 (to be completed in the first year of employment if none are available). I think it should be 12 units minimum.”—*Center-based Administrator*

“Teachers have very limited time, if the training is credited it is more likely that they will invest their time on it.”—*Center-based Administrator*

“There should be some sort of compensation, paid or college credit.”—*Center-based Administrator*

“This does not help with fidelity of practice or degree attainment.”—*Center-based Administrator*

“This encourages teachers to continue their education. It is always nice to get credit for the training we receive, whether it is professional hours or a 1/2 unit.”—*Center-based Administrator*

“To be more than a cottage industry ECE must require educational standards, people have every right not to choose care from ECE providers; in much the same way that I have a right to choose to cut my own hair or go to a salon - if I choose to go to a salon I expect the stylist to be licensed and trained and follow basic hygiene.”—*Center-based Administrator*

“To elevate the workers professional level it is important to start with a Community College ECE degree.”—*Center-based Administrator*

“To work with children even at an entry level position we need people who are educated re. child development. The longer we accept less the longer our profession will be seen as second rate by the K-12 system. We need to work toward professionalizing our field and that begins with requiring staff to be educated. Our children deserve to be taught by someone who not only loves what they do but who knows what they are doing and why.”—*Center-based Administrator*

“Too many programs already skimp on staffing requirements and often assistants are alone with children. If there are no basic steps we just increase that totally unprepared adults will be covering our classrooms. Experience and education can be gradual but they still need to be.”—*Center-based Administrator*

“Units are required, so units should be what are sought.”—*Center-based Administrator*

“Verification of non-credit training hours is impractical because many who start out in ECE begin their path at a Community College, enrolled in formal credits, including a Practicum course. To be required to essentially volunteer time that does not apply toward educational goals and which cannot likely produce income is a privilege that most do not have. In addition, an emphasis on formal education needs to be placed at the forefront of the module.”—*Center-based Administrator*

“We already have too many unqualified staff working directly with children. In moving towards the professionalism of the field, I believe that we have to set some sort of criteria as an entry level/initial investment into the field. It's not enough to just "love children"!”—*Center-based Administrator*



“We are a profession that has proven our worth. Would you allow your doctor to operate on you without any college units? If we do not view ourselves as professionals we cannot expect the rest of the business world to value us.”—*Center-based Administrator*

“We need to continue working toward quality.”—*Center-based Administrator*

“Based on the currently common compensation structure used in the field of education in California, it benefits educators to only have training hours that qualify for college credit. It gets them going on the path toward a degree faster and that is what leads to career opportunities and higher wages. Of course, this should tighten the gap between entry-level educators' actual practice and what research and theory tell us about best practices because training hours would be associated with college-level curriculum which should be aligned with state and national standards for early childhood education (ECE). Basically, the faster educators accept that they must pursue learning themselves, and acquire higher degrees of that learning, the more qualified they will be to accomplish the complex work of ECE; and the faster they will qualify for higher wages.”—*Center-based Teacher/Assistant*

“Credits would act as a motivator to continue in ECE as the employees feel that they are building towards a better paying career and not just being a baby sitter. With the bad economy, people need to reach their career goals sooner. Many are mothers whose time is split between family, earning money to support families and education so it is a benefit to earn money and credits.”—*Center-based Teacher/Assistant*

“During these difficult financial times...no one should be asked to work for either no pay (interns) or no credits. It is important to attract the highest caliber people to this field and it will not happen if there isn't reasonable compensation.”—*Center-based Teacher/Assistant*

“Having training hours accounted for through college units or some form of credit application ensures the thought of early childhood education as a career field to advance in. Not just a stepping stone into other fields.”—*Center-based Teacher/Assistant*

“I feel the career ladder should begin with college courses.”—*Center-based Teacher/Assistant*

“I believe in person working with young children should have some training and person's working with infant/toddler should have at least three units in infant and toddler care. In addition, in administrator working with early care should have at least an AA in Early Childhood Development.”—*Center-based Teacher/Assistant*

“I believe that we should be given credit for all the trainings we attend. Its prove that we are trying our best to improve in our career.”—*Center-based Teacher/Assistant*

“I feel that everyone should earn credit for any classes that will enhance their learning and development in the field of early childhood education. There should be acknowledgment for people who continue with their education.”—*Center-based Teacher/Assistant*

“I feel that in order to work with children a person should have a least 12 ECE units or get certificate.”—*Center-based Teacher/Assistant*

“I personally feel that If I would go through a training I should have also some credit base. Why? because this could help me in the future to obtain a job in the same field. Of course this is my personal opinion. sincerely, Alexandral Paz” —*Center-based Teacher/Assistant*

“I strongly support that every teacher must earn college unitis so they can work with children and provide a quality education.”—*Center-based Teacher/Assistant*



“I strongly think that if a person is working with children they should take courses that pertain to that field.”—*Center-based Teacher/Assistant*

“I think that to work in this field teachers need to be prepared at least with the CORE units, it is very important that teachers have the knowledge in the early childhood education.”—*Center-based Teacher/Assistant*

“It is important that any ECE at any level has the the same vision and standarts that benefit and suport the developmental appropriate practices requiered in Early Child Education; therefore, the most basic ECE needs to have a foundation based in the same basic principles teaching at the college level.”—*Center-based Teacher/Assistant*

“It should be some credits for taking this training a way to help the teaching staff to get a degree. But I think the training should be at a college level.”—*Center-based Teacher/Assistant*

“Many people have experience doing a lot of different things in their lives, but do not understand the background FACTS of what they are doing. It's amazing to me how many people think what they are doing is "working" based on their experience, and then realize they are wrong when they learn actual facts, information, psychology, et cetera behind these ideas.”—*Center-based Teacher/Assistant*

“My concern about employing individuals without formal, credit training experience in early childhood is that the practices these individuals may implement may not be developmentally appropriate for children. Practices may be incorporated just because they are familiar and based upon personal life experiences that may not be appropriate. I am also concerned about how the ECE field is viewed as a profession. Lack of academic training could continue to enforce the stereotype of ECE as babysitting.”—*Center-based Teacher/Assistant*

“Non-credit or non-paid training hours offer no incentive for teachers to complete them.”—*Center-based Teacher/Assistant*

“Professional growth and continued education is a must when working with children of any age. We must know how children learn and develop.”—*Center-based Teacher/Assistant*

“Professional's who take their person time to further their career should be compensated in some manner.”—*Center-based Teacher/Assistant*

“Special training is required on part of a teacher as the teacher is influencing child's cognitive and social-emotional developments as well as language and physical developments. Whatever child learn's in early years has life long impact.”—*Center-based Teacher/Assistant*

“The advantage to credit-based training is that it can ease the financial burden of not working by establishing student status for the trainee. Unless there was a stipend available for the mandatory training hours, non-credit hours would aggravate the already difficult situation for many aspiring teachers.”—*Center-based Teacher/Assistant*

“The career ladder should begin with someone taking ECE units for credit.”—*Center-based Teacher/Assistant*

“The credit for school keeps people motivated to keep moving up the ladder! Where do we have time to do work for nothing? The schooling and work take up our time all ready in this bad economy. Lets help give some motivation especially to the young and single moms out there all ready struggling!”—*Center-based Teacher/Assistant*

“the first module should not have training hours. I feel that a person needs to learn something before being thrown in a classroom.”—*Center-based Teacher/Assistant*



“There is a better likelihood that unit bearing courses will cover standardized curriculum and also address a broad base of topics, issues and philosophies. Also, I believe that college units help ECE providers gain credibility and respect from parents and the community.”—*Center-based Teacher/Assistant*

“Those of us in the childcare field are continually asked and expected to work for free. No credit, no pay. Not fair.”—*Center-based Teacher/Assistant*

“we are saying that ECE is a profession then we should be required to be professionally trained with certification to prove this.”—*Center-based Teacher/Assistant*

“with the educational requirements increasing in our field, non credit training is not efficient, at least until post degree or “on the job”, then training is fine. This type of training has left many highly experienced teachers from the days pre-degree requirement in a lurch and with out a safety net.”—*Center-based Teacher/Assistant*

“Working with children should not be viewed as babysitting or an entry job.” *Center-based Teacher/Assistant*

“For many years now, providers have been attending workshops and trainings for no-credit. We need something in place where they are going to receive credit or unit hours for a college .”—*Regional Agency Staff*

“For someone working with a group of young children in their home (fcc), day after day, some education in child development and curriculum/how young children learn, is necessary.”—*Regional Agency Staff*

“I believe that Early Child Care Professionals should have as much experience and non-credit training hours as possible, gathered on their own time and along their educational paths. Internships could be an exception to this idea. The Career Ladder should not be responsible for recording these hours.”—*Regional Agency Staff*

“I believe this would be a strong deterrent. ECE staff as any other staff would want to know that each training activity is leading them towards the attainment of their educational goals.”—*Regional Agency Staff*

“I feel that every effort to gain knowledge should be credited, unless the training is regarded as free training to help students experience what the field they are entering entails.”—*Regional Agency Staff*

“Non-credit training hours may benefit some people, but I think it will generally result in a lot of spending with little end result.”—*Regional Agency Staff*

“At the current rate of tuition and the variety of times/types of classes offered at community colleges, I think unit-bearing coursework should be required at the beginning.”—*Community College Faculty*

