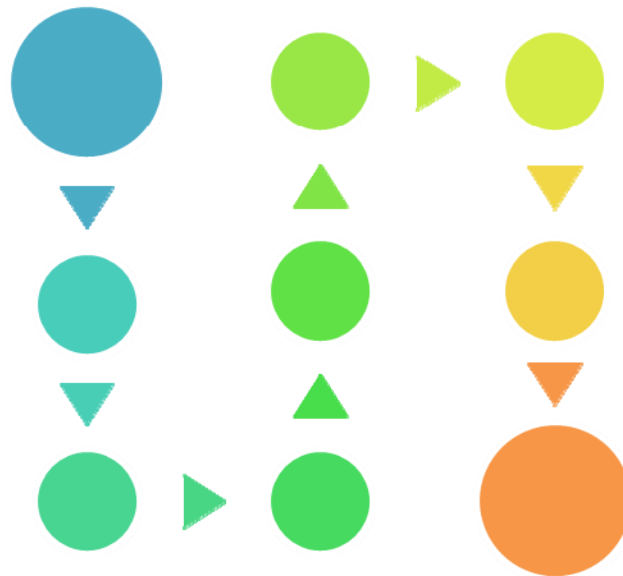# Pipelines and Pathways: The Current Status of ECE Professional Development in Los Angeles County

Paper 6 - Checking for Flow: The Current Status of ECE Trainings and ECE Trainer Competencies

PEACH Papers Series
Presented to First 5 LA

By the

Partnerships for Education, Articulation and Coordination through Higher Education (PEACH) Component of the

Los Angeles County Early Care and Education Workforce Consortium
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[1] Explanations of the acronyms used for the organizations/agencies are provided in the reference section.

PEACH Paper 6

Checking for Flow: The Current Status of ECE Training and ECE Trainer Competencies

PEACH

Partnerships for Education, Articulation and Coordination through Higher Education (PEACH), is the higher education component of the Los Angeles County Early Care and Education Workforce Consortium. PEACH is funded by the First 5 Commission of Los Angeles County (First 5 LA) for a 5-year period (2011-2016) and administered by Los Angeles Universal Preschool (LAUP). PEACH currently includes Early Childhood Education/Child Development faculty representatives from fourteen Los Angeles county community colleges, 4 California State University (CSU) campuses, University of California, Los Angeles (UCLA) and 2 private universities (University of La Verne and Pepperdine University).

The mission of PEACH is to strengthen existing and support the development of new and enhanced, academic professional development pathways and related education programs for both the current and future early care and education[2] (ECE) workforce in Los Angeles County. The goals of PEACH focus on supporting the establishment and/or improvement of (a) the articulation of ECE-related[3] courses and academic degree programs from high school to community college, from community college to 4-year campus, and from a baccalaureate program to graduate study in ECE/Child Development; (b) the alignment of ECE-related courses with similar content from one institution of higher education (IHE) to another (e.g., course content, level of content, and similar course numbering); (c) existing and new ECE-related BA/BS programs; (d) advocacy for the development and approval of an ECE credential for

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[2] There is a current shift in the field from using the term early *childhood* education when referring to ECE, to using early *care and* education. While ECE is used throughout the PEACH Papers all efforts were made to accurately reflect each program, agency or IHE's use of the term.

[3] ECE-related refers to disciplines that may address similar topics (e.g., child development, human development, developmental psychology, child and family studies) but are not directly focused on early childhood education or care and education. ECE professionals may receive degrees and/or training in these related disciplines.

professionals working with the youngest children, 0-8 years of age); (e) support for the development of an ECE-specific doctoral program in Los Angeles County; and (f) recommendations for increased codification of professional preparation of ECE trainers.

PEACH Paper Series

PEACH Paper 6, Checking for Flow: The Current Status of ECE Training and ECE Trainer Competencies is one in a series of six developed by the PEACH partners and colleagues to describe the current status of professional development programs in IHEs in Los Angeles County as well as other elements of the professional preparation of the current and future ECE workforce.

The entire series includes the following related topics:

PEACH Paper 1 - Preparing the Foundation: Strengthening the ECE Workforce through the Professional Development System and Early Childhood Educator Competencies

PEACH Paper 2 - Joining Pipelines: Articulation and Alignment Between and Among the California Community Colleges, the California State University System, and Private Universities in Los Angeles County

PEACH Paper 3 - Identifying Pathways to a Bachelor's Degree: The Current Status of ECE-Related Bachelor's Degree Programs in Los Angeles County

PEACH Paper 4 - Constructing New Routes: Considerations for the Development of an ECE Credential

PEACH Paper 5 - Completing the System: The Current Status of ECE Doctoral and Master's Degree Programs in Los Angeles County

PEACH Paper 6 - Checking for Flow: The Current Status of ECE Training and ECE Trainer Competencies

PEACH Papers have been developed to provide background information to guide PEACH's work. The research, preparation and analysis for each paper in this series has been designed and conducted by PEACH partners. It should be noted that the information provided in the PEACH Papers represents a "snapshot in time" and are reflective of the PEACH authors' knowledge and understanding as of July

2014. Our hope is that the information and analysis contained in the papers will serve to inform and inspire those involved in current systems efforts related to ECE workforce development in Los Angeles County, throughout California and beyond.

Purpose of Paper 6

Given the importance of professional development in the form of training and accompanying trainer qualifications and competencies, *PEACH Paper 6, Checking for Flow: The Current Status of ECE Training and ECE Trainer Competencies* has multiple purposes which include: (a) to describe the status of ECE professional development initiatives in California related to training, as well as the factors that affect such opportunities and areas for future growth, strengthening and integration; (b) to provide definitions of ECE training, education and technical assistance and perspectives of how these relate to ECE trainer qualifications; (c) to offer a sample of ECE training programs and trends in California and in Los Angeles County; (d) to explain the Los Angeles County ECE Workforce Consortium/PEACH ECE Trainer Competencies Working Group's research (including elements of quality ECE training and considerations of the unique characteristics of the ECE workforce, for example) that was utilized in building recommendations related to ECE trainer competencies, certification, and inclusion in a state ECE Workforce Registry; (e) to describe the ECE Trainer Competencies Working Group's Recommended ECE Trainer Qualification Matrix, and accompanying input from the ECE Workforce Consortium.

Introduction

Nationwide, recent attention to early care and education (ECE) professional development systems has yielded a myriad of initiatives designed to examine both ECE academic education and non-unit-bearing forms of ECE training (Kipnis, Whitebook, Almaraz, Sakai, & Austin, 2012; Karoly, 2012; Howes & Pianta, 2011; Zigler, Gilliam, & Barnett, 2011). As individual states' ECE professional development systems are constructed, modified, and strengthened and integrated, there is widespread appreciation for the role of ECE training in ECE professional development, as well as a commitment to ensure that all forms of training and education be guided by common, recognized and agreed-upon standards reflecting essential

ECE content knowledge, skills and dispositions. Some elements related to the discussion of ECE training and trainer qualifications are described.

Characteristics of California ECE Workforce Development Initiatives

In her report, Karoly (2012) provides a list of publicly funded ECE workforce professional development programs and program initiatives in California. She organizes these efforts into three categories: (1) direct training, (2) support or incentives for workforce professional development, and (3) training trainers or other professional development support personnel.[4] Based on Karoly's (2012) review of California's public investments in ECE professional development, the following observations can contribute to the further development and modification of similar efforts:

1. There is a wide range of funding and relatively more weight on financial incentives for ECE providers.

2. There is tremendous variation in the reach of the programs in terms of the number of ECE providers or trainers who participate.

3. Participation counts seem high and yet there is currently no way of knowing how many unique individuals have participated or have benefited.

4. Most programs and the bulk of funding are directed to those already in the ECE workforce.

5. The majority of programs and a larger share of the funds focus on formal caregivers (i.e., working in licensed settings).

6. Several programs are even more narrowly focused on state preschool and Title 5 child development teachers and administrators or give priority to those in subsidized care settings.

7. Most programs and most of the funds are relevant for the entire 0-5 age spectrum (with the exception of PITC which targets increasing the quality of infant/toddler care). (Karoly, 2012, pp. 78-81)

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[4] For more information, see Karoly (2012) with special attention to pages 66-72 and page 76.

Contextual Factors Relevant to the Development of ECE Trainer Qualifications

As noted above, recent reports have noted significant advances in increasing coordination and codification of ECE professional development in California (Karoly, 2012; Cole, 2005). The urgency to identify recommended ECE trainer competencies and selection and evaluation processes has become increasingly intense as elements of the California ECE professional development system have developed rapidly over recent years. Some of these elements include the California Department of Education (CDE) Early Childhood Educator Competencies, Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations, and Curriculum Frameworks (http://www.cde.ca.gov/sp/cd/re/cddpublications.asp), along with the development of a statewide ECE Workforce Registry (www.caregistry.org/index.cfm) necessitate and drive the development of ECE trainer competencies.

California's ECE Competencies. California's ECE Competencies were released in 2011 and are designed to describe the knowledge, skills, and dispositions required of ECE professionals working with infants, toddlers, and preschoolers and their families (CDE/First 5, 2011). Currently, the Competencies Integration Project (CIP) and the self-guided use of the ECE Competencies Mapping Tool assist ECE higher education faculty as well as ECE trainers to identify the competencies addressed in the content and level of the education/training they provide. Yet, while California's ECE Competencies "describe the knowledge, skills and dispositions that early childhood educators need in order to provide high quality care and education to young children and their families" (http://www.cde.ca.gov/sp/cd/re/ececomps.asp), there is no comparable set of approved competencies for ECE trainers at the county, regional or state level. This present paper contributes to the discussion and development of suggested levels of ECE trainer education, competencies, direct experience with young children and/or families as well as training experience to inform the selection of trainers and trainings based on their qualifications in Los Angeles County.

