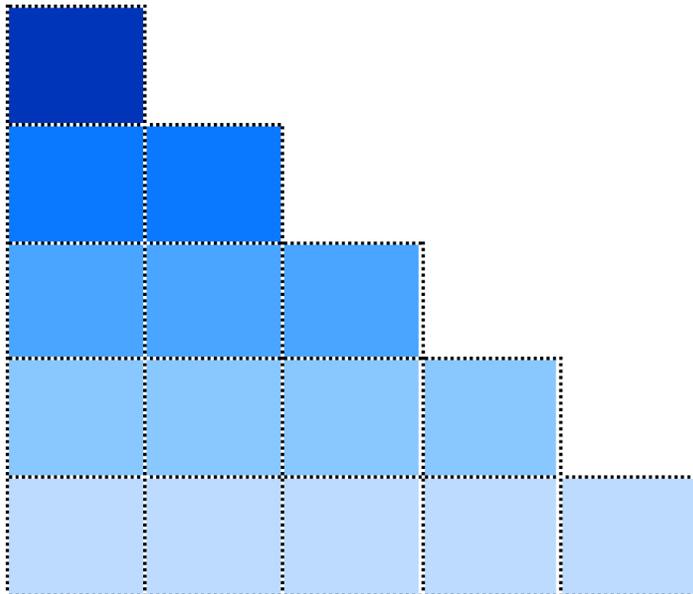


California
Early Childhood Educator
Career Ladder Project
Final Report
November 2011



Dedication

This report is dedicated to:

- ✎ More than 3,000 early childhood educators and stakeholders who participated in the Career Ladder Project
- ✎ Jessica Mihaly and Rory Darrah for their leadership and vision in founding the Early Childhood Professional Development and Education Collaborative (EPEC)
- ✎ Nancy K. Brown for inspiring the Career Ladder Project and for her endless contributions to the early care and education field

The Career Ladder Project was made possible through the generous support of:

- ✎ David and Lucile Packard Foundation
- ✎ Center for the Study of Child Care Employment at University of California, Berkeley
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- ✎ Writer: Carol Stevenson
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Note: The views and recommendations presented in this report are those of the Early Childhood Professional Development and Education Collaborative only, and not of the report's supporters.

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Introduction

Growing national attention to the importance of early childhood education to a child’s future success has brought renewed focus on the education, skills and competencies of the adults who work daily with young children in group settings. In 2010, First 5 California articulated the need to revise the California Child Development Permit and develop a competencies-based career ladder for early childhood education professionals. A California Early Childhood Educator Career Ladder would clearly define the training, qualifications, and credentials that early childhood educators must demonstrate at various levels of professional responsibility. In partnership with the Child Development Division (CDD) of the California Department of Education (CDE), the Commission on Teacher Credentialing (CTC), and other stakeholders, First 5 recognized the importance of creating a professional development system that aligns education and experience requirements and competencies for early childhood professionals with a comprehensive system to document, certify, and track an individual’s levels of professional achievement. By integrating the recently adopted California Early Childhood Educator Competencies with a system of professional development and recognition, the adoption of a well-designed early childhood professional career ladder could rationalize California’s currently fragmented early childhood professional development system. Most importantly, a workforce of well-prepared teachers is the keystone to securing the positive and long-lasting benefits to children from high quality early childhood programs. They create learning environments that enhance the social, emotional, physical, and cognitive growth of young children.

An Early Childhood Educator Career Ladder defines the training, qualifications, and credentials that early childhood educators must demonstrate at various levels of professional responsibility. It outlines a pathway for professional advancement and achievement from a classroom aide, assistant teacher, and beginning provider through multi-site program director.

California’s Early Childhood Professional Development System

The current education and experience requirements for early childhood educators in California vary depending on the program in which one works. Family child care providers and operators have no formal education requirements, but must complete 15 contact hours of health and safety training, including pediatric CPR and first aid. Child care center licensing standards (Title 22) require that center-based classroom “teachers” complete a minimum of 12 college units in child development in order to supervise groups of infants, toddlers, or preschoolers. Programs that operate with contracts from the Child Development Division (CDD) of the California Department of Education (CDE) have more stringent standards (Title 5), and require classroom teachers to hold a Child Development Teacher Permit, issued by the California Commission on Teacher Credentialing. Holders of this permit have completed 24 college units of child development classes plus an additional 16 general education units, and demonstrated a minimum of 175 days of experience with young children. Some locally funded preschool for all programs require each preschool classroom to have a minimum of one teacher who holds a bachelor’s degree. Likewise, Head Start programs are moving toward a bachelor’s degree requirement for classroom teachers by 2014.