“Basic literacy skills needed to pass a credit bearing class should be a minimum requirement to care for and educate young children and their families. It is COMPLICATED WORK, and children deserve QUALIFIED caregivers and teachers!”—*Community College Faculty*

“Career ladder should begin with college units.”—*Community College Faculty*

“Children need well trained teachers who have an educational background in child development. The research I have seen suggests that teachers with early childhood college education are more likely to plan appropriate educational experiences for children and are better able to communicate effectively with families.”—*Community College Faculty*

“College courses are essential base for training.”—*Community College Faculty*



"I believe that it's important to have at least the intro to ECE course prior to any non-credit training hours."—
Community College Faculty

"I believe that there is a place for non-credit training as a means of professional development in addition to the core academics that are required. I feel that ECE should be considered as in a similar way as all k - 12 education, and we require even para-professionals in the schools to have basic levels of credit based academics."—
Community College Faculty

"I believe there is a place for non-credit training hours (i.e., Professional Growth, Continuing Education), but that a specific level of foundational education for credit must be required to work with children."—*Community College Faculty*

"I feel that any training hours that are worthwhile should be valuable enough to qualify for giving college credit. Also, requiring non-credit hours will delay the pursuit of a college degree."—*Community College Faculty*

"I have met only one person that was a natural @ teaching without ever taking a ECE class in 30 yrs. I still feel basic 12 units in ECE r important foundation to teaching. Children are worth the wait & inconvenience."—
Community College Faculty

"I strongly believe that the Career Ladder should ENCOURGE non-credit training hours in ADDITION to credit bearing classes."—*Community College Faculty*

"I think non credit training hours should be limited to professional growth credit."—*Community College Faculty*

"I think the "pre-service" is important but it is just that---pre-service. It confuses providers and students and gives them the impression that they are a "professional". A "teacher" is a "teacher" when they complete all required education, BA and 5th year. Up until that6 time they are "studying" or preparing to become a teacher. Do not make this more complicated."—*Community College Faculty*

"I'm concerned to think that it is even being considered that non-credit training would be considered. We've worked hard to move up the professionalism of early childhood educators including the importance of and credibility of teaching in the early years. To even consider this 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."—*Community College Faculty*

"If people need non-credit classes to get up to college level courses, they should do that, but it should not be part of the career ladder."—*Community College Faculty*

"If we want to see true professionalism in the field of CD/ECE we need to require for credit college classes. Can you imagine any other professional career even asking this question?"—*Community College Faculty*

"It is critical for the professionalism of the field to have college based training as the entry point. This directly relates to salary and compensation."—*Community College Faculty*

"It is too difficult to ascertain the quality of the program if it is not connected to an accredited institution."—
Community College Faculty

"Many non-credit activities and experiences lack system of accountability and clear student learning outcomes."—
Community College Faculty



“My concern is not so much non-credit training but the caliber of training. At the Community College, Cal States, and UC's, we are required to have Student Learning Outcomes and to evaluate those outcomes. How would we know what the training is about if it does not have a built in evaluation?”—*Community College Faculty*

“Non-credit training hours have little accountability and require a low level of commitment and follow-through, in general. Credit-bearing courses have more possibility of bridging theory to practice over time and building new communities where early childhood educators can learn from each other.”—*Community College Faculty*

“Potential employees need to have standardized training that meets college requirements.”—*Community College Faculty*

“Professional development should be inclusive of for-credit college units which enable an ECE provider to obtain a degree while moving along the career ladder.”—*Community College Faculty*

“Professionals need to be recognized for their efforts and dedication to the field. Compensation, whether salary or college units is a must in order for this field to be recognized, appreciated and taken seriously.”—*Community College Faculty*

“Quality care in programs is already lacking, we don't need less education we need more education. Many of my students already think that they just need to course work to get a job and don't really want to internalize the information and use. Therefore, I think having "training" instead of college credit classes only further gives students that being a professional teacher isn't important. Would we be having this conversation regarding K-12 or college teacher/instructors. No we haven't and wouldn't even entertain the conversation, so why would we be entertaining it with our most venerable children.”—*Community College Faculty*

“Recognizing credit training hours offers employers specifically what is needed based on the agreements. Non-credit may differ and for this reason I would disagree that they need to be identified. The applicant may inform a potential employer at the time of potential employment.”—*Community College Faculty*

“Regardless of whether you work in a family child care or large center, people responsibility for caring for children, need to be knowledgeable about child development.”—*Community College Faculty*

“Research has demonstrated quite clearly that quality improves with credit bearing education. To begin a ladder below that is inappropriate and sends the wrong message about professionalism and working with young children.”—*Community College Faculty*

“Students often think that their non-credit work is for credit. This creates resentment and diminishes the number of students who persist up the ladder.”—*Community College Faculty*

“The career ladder should begin with a college-level, for credit, introductory or survey course in child development (CD 1 or 101).”—*Community College Faculty*

“The field of early childhood education should begin treating the potential workforce as professionals. In order to access compensation commensurate with other professionals, the career ladder should require college credit and professional training. I strongly disagree with non-credit training hours unless this is part of the professional development on the job.”—*Community College Faculty*

“The only way to raise the professionalism of our field is to require what other professions require: EDUCATION! If the early childhood field is to be raised, professionally, closer to what California credentialed teachers are now, it will need to required accredited college units for all entry level individuals.”—*Community College Faculty*



“the quality of non-credit training varies so widely there can be no guarantee that staff who receive that training gain any knowledge or expertise. Anyone can offer non-credit training - there are no qualifications.”—*Community College Faculty*

“There are many reputable agencies and organizations which offer training and workshops in the field of ECE, but there also exist many un-reputable organizations that offer trainings and workshops that are contrary to research based information. I believe that workshops and trainings are great tools to enhance knowledge in the field but the base of knowledge should come from an accredited two or four year university where the courses and teachers have been evaluated to ensure quality information is presented.”—*Community College Faculty*

“This is a profession and should require education! Would we credential a K-12 teacher based on non-credit training?”—*Community College Faculty*

“Time and Time again we've studied the skills needed by teacher. What we've learned is that all teachers need a foundation in which build onto and that foundation is embedded in education not in training hours.”—*Community College Faculty*

“To maintain the idea of professionalism in the field I think it it necessary that we associate a career with college education and work experience.”—*Community College Faculty*

“We educate, not train. Also, any non-credit training hours will not be applied to their certificate and degree. It is important to set our future teachers on the pathway to higher education to provide career options that are life long.”—*Community College Faculty*

“We need to have educated teachers supporting children's learning and this is best done through the community colleges--a system that is already in place and committed to high quality teaching.”—*Community College Faculty*

“What are you trying to do have people have CDA's and not college classes?”—*Community College Faculty*

“While I believe non-credit bearing training is often the most accessible, it is important for people to receive academic credit for their learning, especially as the expectations for professional development become more rigorous.”—*Community College Faculty*

“Without a structure/safeguards in place which examine the content and quality of the training as well as the expertise of the trainers it would not be a good idea to accept this form of preparation for ECE teaching staff.”—*Community College Faculty*

“Working with children should require formal educational courses.”—*Community College Faculty*

“All teachers should be college educated in their field of expertise. Any person working with children without a college degree should be no more than an intern or an assistant working with the qualified teacher. Many people began teaching ECE before education was a requirement. Many of those people have been in the field as teachers for 25+ years. Yes, they have experience, but no teaching degrees/credentials. I can understand why many survey participants selected "a college degree is not needed"... they have not put in the time or money to earn a degree. I would not want my children taught by uneducated teachers at any level. Education combined with experience is what gets you in the door in almost every field. Continuing education throughout your career with non-credit training hours is appropriate for professional growth and reflection.”—*Family Child Care Provider/Staff*

“Do elementary teachers get this option? We are working with children ages 0 to 5 years, research has shown this is the most important time in a child's life for learning, why would we allow a teacher to earn non credit hours and use those to teach with. If we are going to teach children we need to be properly educated in the field we are teaching, whether it be early childhood education or elementary.”—*Family Child Care Provider/Staff*



"I BELIEVE THAT A PERSON SHOULD GET CREDITS FOR WORKING."—*Family Child Care Provider/Staff*

"I believe that people who work with children must have some decent basic education."—*Family Child Care Provider/Staff*

"I did not have any college units when I started the CARES program. I participated in several non-credit training hours and received a good stipend. CARES encouraged me to obtain an Associates degree, and I received substantial stipend. CARES encouraged me to continue and obtain a Bachelor's degree and my stipend dropped to less than the first stipend. The more college units...the less stipend received."—*Family Child Care Provider/Staff*

"I feel anytime you give time is good because we all have busy work schedules."—*Family Child Care Provider/Staff*

"I would like to be able to earn college units for the my time invested in training."—*Family Child Care Provider/Staff*

"If we are to be considered professionals, we need to have criteria similar to other professional groups, none of which can be entered based on non-credit training."—*Family Child Care Provider/Staff*

"I'm a family day care provider and currently attending college, I would definitely like to receive credit for any course/training that I attend."—*Family Child Care Provider/Staff*

"This is a very important field. We are working with children which is our future and most of providers do not take any workshop or when they attend they don't take it seriously. I think they should pass at least 12 unit college unit. The workshop hours are short. and not repeating enough in several weeks for people who are mostly over 30 years old to memorize the information well and get to use it without training."—*Family Child Care Provider/Staff*