ECE Infant/Toddler and Preschool Learning Foundations and Curriculum Frameworks.
California has developed rich resources that describe foundations of infant/toddler and preschool development and learning across all developmental domains and provide curriculum frameworks for ECE providers. These resources are being disseminated to ECE higher education faculty and ECE trainers throughout the state via Faculty Initiative Project workshops and seminars, the California Preschool Instructional Network and other public and private entities
(http://www.cde.ca.gov/sp/cd/re/cddpublications.asp).

California ECE Workforce Registry. The California ECE Workforce Registry ("Registry") for ECE providers and trainers was established and initiated first in Los Angeles and San Francisco counties; the Registry's development at the statewide level is being articulated. The Registry is currently planning to include an ECE Training Module which will allow approved ECE Trainers to submit their qualifications and to list their trainings. Potential participants would register through the site for training and receive an e-certificate on completion. In addition, the Registry will allow participants to maintain a personal history of their completed trainings. In some states, Registry personnel vet ECE trainer candidates. Whether the Registry or specific agency personnel vet ECE trainer candidates, it is clearly critical to identify essential ECE trainer qualifications, to include qualification categories in the organization of ECE trainer information in the ECE Workforce Registry, to inform ECE trainer selection, to identify ECE provider training choices and to provide data regarding ECE trainer and training offerings, and to address strengths and gaps in local and/or state training capacity (https://www.caregistry.org/).

Factors Affecting Professional Development Options
In recent years, California's public higher educational system budgets have experienced significant cuts (California State University Long Beach, 2012). While the California state budget signed by the Governor in June 2014 looks more hopeful, repeated CSU—as well as overall IHE—fee hikes in recent history have made it extremely challenging for ECE providers to continue or complete formal degree programs, at both the associate degree and the bachelor's level. In this context, various forms of training available for no or

at a minimal cost may become more attractive than unit-bearing education to ECE professionals.

Trainings are typically more affordable than unit-bearing coursework. In addition, campus funding cuts

have resulted in restricting access to unit-bearing coursework. For both of these reasons, training

represents a critical component because it *increases access* to all forms of ECE professional development;

it also guides ECE professionals as they continue their professional development through additional

training, certification and formal, unit-bearing education.

In addition to its comparative affordability, training has filled a critical need to provide key ECE

knowledge to a segment of the Los Angeles County workforce that is not yet able to fully access the

formal education system; for example, those whose educational background has not prepared them for

college level coursework or those who are more comfortable learning in their home language (non-native

English speakers). In response, several agencies have tailored available training to these populations by

addressing various educational levels and/or offering training opportunities in a number of different

languages.

Persistent Gaps in the ECE Professional Development System

Recent observers also note that the ECE professional development system in California lacks "ramps" (F.

Stewart, personal communication, May 19, 2012), or clear points of entry for ECE providers to access

training and education. It is often confusing for ECE providers to figure out how to reach training and/or

educational opportunities for some of the following reasons: (a) a specific training is offered by multiple

agencies; (b) many agencies are not aware of what other agencies are providing so there may be

duplication in trainings offered; (c) a training may be offered at beginning, intermediate and advanced

levels, exacerbating the challenge of finding a match in an individual ECE professional's knowledge level;

and (d) there is a lack of advisors dedicated to helping ECE providers navigate the professional

development system. Therefore, the Los Angeles County ECE Workforce Consortium/PEACH ECE Trainer

Competencies Working Group's ("ECE Trainer Competencies Working Group") intention was to support

the creation of a mindfully-stitched together training and education ECE professional development system

for beginning and continuing ECE professionals in Los Angeles County. The ECE Trainer Competencies Working Group recognized that careful coordination is essential and necessary for building a sustainable ECE professional development system in Los Angeles County and in the state (further information about these efforts and findings are described later in this paper).

Initiatives in Los Angeles County

Specifically in Los Angeles County, numerous efforts support the foundational work of creating a more coherent system. These initiatives strengthen ECE professionals' opportunities by increasing (a) the availability of training and education, (b) access to professional development, and (c) their successful completion of training, mentoring, coursework, academic certificates and degrees from high school through graduate level work. This is being achieved through increased coordination, alignment and integration of ECE professional development across ECE and TK-12 agencies. Further, these initiatives aim to strengthen the ECE professional development system and increase ECE providers' knowledge, skills, dispositions and career growth (e.g., meeting Child Development Permit requirements, completing specialty training certification, and/or seeking additional related academic certification and degree completion). To illustrate, five of these efforts include:

1. Los Angeles County Early Care and Education Workforce Consortium which is one of the largest consortiums of its kind in the country (http://workforce.laup.net/Default.aspx). Consortium members represent many ECE professional development initiatives and collaborate to strengthen the coordination of ECE professional development efforts across the County.

2. The California ECE Workforce Registry currently being implemented in Los Angeles and San Francisco Counties (https://www.caregistry.org/).

3. Two of the state's first quality rating and improvement systems (QRIS): The Los Angeles County Office Child Care's Steps to Excellence Program (STEP) and LAUP's 5-Star QRIS. These programs were selected to implement the Race to the Top-Early Learning Challenge

(RTT-ELC) in Los Angeles County, and are now two of only seventeen programs that are part of the RTT-ELC grant in California (http://ceo.lacounty.gov/ccp/step.htm; http://laup.net/documents/what_we_do/race_to_the_top/laup%20rtt%20fact%20sheet%20jan%202014.pdf; http://www.cde.ca.gov/sp/cd/rt/).

4. The Child Care Alliance of Los Angeles' Gateways to Early Educators, offered by child care resource and referral agencies in Los Angeles County, is an ECE professional development program which provides forty hours of training, and individualized coaching. The program can serve as a professional development "ramp" for ECE providers in family child care and center-based programs who have not as yet pursued college or university preparation, by making ECE higher education pathways explicit and providing family child care providers and center-based teachers with a sense of accomplishment and the confidence needed to attempt college work when they have the time and resources (http://www.ccala.net/providers_gateways.asp). The Gateways to Early Educators is a funded partner of the Los Angeles County Early Care and Education Workforce Consortium (See 1 above).

5. Numerous ECE-related academic programs are offered throughout Los Angeles County at 20 community colleges, five CSU campuses, UCLA, and several private colleges and universities.

A more in-depth discussion of the landscape of the ECE professional development system is provided in *PEACH Paper 1 - Preparing the Foundation: Strengthening the ECE Workforce through the Professional Development System and Early Childhood Educator Competencies.*

Definitions of ECE Training and Education

Within the context of a rapidly-changing ECE professional development environment and to frame the discussion, this section presents definitions of training and education. Defining ECE training and education is a complex endeavor. To illustrate, Cole (2005) describes education and training in the following way:

ECE providers in California pursue two basic types of training: formal and informal training. Training offered in an academic setting that earns an ECE provider credit towards an academic degree (an Associate's, Bachelor's, or Master's) and towards the Child Development Permit is referred to as academic or formal training. ECE providers may receive formal training from any institution of higher education, including the state's community colleges, campuses of the California State University System, University of California (UC) campuses, UC extension programs, and private colleges and universities throughout the state. By contrast, informal training is nonacademic or non-credit bearing training. Informal training comes in numerous forms, but most often consists of a workshop or series of workshops on a specific topic. Informal training is predominantly provided by community-based organizations. (p.6)

Because this paper is focused on training, it is critical to have a clear understanding of how it is distinct from other types of professional development. *Education* is often simply defined as professional development in the form of unit-bearing formal education courses that lead to an academic degree; education can also be known as formal training (Cole, 2005). *Training* is often defined as all forms of non-unit-bearing professional development that could range from one workshop to a series of workshops, to an organized program of training that offers participants a certificate of completion and/or certification with a given content and skill focus (Karoly, 2012). Figure 6.1 illustrates the overlap that exists between the various types of profession development including education, training, and technical assistance.
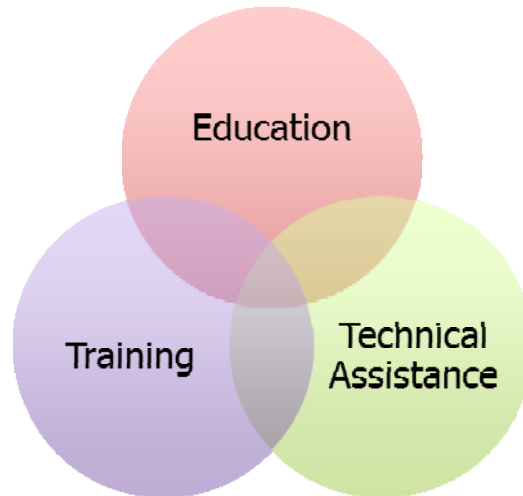
Figure 6.1. Overlapping Types of Professional Development

(Modified from NACCRRA-NAEYC, 2011b, p. 3)

Types of ECE Training

In this section, an overview of recent developments in defining types of professional development will be provided to give context to the present discussion of ECE training and qualified trainers, as part of an integrated ECE professional development system. To this end, recent joint publications by the National Association for the Education of Young Children (NAEYC) and the National Association of Child Care Resource & Referral Agencies (NACCRRA) are utilized for defining education, training, and technical assistance (NACCRRA-NAEYC, 2011b) as these provide solid standard definitions relevant to the ECE field. As such, NAEYC-NACCRRA (2011b) defines training as "a learning experience, or series of experiences, specific to an area of inquiry and related set of skills or dispositions, delivered by professional(s) with subject matter and adult learning knowledge and skills, ...[a] planned sequence of training sessions comprises a training program" (p.7). Training is conducted by professional trainers who have specialized knowledge or skills relevant to the training topic; however, the qualifications of trainers can vary greatly. In an effort to define and systematize training and the key characteristics of trainers, this paper will explore these terms and how they are currently being used in the ECE field.