California's existing early childhood certification system, the Child Development Permit Matrix, was established through regulation in 1997, and replaced the Children's Center Permit, which was the required certification for teachers in state funded programs. The California Child Development Permit Matrix expanded the number and types of child development permits, outlined requirements and alternative qualifications for each, and showed the professional progression from Assistant Teacher through Program Director. The California Commission on Teacher Credentialing issues Child development permits. The levels of the permit – from Assistant Teacher through Program Director – align with California's requirements, for center-based teachers and administrators in Title 5 programs. The Permit Matrix was designed to ease barriers, to improve access to permits, and to establish a career ladder through which an early childhood professional could choose to obtain increased preparation and training in order to assume broader, more complex responsibilities. In recent years, the Child Development Permit Matrix has been used for local and statewide CARES programs to standardize levels of professionalism and provide incentives for continuing education and degree completion. This effort has resulted in a significant increase in the numbers of child care professionals holding permits, including family child care providers.

The recent publication of Early Childhood Educator Competencies by the California Department of Education supplies an essential component of an early childhood professional development system. By delineating what individuals at various levels of responsibility need to know and be able to do in order to work successfully with young children, the competencies lay an important foundation to the revision of California's early childhood education professional certification system. The development of a career ladder that successfully incorporates the competencies with a revision of the Child Development Permit Matrix is a critical next step.

Why a Career Ladder?

Throughout the country, early childhood professionals and state administrators have been working to develop more comprehensive systems of early childhood professional development and recognition. Given the variety of early childhood education settings and programs, it is not surprising that individuals working with young children enter the profession in myriad ways. A number of states have developed early childhood career ladders as a way to incorporate the levels of education and experience into a coherent system of early childhood educator certification.¹

An Early Childhood Educator Career Ladder defines the training, qualifications, and credentials that early childhood educators must demonstrate at various levels of professional responsibility. It outlines a pathway for professional advancement and achievement from a classroom aide, assistant teacher, and beginning provider through multi-site program director. Ideally, it is aligned with licensing and funding requirements, newly developed early childhood competencies, degree granting programs at institutions of higher education, and continuing education and training programs. In contrast to creating a single early childhood teaching credential, a career ladder defines a progression of roles and of training and education necessary to demonstrate competence in those positions.

¹ To see career ladders from other states see Appendix D available at www.epecinfo.com



Surveys and Focus Groups

In California, the Early Childhood Professional Development and Education Collaborative (EPEC)² has been building a grassroots effort to develop an integrated, streamlined early childhood professional development systems for several years. When First 5 California endorsed the development of a competencies-based career ladder for early childhood education professionals, EPEC received support from the David and Lucile Packard Foundation and the Center for the Study of Child Care Employment at UC Berkeley to formalize its efforts and designed a statewide input gathering process to engage California's entire early childhood education community in the ECE Career Ladder Project (CLP). The surveys and community focus groups were designed and launched with the help of a variety of ECE stakeholders including, but limited to:



- David and Lucile Packard Foundation
- Center for the Study of Child Care Employment at University of California, Berkeley
- California Early Childhood Mentor Program
- Child Development Training Consortium
- Curriculum Alignment Project
- Baccalaureate Pathways in Early Care and Education
- California Child Development Corps
- Working 4 Quality Child Care
- Community College and California State University representatives
- California Child Care Coordinators Association
- Advancement Project
- Preschool California

The purpose of the CLP was threefold: 1) Gather input as broadly and transparently as possible from California's early childhood education (ECE) field on the appropriate content and structure for an ECE Career Ladder; 2) Identify the most relevant career ladder exemplars from other states; and 3) Compile this input for the official entities responsible for development of a career ladder and revising ECE certification. These include the California Commission on Teacher Credentialing, the California Department of Education Child Development Division, First 5 California, and the California Early Learning Advisory Council.