"Any time should count as credit if it is on a defined path to a certificate or degree."—*Other*

"Community college and above training start the shift to "professional" thinking and decision making, not just to functioning out of your own personality. Associate and assistant staff need to start transitioning to professional "awareness" at the very start of their working with children."—*Other*

"Educated staff provide higher quality services."—*Other*

"Education is important, families view us as educator and respect what we do as long as we know what we are talking about. Without some education I as a parent also would not consider or want to take my child to a person that has no formal education about children."—*Other*

"I believe that non credit training hours are beneficial addition to education but units at an accredited college establishes continuity of learning."—*Other*

"I believe that to obtain the most qualified and experienced staff all teaching staff should have a minimum of 6 ECE units prior to working in the field and must indicate they plan to continue their career in early childhood. I have had the experience of hiring staff that are using their preschool position while they are seeking other careers, ex. nursing. Therefore, they are not committed to the field of early childhood education. If they have completed 6 ECE units, they have displayed some commitment to the field."—*Other*

"I have observed that when people participate in training for credit they tend to take in the information in a more concrete manner."—*Other*

"I think anyone working in the ECE field should have a minimum 12 units."—*Other*



"I think anyone working with young children needs to have at least a basic foundation of knowledge of child development BEFORE working with them in a child care setting."—*Other*

"I think it should qualify for college credits. There have been occasions where the employer requires additional units/credits to maintain a current position and having extra college unit/credits would contribute."—*Other*

"In order to prepare our young children to be successful in their elementary school, we must have qualified preschool teachers with knowledge and skill sets grounded in ECE. Teachers who are committed to the field."—*Other*

"No, I think that everything should be for credit. We need to professionalize our field, and college units helps all of us."—*Other*

"Non credit hours are different in number of hours an adult has spent in a classroom or learning environment. We must move forward and not backwards in the continuous cycle to professionalize our field. No longer can we allow particulars and idiosyncrasies to dictate our lack of momentum in this attempt to capture everyone by dumbing down the standards. Are non-credit training hours the a real solution or an avoidance on part of the real struggle - how we educate and expect adults to learn and create transference. We would be wise to look at the nursing profession in the USA. Not along ago they went through much of what ECE professionals continue to struggle with in professionalizing our field."—*Other*

"Non-credit training is not regulated as far as I know and may undercut the profession. In addition, the right kind of credit-bearing courses could provide the cohorted model for continuing that seems to have worked according to your own report findings."—*Other*

"When other professions -- health workers, social workers, therapists, k-12 teachers, etc. develop a career ladder that does not require post secondary education, we can decide whether to join them! Given that those standards will (I hope) not evolve, we need to change ECE's professional stature and identification. We must develop requisites for improved practitioner knowlege, establish a rationale for appropriate compensation and support, and gain peer recognition among education and social services. Non-credit training will not do that. It can and does serve as a supplementary or complementary enrchnment system, but it is not adequate for a career ladder system that purports to raise standards and increase professionalism in ECE. At the same time, we have to develop a better ECE emplyee evaluation and accountability system. See comments below."—*Other*

"When other professions -- nurses, k-12 teachers, social workers, or accountants -- can begin develop r career ladders with non-credit training, ECE should be able to have a parallel system. If we do not require professional, college level education, we will never have the respect nor the rationale for higher compensaion, nor will we be considered as peers with other practitioners in the education and social service fields -- nor should we be. At the same time, we must institute an evaluation and professional accountability system that requires professional PRACTICES as well as eduction for family child care, center staff, and others (no "empty credits" that do not reinforce quality level work).."—*Other*

"I believe the ladder should have training hours before they can become a part of the staff. Education is very important and is needed to be in this field." *State agency staff*

"In my opinion, non-credit hours are ONLY appropriate for In-service training opportunities provided after hire by an employer, for example, health & safety. The completion of such training by teaching staff benefits the organization and should be provided by the organization. All other "training" in the field should be education; that is, it should require reading, discussion, reflection, and demonstration of learned concepts." *State agency staff*



"This question is unclear in the sense that our current education system honors non-credit training for academic units under the "Credit for Life Experience"-- meaning that non-credit training CAN ALWAYS count for college units/credit if a person knows about the option and is willing to pay. There are many legitimate (WASC) institutions giving academic credit for life and work experiences. Even with the referenced example, Connecticut's Career ladder, the training hours can convert to accredited units if pursued. The intent of this question is unclear; however, I strongly disagree with beginning with non-credit training hours." *State agency staff*

"When people come in to the field they should have training which help them be better preparee for their job and know the expectations and especially have a better understanding of children." *State agency staff*

"I think the professional scale should start with training earned by units. It's important that those who work in child care have taken atleast 12 units of ECE before working."—*Center-based Teacher/Assistant*

"To work with children it is absolutely necessary to have an adequate training by taking classes either in college or university. The more trained staff is the better the development of the children in the future."—*Center-based Teacher/Assistant*

"I think it should be training hours with units, as this is a professional career and also with paid units, it's a sacrifice to listen and dedicate your time to learn what's needed and we can become an excellent teacher."—*Center-based Teacher/Assistant*

"I think the professional scale should start with units, then with units begint o have hours of training. Only with units, one can have a foundation, philosophy and valid training. Being an educator or teacher is following the philosophy of ECE and units are needed to educated oneself before educating the kids."—*Center-based Teacher/Assistant*

"I don't see the reason why not to acknowledge in units, as it is hours of study and work like any other classes, they are a component and and part of an effort."—*Family Child Care Provider/Staff*

"If we want to improve both the quality of childcare and receive better wages, childcare workers as a whole need more education.I have learned from personal experience that the training I received in workshops pales in comparison to the knowledge I receive in a college course."—*Family Child Care Provider/Staff*

"With busy schedules and years of experience ECE professionals should be respected enough to get credit for any time put into training."—*Other*

"So there could be more employment and that is why I disagree."—*Other*

"I think it is much better for the children if a person has at the very least a foundation of what is childcare or preschool education, first aid training being very important."—*Center-based Teacher/Assistant*

"The people will feel more motivated, if from the beginning, units are counted. Experience is what makes a teacher."—*Center-based Teacher/Assistant*

"I believe that through training hours, the person gains the introduction to the topic of study that allows them to do better in future classes. In a workshop the learning is more relaxed and a person is not worried about a grade...and they can focus on the learning itself...I agree there should be prior training....being validated perhaps by certificates...then there could be a formula to accumulate 2 sessions of 2 hours each to 2 certificates to 2 units for example."—*Family Child Care Provider/Staff*

"The trainings should start with units, taking into consideration that it is a process of development."—*Family Child Care Provider/Staff*



2. Comments from survey respondents who were undecided or had no opinion about whether the career ladder should include non-credit based training.

“Connecticut's was either the modules or units. I do like the idea that the career ladder should begin in the classroom and that there is an accumulation of a certain number of hours needed working with children before even taking units. These hours would be even better spent with a certain level (permit, degree and/or experience) of teacher. It would give the individual a sampling of what working with young children is like and if this is truly a career they wish to pursue.”—*Center-based Administrator*

“For many people in the field they started out with non-credit training and then proceeded onto college unit training.”—*Center-based Administrator*

“I believe an individual should have accredited hours because Licensing requires certain credits one can only get from studying at some type of college or another school approved to teach early childhood classes.”—*Center-based Administrator*

“I have worked in a setting (24 children 2 1/2 to 5) where the best teacher was the one with no units and I hired her full time and got her started on the CDA certificate; I am now working on a college campus and we only hire enrolled students but their coursework is not required to be ECE or related- some of those can be wonderful teachers and are encouraged to get their ECE or related units.”—*Center-based Administrator*

“I think people should be allowed to work in the field with education, but supervised well. That is the way I started, but I also know that have become a better teacher into an administrator with more education and continued education.”—*Center-based Administrator*

“I think that training should be available that would not have credits attached to it. I don't necessarily think that it has to be one way or the other. The career ladder could be set up to offer both.”—*Center-based Administrator*

“I would need to hear arguments on both sides to make my decision. My first thought was, how much training would be needed to start getting college credits.”—*Center-based Administrator*

“Life experience, such as raising a family, volunteering in ECE centers/family care could count at the beginning of the scale.”—*Center-based Administrator*

“This is a difficult question. I think education in the field is an important piece factored into quality early education. I also know that there are no books that give you common sense, passion and dedication, these are qualities that are part of your being, part of your character so I am really undecided.”—*Center-based Administrator*

“What does the non-credit training look like? If it consists of modules who develops them?”—*Center-based Administrator*

“While I strongly agree with the need to obtain ECE/CD credit, I am concerned that without a strong support system for FCC providers, many will either not enter the field or provide "underground" care. I would like to see units as a requirement for all center-based programs, but living in an isolated rural area with no college, I also know how difficult it can be to find qualifying people at the entry level.”—*Center-based Administrator*

“College credits are definable and measurable.”—*Center-based Teacher/Assistant*

“It depends on the training.”—*Center-based Teacher/Assistant*



"I don't think it should begin that way, but I think it should slowly advance with each teaching credential."—*Center-based Teacher/Assistant*

"I don't think this matters. Knowledge and experience is best any which way you obtain it."—*Center-based Teacher/Assistant*