Defining types of ECE training is a critical precursor to determining what a trainer needs to know and know how to do. Accordingly, NAEYC-NACCRRA (2011a) acknowledges that constructing clear definitions of training and education in ECE is sometimes a challenging task:

> Though one method of professional development (PD) delivery is generally predominant in a given situation, training, technical assistance (TA) and [unit-bearing] education frequently overlap. All three of these may be organized and sponsored by institutions of higher education. College and university instructors may be engaged in delivery of all three types of PD. Many college students are already working in the field and may be participating in training or TA as part of or parallel to degree completion. (p. 3)

Understanding technical assistance. More specifically, NAEYC-NACCRRA (2011b) provides detailed definitions of three forms of technical assistance—mentoring, coaching and consultation. These are defined as follows:

> *Mentoring* is a relationship-based process between colleagues in similar professional roles, with a more-experienced individual with adult learning knowledge and skills, the mentor, providing guidance and example to the less-experienced protégé or mentee. Mentoring is intended to increase an individual's personal or professional capacity, resulting in greater professional effectiveness. (NAEYC-NACCRRA, 2011b, p. 10)

> *Coaching* is a relationship-based process led by an expert with specialized and adult learning knowledge and skills, who often serves in a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal-setting and achievement for an individual or group. (NAEYC-NACCRRA, 2011b, p. 11)

> *Consultation* is a collaborative, problem-solving process between an external consultant with specific expertise and adult learning knowledge and skills, and an individual or group from one program or organization. Consultation facilitates the assessment and resolution of an issue-

specific concern—a program/organizational, staff, or child/family-related issue—or addresses a

specific topic. (NAEYC-NACCRRA, 2011b, p. 12)

Relationship-based professional development. The NAEYC- NACCRRA (2011b) authors note that

most ECE technical assistance represents examples of relationship-based professional development.

Kagan and Gomez (2011) state that "in relationship-based professional development, early childhood

teachers work with coaches or consultants over time; goals are set and the coach/consultant provides the

teacher with field-driven pedagogical guidance" (p. 71). Acknowledging the value of relationship-based

approaches to the improvement of ECE teaching, supervision and programs, technical assistance forms

have recently proliferated in efforts to support improvement in ECE teaching and program effectiveness.

Sample ECE Training and Technical Assistance Programs

The purpose of this section is to present a sample of training and technical assistance programs offered

in ECE agencies and professional organizations in the Los Angeles area and/or throughout California

compiled by the ECE Trainer Competencies Working Group. The intent is to illustrate the range or

diversity of training options available, not to capture all training programs in the County. Further, the goal

is to identify multiple elements of some available training and technical assistance programs to inform the

development of ECE trainer qualifications. Table 6.1 below describes the types of training offered, trainer

qualifications, target audience, age of children addressed in the training, and its content areas. This

information presents a variety of training and technical assistance programs available. This table has

been developed to give the reader an appreciation for the range of training and trainers engaged in ECE

professional development at the county, state, and national level and is not meant to be exhaustive.

Moreover, trainer qualifications are typically different for each type of training offered within a given

agency (e.g., training of trainers, career coaching, technical assistance in the classroom). For these

reasons, multiple trainer descriptions may be presented regarding one agency or organization's training

efforts in the Description of Trainers column in Table 6.1.

Table 6.1

Sample ECE Training and Technical Assistance Programs in Los Angeles and throughout California

Program	Type(s) of Training	Description of Trainers	Target Audience/ Participants	Content Area(s) of Training
California Early Childhood Mentor Teacher Program (CECMP)	Training Technical Assistance	Mentor Teachers have worked at least two years in an early childhood classroom or family child care home, have completed a college early childhood training program that includes a supervised fieldwork course and a course in adult supervision skills and classroom evaluation offered by participating community colleges, and are eligible for the Master Teacher level, or above, on the California Child Development Permit Matrix.	Child Development students from community colleges, ROP and 4-year early childhood programs completing a practicum experience.	The content areas of the trainings and technical assistance are individualized. Mentors, students, along with college lab teachers and instructors collaborate to develop an action plan and curriculum for each student mentee. (http://www.ecementor.org/)
California Early Childhood Director Mentor Program (CECDMP)	Training Technical Assistance	Program directors or site supervisors with at least three years of administrative experience, currently or formerly employed in child development programs, who have a participated in a half-day information session and completed a full-day Director Mentor Institute are eligible to apply to become Director Mentors. Mentor directors must have completed a course in adult supervisor skills and classroom evaluation offered by participating community colleges.	ECE program directors and administrators.	Content is individualized by the director mentee and focused on supervision, leadership, and advocacy strategies. (http://www.ecementor.org/DMfactSheet.html)
California Preschool Instructional Network (CPIN)	Training	Trainings are typically led by a trans-disciplinary team of three CPIN training leads who are specialists in Child Development, English Language Learners and Special Education, respectively.	Administrators, directors, teachers and teacher's aides in CDE/EESD-funded ECE programs.	Sample training topics include: Early language and literacy, mathematics, Preschool Learning Foundations, the Desired Results System, school readiness and transition to kindergarten, children with disabilities, and English Language Learners Trainings offered are developed directly from California Department of Education (CDE) publications and resources. (http://cpin.us/content/professional-development)
Child Care Alliance of Los Angeles: Gateways to Early Educators	Training Technical Assistance	See website for the Gateways ECE Trainer Application Packet and specific information regarding trainer requirements.	Licensed and unlicensed ECE providers throughout Los Angeles County.	Forty hours of training including the following content: Child Growth and Development; Health, Safety and Nutrition; Learning Environment and Curriculum; Families and Community; Program Management; Positive Interactions and Guidance; Child Observation and Assessment; Promoting Diversity and Dual Language Development; Professional Growth and Leadership; and Special Needs and Inclusion. These categories correspond with the California Early Childhood Educator Competencies. Technical Assistance includes career and quality coaching for teaching/program improvement. (http://www.ccala.net/providers_gateways.asp)

Table 6.1 continued

Program	Type(s) of Training	Description of Trainers	Target Audience/ Participants	Content Area(s) of Training
Child Development Training Consortium (CDTC)	Training of Trainers Technical Assistance	Community College Instructors, usually MA or higher in Child Development or a related field.	Supports community college students working towards a California Child Development Permit. Also supports community college faculty members' gaining common understandings of and involvement in initiatives across the state.	CDTC coordinates a number of initiatives related to enhancing CD/ECE community college programs, faculty capacity and ECE teachers' Child Development Permit (Stipends—and Live Scan Reimbursement funds are available); Career Incentive Grants (receive funds while pursuing a career in child development); and provides training for Professional Growth Advisors' to guide ECE providers' in their completion of professional growth hours. The CDTC website hosts the Training Portal which lists CDE-funded ECE training and online ECE coursework statewide. (http://www.childdevelopment.org/cs/cdtc/print/htdocs/home.htm)
Competencies Integration Project (CIP)	Training of Trainers Technical Assistance	Faculty from California Community Colleges and California State University campuses.	Faculty from California Community Colleges and California State Universities.	The integration of the California ECE Competencies into IHE coursework that all early childhood educators in California complete in order to work in a state licensed program. Also, capacitates participants in the (self-guided) use of the CIP Mapping Tool. (https://www.childdevelopment.org/cs/cip/print/htdocs/cip/home.htm)
Faculty Initiative Project (FIP)	Training Technical Assistance	Trainers are IHE professors, researchers and other seasoned ECE professionals.	Higher education faculty from both California Community Colleges and California State Universities, and private universities.	The integration of content from California ECE publications, including: Infant/Toddler Learning and Development Foundations Infant/Toddler Learning and Development Program Guidelines Prekindergarten Learning and Development Guidelines Preschool English Learners Resource Guide: Principles and Practice to Promote Language, Literacy, and Learning Preschool Learning Foundations, Volume 1 Preschool Learning Foundations, Volume 2 (http://www.wested.org/facultyinitiative/)
Outdoor Classroom Project	Training Training of Trainers Technical Assistance	Multiple levels of trainers, each with their own specified criteria, are embedded within the program: Specialist I Training: Understanding the Outdoor Classroom – Eighteen hours of training plus assignments; Specialist II Training: Growing the Outdoor Classroom - Eighteen hours of training plus assignments; Specialist III Training: Staff of Outdoor Classroom and Demonstration and Recognized Sites -Four day Conference.	ECE classroom teachers interested in leading development of the Outdoor Classroom at their ECE center, Child Development students, or community members	The program includes multiple content areas such as: Understanding philosophical, theoretical and research-based keys of the Outdoor Classroom; Understanding early care and education and the outdoors today; Understanding and articulating fundamental principles and practices of the Outdoor Classroom; Recognizing changes and challenges to childhood experiences. (http://outdoorclassroomproject.org/trainings/specialists-trainings/)
Program for Infant-Toddler Care (PITC) Trainer Institutes	Training of Trainers	Trainers include PITC Faculty that are early childhood experts and early interventionists. (http://www.pitc.org/cs/pitcabout/query/q/tr_faculty)	ECE professionals who wish to learn more about working with infants and toddlers and their families and wish to become certified PITC Trainers.	PITC Trainer Institutes include four training modules that focus on: (1) Social-Emotional Growth & Socialization, (2) Group Care, (3) Learning and Development, and (4) Culture, Family and Providers. Participants completing the training receive a certificate that recognizes them as trainers for the specific module(s) in which they received training. (http://www.pitc.org/pub/pitc_docs/institutes.html)

ECE Training Characteristics Identified through a Review of Sample Programs

The ECE Trainer Working Group's review of training programs and their characteristics (Table 6.1 above) generated the following questions that can be used to guide future efforts:

1. *What is the purpose of the training?*

    The purpose may vary from a training of trainers, to coaching, mentoring, or onsite technical assistance. In the case of PITC Training of Trainers and the FIP support for community college and CSU faculty, ECE trainers must not only know the ECE-related content, but also be versed in adult learner theory, as participants must be prepared to train other adults on the information which they receive. On the other hand, in the case of a RIE training, the trainer has a very specific focus—to communicate the basic tenets and practices of RIE. This training is oriented towards the professional development and learning of individuals regarding focused content, and not on participants transmitting the information to others in the field.