The project did not purport to develop a new career ladder or revise ECE certification. Instead, it provided an opportunity to gather input from thousands of stakeholders in the early childhood profession. This information, shared through this report, can inform and guide the state agencies responsible for developing California's Early Childhood Education Career Ladder and certification system.

² EPEC is a group of ECE professionals from community-based agencies, Child Care Resource and Referral agencies, Local Child Care Planning Councils, First 5 County Commissions, California Community Colleges, and State Universities. Its objective is to strengthen the systems that promote ECE workforce development and higher education, with the goal of improving outcomes for young children in all of California's ECE settings.



Project Details and Timeline

EPEC launched the Career Ladder Project in May of 2010 and closed the public input process in December of 2010. The process had the following distinct phases:

Phase 1: Statewide outreach and recruitment (May – June 2010)

EPEC and the early childhood education community reached out to agencies and individuals throughout California to inform them about the CLP and ask for their help in publicizing the survey through each organization's email distribution networks in order to recruit a broad and diverse set of stakeholders to complete the online survey. In addition statewide conference calls described the project and answered questions from stakeholders.

Phase 2: Statewide online survey #1 (July – September 2010)

Through the network of agencies and individuals contacted in Phase 1, EPEC posted an online survey that was accessible to all members of the ECE community, including child care providers, ECE agency/organization leaders, and representatives of institutions of higher education and training organizations. Spanish and Chinese translations of the survey were developed and distributed. This first survey posed a series of design questions regarding how California's career ladder should be structured. Over 2,200 respondents completed Survey #1. Respondents were asked their opinions about the structure of a career ladder, including the number of levels; the inclusion of non-credit bearing training at the entry level; the importance of general education courses; the education and work experience requirements for each job role; and the inclusion of professionals with graduate degrees.

Phase 3: Follow-up survey #2 and community meetings (October – December 2010)

A follow-up survey was launched in November 2010. It was designed to gather additional information on issues from the first survey where there was a divergence of opinion and those issues raised in respondents' comments. These included the role of non-credit bearing training, the importance of including experience as a criterion, and having the same entry requirements for family child care and center-based personnel. Respondents were encouraged to complete this survey independent of their participation in Survey #1. Over 1,400 early childhood professionals responded to the second survey.

In addition, a series of facilitated community meetings were held throughout California in an effort to reach family child care providers and other hard-to-reach audiences. Focus group participants explored and worked toward consensus on the questions that had a divergence of opinion from the first survey. Focus group participants included family child care providers, center-based teachers and directors, and representatives of local child care agencies. Focus groups were conducted in San Francisco, Alameda, San Diego, Shasta, Humboldt, and Stanislaus Counties.



What the Surveys Showed

All sectors of the early childhood field responded to the survey with ideas, insight, and enthusiasm for making changes that would improve the professional status of early childhood educators.

As noted above, the surveys were widely disseminated through the cooperation of a number of statewide and local agencies, including child care resource and referral agencies, county First 5 organizations, early childhood professional organizations, institutions of higher education, and others. More than 3,000 stakeholders from all areas of the ECE field – center-based, family child care, higher education faculty, researchers, regional and state agency representatives – took the time to thoughtfully respond. Respondents represent all geographic areas of California. The majority of respondents were program administrators, teachers, and assistants working in center-based programs. Importantly, more than 300 survey respondents were family child care providers – primarily from Alameda, Los Angeles, San Bernardino, Solano, and Sacramento Counties. In addition to the online survey, focus groups aimed at reaching hard-to-reach professionals were held in San Francisco, Alameda, San Diego, Shasta, Humboldt, and Stanislaus counties and reached an additional 200 early childhood professionals. While the survey responses are not a scientific or representative sample of all those working in early childhood settings in the state, they do demonstrate a great interest in the issue by all sectors of the profession. The significant number of written comments attests to the seriousness and importance of the issue of professional standards to those individuals currently working in early care and education settings.

More than 3,000 stakeholders from all areas of the ECE field – center-based, family child care, higher education faculty, researchers, and regional and state agency representatives – took the time to thoughtfully respond. Respondents represent all geographic areas of California.

In rethinking the structure and requirements for professional certification and the development of a career ladder for early childhood professionals, the survey respondents agreed on the following elements of a Career Ladder:



Early childhood education professional requirements should be raised.