"I feel that workers who have been through a high school vocational program in ECE should be included on the ladder."—*Center-based Teacher/Assistant*

"I had trouble deciphering Connecticut's Career Ladder, specifically in identifying where and what the "non-credit training" portion of the ladder was. So I'm having trouble imagining what would be the nature of this non-credit training. Would participation in a high school ROP program be an example? If so, I'm in favor of that kind of experience, because it allows young people interested in the EC field to work with children to find out the most important first fact: do they enjoy that activity?"—*Center-based Teacher/Assistant*

"I think that training for credit is important but I also realize that there are training opportunities within employment and work experience that does not include credited hours."—*Center-based Teacher/Assistant*

"If non-credit hours serve the purpose of helping prospective EC educators decide if they want to continue their education, then they are very valuable. But those should be done at an exemplary site."—*Center-based Teacher/Assistant*

"If you are going to spend your time and money to train for something you may as well train where you receive units that can be used toward your education."—*Center-based Teacher/Assistant*

"I'm not really sure of the benefit of having non-credit training, especially if it does not help an individual to achieve a college degree or job advancement."—*Center-based Teacher/Assistant*

"In my opinion it is important that care providers have a basic level of knowledge and experience in the educational field. The specific ECE units will be part of the professional growth of the interested worker."—*Center-based Teacher/Assistant*

"It depends on what the non-credit training hours are. Some are more pertinent and helpful than others. If left wide open for participant to choose, I would change my opinion to No."—*Center-based Teacher/Assistant*

"It depends on whether a provider's years of experience would count toward non-credit training hours. If years of experience count toward non-credit training hours, then more senior level child care professionals who serve middle class families would be willing to participate in the career ladder. High levels of participation from these providers will be essential to the success of the career ladder."—*Center-based Teacher/Assistant*

"Non-credit training hours makes training accessible to people who cannot afford or are uncomfortable in classroom settings. But my concern is how the training would be administered and how do you verify that the material is understood."—*Center-based Teacher/Assistant*

"Some schools will not hire you without taking preliminary classes or units. Sometimes the conundrum occurs. Employers want experienced people, but getting the foot in the door is the only way to build experience."—*Center-based Teacher/Assistant*

"Sometimes it depends on your experiences, if you work in this field for a long time your knowledge will help you to improve your job."—*Center-based Teacher/Assistant*

"Would it be a requirement or is it an option instead of college units?"—*Center-based Teacher/Assistant*



"I think it would depend on what the entry level of the career ladder would qualify a person to do."—*Regional Agency Staff*

"If non-credit training hours are the entry point, there need to be parameters for the type of training and provider of the training to maintain some control of the quality of the training."—*Regional Agency Staff*

"It depends what the career ladder would be used for. What incentive would there be for people to take non-credit training hours (e.g. higher reimbursement rate)? Currently providers can name any specialized training in their marketing to parents, and it wouldn't benefit them from saying "I'm at Level 2 of 15 levels." Also, will there be sufficient counselling staff to point out the option of unit-bearing credits that can count toward a degree. The other side of this is that there are many useful training workshops in our county that don't carry units but improve provider/program quality. Unique topics that will never get addressed in college courses are sometimes given Professional Growth Hours credit for SaMCARES (stipend) participants."—*Regional Agency Staff*

"not sure what the actual issues are, but having the training be outside the college credit system may allow access to those who may need to be engaged in the field for academic and cultural and financial reasons before actually enrolling in a college setting."—*Regional Agency Staff*

"I guess I want staff to be trained and many do not go to college."—*Community College Faculty*

"I guess it depends upon what the state is finally going to decide relative to positions in early care and educational settings. If we are raising the bar, raising the educational requirements for teaching staff and leadership, informal or non-unit bearing training would only be useful for volunteers, aides, and others in menial and low pay positions. Will there be a place for such workers in the new scheme of California Child Care?"—*Community College Faculty*

"I like the idea, but feel if we are encouraging higher education I feel new teachers will be eager to get units under their belts to get started on earning credits."—*Community College Faculty*

"May sway students away from the field, though if these are requirements then this may contribute to training future ECE professionals with highest quality, assuring that they are well-prepared (a great way to show respect to our children and their families). Not fully aware of what you mean about non-credit---if field work, I believe this opens a great door to understanding theory as it is taught in classrooms; if non-credit units in basic skills, also a great avenue to assure our teacher & other related ECE professionals are prepared to meet all other requirements that will assist their overall skills."—*Community College Faculty*

"The problem with non-credit training is that there is no way to assess that participants actually learned anything other than being present."—*Community College Faculty*

"While it may be valuable to be 'exposed' the issues and concepts in ECD, working in non-credit training hours most often would expose new students to ways of teaching that may be counter-productive and then faculty have the task of attempting to replace harmful or less-than useful practices with those supported by theory and professionalism."—*Community College Faculty*

"because they can start with non-credit training and work they're way up to credit training.."—*Family Child Care Provider/Staff*

"If career ladder should begin with non-credit training hours, they could be unpaid or with a small token stipend; speaking from experience of ECE education in N. America, I went through a Diploma of 65 units spread over 10 months (8.30-3.00pm) of classes. At the end, we had to complete a month long practicum and 500 hrs of Volunteer work, in two centers, supervised by two Supervisors BEFORE getting the State License and College



Certification. Going through this training did not leave any scope for a priority other than children and families!”—*Family Child Care Provider/Staff*

“If the purpose of the Career Ladder is to obtain college units then there is no purpose in non-credit units. If the purpose of the Career Ladder is to gain knowledge and experience with ECE then non-credit units are valuable.”—*Family Child Care Provider/Staff*

“Some kind of workshops really support providers, but it is no units.”—*Family Child Care Provider/Staff*

“I don't think it's about where you begin. The issue for me is the variety of professional development opportunities.”—*Other*

“I not fully understand non credit hours. I do believe that teachers and aides should have on-floor training similar to what K-12 teachers do in their student teaching year. I think a year of student teaching with high quality teachers would be beneficial after they have earned at least an AA degree. If the AA has not been obtained then that person should only be qualifies to be an aide/assistant.”—*Other*

“Personnel entering ECE are often able to bring expertise and experience from other professions yet need career specific training. Initially as with any discipline on the job training is advisable but as basics are learned, employees efforts at furthering their knowledge base should be formally recognized with credit hours.” *State agency staff*

3. Survey respondents who agree the career ladder should include non-credit based training

“I like the idea of joining some organization which might be able to assist in not only overseeing non-credit/observation hours but also in completing some of the basic requirements to working with children including basic first aid and emergency procedures.”—*4-year college faculty*

“If this refers to the validation of hours that we currently accept, I think that this is a good option to acknowledge what is learned through experience.”—*4-year college faculty*

“many providers first attend workshops and other venues and through these plan for further education.”—*4-year college faculty*

“Although my academic background has supported me well in this career, I can see how many people who are attracted to the early learning field may not be academically oriented in their ealry years. For some, just the thought of taking courses for college credit may be intimidating; or some with inadequate foundations may fail and become discouraged. For these reasons I understand that a transitional system of training and preparation might benefit not only newcomers to our filed, but also those who have worked for many years but avoided college coursework for fear of failure.”—*Center-based Administrator*

“Any non-credit hours should be approved according to a standard of what is taught in the training and who is providing the training. Non-credit hours should not be given for just any training by any trainer. The content and the trainer should be approved by someone who holds to a uniform standard for all trainings.”—*Center-based Administrator*

“Cost is the key factor. For my staff to have the variety of observations of different sites and teaching styles, some non-credit hours could be logged that help to give them classroom management skills and ideas that could benefit the children greatly without the fees attached for college yet count as experience hours.”—*Center-based Administrator*



“Could begin with non-credit training hours, but should have some training to work with children.”—*Center-based Administrator*

“It depends on how recent the training hours are, who the trainer is, the kind of place the hours were done in, and how well the person performed.”—*Center-based Administrator*

“Everyone in our profession is not able to complete a Bachelor's Degree-or even an Associate's degree, so I understand the argument in favor of beginning with non-credit hours.”—*Center-based Administrator*

“Experience is like gold. The more experience working with children/staff/parents..begins to fill those pockets of learning....combined with book knowledge....is very vital and cannot be ignored.”—*Center-based Administrator*

“Experience should count as a start - though I did not complete the first survey and so not sure if this is the desired result to start the ladder but typically that's how it begins.”—*Center-based Administrator*

“I agree that the career ladder should start offering some kind of mandated orientation and hands on experience to those individuals who are interested in the Early Childhood field, to find out more about the career. Once they get the information I believed that people should be recognized and earn credits while they are continuing taking the classes or work experience.”—*Center-based Administrator*

“I believe it's important to learn and get as much experience possible as one enters the field of Early Childhood Education. Mentors are important and there is much to gain and learn from different mentors in different types of programs.”—*Center-based Administrator*

“I believe many people enter the field of ECE with no true understanding of how difficult the work is. My hope is that some non-credit training hours would provide a more realistic view of ECE work.”—*Center-based Administrator*

“I feel that starting at this level will encourage more people to join the ECE profession.”—*Center-based Administrator*

“I hope that there will be many steps included between 12 ECE units and PhD level and less between non-credit training and the bare minimum 12 ECE units. I recognize that most of the skills that I have observed as needed to successfully support and facilitate young children are not those currently learned from upper division classes, however learning to articulate verbally and in writing are important skills to model to young children.”—*Center-based Administrator*