2. *How is the training program designed? How does the design reflect the goals of the training?*

    In the case of the Outdoor Classroom Project, the Specialist Trainings I, II, and III are intended to train one, two or more of the staff of one early childhood center in a small group with other centers' staff represented as well. This focus on creating Outdoor Classrooms "one center at a time" has a powerful potential for creating meaningful and sustainable change in a given center program staff and outdoor environment. The possibility of organizing and sponsoring a related 4-day conference adds a focus of advocacy, where parents and community members join ECE teachers and administrators to learn more about the benefits of the Outdoor Classroom for children's development, learning, and well-being.

3. *If certification is part of the training, what does it take to qualify?*

    In some cases participants are given a certification for attendance, whereas in other cases, participants are required to demonstrate their knowledge or skills through testing, documentation, and/or practical demonstration.

4. *What type of training is an ECE trainer responsible for completing before serving as in the technical assistance position of mentor, coach or consultant?*

    For example, the California Early Childhood Mentor Teacher Program (CECMP) requires that mentor teachers to have at least two years of experience in an ECE environment, hold an ECE associate's

degree or 24-unit certificate in Early Childhood Education with at least one course in supervised student teaching or direct assessment, eligibility for Master Teacher Level of the California Child Development Permit Matrix, and completion of an adult supervision course.

5. *In what ways does the content and complexity of the training program dictate the qualifications of the ECE trainer?*

   As an example, an ECE program director may attend training on the California ECE Competencies through the CDTC or CPIN. The trainer would be knowledgeable and experienced with the Competencies and may have even been involved in their development. This director may then go back to her center and train her staff. Although she can provide general information to them, she is not able to offer the same depth of knowledge.

Other Recognized Elements of Quality ECE Training: Reflecting Evidence-Based ECE Trainer Best Practices

Commonly valued elements of quality ECE training inform the discussion of ECE trainer qualifications. Based on the components of quality training, as described by NAEYC-NACCRRA (2011a and 2011b), the ECE Trainer Competencies Working Group believes a qualified trainer should demonstrate the ability to

- build on the prior skills, knowledge and/or competencies of ECE trainee participants, as well as their individual and cultural strengths and styles;
- create and maintain relationships between and among trainer(s) and participants to optimize support for participant learning;
- consider and integrate related professional standards, competencies, needs assessments and other evidence to define learning outcomes and utilizes adult learning principles, including evaluation;
- design a single or series of training sessions, and plan and sequence learning experiences appropriately according to adult learning principles;
- design and deliver training in-person, online, and/or in a blended delivery format, as appropriate.

Mitchell and Cubey's (2003) work also offers additional elements to be considered when examining the qualifications of ECE trainers. They cite eight characteristics of effective professional development. In their

work, these are linked to enhanced pedagogy and children's learning in early childhood education settings but these are not a primary focus in the context of the current paper. (Please see Appendix A for more detail.) Instead, these characteristics are recognized as key aspects of quality training and ultimately inform the development of ECE trainer qualifications. They include:

1. The professional development incorporates participants' own aspirations, skills, knowledge, and understanding into the learning context.

2. The professional development provides theoretical and content knowledge and information about alternative practices.

3. Participants are involved in investigating pedagogy within their own early childhood settings.

4. Participants analyze data from their own settings. Revelations of discrepant data is a mechanism to involve revised understanding.

5. Critical reflection enabling participants to investigate and challenge assumptions and extend their thinking is a core aspect.

6. The professional development supports educational practice that is inclusive of diverse children, families and extended family.

7. The professional development helps participants to change educational practice, beliefs, understanding, and/or attitudes.

8. The professional development helps participants to gain awareness of their own thinking, actions, and influence. (Mitchell & Cubey, 2003, p.82)

Thus, effective ECE trainers must understand and demonstrate these foundational concepts and work to build them into the trainings that they offer. In addition, they should consider these concepts in planning their training methods and delivery. Mitchell and Cubey (2003) also suggest that the

- professional development include a component that requires participants to conduct related on-site investigations in their own work sites with children (or perhaps in approved field sites to accomplish the same tasks); and

- participants be presented with "alternate practices," and that trainers appreciate that the "revelation of discrepant data is a mechanism to invoke revised understanding," and that "critical

reflection enabling participants to investigate and challenge assumptions and extend their thinking is a core aspect." (p.81)

This description of an ECE trainer's attention to a trainee's fieldwork experiences and to the consideration of the ECE trainee-as-investigator reflects a model of inquiry that enhances trainees' likelihood of gaining training-specific knowledge and skills while strengthening dispositions towards their daily work with children and families.

Qualifications of ECE Trainers and Technical Assistance Providers

The ECE Trainer Competencies Working Group notes that there is a significant amount of overlap between the required ECE trainer qualifications and additional qualifications related to providers of ECE technical assistance. Therefore, information from NAEYC-NACCRRA (2011b) regarding essential qualities of technical assistance providers can also be applied to those who deliver other types of training. To explain,

Technical Assistance (TA) is the provision of targeted and customized supports by a professional(s) with subject matter and adult learning knowledge, and skills to develop or strengthen processes, knowledge application, or implementation of services by recipients.

- Supports the reflective processes that professionals need to translate the theories and information learned through education and/or training into best practices.
- Mentoring, coaching, consultation, PD advising, and peer-to-peer TA are strategies that may be discrete processes or used as part of education and/or training programs.
- Should be embedded in the recipient's broader professional development plan.
- Most TA methods are relationship-based; they benefit from the building of positive, trusting, and respectful relationships. (NAEYC-NACCRRA, 2011b, p.9)

Consideration of the Unique Characteristics of the ECE Workforce

There are some unique aspects of the ECE workforce that should be considered in the successful design and delivery of ECE provider training and ECE trainer competencies that include: (a) the major categories of ECE workplaces (e.g., family child care, center-based ECE programs, license-exempt programs), (b) variations

between the content and level of minimal preparatory education among those in the ECE workforce, and c) cultural and linguistic characteristics of the ECE workforce. Given these factors, an ECE professional development system needs to (a) include training options for all sectors and populations of the ECE professional audience working with children from birth to eight years of age, (b) provide multiple points of entry to training and education, (c) respond to ECE professionals' workplace factors to optimally plan scheduling, sequencing, delivery mode(s) as well as location of pre-service and in-service training. All of these aspects will be described in this section.

The ECE Workplace

Many ECE providers work in one of three major categories of ECE workplace, including licensed center-based programs, licensed family child care homes, and license-exempt caregivers and programs (Karoly, 2012). Trainings, then, should address the needs of ECE providers in all three types of ECE workplaces. Center-based providers tend to participate in training, education and technical assistance *programs*, including taking ECE and Child Development courses at IHEs and participating in local professional conferences. Family child care providers tend to participate more in *individual trainings and training series*; for example, the Child Care Alliance of Los Angeles Gateways forty-hour training series is offered at all of the child care resource and referral agencies (R&Rs) in Los Angeles County. (Please refer back to Table 6.1 for a description and the Gateways website for more information.)

Differences between ECE and TK-12 Professional Development Patterns

As noted by Karoly (2012),

> Unlike elementary and secondary school teachers, for whom pre-service education is the norm and professional development refers to in-service activities, many ECE providers begin caring for children before they have had formal professional development, often as classroom assistants or home-based providers. As they remain in the field and gain on-the-job experience, they may choose to invest further in their skills through training opportunities and/or through credit-bearing coursework and practicum at a community college or four-year college. (p. 6)

NAEYC-NACCRRA (2011b) also note that the timing and sequencing of training is particularly complex in ECE professional development because pathways of entering the ECE field vary widely in contrast to the pathways typically utilized by those preparing for teaching in TK-12 education settings. Those entering the ECE field do so following multiple pathways. ECE providers may begin as a paid ECE center teacher's assistant at age 18 or, alternately, may complete a bachelor's degree in another discipline, pursue a career in that field and then seek a career change to begin studying ECE at age 35, for example. By completing some additional coursework, both may find ECE employment in one of a variety of types of ECE programs and progress in their careers. This unique difference between ECE and TK-12 professional development pathways and the relative complexity of ECE professional development options and pathways suggests the critical importance of making training, education, and technical assistance opportunities more available and accessible to meet the needs of ECE working professionals.

Streamlining the Process

Because of the multiple trajectories in ECE professional development, there is often crossover regarding pre-service and in-service education and training. An individual could receive pre-service education and/or training to be teaching staff in a community-based organization, and also receive in-service education and/or training during her employment. The same individual could be pursuing a degree for a role as a teacher in a setting where individual licensure is required (e.g., public schools). This education would be considered in-service professional development for the individual's current role and would be considered pre-service preparation for the certified teaching position. Therefore, the labels pre-service and in-service preparation might better be used to describe the related requirements of preparing for and holding a specific ECE position or established job in the field.