Across all sectors, there was agreement that qualifications for staff positions in licensed programs should be raised above the levels currently required in licensing and funding regulations and for the various levels of the existing Child Development Permit Matrix. A consistent theme in the survey

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

— Child Care Center Administrator



responses, focus groups, and written comments was that currently the bar is set too low to establish early childhood educators as professionals on par with K-5 elementary school teachers. Two-thirds of survey respondents believe that teachers in a center-based program should have an associate degree or higher and more than 90% of respondents stated they believe that family child care providers/owners should have some college level early childhood education units.



General education is important.

Consistent with moving toward a degree requirement, three quarters of all survey respondents believed it was important to include general education classes as a requirement before the associate degree level. Without such a requirement, it is difficult for early childhood educators to make progress toward either an Associates or Bachelor's degree. Respondents noted the importance of being able to complete required child assessments, write emergency plans, prepare accident reports, and communicate with parents as reasons why written and oral communication skills are important competencies for professionals working with young children.



Include those with advanced degrees.

There was consensus that California's ECE Career Ladder should include levels for individuals who have attained Masters or Doctorate degrees. The existing Child Development Permit does not include separate levels for early childhood educators who have completed an advanced degree. Including these levels at the upper range of the ladder would recognize educators who have completed and advanced degrees and demonstrate the full range of education attainment by early childhood professionals.



A Career Ladder should be straightforward and easy to understand.

Looking at examples from other states, some with as many as 12 to 15 separate levels, 75% of respondents said that the career ladder should have 10 levels or less. The majority opted for a structure with 6-10 levels. Keeping the structure of the career ladder straightforward and uncomplicated was a priority.



Experience is important at all levels.

CLP participants agreed that work experience should be required in addition to education and training requirements for all positions including entry-level positions – such as teacher assistant – to higher-level positions. This issue is nuanced, as respondents' written comments ranged from those who thought experience should be counted in lieu of formal education requirements, or that experienced practitioners should be "grandfathered" in, to those who strongly disagreed with this approach. Below are a few representative comments.



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

— Child Care Center Director

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

— Child Care Center Teacher

“It is important not to let experience be put in place of education. Often it is education that changes the way that we work with children even when we have experience.”

— Child Care Center Teacher

“Education is extremely important to be considered in the career ladder. Experience to me comes secondary. No matter how many years of experience you have in the child care business, if you have no educational background in ECE, then you don’t have the idea of implementing and developing the domains of learning for young children.”

—Family Child Care Provider



California’s career ladder should have the same requirements for family child care providers and center-based personnel at the beginning level.

Two thirds of participants supported the same beginning requirements for early childhood classroom teachers in center-based programs and family child care providers. A majority of both center-based and family child care providers agreed that requirements should be the same across the two types of programs. This would be a marked change from the existing requirements, which do not mandate any college units in early childhood for family child care providers.

“Family child care programs and preschool centers/programs should be united. All ECE programs whether a large/small center, large/small family child care program, or state/private program should have the same educational requirements and varying degrees of experience per position. If a center director is required to hold a site supervisor permit then so should a family child care program owner? Educating young children is a serious business for all involved. Education and ongoing training is vital to the well-being of our children, families, and teachers.”

— Family Child Care Owner



Issues Requiring Further Discussion

The survey revealed considerable agreement on the points that have been highlighted above. There remain, however, a number of issues that will require further inquiry, analysis, and discussion. One of the most controversial and challenging is the question of whether and how non-credit bearing training should be counted toward any career ladder requirement.

Where Should the Career Ladder Start?

The career ladders from other states, referenced in the survey and studied by EPEC, each have at least one entry level that requires clock hours of training, but does not require college level classes. The first survey asked whether or not non-credit bearing training should be included as a beginning level on California's model of an early childhood career ladder. There was no consensus among participants, and this question was explored in depth on the second survey, which also yielded a diversity of opinions on this topic.

Arguments in favor of including non-credit bearing training included making entry onto a professional pathway more accessible, overcoming fear of college level courses, ensuring access to language diverse populations, addressing the lack of formal training options in rural counties, and creating a transition for informal providers.

The following quotes exemplify the range of written responses on this topic and including them in this report is not meant as an endorsement of any particular point of view. An electronic document containing all of written responses to this and other survey questions is available from EPEC by request.