“I think that more options are necessary to give early childhood professionals motivation to enter and stay in the field of ECE.”—*Center-based Administrator*

“I think that on the job training is important training that does not have to count for college credit.”—*Center-based Administrator*

“I think that there should be an opening from the start to the end that allows family child care providers and adults who are a part of the children's community to easily enter a career ladder. My fear would be that disallowing non-credit training could pose an obstacle for easy entry into the field.”—*Center-based Administrator*

“In the east bay area we have a wealth of opportunities for training. Staff need professional growth classes, but I don't think it should be necessarily from the JC colleges. There are adult education programs recognize in child development that are college accredited (Hayward Adult) in our own neighborhoods, close to where staff lives that makes it so much easier to attend for staff, but the core does not accept anything unless its from Chabot or Merritt college.”—*Center-based Administrator*



“Internship at Child Development centers. They need to be Regular Volunteers with TB Clearance and Fingerprint Clearance.”—*Center-based Administrator*

“Many individuals who did not have positive academic experiences in high school (social, academic, and student teacher or peer relationships) are reluctant to register let alone complete a college level course. Providing a different venue for acquiring rudimental knowledge and skills can provide these individuals with experiences that affirm their desire to work with children and build their self-confidence. Participation in programs such as a parent education program can be the catalyst to enrolling and completing classes at the college level. Having reviewed the Connecticut Ladder and participating in the Preschool Makes a Difference Committee I would limit the units from Module learning to 3 units.”—*Center-based Administrator*

“Many people take credit classes and don't complete them or will change their major/field of interest. Non-credit training would allow individuals to have an introduction to the ECE field prior to paying high college fees and book costs. I think that this would increase the numbers of adults who want to pursue this as a chosen field and not end up dropping out.”—*Center-based Administrator*

“Non-credit training hours might be helpful as a "gate-keeper" - helping potential early childhood educators decide if this profession is a good fit; also providing trainers, mentors, coaches etc. an opportunity to encourage or re-direct, counsel some students to other vocations if it's not a "good fit".”—*Center-based Administrator*

“Organization concept, leadership skills.”—*Center-based Administrator*

“Some people are intimidated by the thought of going to college. if they have the opportunity to be a part of the program and become comfortable with learning then they can build up to college. Including the non credit training hours in your program allows them to do this.”—*Center-based Administrator*

“students of ECE will get a taste of the profession without spending a lot on classes. They may find that it is not the career they want to pursue.”—*Center-based Administrator*

“The most important thing is to support interest in this field by motivating and inspiring staff. It does not matter wheather these are credit or non-credit trainings.”—*Center-based Administrator*

“The non-credit training needs to reflect evidence based best practices offered through an organization with experience in training ece such as an R & R. There should be a requirement that 45 hours of training or 3 units of ece should be completed within the first year of employment in the field, and 90 hours/6 units by the end of the second year.”—*Center-based Administrator*

“There are times when educators cannot afford to pay for the credits,but still need to advance up the carrear ladder.”—*Center-based Administrator*

“There people who works in private day care are not credit training. I think they should be counted because they also work with children.”—*Center-based Administrator*

“There should be some recognition of experience working with children (babysitter) and give a maximum recognition of say three to five years. Many of the women who started in the field started by working in-home day care.”—*Center-based Administrator*

“way back in the days (1978 and 1979).. i was in the 11th and 12th garde of high school and i had the opportunity to earn hours,units for highschool and get paid throuhg a work experiance class. my choice was to do this at a local elementary school. i was the T.A. followed what the techer said.. graded papers, interacted with the childern, cleaned in the classroom.. it open my eyes to really see what my career chioce would be. I have been working with



children birth to 6 years since I left high school and feel if a student has had a opportunity such as I did then the hours should be counted in this CLP.”—*Center-based Administrator*

“When a person starts with the non-credit training hours they should have CPR and First-aid before they start the hours to ensure safety of the children while they work.”—*Center-based Administrator*

“Whether credit or non-credit training - the concern would be the quality of training. In ECE it is a concern, of mine, that education and training are acquired through a reputable and respectable source and one is not merely viewed as having completed "vocational" training.”—*Center-based Administrator*

“Working with children requires many skills, capacities and qualities that are not always obvious, on the floor intentional training is essential to see if there is a good fit for this job.”—*Center-based Administrator*

“workshops and conferences often address issues that are imediate and ofter are used in practice the next day.”—*Center-based Administrator*

“Would be inclusive for family child care providers & ROP studenta as well as Foster/exempt providers.” —*Center-based administrator*

“The career ladder can begin with non-credit training hours with knowledgeable and experienced staffs.”—*Center-based Teacher/Assistant*

“Child care employees can benefit from both credit and non-credit hours.”—*Center-based Teacher/Assistant*

“Completion of a state-wide training course including an overview of child development (possibly with 3-4 modules covering things like providing boundaries and structure, listening skills, discipline techniques, and basic safety) for beginning aides and small family care providers, or even babysitters and parents, would be an ideal first rung in the ladder.”—*Center-based Teacher/Assistant*

“entry level classroom aide/assistant who are not left alone with students but wanting to work in the field.”—*Center-based Teacher/Assistant*

“I believe someone who is interested in the ECE field should have experience first so they can decide if this is the right field for them.”—*Center-based Teacher/Assistant*

“In any position I've held over the years, on-the-job training was as much a teacher as sitting in a classroom. (In relation to ECE however, higher learning at a college level has proved to be critical.)”—*Center-based Teacher/Assistant*

“In my experience inservice trainings and conferences can offer good training; especially at an introductory level, and is easily available. This type of training is often the first step a person takes and may help the person feel more confident about taking college level coursework.”—*Center-based Teacher/Assistant*

“It is a good way to gain knowledge of the field, for example to learn what child development is. Learn not for the credit, but for the sake of learning.”—*Center-based Teacher/Assistant*

“It is extremely important to further your education in the early childhood field as the way of learning as been addressed for the early childhood years.”—*Center-based Teacher/Assistant*

“It is important for experiance and interest in a field to count toward earning a higher position.”—*Center-based Teacher/Assistant*



“non credit training will still be of help to careproviders in learning some ways, trainings and methods in dealing with children. It will uplift their standard of knowledge in working with the children.”—*Center-based Teacher/Assistant*

“Non-credit training could be for people who work as aides or other support roles but have contact with children. It could include things like health and safety or licensing issues. All teaching staff and those who design programs and/or write curriculum should be trained at the college level.”—*Center-based Teacher/Assistant*

“Only for Aide positions or honoring promotions that have occurred in other centers.”—*Center-based Teacher/Assistant*

“Other training helps people to become more well rounded.”—*Center-based Teacher/Assistant*

“Previous job experience as well as conferences and training sessions should count.”—*Center-based Teacher/Assistant*

“Trainings such as CPR or First Aid or an introductory training about Family Child Care and /or preschool or child development would be useful for some people...without having to make the time/\$ committment to college units.”—*Center-based Teacher/Assistant*

“As long as there is some quality assurance of the non-credit training hours, then they would be acceptable at the earliest part of the ladder. Mostly concerned about the random quality of various trainings for the field.”—*Regional Agency Staff*

“California's existing child care providers are at such various stages in regard to their acquisition of college units for ECE, in part due to the vastly different regulations (Title 22 FCC all the way to T5 Child Development Permit). Because of this variability in current expectations I think that beginning with a non-credit level will encourage existing early childhood educators / providers as well as new ones to come onto the career ladder and move up from there.”—*Regional Agency Staff*

“Certified/Approved trainings are an important part of on-going professional development.”—*Regional Agency Staff*

“Having worked with FCC providers, it is important that training address their needs as well as the children. To require them to take coursework, when they work 10-12 hour days is difficult. I believe they need to have a choice. The Connecticut Career Ladder provides an opportunity for providers to take small steps if that is what they need or go to a higher level if they so choose to do the work.”—*Regional Agency Staff*

“In order to attract everyone, the ladder should start out with non-credit hours to encourage those to continue their education.”—*Regional Agency Staff*

“It is a great idea as long as the trainer has the education to train and has experienced the topic(s).”—*Regional Agency Staff*

“It is more important that the training and quality of training be standardized, not random. If career professionals in ECE have unit training they can start at a higher "rung" on the ladder.”—*Regional Agency Staff*

“Just as some college students sometimes take pre-requisite classes in order to prepare to take credit bearing courses, so too soem providers may need to ease jinto formal education with non-credit bearing expeirences.”—*Regional Agency Staff*



“Non-credit training hours should be for those who have interest in starting a career in ECE, but not sure. This way they would have some knowledge about appropriately working with children without the cost. But there should also be a timeline as to when they should be taking for-credit training hours especially if they want to continue in ECE.”—*Regional Agency Staff*

“Non-credit training hours should provide an introduction to the ECE field. Workshops/training should enhance what is learned in a typical college credit course.”—*Regional Agency Staff*

“Professionals need to start somewhere. Many of our current providers have little formal education. We need to start where they are. However, I do feel that a commitment to ongoing education should be reflected.”—*Regional Agency Staff*

“Some providers are working on adding English as another language and may need to start with non-credit training hours.”—*Regional Agency Staff*