For these reasons, recent initiatives support the identification of and mentoring for ECE career aspirants from high school, through the community college and on through completion of the bachelor's degree, and articulate with ECE students' graduate program completion. Child Development Workforce Initiative (CDWFI) programs are examples of these efforts. Currently funded by First 5 LA and administered through LAUP, CDWFI programs

provide individualized academic and career advisement and related transfer information and services for students to begin and continue their professional development in ECE. These programs are currently operating at Antelope Valley College, East Los Angeles College, Los Angeles City College, Los Angeles Southwest College, Los Angeles Valley College, Long Beach City College, Mount San Antonio College, Pasadena City College, Pierce College, and Santa Monica College http://workforce.laup.net/child-development-workforce-initiative-wfi.aspx

Sometimes Overlap is a Good Thing

Currently, there are myriad intersections between ECE training, forms of technical assistance, and academic education offerings, as illustrated in Figure 6.1. While efforts for optimal integration and streamlining of ECE professional development systems continue, it is important to acknowledge that there is naturally-occurring overlap among these categories and that such overlap is at times beneficial. Overlap in the repetition of concepts treated in a number of ECE training and education programs can acknowledge the importance of these concepts. Also, a given strategy (e.g., relationship-based coaching), may be more likely to contribute to improving program delivery and confirming successful outcomes if implemented in multiple types of professional development programs.

ECE Trainer Competencies Working Group Research and Recommendations

Purpose of the ECE Trainer Competencies and Qualifications

Within the current context of efforts to strengthen an ECE professional development system at the local level in coordination with related initiatives at the state and national levels, the PEACH ECE Trainer Competencies Working Group developed a suggested ECE Trainer Qualification Matrix. The impetus of this work was the anticipated creation of a Trainer module for the California ECE Workforce Registry. However, the work may also inform future efforts to propose standards for the ECE training realm. The intent of these recommendations is not to categorize all ECE trainers currently working in the County; for this reason, not all individuals currently providing ECE-related training may be reflected in this Matrix.

Working Group Research and Review

The ECE Trainer Competencies Working Group began by researching and reviewing ECE Registry development experiences across the U.S. Currently, thirty-eight states and the District of Columbia have established workforce registries. Some state registries are designed to approve and track available trainings as well as record ECE providers' attendance at trainings (Kipnis & Whitebook, 2011). Existing state ECE workforce registries provide a range of models that reveal different registry structures and auspices. These models also reflect a diversity of ways to organize and codify ECE trainers and trainings in an ECE workforce registry. Two related trainer qualifications elements were salient in the majority of state models: (1) consideration of trainers' related formal education, knowledge and experience of working with young children and families, knowledge and experience of adult learning principles and working with adults in training settings and; (2) structuring the description of the work into both ECE trainer and training levels.

This research informed the following recommendations embodied in the ECE Trainer Qualifications Matrix developed by the ECE Trainer Competencies Working Group. Final recommendations were derived through discussion and consensus of the Working Group members.

Structure of the Matrix: Trainer Levels

Across the country, state ECE registries have most often structured their ECE trainer competencies and qualifications into multiple levels. Three to five levels were the most common structures found by the Working Group in their review. Locally, the Child Care Alliance Trainer Registry Application Packet includes three levels. The Matrix of the ECE Training Competencies Working Group includes three levels of ECE trainer qualifications, plus a fourth category for specialists. Each of the first three levels reflects increasing required qualifications. Establishing levels for ECE trainers responds to both (a) levels of complexity of the content of a given training, and (b) levels of education, training and experience of potential trainees. Table 6.2 presents the ECE Trainer Competencies Working Group's recommended ECE Trainer Levels and Trainer Qualifications, and includes categories related to trainers' formal education, adult learning content and reflective practice, experience with young children and families, and training or teaching experience with adult learners.

Table 6.2

Recommended ECE Trainer Qualification Matrix

Trainer Level	Formal Education	Adult Learning Content & Reflective Practice	Experience with young children and Families	Training/Teaching Experience with Adult Learners
Level 1	Minimum Associate's Degree in ECE/Child Development **or** Associates Degree with 12 ECE/CD units	Completion of Registry Module (to be developed) **and** Documentation of 10 hours of Adult Learning content through higher education courses, Training of Trainers, or workshops	Minimum of two years of formal experience working with young children (0-8)	Minimum of three training sessions in the past three years (staff meetings, parent trainings, workshops, teaching CD/ECE) **plus** Letter of Recommendation
Level 2	Minimum Bachelor's Degree in ECE/Child Development **or** Bachelor's Degree with 12 ECE/CD units	Completion of Registry Module (to be developed) **and** Documentation of 20 hours of Adult Learning content through higher education courses, Training of Trainers, or workshops	Three or more years of formal experience working with young children (0-8)	Minimum of eight training sessions in the past three years **plus** Letter of Recommendation
Level 3	Minimum Master's Degree in ECE/Child Development **or** Master's Degree with 12 ECE/CD units	Completion of Registry Module (to be developed) **and** Documentation of 20 hours of Adult Learning content through higher education courses, Training of Trainers, or workshops	Three or more years of formal experience working with young children (0-8)	Minimum of ten training sessions in the past three years **plus** Letter of Recommendation
AND/OR				
Content Expert/ Specialty Trainings	Minimum level dependent on area of expertise (Must hold a current professional license, certificate, or credential, if applicable) *plus* Statement of Qualifications	Completion of abbreviated Registry Module (to be developed) **plus** three years of experience in the area of expertise	N/A	Some experience presenting, training or teaching adults **plus** Letter of Recommendation specifically for content area of expertise

Training Qualification Categories. As noted above, there are four training qualification categories that factor into each level. These are explained in greater detail to follow.

Formal education: Formal education means completion of ECE-related academic unit-bearing coursework and degrees. ECE-related includes coursework and degrees in Child Development, Human Development, Developmental Psychology and/or Child and Family Studies. Because ECE academic programs are titled in such diverse ways, a careful review of the trainer applicant's completed course content is essential. (An in-depth consideration is presented in Paper 5, *Completing the System: The Current Status of ECE Doctoral and Master's*

Degree Programs in Los Angeles County, regarding the role and implications of ECE-specific [rather than more loosely ECE-related] degree programs in strengthening ECE professional development.)

While there are many pathways to gaining knowledge, the Working Group agreed that it is important for the trainer to have a solid body of knowledge to draw from in order to present high quality trainings and serve as a model for professional development pathways and higher education attainment. Furthermore, achieving some level of higher education completion establishes credibility in both the trainer and the training system.

Adult learning content and reflective practice: Further, members the Working Group agreed it is critical that ECE trainers have knowledge of adult learning principles and dynamics, in order to plan the sequence, pacing and methods of presenting ECE training content. ECE adult learning content may be gained through completion of coursework in adult learning at the associate's, bachelor's or graduate levels of study. Other training entities provide Training of Trainers programs (such as PITC) that include knowledge related to adult learning processes and skill-building to become effective trainers.

Reflective practice and reflective supervision: In discussions of ECE trainer competencies and qualifications, members the Working Group agreed about the critical role of reflective practice and reflective supervision in adult ECE training. Thus, the ECE Trainer Competencies Working Group identified that the ability to engage in and sustain reflective practice and supervision with trainees was a required skill for the ECE trainer. Numerous related sources confirm that reflective practice and reflective supervision skills are important competencies for ECE professionals (NAEYC-NACCRRA, 2011b; Mitchell & Cubey, 2003).

Experience with young children and their families: The ECE Trainer Competencies Working Group strongly recommends that all ECE trainers have a minimum two years or more of direct formal experience working with young children and their families. The first two years of experience in a profession are recognized as a sensitive period for optimal professional induction and development. For example, BTSA, Beginning Teacher Support and Assessment program is a state-funded program co-sponsored by the California Department of Education (CDE) and the Commission on Teacher Credentialing (CTC) that provides induction

support for teachers in their first two years of TK-12 teaching (http://www.btsa.ca.gov/). This two-year period is recognized to be an optimal time for new professionals to "consolidate" their learning and skills in daily practice that, in turn, increases the likelihood of ongoing, professional development. Formal experience means experience that can be verified by an ECE supervising professional, such as the employer of the trainer applicant, or internship professor or supervisor, in the case of unit-bearing and/or volunteer work with young children and their families in ECE program settings.

Experience working with young children provides trainers with knowledge of child development and a unique perspective on children and the work of child care providers and ECE practice. This experience also provides trainers experiences to which they may refer when developing or presenting training sessions. Additionally, the group agreed that direct work experience with children brings credibility to the trainer as an expert on the content and the implementation of learned information.

Training/teaching experience with adult learners: The ECE Trainer Competencies Working Group also strongly recommends that ECE trainers have a track record of successful provision of adult training and education. This qualification may be met by documentation and verification of the trainer applicant's successful training and teaching record in ECE workshop and academic settings.

Descriptions by Level: Levels 1 through 3. Although there is currently no system of tiered compensation for trainers in Los Angeles or the state of California, the Working Group recommends a matrix with tiers in order to recognize the varying levels of formal education and experience of trainers, as well as to promote and acknowledge ongoing professional development. This approach designates an entry level for less experienced trainers while providing recognition of more advanced trainers. The following descriptions are designed to explain the Working Group's rationale for each of the first three levels, rather than detailing each level. As noted above, ECE trainer applicants at the first three of the levels will be required to provide documentation of required years of formal experience with children. Trainers at all levels will also be required to document their provision of a minimum number training workshops within a designated number of years, and must submit a letter of recommendation specific to their work as a trainer.

All of the first three levels also include required qualifications regarding Adult Learning and Reflective Practice. In addition, all include the completion of a proposed Registry module for trainers which will cover both adult learning and reflective practice topics as well as registry information and logistics. Applicants for higher levels of the ECE trainer matrix will need to document incrementally more hours of professional preparation in adult learning content.