Comments in the box below illustrate the reasons why a level of non-credit bearing training might be included in a career ladder.

“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.”

— Child Care Resource and Referral Agency Employee

“Training is vital to providers who are non-traditional learners. College can be overwhelming and by offering an initial step to the organized learning process, we can help them to be better equipped to reach their goals.”

— Child Care Center Teacher

“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.”

— Child Care Resource and Referral Agency Employee

“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.”

— Child Care Resource and Referral Agency Employee



Those respondents who disagreed with the inclusion of a non-unit bearing training drew analogies to other professions, particularly K-5 teachers, and argued that to bolster credibility, achieve parity, demand respect, and be seen as professionals, only formal credit bearing training should be included. A strong argument was also made that when early childhood professionals invest their time and effort in professional development, it should count toward later academic goals.

Below in the blue box are typical responses from those in the field who felt strongly about not including non-credit bearing classes on a career ladder.

“Any profession requires formal training as part of the educational preparation for a future job in the field. I don’t see why the ECE field should be different.”
— Child Care Center Mentor Teacher

“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 Instructor

“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!”
— Early Childhood Program Supervisor

“If we want to see true professionalism in the field of Child Development/Early Childhood Education we need to require college courses for credit. Can you imagine any other professional career even asking this question?”
— Community College Instructor

There was across-the-board support for creating a system to standardize and ensure the quality of any non-credit bearing training, with approved providers, content and quality control.

Ultimately this issue will be decided as the purposes and goals of a revised career ladder become clearer. If the goal is to provide a framework for everyone who works in the early childhood field – from informal caregivers through college professors – then the arguments for a level that includes non-credit bearing training hours should be taken into account. If, on the other hand, the career ladder creates the state’s certification system for early childhood professionals, some units of formal college work would most likely form the lowest level. In any case, the need for standards, an approval system, content specificity, and quality control for all training should be examined.

Couple New Requirements with Adequate Compensation

While the survey respondents were enthusiastic about the importance of raising staff qualifications and the need to improve the professional status of early childhood educators, they were equally articulate about the pitfalls of

“It is vital that any career ladder be attached to a viable pay scale. The wages of early child development are tragic. The field requires so much and staff is paid so little.”
—Child Care Center Director



doing so without a parallel effort to improve compensation. In both the career ladder surveys, large numbers of respondents discussed the need to improve compensation in the early childhood education field. While the surveys did not contain any specific questions regarding compensation, the critical need to provide financial supports and increased compensation to encourage people to advance on a career ladder was clearly articulated in respondents' written comments. As educational requirements for early childhood teachers come to more closely mirror those of their elementary school colleagues, salary levels need to achieve parity as well. Survey participants decried the folly of raising education standards and adding degree requirements while average pay in early childhood programs remains barely above the minimum wage level.

The following comments are representative of the seriousness of this issue and why it is imperative that more stringent professional qualifications and improved compensation must go hand in hand.

"It is hard to imagine requiring more education from dedicated teachers and yet not offering them the salaries that teachers in an elementary school position are offered. The education requirement does NOT match the payroll. Until that is addressed and solved, I do not feel it is just to require more education from teachers without compensating them for it!!!"

—Child Care Center Teacher

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

—State Employee

Support Needed to Complete College-Level Courses

Survey respondents also agreed that early educators need financial aid and other forms of support in order to complete college coursework and earn college degrees. The high cost and time commitments of taking college credits can be barriers for early educators who want to engage in formal education. This issue is critical for all full-time workers, but particularly acute for family child care providers who often work more than 10 hours a day. The needs for support and access are more acute in the rural areas of the state where access to college is a much greater challenge.

Recommendations

The Career Ladder Project has identified a number of issues related to career ladder development that can be addressed by engaging relevant stakeholders and reaching consensus on the purpose, structure and implementation strategy for an early childhood education professional career ladder in California. Continued engagement with all sectors of the early childhood field will establish a critical foundation from which state agencies and stakeholders can build as greater public resources become available.

What Can Be Done Now

The interest of California's early childhood education community in the development of a comprehensive career ladder was evidenced by the voluntary participation of thousands of stakeholders in the CLP surveys. The survey findings yielded a number of issues which merit further discussion and



clarification. The following recommendations outline those issues, which can be resolved by continuing this important dialogue with participants from all sectors of the early childhood profession.