“There is some excellent training available on in-depth topics that do not carry credits. Some of this training has coaching hours attached, which is an excellent model to assist with the implementation of knowledge gained from trainings.”—*Regional Agency Staff*

“Yes, however licensed family child care and center based care, have two different policies and requirements. Therefore, I would need more information in order to answer this question efficiently.”—*Regional Agency Staff*

“As a part time CC Instructor (unit bearing) and community trainer for other programs (mix of unit bearing and non-unit) - I often have individuals that come to trainings and then from there they feel comfortable or knowledgeable enough to commit to taking unit bearing courses/trainings. The non-credit training hrs. are important to that population of individuals and should be a starting point that counts in their professional journey.”—*Community College Faculty*

“As a teacher and administrator for 25 years, I think the most essential skills for working with children come from day to day floor work. As a college ECE instructor, I know every inch of my floor skill growth comes from my continuously obtaining knowledge in various fields and studying the developmental theories. After teaching I/T Lab Practicum on the actual childcare site vs college lab, I would like to say that the career ladder should start from training entry level teachers from high quality programs with skills practitioners.”—*Community College Faculty*

“But for ONE not more than TWO levels.”—*Community College Faculty*

“But only one or two steps at the maximum before needing college credit.”—*Community College Faculty*

“I agree that non-credit training hours are a place to start, but we must encourage all teaching staff/providers to begin and continue to take college credit courses if they want to be viewed as professionals by other credentialed teachers, educators, legislators, the business community, and parents who are placing young children in their care.”—*Community College Faculty*

“I think there should be specific criteria for what qualifies as non-credit training hours or, there should be a limit.”—*Community College Faculty*

“In my experience, I have found when licensed family child care providers attend a non-credit bearing workshop, conference, or training it provides an opportunity for them to see how these trainings enhance their professional development. Ultimately, a workshop or conference can empower providers to seek credit-bearing courses to increase their professionalism. As a trainer, I have seen providers take “baby steps” at a training, and through encouragement, they have taken the “big step” by enrolling in community college coursework. That first



attendance at a training or workshop can capture the interest of some providers to continue their professional development through unit bearing coursework.”—*Community College Faculty*

“Students who take high school or ROP classes should be able to formally use these classes as a step in their career.”—*Community College Faculty*

“The training should be authentic, current and have some sort of credibility. Reading a magazine article or showing up to a children's library event on children's literature, etc. should not be considered.” —*Community College Faculty*

“California's Community Colleges are the main source of for-credit coursework in Early Childhood Education. Because of this, we have to consider the type of coursework available through this venue, and if it applies to all of the workforce - which it doesn't. Community Colleges do not offer meaningful and accessible courses to family child care providers, especially in my county of Santa Barbara. Most ECE courses focus on Center-based care, and many are offered in the daytime when FCC are working.”—*Family Child Care Provider/Staff*

“Count the # of years worked prior to college credit should be applied. Experience is more important than theory. Many great teachers are also very poor classroom students and should be given compensation for experience.”—*Family Child Care Provider/Staff*

“I agree, because some of us have not attended school in awhile, so get started with non-credit classes could help prepare the mind set of going back to school regularly.”—*Family Child Care Provider/Staff*

“I feel that family child care providers may not want to take college courses, but would benefit from hands on training before intering the field.”—*Family Child Care Provider/Staff*

“I feel the non credit training hours should include: Orientation of job site, practices and policies, health and safety, CPR- first aid, site protocol, special needs and behavioral protocol, employee protocol.”—*Family Child Care Provider/Staff*

“I think it is important to have some time on the floor with children before one enters into paying for and taking classes towards a degree.”—*Family Child Care Provider/Staff*

“Our economic situation as a country needs volunteers and if we could supplement programs with volunteers it would be a win-win situation.”—*Family Child Care Provider/Staff*

“Sometimes people will start with workshops before they feel comfortable taking college classes.”—*Family Child Care Provider/Staff*

“There is a certain confidence that any type of training gives to staff. Many of the other family child care providers I have met are intimidated by college courses. Success in trainings may give them the impetus to go on and attend college.”—*Family Child Care Provider/Staff*

“These non-credit trainings should be recognized because they are the stepping stones for EC education or portion of the Career Ladder foundation.”—*Family Child Care Provider/Staff*

“with the focus being on college-level ece units being their next step.”—*Family Child Care Provider/Staff*

“At times, an organization may need a talented person to fill in a position or need. A talented person can get some experience and see if the fit is right which may help him/her find a career that will be rewarding and start them on the path. He/she then would start their formal training.”—*Other*



“Because so many people do not have credit hours, it makes sense to get them thinking about the career path from that starting point. But I think it is essential to follow the way of states like CT that have approved non-credit training and linked it the credit bearing path.”—*Other*

“Child Care Centers require some college units, the position determines the number required. Family Child Care Providers are not required to have any units. Many have taken it upon themselves to obtain units. I think to start off using non-credit training hours would benefit some and encourage other to move forward and start taking college classes to meet future unit requirement.”—*Other*

“High quality training that supports safety and child development should be taken before allowing people to work in early education jobs, but it does not have to be provided by a college or university. Support should be given to high quality training aligned in a career ladder that supports beginning training (non-higher education), community college, and university. The ladder should prevent the duplication of coursework!”—*Other*

“I agree, some people are already working without ECE units. In order for them to know the importance of having the units they need to have an incentives to begin with.”—*Other*

“I think there should be an entry-level rung to the ladder for people who are interested, but haven't tested their commitment enough yet to pursue college units. They should be brought into the career pathway right away. These aides, or family child care assistants should not be able to supervise children on their own.”—*Other*

“I would not want to see this level alone with children. Non-credit bearing staff should only be aides.”—*Other*

“In order to apply for a teaching credential, prospective teachers need to spend time in classrooms. I think this is a good model to follow, so ECE professionals can first experience the profession and THEN make a commitment.”—*Other*

“Including non-credit hours allows people to see themselves on a path. I do not believe that non-credit hours should provide qualification for teacher status.”—*Other*

“Need entry point for providers who have barriers to entry in credit-based programs.”—*Other*

“To define a candidate's basic qualification. This may give the candidate a chance to see him/herself a chance to further his/her education. An incentive for everyone. For those who have done more than their share (education / training) then they are in a better position to help others in the field.”—*Other*

“Training should be focused and limited, however, to approved trainings on topics directly related to state resources (e.g. Competencies, DRDP, Foundations) or other topics relevant to working directly with children (CSEFEL, documentation, interactions, etc.)”—*Other*

“I am sure the trainings help.”—*Other*

“I believe it would be important for folks to participate in trainings and take a class or two to learn more about the ECE profession...they might decide it's not for them.” *State agency staff*

“I'm still somewhat uncomfortable with folks having higher degrees and only having to get 12 ECE units to slip into a position?????!!!!!!!” *State agency staff*

“As a Career Ladder component Experience needs to be an important training consideration.”—*4-year college faculty*

“to be able to see if the individual is really interested in the field first.”—*4-year college faculty*



“A college classroom or online learning environment isn't conducive to everyone's learning styles. A local training or full day workshop provides an invaluable learning opportunity for many teachers.”—*Center-based Administrator*

“As a site supervisor who has the responsibility of maintaining the quality of our program, I have found the current professional development trainings provide staff with pertinent ECE knowledge to assist them in providing quality care for children. Staff have shared that they generally find these workshops as beneficial as a full semester course. In addition, because most of them work full time and have young children the short term trainings work better for them.”—*Center-based Administrator*

“California has a large contingent of kith/kin and unregulated providers that should be brought into a system that provides some safety for children and some basic quality for their critical early education. In order to do this it will be necessary, if not especially desirable, to start with a limited period of time when people can begin to try out classes and training.”—*Center-based Administrator*

“Given that a career ladder delineates the specific steps that you have to go through for advancement, non-credit training hours are definitely a part of that ladder. They set the foundation for furthering your education by giving you the experience to understand more about the field and hopefully develop a passion to continue up the ladder.”—*Center-based Administrator*

“I am equating this with the required hours required for a candidate to enter a teaching credential program. A certain number of hours are required to apply, giving the candidate the opportunity to experience the profession/field they are considering as a career.”—*Center-based Administrator*

“I believe that those individuals who make the sacrifice to further their Child Growth and Development (CGD) education should be recognized and have the opportunity to earn extra credit for their efforts. One important thing to keep in mind, those attending school that attain CGD credits, should have the opportunity to apply for other positions that offer more pay based on units/credits earned in education in the CGD field.”—*Center-based Administrator*

“I firmly believe it helps enhance training and skills of those entering the field. Weeds out those not meant for ECE.”—*Center-based Administrator*

“I know many people feel that non credit training hours would provide a potential EC educator with a birds eye view of the field, helping them decide if they wish to pursue coursework.”—*Center-based Administrator*

“I live in a rural area and a significant portion of hires are people with no ECE units. Therefore, I feel the ladder should accommodate those fresh to the field. However, I also feel strongly that there should be a requirement to get units as soon as possible - we require our employees to remain enrolled in classes each semester until they have received 12.”—*Center-based Administrator*

“I think it is important because we all have other financial responsibilities so unless the credits are paid for by a grant or other program we often can not afford to take classes for credits. Let's face it we aren't paid enough to turn around and pay for units.”—*Center-based Administrator*

“It gives a starting point to someone entering the field.”—*Center-based Administrator*