The Content Expert/Specialty Training Category. The Working Group created a fourth category of ECE trainer to address the field's need for specialty trainers in both non-ECE specializations (such as tax consultants and First Aid/CPR trainers) as well as to acknowledge the critical importance of ECE-related trainers who hold special knowledge of cultural as well as emerging practices and perspectives to share with ECE providers and trainees. One example of this type of trainer would be Native American elders who provide knowledge regarding cultural dynamics and relationships in Native American families and communities that is essential for developing culturally sensitive practices. Another example would be a trainer with experience, knowledge, and perspectives from another part of the world, such as the Reggio Emilia approach, which holds promise to strengthen ECE professional development and practice. Due to the novel and unique nature of the training content, trainers of this type may not meet the standard qualifications for ECE trainers reflected in the initial three levels of the Matrix.

More specifically, for the Content Expert/Specialty Trainer, the minimum level of formal education required is dependent on the area of expertise. Therefore, applicants must submit a statement of qualifications outlining educational attainments as well as credentials, licenses, and certificates, as applicable. Examples include: First Aid/CPR, with appropriate certification from Red Cross; children with special needs, with a minimum of a bachelor's degree in an appropriate field; or nutrition with a minimum of a bachelor's degree in Nutrition. Content Expert/Specialty Trainer applicants need to complete an abbreviated version of the proposed Registry module for trainers, which will cover adult learning and reflective practice topics as well as registry information and logistics, and provide documentation of a minimum of three years of experience in their area of expertise. Content Expert/Specialty Trainers will also be required to have some experience presenting workshops or some

type of adult educational session, and must submit a letter of recommendation specific to their area of expertise.

Responses to the Working Group's ECE Trainer Qualifications Matrix

The ECE Trainer Competencies Working Group report "Recommended ECE Trainer Competencies" was submitted to LAUP in June 2013; this included the ECE Trainer Qualifications Matrix and the rationale for the ECE trainer requirements reflected in the Matrix. Subsequently, this information was presented at a Los Angeles County ECE Workforce Consortium meeting where the Consortium partners, as well as other non-Consortium representatives of other training organizations, participated in a discussion regarding integration of the Matrix into Consortium programs and other training agency efforts to assure requisite quality. A questionnaire was distributed to each of the Consortium partners and other representatives at the meeting to collect their feedback on the following three questions:

1. What are the benefits of an ECE Trainer Qualifications Matrix?
2. What are some possible challenges of utilizing an ECE Trainer qualification matrix?
3. How could the ECE Trainer Qualifications Matrix be utilized by [their] organization to assure requisite quality and competencies among those who provide informal professional development training to the ECE Workforce?

While some participants answered at that time or sent in feedback through email, others requested additional time to take the questionnaire back to their organization and to reflect with colleagues to develop their responses. In total 10 programs provided feedback including: ZERO TO THREE; The Program for Infant/Toddler Care (PITC); Los Angeles County Office of Child Care Steps to Excellence Project (STEP); Los Angeles County Office of Education Early Childhood Education Professional Learning Communities Project (ECE-PLC); Long Beach Community College and Pasadena City College (CDWFI); ASPIRE; Gateways for Early Educators Project – Child Care Alliance of Los Angeles; Family Child Care Higher Education Academy (FCCHEA) - Project Vistas; and Cal State Fullerton/Orange County - AEYC. The results are summarized to follow. (See Appendix B for further details on the responses to the ECE Trainer Qualifications Matrix Questionnaire.)

Benefits of an ECE Trainer Qualifications Matrix. In response to the first question, respondents identified several benefits of the ECE Trainer Qualifications Matrix. More specifically, seven respondents indicated that the ECE Trainer Qualifications Matrix could assure quality of trainers. Four respondents suggested that the Matrix could be utilized to improve the quality of trainings offered. Four respondents also proposed its usefulness as a professional growth pathway for ECE trainers. Further, two replied that it contains quality information about best practices and two also pointed to its utility in hiring or selecting trainers. Finally, two respondents mentioned that the Matrix creates a system to compare trainings offered and two responded that it allows for consistency in trainer qualifications (see Figure 6.2).
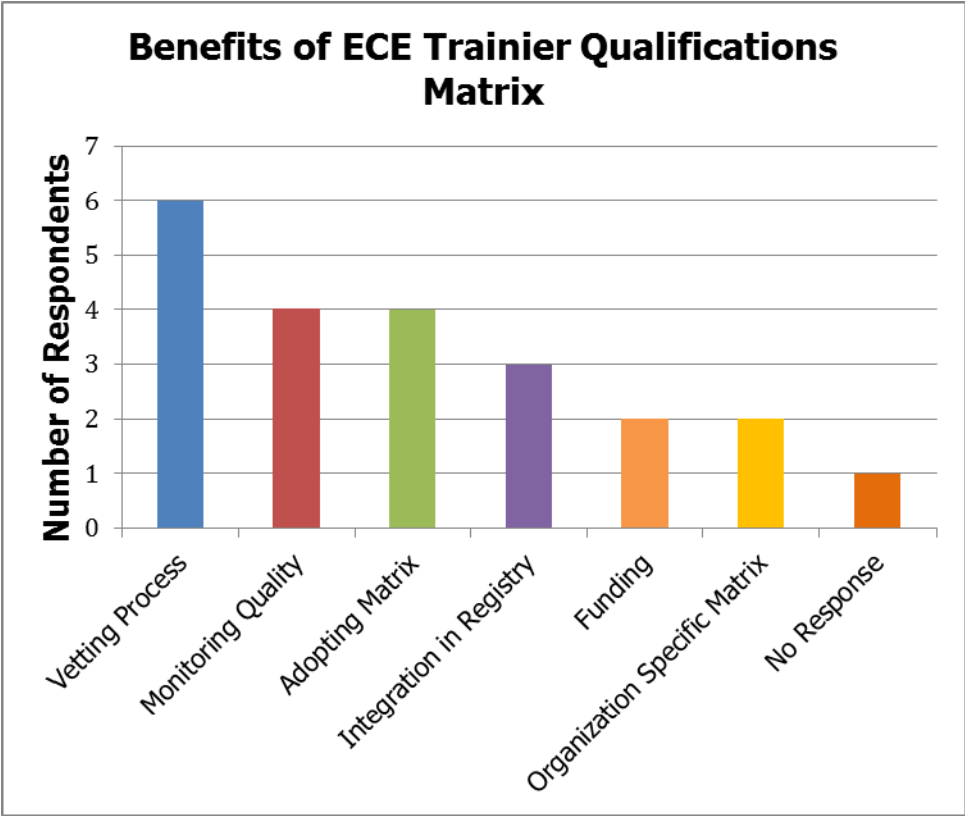
Figure 6.2. Benefits of an ECE Trainer Qualifications Matrix

Possible challenges of utilizing the ECE Trainer Qualifications Matrix. In response to the question of possible challenges, the respondents identified several potential challenges. Six indicated that the vetting process of qualified trainers as a possible challenge. Four also suggested that ongoing monitoring of the quality of trainings could be a challenge, while four respondents also mentioned that adopting the Matrix by

organizations as a potential challenge. Additionally, two respondents pointed to possible challenges due to funding, three questioned how the Matrix will be integrated into an ECE Registry, and one respondent noted that their program/agency has already developed and is currently utilizing their own agency-specific trainer qualification matrix (see Figure 6.3).
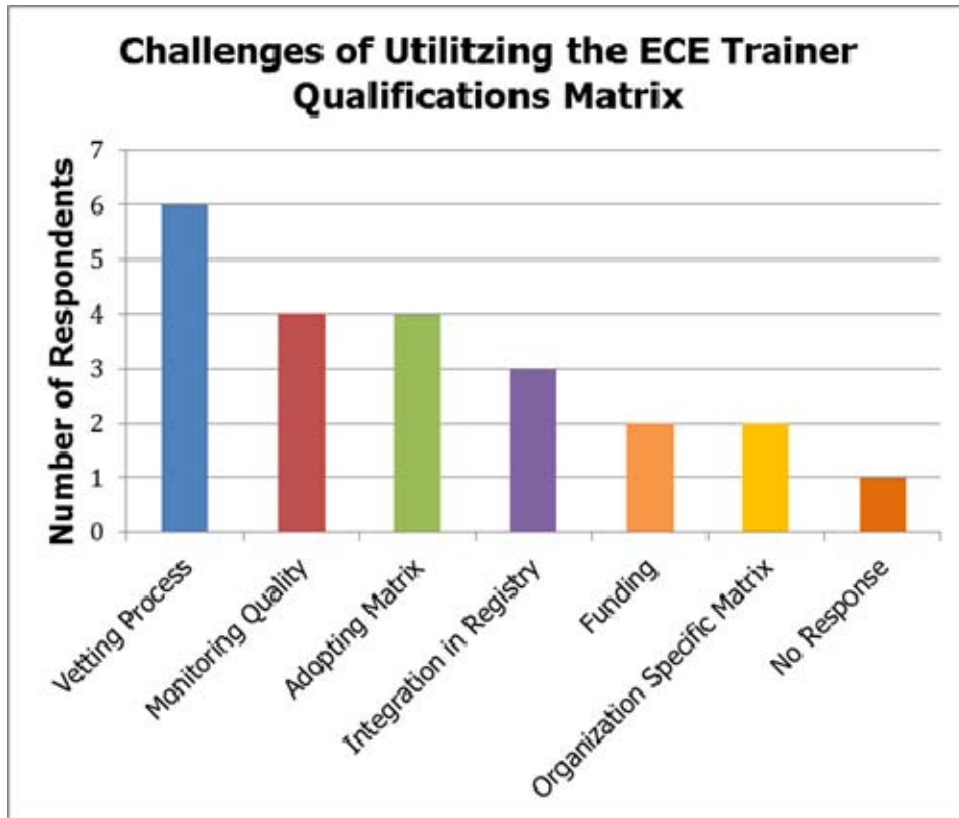

Figure 6.3. Possible Challenges of Utilizing an ECE Trainer Qualification Matrix

Use of the Matrix to assure quality. Finally, Workforce Consortium Partners and other training organization representatives were asked *"How could the ECE Trainer Qualification Matrix be utilized by your organization to assure requisite quality and competencies among those who provide informal professional development training to the ECE workforce?"* Responses to this question were more diverse than to other questionnaire items. One respondent reported currently assuring quality by requiring trainers to be at Level Three, while another noted they would use the Matrix as a resource to refine an existing set of requirements and qualifications. Still, one respondent proposed developing a reimbursement scale to pay its contracted trainers higher rates dependent of their trainer level and another respondent identified the usefulness of trainers in specialized content areas. Two respondents also indicated several potential uses for the Matrix including adjunct faculty, mentor teachers,

college sponsored workshops, professional growth advisors, and program consultants. Finally, one respondent acknowledged already utilizing a matrix for its trainers, another indicated that their agency/program can assure quality through its potential to professionalize the field, and one suggested utilizing the Matrix to recognize if trainers have identified competencies.