- The overarching goals of creating a career ladder should be articulated and agreed upon among policy makers, state agencies, and child care professionals. Is California’s ECE Career Ladder the framework for a pathway for everyone who works with young children – from family, friend, and neighbor care through program directors, and college professors – or is it the way to establish a professional credential/certificate system for early childhood professionals? The Career Ladder’s purpose will help clarify controversial issues such as the inclusion of non-credit bearing classes, e.g. first aid, CPR, basic health and safety training.
- Early childhood teachers, administrators, family child care providers/operators and educators must continue to have opportunities to provide input as professional standards and requirements are revised. This could include significant representation of early childhood professionals on a state task force charged with revising the current standards. It should also include ample opportunity for public input and testimony on any proposed revisions.
- The role and importance of experience working with groups of children as a requirement for certification needs further discussion and clarity. This issue includes the need to evaluate the quality of experience and insuring that degree-granting programs require students to complete rigorous and high quality practicum courses.
- The role of non-credit bearing training – as a pre-service option, a first rung on a career ladder, and a form on continuing education – requires additional clarification. Like other professionals – nurses, social workers, doctors, lawyers, and teachers – early childhood professionals need a continuing education system that includes a process to approve or certify trainers and the content provided, and standardize the value given to this form of education.



Issues That Require State Resources and Leadership

Major revisions in laws and regulations and their implementation will require the participation of the key state agencies – California Departments of Education and Social Services and the Commission on Teacher Credentialing. Given these agencies current budgetary constraints, action on these important issues may be temporarily delayed. However, as the importance of early care and education continues to be widely recognized, attention to the professional pathways for early childhood educators is critical to the provision of high quality services. A better integrated professional development system that builds on and reinforces the parallel efforts in the implementation of early childhood learning foundations and early childhood educator competencies will maximize the state’s investment in the field. Ultimately, a coherent and integrated professional development system will reduce the duplication of services, streamline administrative functions, and create a more efficient use of state resources.

- A comprehensive ECE Career Ladder should be coordinated with revisions in licensing, the California Commission on Teacher Credentialing, and funding standards; significant changes in



licensing requirements and funding regulations would be necessary to actualize many of the recommendations coming from the survey.

- If educational requirements for early childhood professionals become more stringent, it is essential to address their current inadequate compensation.
- California’s higher education system – primarily the community colleges and state universities – continues to be engaged and supported to provide the appropriate courses and articulation. Students will need financial and other supports in order to access further education and be successful.
- A system to approve non-credit bearing training should be established and implemented to ensure the quality and consistency in training delivery.

Conclusion

The creation of a California early educator career ladder will require the ECE field’s ongoing commitment of working through a wide variety of issues and the support of stakeholders, funders and state agencies in addressing the systemic and monetary challenges of establishing a new framework for professional development. The CLP was a project led by the field that engaged stakeholders and early educators from throughout the state. Not only did it provide valuable information on developing a career ladder it provided a clear model that could be replicated with other issues the field is currently grappling with. The overwhelming response and participation in this project clearly shows the need for updating California’s current system. The responsibility for this work relies equally on state agencies, stakeholders and on-the-floor early educators.

Appendices

The Appendices for this report are available on EPEC website www.epecinfo.com. The Career Ladder Project engaged the ECE community on unprecedented level. In the second CLP survey respondents were asked to include their thoughts about developing a career ladder in California to be included in the final report. The response to this request was overwhelming and more than 1,000 written comments were gathered in the second survey. Due to the volume of these comments, they have been organized into Appendix A and B.

- **Appendix A:** General comments – includes 505 comments on developing a career ladder in California. These comments have been categorized and organized to make them easier to review.
- **Appendix B:** Comments on non-credit based training – includes 519 comments that specifically address the question of whether or not California’s career ladder should include non-credit based training. This was the most divisive issue that arose from the Career Ladder Project so survey respondents were asked to specifically comment on it.
- **Appendix C:** Online survey questions.
- **Appendix D:** Career ladder examples from other states.

For more information on the Career ladder Project email: epecinfo@gmail.com.

“I hope that the best decision will be made as this will affect the future of our children and society in the long term.”
—Child Care Center Director

