

MAKING STRIDES IN EHS-CCP WEBINAR
OCTOBER 6TH, 2016
Maricopa County Q&A



NATIONAL CENTER ON

Early Head Start - Child Care Partnerships

1. **QUESTION:** Can you speak further about the format for the courses and/or modules for the PD? Are they spread out over a period of time i.e. 3 months or 6 months. Are there opportunities for both HS and CC administrators to participate in the classes at the same time?

The courses are presented in an online platform. It's an accelerated format. Each course lasts 8 weeks rather than the typical 12- week timeframe of the other community college program courses.

2. **QUESTION:** Hi Susan, did you say Education Navigator Initiative helps with scholarships for CDA programs?

Education Navigator helps with connecting the teacher with state funded scholarships.

3. **QUESTION:** Are these teachers participating in courses at differing institutions/colleges or just one?

At the same institution.

4. **QUESTION:** Is the Navigator liaison a grantee employee/consultant?

Contracted Consultant.

5. **QUESTION:** When are the college courses provided? Days - Evenings? Who pays the tuition and are courses available in Spanish?

Online, courses are paid through state funded scholarships. The Education Navigator is bi-lingual and supported those students who were not yet proficient in English.

6. **QUESTION:** How do you address the economic issue that the directors will be paying higher wages? Does this increase fee from parents? Publicly funded? The Request for Proposals included required teacher wage ranges and interested partners had to include teacher salaries in their proposed budgets.

Through the EHS-CCP, Center directors were provided enough funding to pay teachers higher wages and to cover some administration costs. The Fiscal Consultant helped directors understand how to use the increased funding for the EHS classroom such as allocating portions of their administrative costs to the contract. This in turn freed up other funds that could be used to increase non-EHS teacher wages and/or other improvements to the rest of the center.

7. **QUESTION:** Have you thought about recruiting high school juniors and seniors and starting them on a CDA pathway?

Not for the EHS classrooms. However, this strategy has been used by the program to support preschool classrooms. Opportunities have been offered to parents to participate in the accelerated CDA program so that they will then become qualified to serve as EHS teachers.

8. **QUESTION:** On average how long did it take their un-credentialed teachers to earn their CDAs?

Teachers that did not have any training hours or credits had to complete 9 credits of online coursework to apply for the CDA. Courses were typically 3 credits and took 8 weeks to complete.

9. **QUESTION:** Did you include communication systems/expectations in MOUs?

Contracts with child care providers outlined the expectation of partners to participate in activities that would result in required teacher qualifications. The scope of work within the contract with the Education Navigator included timelines and targets. Communication systems have been strengthened through the ongoing work of the monthly Director's Academy and the regular visits with the Program's Child Care Coaches.

10. **QUESTION:** What was the amount of the grant and the duration for the Maricopa County project?

5-year project period, 18-month start-up to meet all performance standards

11. **QUESTION:** Has the center staff turnover rate dropped as result of the various strategies?

Turnover was much higher in the beginning of the grant. We found that if directors assigned teachers to the EHS classroom without really helping them understand what the additional commitment would be, the teachers did not stay with the EHS program. Once directors began seeing what the teachers would have to do to complete credentials and the additional teacher duties such as screenings, assessments, and home visits, the directors were better at having conversations with teachers prior to being placed in the EHS classrooms that reduced the turnover rate once we reduced the "surprises" for the teachers.

12. **QUESTION:** How do you help owners (who do not know ECE) stop micromanaging their directors who do know ECE?

Taking a hands-on approach and providing additional T/TA to the owner. Including the owners in training helps them in understanding EHS, especially helpful when you have T/TA providers who have been child care directors/owners in the past and can relate to some of the owners struggles or concerns.

13. **QUESTION:** What financial benefits have teachers who stayed in the EHS classrooms see? Higher wages, feeling more appreciated, feeling more professional?

Higher wages and professional development opportunities. Other opportunities for teacher to participate in national conferences, engage in ongoing progress monitoring, parent-teacher conferences, and home visits have also contributed to a greater sense of professionalism.