Discussion. The majority of the questionnaire respondents revealed the potential of the Matrix to result in increased quality of training. Some respondents indicated that both trainer quality and quality of trainings could be impacted, while other participants noted the potential for improved quality of only either the trainer or the trainings. Others pointed to its utility to support best practices and to maintain research-based trainings. How quality was defined remained elusive for other participants who questioned the ability to quantify quality through use of the Matrix or still others who indicated that defining trainer quality and quality of trainings remained a challenge. Continued ongoing dialogue between and among agencies is needed to reach a clearer consensus on definitions of quality trainers, quality trainings, and factors involved in those definitions.

One of the goals of the Los Angeles County ECE Workforce Consortium is to strengthen systems and to support and enhance collaborations between and among its participants. The responses to this questionnaire included a significant number of comments suggesting how the Matrix could be utilized and adapted to strengthen connections between systems. One respondent suggested that the Matrix could help to identify trainers who could address essential ECE content areas which are not currently addressed in permit/credential programs. Uses of the Matrix by agencies offering trainings to a variety of ECE workforce audiences could also serve to strengthen the connection between unit-bearing and non-unit-bearing training and education. For example, one participant suggested the potential usefulness of the Matrix for adjunct faculty or as a step on the Child Development faculty career ladder. Other participants noted that specific uses of the Matrix could make expectations of trainer quality more explicit and widely adopted for a variety of ECE professionals (e.g., professional growth advisors, child development lab staff, or presenters at college sponsored workshops/conferences, etc.). Another participant wondered how the Matrix could interface with existing state ECE systems in place such as ECE Teacher Competencies, quality rating and improvement systems (QRIS) and the ECE Registry.

Conclusions, Considerations, and Recommendations

In summary, the ECE Trainer Competencies Working Group researched existing state ECE workforce registries and trainer qualifications across the U.S., created a Matrix of trainer qualifications and then gathered feedback about the Matrix from partners in the Los Angeles County Workforce Consortium. Based on their findings from this work, the Working Group's conclusions, considerations and recommendations are presented as follows.

Conclusions

1. Responses to the questionnaire identified numerous benefits and potential challenges of implementing the ECE Trainer Competencies Matrix, as well as ways to assure requisite quality and competencies among those who provide training to the ECE workforce. This feedback questionnaire was focused mainly on seeking feedback from Workforce Consortium partners who represent key professional development agencies in the County. It is recommended, however, that similar information be gathered from an even broader group of ECE agencies and organizations that provide training in Los Angeles County outside of the Workforce Consortium partners.

   Such an in-depth survey and analysis of current trainer qualifications and trainings available in Los Angeles County could: identify trainings currently offered; ascertain the frequency, sequencing, timing and location of training or training series; reveal possible gaps in trainings offered; compare the qualifications and selection of trainers utilized by different agencies; document ways that organizations assure quality of training; and plan how the ECE Workforce Registry might be best utilized for documenting training offerings and available qualified trainers.

2. The Matrix is a first step toward identifying ECE Trainer Competencies as a way of ensuring quality trainings to the ECE Workforce. To assure requisite quality, it is apparent that additional mechanisms need to be in place. For example, details regarding recommended ECE trainer application and approval processes, ongoing evaluation of trainer competencies, procedures for trainers to move up to the next level on the Matrix, ongoing evaluation of individual trainings offered, whether the use of the Matrix would be mandatory or voluntary by organizations, and the ease and willingness of trainers and the ECE

Workforce to join the ECE Registry still need to be fleshed out in the continuing development of the ECE Workforce Registry.

Considerations and Recommendations

1. The Working Group recommends that a permanent Los Angeles countywide group of representatives from local community colleges, R&Rs and other agencies offering training be established. The creation of an ongoing, collaborative group of representatives would be established to review training content, standardization of trainings, and advisement to students and ECE providers regarding professional development opportunities and what trainings and courses may be counted towards the renewal of the California Child Development Permit.

2. It is also proposed that this collaborative group coordinate with programs offering unit-bearing ECE coursework for optimal articulation of training. For example, agencies may identify topics for trainings that they would like to be offered for academic units, while the neighboring community college(s) may arrange for a community college faculty member to offer coursework in that content area; agencies and CCCs may hold joint events, conferences or workshops to make explicit ECE career pathways for participants; in this way, ECE professional development offerings can become more closely integrated. Through ongoing agency and community college collaboration, the ECE provider can experience a more closely-knit connection between training and formal education.

3. Additional funding and the identification of a lead agency to conduct further analysis of current trainings available and the range of current ECE trainer qualifications in Los Angeles County is needed.

4. The Working Group recommends the proposed collaborative group or a designated lead agency be granted the authority and funds to provide oversight of the entire process from ECE trainer application submission, through selection and vetting process, to the ongoing evaluation.

5. The authorized entity may consider the following in ECE trainer selection, vetting, and evaluation:
   a. *Certification in a specialization:* That where there is a training of trainers certification process in place (PITC, CLASS, etc.), an ECE trainer candidate will be deemed qualified to be considered to provide that specialization of training in acknowledgement of that certification.

b. *Trainer Evaluation:* That every ECE trainer be evaluated and continued employment be contingent upon the results of this evaluation conducted by both agency staff as well as training participants. And, finally,

c. *Roles of coach, mentor and technical assistance providers:* The roles of coach, mentor and technical assistance providers in Los Angeles County need to be described as well as qualifications for these positions developed. While the Working Group's focus was to identify trainer qualifications, the roles of coach, mentor, and technical assistance provider may require related, but different, qualifications. It is suggested that additional attention be directed to identifying essential knowledge, skills and dispositions needed for these positions to better address the ongoing professional development of the ECE workforce.

Further, the Working Group suggests that qualifications and competencies be developed for two types of coaches: quality improvement coaches (who work in place-based consultation with individual and groups of ECE providers in family child care homes as well as ECE center-based programs) and career coaches (who work with individual ECE students and providers regarding their career and professional development plans).

ECE workforce development in California benefits from increased coordination and collaboration across ECE training and education efforts. The PEACH Working Group on Trainer Competencies and the Los Angeles County ECE Workforce Consortium development of an ECE Trainer Qualifications Matrix and considerations for its uses represent one promising model of this ongoing collaboration to strengthen ECE professional development.

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Related Organizations and Agency Websites

California Community Colleges Early Childhood Educators
https://sites.google.com/site/ccceceducators/

California Department of Education, Child Development Division
http://www.cde.ca.gov/re/di/or/cdd.asp

California Early Childhood Director Mentor Program (CECMP)
http://www.ecementor.org/DMfactSheet.html

California Early Childhood Mentor Teacher Program (CECMP)
http://www.ecementor.org

California Preschool Instructional Network (CPIN)
http://cpin.us

Child Care Alliance of Los Angeles
http://www.ccala.net

Child Care Alliance of Los Angeles: Gateways to Early Educators
http://www.ccala.net/providers_gateways.asp

Child Development Training Consortium (CDTC)
http://www.childdevelopment.org/cs/cdtc/print/htdocs/home.htm

Child Development Workforce Initiative (CDWFI)
http://workforce.laup.net/child-development-workforce-initiative-wfi.aspx

Early Care & Education Workforce Registry
https://www.caregistry.org

Faculty Initiative Project (FIP)
http://www.wested.org/facultyinitiative/

First 5 CA
http://www.ccfc.ca.gov

First 5 LA
http://www.first5la.org

Los Angeles County Office of Education
http://www.lacoe.edu/

Los Angeles County Office of Education
http://www.lacoe.edu/

Los Angeles Universal Preschool (LAUP)
http://www.laup.net/

http://workforce.laup.net/programs.aspx

National Association for the Education of Young Children (NAEYC)
http://www.naeyc.org/

National Association of Child Care Resource and Referral Agencies
http://www.naccrra.org/

Outdoor Classroom
http://www.ceconline.org/outdoor_classroom_project/index.aspx

Program for Infant/Toddler Care (PITC)
http://www.pitc.org/pub/pitc_docs/home.csp

Explanations of Acronyms from List of PEACH Paper Contributors

LACOE: Los Angeles County Office of Education
LAUSD ECE Division: Los Angeles Unified School District, Early Childhood Education
LAUP: Los Angeles Universal Preschool
PEACH: Partnerships for Education, Articulation and Coordination through Higher Education
PITC: The Program for Infant/Toddler Care
West Ed – E3 Institute: Excellence in Early Education

Appendices

Appendix A   Characteristics of effective professional development linked to enhanced pedagogy and children's learning in early childhood education settings (Mitchell & Cubey, 2003)

Appendix B   Summary of ECE Trainer Competencies Working Group Findings

**Characteristics of effective professional development linked to enhanced pedagogy
and children's learning in early childhood education settings (Mitchell & Cubey, 2003, p. 82)**