“It will encourage people to enter the field, and to continue onto higher degree work if the work suits them.”—*Center-based Administrator*

“Many workshops are offered in our county which contain valuable info which will improve the care given to our children. I see no reason why these can't be counted.”—*Center-based Administrator*



“Non credit training could be offered by local childcare planning councils or community care licensing if funding exists.”—*Center-based Administrator*

“Non-Credit training hours need to be verified with a signed certificate.” —*Center-based administrator*

“Non-credit training hours translate into on-the-job training. This type of training should be prerequisite. Assisting in a classroom does not necessarily mean that this person is being properly "mentored" or "trained". So giving someone college credit for questionable "training" would be a disservice to children and families who expect staff to know what they're doing and why. Not all graduates know what's best for children.”—*Center-based Administrator*

“On the job training is definitely more effective then listening to lectures. The educational background helps as you move up but seeing if you are compatible working with early childhood is more important.”—*Center-based Administrator*

“There is such a diversity of settings in which children are cared for in California that we must consider the training needs of the workers in each of those settings to assure that all of California's children receive the best care possible. I believe this means that there is, and may always be a need for all kinds of training opportunities.”—*Center-based Administrator*

“This will definitely help a lot of teachers to keep up with up-to-date information and I think it is highly recommended.”—*Center-based Administrator*

“This work with young children is very important both to the child and family but also to the nation. I do feel that workshops, site visits and other non academic training are valuable to help a potential educator determine if they want to be and have the skills, attitude and knowledge to be in this field. However I feel strongly we need college educated teachers for young children and that they deserve to have their first educational encounters away from parents with real teachers.”—*Center-based Administrator*

“Too many people get credit for courses and training but have no idea what they are doing and then provide poor quality. Additonal training is valuable.”—*Center-based Administrator*

“Volunteering in a variety of early childhood settings helps better prepare college students for the course material and classroom discussions with their peers. Observing young children in group care settings offers students some real life field experience that can help move classroom discussions beyond their "love of children" to the research and implications of how children learn.”—*Center-based Administrator*

“We hold college level inservice for our staff that prepares staff for working effectively with children and parents.”—*Center-based Administrator*

“Experience and Education each have significant value in every endeavor and one must not necessarily precede the other.”—*Center-based Teacher/Assistant*

“Hands-on in the preschool classroom training in this field with qualified experienced teachers is very valuable. I have been involved with teacher mentoring in a for credit situation, and the 60 hours required for the semester only begins to help an up and coming teacher feel comfortable with working with children. The value of at least 3 times or more would give ece students at least a year's worth of practical experience.”—*Center-based Teacher/Assistant*

“I believe that a career ladder shoul begin with non-credit training in order for the people to find themselves and see if they like the field before starting taking credit classes.”—*Center-based Teacher/Assistant*



“I think it is very important to begin with non-credit training so that people become familiar with childcare professional. That also makes the college unit-bearing courses a lot easier for them.”—*Center-based Teacher/Assistant*

“in an observation or voluntary basis possibly h.s. age.”—*Center-based Teacher/Assistant*

“In my 13 years in this field I have seen many wonderful teachers with experience and a wonderful understanding of child development and ECE be passed up for raises or promotions because they do not have a degree, first the AS and now the BA. Many younger women filling these higher positions (teacher, head teacher, center director,) have a degree but no practical training that directly relates to the population they serve. This practice has proved unsuccessful time and again but remains the standard. Credit for experience and non-credit training cannot be ignored or classrooms will not have a well rounded staff who incorporate love and knowledge of the field with education. Because of this trend toward degree required hiring many wonderful teachers who are mentors in their own right can no longer afford to work in this field. This is a huge loss and if funding is the determining factor our whole field will suffer for it, no one greater than the children.”—*Center-based Teacher/Assistant*

“Individuals who are beginning or are considering entering the early education field and are yet to have their first experience in an early childhood education setting need to spend time in a functioning program to gain working knowledge about all of the aspects of working in such an environment.”—*Center-based Teacher/Assistant*

“It is a valuable learning experience to work within non-credit training hours and the trainee always enhances the classroom for all involved.”—*Center-based Teacher/Assistant*

“Many non-credit learning hours can teach people different skills, which there is pressure on people to get a good grade and achieve high standards as others.”—*Center-based Teacher/Assistant*

“the non-credit training will give people a chance to see if they really have what it takes to work in the field before they start taking classes.”—*Center-based Teacher/Assistant*

“These classes are offered and taught to adults who may not know of college courses offered or that they are interested in starting small and feel that this is the best avenue.”—*Center-based Teacher/Assistant*

“This experience would help students make sure that this career choice would be the right fit for them. Sometimes when students have already invested their time and in some cases money, They continue on even if they feel that it may not be the right fit, then the children and quality of programs suffer for it!”—*Center-based Teacher/Assistant*

“This will give those who are new to the field a start. Once on the ladder, there is motivation to climb.”—*Center-based Teacher/Assistant*

“this would allow people to decide if they really want a career with children.”—*Center-based Teacher/Assistant*

“Volunteer as a way to see what children are really about before becoming employed or using units to do something you're really not meant for.”—*Center-based Teacher/Assistant*

“At a time when community colleges can already not keep up with the demand for classes, I think that for a person to begin working in the field they should have the opportunity to take non-credit classes. I fear that requiring college units at the beginning stages would hinder those just beginning in the field.”—*Regional Agency Staff*

“California is a very diverse state. In order to serve the population of children and families California needs a child care workforce that has a rich language capacity. While colleges may not offer child dev. courses in the languages



of providers and the children they serve, Resource and referral agencies often do make trainings available in the languages of providers in the communities they serve. Including providers studying ESL who cannot attend college classes due to lack of English proficiency, should not be excluded from participating in professional development and a career ladder.”—*Regional Agency Staff*

“Dedicated family child care providers are already intimidated by what they've heard about ELQIS and the likely standards they will need to meet to stay credibly in business. If a career ladder acknowledges some non-credit professional development hours, I believe at least some of them will be much more inclined to continue on the education path.”—*Regional Agency Staff*

“Family Child Care Providers do not have the time or energy to attend a college class because of the extended hours they are open to accommodate parents in need and loss of families do to budget cuts. We are in a rural area and a four year college is not available except by the internet. Many families do not have internet access. Many child care teachers in centers have their AA degree, with limited jobs available for site supervisors. Jobs in the child care are limited to 10 centers in the county.”—*Regional Agency Staff*

“Family, Friend and Neighbor care providers are typically not ready to enter a college classroom right away. Workshops offered by the local Resource & Referral agency is a great way to learn more about the field of Early Care and Education and a great way to pick up skills and information the provider can use immediately.”—*Regional Agency Staff*

“Hands on professional development and training is critical to ECE professionals at every level and stage of career (most of us go to conferences and workshops). Many providers are not on a college path yet and may not be for awhile depending on their lives, time and finances. But pre-service or entry level training is so important and significant to the quality of care they provide!”—*Regional Agency Staff*

“If starting with non-credit training hours there should be specific topics that would count as training hours, not just random events. For example, Family Child Care in some counties offers an 8 part series focusing on owning and operating a Family Child Care and is roughly 20 hours if all 8 classes are taken. Training hours in that manner should count. I also think it is important to start with non-credit training hours because they are often FREE and people are more inclined to take training hours if there is no cost involved.”—*Regional Agency Staff*

“If the entry level bar is set too high, I believe it will be hard to attract sufficient numbers to provide the amount of care needed and will be hard to find enough trainers to deliver the units. Additionally, the cost of units could be a barrier. I do believe the entry level trainings should be effective and of high quality.”—*Regional Agency Staff*

“If we really want to have cultural diversity in early education that represents the children and families, then we need all possible entryways for people to enter the field. I know of many good ECE teachers who entered the field without any formal training. Volunteering in Head Start as a parent is a great example. Many of these parents have gone on to becoming aides, assistant teachers, teachers and directors. These parents had an entryway that began without credit bearing training.”—*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 discriminatory 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, etc. that could require curriculum modifications (time) to incorporate into credit training hours. 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 still incorporated into CARES Plus).”—*Regional Agency Staff*



“In thinking about the field as a whole, I believe we need to provide opportunities for people to enter the field with non-credit training that is available to them in their community/language. If community colleges had the ability to provide this training, I would respond otherwise, but acknowledging the reality of the services and classes provided by our community colleges, I would start our career ladder with non-credit training hours.”—*Regional Agency Staff*

“Many child care providers may not have official credential to start credit classes. Non-credit training will be a sort of ice breaker for our providers to get motivated to move on to credit trainings.”—*Regional Agency Staff*

“Many providers enter this field not as early childhood professionals, but as a way to be able to afford staying home with their own children. Non credit classes and the relationships that are built through them (I am speaking specifically of the CCIP and ICTP projects) can build a bridge to community college by tackling some of the fear and offering encouragement.”—*Regional Agency Staff*

“Many times child care providers attend weeks-long series of workshops that enhance their abilities to work effectively with children and parents. Some topics offered at our agency have been: brain development, UC Davis trainings, PITC, children with special needs, and behavior issues. These topics have a greater impact on the child than whether or not the provider/teacher has algebra.”—*Regional Agency Staff*

“More REQUIRED training would ensure that preschool teachers actually have a good understanding of early child development.”—*Regional Agency Staff*

