Conference on the Young Years
From Pieces and Parts to a Professional Development System, Part III

Clock Hours Session
3-8-12

Main Issues

The key issues were put into 3 groups as follows:

1. Accessibility & Cost
2. Quality, New Topics, Variety of Levels, Depth, Tailored to Immediate Needs, Adult Education, & Relevancy
3. Credit for mentoring, coaching, TA, etc., Accountability, and Implementation

Ideas/Potential Barriers

Action Steps:
- The agencies who provide training and TA need to get together to identify gaps. There is currently not enough approved training on the calendar, nor is there enough on-demand training.
- The CBEC Professional Development Workgroup should research how other states handle TA/Coaching/Mentoring, if and how they are counting it.

  *There was consensus on the following statement:
  We want to develop a system that promotes life- long learners in the profession.

General Notes

- Accessibility
    o Timing for coverage – rural areas
    o Infant/toddler specific
    o Responsive to immediate need of providers
    o Online
- Quality
- New topics
- Variety of levels of participants

- Depth (needed details for participants)
- Tailored to immediate needs
- Adult Education
- Credit for mentoring, coaching, Technical Assistance (TA), etc.
- Cost
- Ratio during training – online
- Accountability
- Implementation (transfer of knowledge)
- Relevancy

There were other issues brought up and discussed in detail without consensus. The following are some comments/questions around those issues:
- Providers should get clock hour credit for TA, Mentoring, or Coaching
    - How can quality be ensured?
    - Could we give credit to the provider when goals are met?
- Could providers have a mentor who meets trainer authorization be responsible for quality in training and TA/Coaching?
- One barrier for all of these things is that TA is not consistent, programs do not get to choose who is providing the TA and different types require different skill sets
- Some attendees believe since the requirement is only 12 hours per year, everything doesn't have to count
- Some thought there needs to be core areas to be trained in, since there is only a 12 hour requirement
- Cost is a big issue, providers make very little
- It is important for providers to access training in a variety of venues (i.e. group setting, on-site, on-line)
- Many believed there has to be some sort of pre-approval to ensure quality of training
- Other professions allow presentations and research to count and these can be great if done right.
    - Many have to be published for it to count
- Action Research/Action Learning
- If there are goals/objectives, it should count
- One problem is that we don't measure changes in staff
- If the coaching/TA/Mentoring are connected to training, the hours should count
- There is a capacity barrier
- How can more business training count
- People need a career pathway