The professional development incorporates participants' own aspirations, skills, knowledge and understanding into the learning context	The professional development provides theoretical and content knowledge and information about alternative practices	Participants are involved in investigating pedagogy within their own early childhood settings	Participants analyze data from their own settings. Revelation of discrepant data is a mechanism to invoke revised understanding	Critical reflection enabling participants to investigate and challenge assumptions and extend their thinking is a core aspect	Professional development supports educational practice that is inclusive of diverse children, families and extended family	The professional development helps participants to change educational practice, beliefs, understanding, and/or attitudes	The professional development helps participants to gain awareness of their own thinking, actions, and influence
The professional development takes on board participants' own aspirations, skills, knowledge, and understanding, and recognizes the context for learning. This is a starting point: the programs introduce new ideas and provide opportunity for participants to question their experiences and views, and not simply validate them.	Theoretical and content knowledge related to effective pedagogy is provided. This may be generic or content specific, such as generic areas of co-constructing learning, scaffolding, learning dispositions as outcomes, and specific areas such as early literacy, mathematical and scientific understanding, and creativity. Content knowledge is integrated with pedagogical knowledge. The theoretical and content knowledge expands participants' knowledge base. Information and knowledge about alternative practices are provided.	The program involves participants investigating real life examples of pedagogy within their own settings. Investigative methods, such as action research, are useful. Investigation by participants in issues within their own setting (e.g. interactions and behavior) encourages work on issues that are important to participants and that make a difference to their own pedagogical practice. An external professional development adviser or researcher engages in the investigation.	A key process in contributing to revision of assumptions and understanding is "creating surprise through exposure to discrepant data" from the participant's own early childhood service. Understandable data that reveals "pedagogy in action" and others' views is helpful in these investigations. Useful approaches to data collection include collection and analysis of video and audio-tape recordings, observations, surveys of others' views, and assessments of learning. The professional development program supports data collection and analysis.	Critical reflection involves teachers/educators in investigating and challenging their assumptions. This in turn encourages insights and shifts in thinking. This is particularly valuable in challenging deficit views associated with ethnicity, socio-economic status, child's age, parental knowledge, and gender. Some conditions that encourage critical reflection: 1) collaboration with others and being exposed to their views. These views include views of colleagues, professional development advisers, parents, and children; 2) using deeper or different theoretical understanding; 3) teachers/educators thinking about their own thinking, e.g. through use of journals and diaries.	Professional development supports practice that is inclusive of all children, families and extended family. Its focus is on pedagogy that understands values, builds on and extends the competencies and skills that every child brings to an early childhood setting. It supports participants to work closely with families so that both are better informed about and able to extend the child's experiences and learning. Professional development in support of inclusive practice helps participants analyze data obtained through close observation of relationships between children and people, use formative assessment, and offer curriculum differentiation.	Professional development is linked to tangible changes in pedagogical interactions and this in turn is associated with children's learning in early childhood settings. The professional development helps participants to change educational practice, beliefs, understanding, and/or attitudes. Participants are encouraged to investigate ideas and practices that stand in the way of an equitable society. Participants may become aware of ways in which they disempower or limit groups or individuals.	The professional development assists participants in gaining greater awareness and insight into themselves, and a stronger appreciation of the power of their role as educators.

Appendix B

Summary of ECE Trainer Competencies Working Group Findings

ECE Trainer Competencies Working Group PowerPoint Presentation and Follow-up Questionnaire

Members of the ECE Trainer Competencies Working Group co-created a PowerPoint presentation of the Recommended ECE Trainer Competencies Report that was submitted to LAUP in June, 2013. This report included the ECE Trainer Qualification Matrix and the rationale for the ECE trainer requirements reflected in the matrix. The presentation and subsequent discussion, led by Fiona Stewart, Working Group Lead, was conducted at the November 21, 2013 Los Angeles County ECE Workforce Consortium meeting. Following the presentation, the consortium partners participated in a discussion regarding how to integrate the trainer criteria into Consortium programs and other training agencies to assure requisite quality and competencies among those who provide informal professional development training to the ECE workforce. The Consortium Partners' Feedback on ECE Trainer Qualification Matrix Questionnaire was distributed to each of the Consortium partners. The feedback questionnaire consisted of the following three questions: 1) What are the benefits of an ECE Trainer Qualification Matrix? 2) What are some possible challenges of utilizing an ECE Trainer qualification matrix? and 3) How could the ECE trainer qualification matrix be utilized by your organization to assure requisite quality and competencies among those who provide informal professional development training to the ECE Workforce? Initially, three Consortium partners responded. Other Consortium partners requested additional time to take the questionnaire back to their organization and to reflect with colleagues to develop their responses. Additional email correspondence was conducted to collect information from Consortium partners who had not initially submitted responses to the feedback questionnaire (See the text boxes below for all of the verbatim comments given on ECE Trainer Qualification Matrix Questionnaire).

Comments on ECE Trainer Qualification Matrix

> ## What are the benefits of an ECE Trainer Qualification Matrix?
>
> - Helps assure quality and continuity of training for early childhood professionals.
> - In order to assure quality it is necessary to have a highly competent group of professionals providing training to this ECE workforce.
> - Allows trainers to grow and explore career opportunities.
> - Visual achievement of professionalism.
> - It provides a standard of qualifications, required knowledge, skills, and experience for ECE Trainers.
> - Provides clear guidelines and standards to identify who qualifies to be a trainer for ECE practitioners.
> - Elevates the quality of trainings that are provided to our field by ensuring trainers can meet/demonstrate certain competencies in regards to their formal education and training experience.
> - Articulates a clear pathway that ECE professionals can take if they choose to become a trainer, and therefore adds another option they can explore as part of their professional trajectory/growth planning efforts.
> - Maintains continuity, consistency quality information about best practices
> - Increases the perception of professionalism in the field.
> - Creates a system to compare apples to oranges in terms of quality training offered.
> - Outlines a pathway or blueprint of how to identify and validate the expertise of trainers.
> - Provides consistency across trainers and the information being disseminated.
> - Opportunities to maintain research-based trainings that offer career pathways.
> - Defines what the expected knowledge and skill base of trainers is.
> - Improves the quality of training.
> - Increases the quality across trainers.
> - Assists those who hire or select trainers.
> - Provides information to those in the field interested in this career path.
> - Very useful for screening conference workshop proposals and similar presenters. Possible source of guest lecture materials for colleges.
> - Framework with levels encourages trainer to align a broader range of qualifications and competencies.
> - Program can identify qualified trainers for the training component of the project instead of a word-of-mouth approach.

How could the ECE Trainer Qualification Matrix be utilized by your organization to assure requisite quality and competencies among those who provide informal professional development training to the ECE workforce?

- [Agency] works with states that are using or developing these Matrices. All [agency] trainers are at Level 3 and, if need be, would complete the requisites to provide professional development within this system.
- Our organization's use of the matrix would depend upon a mandate set down by the state or region where we provide services. If there are no mandates for its use, it would likely only be used as a resource to refine an existing set of requirements and qualifications.
- We could apply the matrix, making sure the trainers we contract with to provide [QRIS] trainings meet at least Level 1 requirements (they all currently do). We could even potentially develop a reimbursement scale that pays our contracted trainers higher rates, dependent on their Trainer Level.
- Provide the necessary system to contract experienced trainers that possess the necessary qualifications to provide consistent research based and high quality, effective training
- Useful in identifying trainers in content areas that are not typically addressed in traditional permit/credential programs such as – Social-emotional development, parent involvement, developmentally appropriate practice, child development/brain research and strategies.
- Assure that articulation and systems alignment are addressed (pre-K to K and on).
- Training for adjunct faculty who sub for us.
- Training for child development lab staff.
- Connection between Matrix and Mentor Teacher qualifications?
- Presentations for college-sponsored workshops/conferences.
- Connection between Matrix and Professional Growth Advisors?
- Matrix as a step on CD faculty career ladder?
- Define competencies for program consultants.
- Already doing this. So we are on board with this concept.
- Could require minimum qualifications for presenters.
- Could do more intentional search/recruitment by topic area.
- Excellent means by which to educate students on potential careers and pathways.
- Ensures we turn to a quality pool of individuals with more diverse offerings of trainings to offer students.
- Enhances awareness of moves and policies to professionalize the field.
- Ensures following the rubric or matrix to identify trainers who have identified competencies.

What are some possible challenges of utilizing an ECE Trainer Qualification Matrix?

- Need a system to register and review criteria/requisites for the levels.
- Need a system of renewal.
- Need to determine what constitutes quality training.
- What are core components necessary in order to qualify for number of training sessions?
- How can we ensure entities that contract ECE trainers use the matrix? If it's not adopted across the board by the agencies and organizations that provide the bulk of training to ECE practitioners, then it won't have much of an impact on the quality of training offered to our field.
- Need to develop a promotional campaign to ensure entities know about the matrix, which requires resources.
- More trainings are going to be offered online in the future. Not sure how these trainer qualifications address the competencies required to train adults through distance instruction.
- Not necessarily challenges so much as wonders...
- Would there be an entity overseeing the use/validating levels?
- What happens to trainers who are elevated to a certain status and don't meet the qualifications according to the matrix—how might that effect the field?
- Would clarity in identifying career pathways be impacted?
- How would communication regarding awareness of the matrix occur?
- Lack of participation from qualified trainers.
- Ensuring consistency and quality.
- How would the matrix interface with the existing state ECE systems in place i.e. ECE competencies, established quality improvement systems, and the CA ECE Registry?
- If it is an unfunded mandate how would it be implemented? Who validates where a professional falls on the matrix? What measures are used?
- How would its use be monitored either county or statewide?
- Some organizations or trainers may find exception to the matrix.