“Non credit training hours would be able to keep those who have limited English skills in the system. We would lose many providers if we are not able to provide bilingual, other language trainign programs.”—*Regional Agency Staff*

“Non-credit bearing professional development is an important bridge for many ECE professionals to attaining future college level professional development.”—*Regional Agency Staff*

“Some people are not ready to attend College level classes-mainly due to language issues.”—*Regional Agency Staff*

“The community college system can be a challenge for those people that have no experience with college. To start out with a non-credit hour program would make for an easier transition for those people.”—*Regional Agency Staff*

“Training is vital to providers that are non-traditional learners. College can be overwhelming and by offering an intial step to the organized learning process, we can help them be better equipped to reach their goals. Sometimes their goal is to attend college...sometimes their goal is to learn in any capacity.”—*Regional Agency Staff*

“Unless Community Care Licensing requires a family child care licensee to have units there's no purpose to begin a career ladder with credit training hours.”—*Regional Agency Staff*

“We have found that if an ECE educator gets on to the Permit matrix, even at the lowest level, it raises their level of awareness about the possibilities and increases their desire to be more professional. If the training is consistent across the state and during the training the educator is introduced to the matrix and the possibilities of taking college classes, many educators may get motivate to continue with their education.”—*Regional Agency Staff*

“We have offered non-credit training as an R&R for the last 25 years and worked successfully with our community college to bridge providers into the community college coursework. We hold non-credit workshops and training series which provide a cohort for providers who find success and support as they learn. We developed bridge coursework with our community college including a 1 unit FCC course, which we offer off campus. This gets providers registered and they are successful in completionof a college course with grades. We then help them register for on campus college coursework towards permits and degrees. This is especially improntan for mono-



ingual providers who need and want training, but are not language proficient. We offer non-credit training in the language they speak and move them to participate in college coursework in English as a Second language...then on to ECE coursework at the college.”—*Regional Agency Staff*

“We must have non-credit professional development training hours. Not all ECE educators want or need unit bearing trainings. Educators need to be able to get current information in the form of non-credit trainings.”—*Regional Agency Staff*

“We need to recognize that formal education is only one way that a person can gain information to improve their work with children. Many non-unit bearing workshops and training can provide support to a person's professional development as well. For many in the field it is quite intimidating to enroll and perform in an academic setting. It is particularly difficult for people where English is a second language. We want to encourage people to engage in learning, not put up barriers. Formal coursework is also costly and many times not available for working people. non-unit bearing trainings can respond to current trends and issues in the field.”—*Regional Agency Staff*

“Please look at the value obtained by enrolling in the Los Angeles Unified School District's Adult Education Child Care Occupations programs. Students not only receive in-class instruction, but also obtain on-site training in various child development settings. This is not available in community college courses except for one specific course prior to completion of their A.A. degree.”—*Community College Faculty*

“The beginning of CA career ladder should have a separate non-credit training hours for FCC. Many non-English speaking FCC are unable to acquire training with credits due to language issue.”—*Community College Faculty*

“Bachelors Degree in ECE will graduate in 2011, I have well over 120 units, I am preschool teacher, director of my very own early learning facility home-based specializing in D -Rated children with mild to moderate behavior problems, special needs, early intervention zero to 6 years of age, school age for before and after school tutoring and Summer Day Camp. I am a participant in the Steps of Excellence Project with Los Angeles County Department of Education.”—*Family Child Care Provider/Staff*

“Before I was able to attend Community College, I attended child care conference workshops, 4 C's workshops, and family child care assn. meetings which helped me alot in caring for my day care children. It is a start in getting more education.”—*Family Child Care Provider/Staff*

“I believe work experience with children is vital to deciding if this is the career for you. With this training not only will beginners in the field really experience the job, but gain credit toward a professional career path.”—*Family Child Care Provider/Staff*

“I strongly agree that providers with professional growth courses should be on the California career ladder. My professional career began with these classes. These courses encourage me to attend a Community college, and I'm now at a site supervisor level.”—*Family Child Care Provider/Staff*

“In this case an interview of the teacher is needed.”—*Family Child Care Provider/Staff*

“It should since NAFCC and the matrix requires training hours to renew every so years.”—*Family Child Care Provider/Staff*

“non credit would mean workshops, years experience in ece field, or years experience as a family child care provider. On the job experience is much better sometimes than someone that only has book knowledge- degree but no expeience.”—*Family Child Care Provider/Staff*

“People with more information about early child development can do a better service and trust for the families those children are safe.”—*Family Child Care Provider/Staff*



“Years on the job account for valuable hands on training.”—*Family Child Care Provider/Staff*

“Anyone seeking knowledge related to the ECE field should be acknowledged. Some rural areas like Lake County have limited resources and rely on the professionals in the field to help others become familiar in areas of childhood education even though the professionals are not teachers. Experience and first hand knowledge is important too.”—*Other*

“I began my early childhood career (36 years ago) with on the job training before I attended college. This provided me with a concrete foundation for my studies. I was able to apply and relate the information in books and lectures to my own experience in the classroom with the children. Since then I have worked with teachers who have ECE degrees, but it is mostly “book learning” and they struggle.”—*Other*

“I believe that it is time to stand for the professionalization for our field. In order to do this we must begin educators in degree credit training hours. If the ultimate goal is quality care and education for California's children. Then that requires well educated and well compensated educators and they have to start their path with college unit and credits. These educators will also need academic support and mentoring which will need to become a vital part of a career ladder.”—*Other*

“If I understand how a career ladder works correctly, I believe people starting out in the field should receive some formal training to work with young children. Credits do not need to be a part of this training, however the training may enhance learning for people attending ECE classes. Many jobs require training without credits. Take sales for example. Many companies have extensive sales training programs to teach their employees effective sales tactics and methods so they can do their job well and not go into it without any foundation of knowledge or skills.”—*Other*

“Important to give Providers an opportunity to include the years of training that they have taken advantage of to increase the quality of their programs.”—*Other*

“It will give the participant an opportunity to become with familiar with the process. In addition, it will help us conserve our resources to those individuals who are serious with the intention of seeking a higher degree.”—*Other*

“It's an important way to get some subset FCC and FFN providers started on the PD journey.”—*Other*

“On the job mentoring by a mentor other than their supervisor can help staff implement the knowledge they gain in college classes. Sometimes it is crucial to support staff in order for them to be able to put theory into practice.”—*Other*

“Parent Services Support employees need a specific skill set as well as training such as that provide in the past by the Parent Srvices Project of San Rafael. Sensitivity training and knowledge of local resources are requisite to successful fulfillment of these positions. Currently - there is no college coursework leading to a specialist license for these positions. After 25 years of successful field experience and numerous supplementary trainings from a variety of agencies, I strongly suggest some type of specialty for this strategic position. We should be acknowledged and remunerated.”—*Other*

“ROP and Adult Ed. ECE Classes give students an introduction to the ECE field and should be given transfer credit to the Community College.”—*Other*

“ROP or Community College non-credit classes gives students a chance to see if they want to go into this field of work. If they do go on to college level classes (credit) the students should be able to transfer this non-credit education to some credit in an accredited college ECE program.”—*Other*



“The beginning of career commitment should be with on-site child care experience and desire to explore the knowledge base and standards of the field, resulting in a decision to pursue education required or to seek another field. I see a timeline of no more than one year as a precursor.”—*Other*

“There is a place for teacher assistants - whether units or none - allowing someone an opportunity to get experience behind them is a great way to see if this field is right for you or not.”—*Other*

“We want to have access points for family providers (unlicensed care) who might resist all training if there are not some non-degree options.”—*Other*

“Workshops are an entrance opportunity for new persons in the field to acquire knowledge immediately.”—*Other*

“The diverse population of home based providers requires training and support in home languages to begin the journey toward quality ECE experiences for the babies and children in their care. ALL CHILDREN ALL THE TIME deserve to be in quality environments, so a career lattice..... that has many options to enter for everyone is critical. Then, all can be aware of the upward pathway of the profession and receive the support to get there, or if they are unable to take college units (4th grade education - speech or hearing disabled - etc.) their environments and interactions with children and families will support successful outcomes for ALL children. So to comment on the next question, my view is one program for all with accessibility for EVERYONE to participate - or to climb on and grow.” *State agency staff*

“It should start without units but eventually incorporate the need for units.”—*Other*

“It would be beneficial for the students and the centers to allow the voluntary hours for many reasons. The people who want to grow in this field would have an excellent opportunity to see the reality, to learn from the children and community's needs above and beyond the learning of the theory.”—*Center-based Teacher/Assistant*

“If people new to the field are not 100% sure of their career choice, this would be an opportunity to see if this is truly what they want before taking classes. If they do choose to continue with classes then the training would give them the experience and understanding of working in a preschool.”—*Center-based Teacher/Assistant*

“I think these trainings should be based on on quality standards. They should not be just any training class, but those supported by qualified entities and with a minimum of 2 hours.”—*Family Child Care Provider/Staff*

“I think as a provider/educator when we first start or we have little experience in the field, we should start with basic classes that will help us understand the field because many times when you take classes for units they focus on studying and "passing" the class without getting into practical experience.”—*Family Child Care Provider/Staff*

“I think the professional scale should start with training hours without units/credits.”—*Family Child Care Provider/Staff*

