

## Strategy 2: Recruitment of Early Care and Educational Professional Workforce

Within the Navajo/Apache Regional, there is a significant lack of educated and well-trained early care and education workers and professionals. Child care centers throughout the region experience a very high turnover rate and many struggle to provide continuity of care.

Research shows that the vast majority of a child's brain grows and develops between the ages of birth and three years of age<sup>iii</sup>; additionally, by age five, the vast majority of that growth has stopped<sup>iiiiv</sup>. Research also indicates that children benefit from structured, predictable, safe environments where they are free to grow and develop in a healthy way, secure in the knowledge of their own safety and self-worth<sup>v</sup>. This type of environment will foster positive social-emotional skills, language and relational skills, as well as a higher level of cognitive development due to the increased levels of serotonin produced when the brain<sup>vivii</sup>, and therefore the child, feels safe<sup>viii</sup>.

Several studies show that increased levels of teacher education are related to higher levels of early care and education quality.

The components of this strategy include:

- Recruitment of early childhood professionals into the field who will remain within this region, using scholarships as financial incentives, and a work-obligation to remain in the field within the region.
- Graduates of the scholarship program will be expected to remain in the early childhood field within the Navajo/Apache Regional for a period of **two years** after they complete the credential/degree program.
- Requirement of a grade of "C" or above in order to receive reimbursement for a particular course's costs.
- Specific criteria for successful applicants will be established by the Navajo/Apache Regional Partnership Council. An agreement will be reached with the Show Low Lions Club to complete scholarship review and make recommendations to the Navajo/Apache Regional Partnership Council.
- Applicants must exhaust all other sources of financial assistance prior to being awarded this scholarship. This scholarship funding will not replace any existing funding streams, or scholarship sources.
- Applicants who are eligible for a Professional Career Pathway Project (PCPP) scholarship, T.E.A.C.H., or any other scholarship program, must utilize those opportunities prior to having this scholarship awarded.

**Lead Goal:** FTF will build a skilled and well-prepared, early childhood development workforce.

### Key Measures:

1. Total number and percentage of professionals working in early childhood care and education who are pursuing a credential, certificate, or degree.

**Target Population:**

Interested students who want to pursue degrees in early childhood fields, with at least a high school diploma, and who intend to remain in this region.

	<b>SFY2010</b>	<b>SFY2011</b>	<b>SFY2012</b>
	<b>July 1, 2009 – June 30, 2010</b>	<b>July 1, 2010 – June 30, 2011</b>	<b>July 1, 2011 - June 30, 2012</b>
<b>Proposed Service Numbers</b>	5 ECD students 10 CDA applicants  2  Semesters	10 ECD students 10 CDA applicants  2  semesters	15 ECD students 2 semesters  10 CDA applicants  3-yr. total = 25 students over 6 semesters  30 CDA applicants

**Performance Measures SFY 2010-2012**

1. Number of degreed professionals in early care/Proposed service number
2. Number of degreed professionals in early care/Actual service number

How is this strategy building on the service network that currently exists:

- Northland Pioneer College is the community college that serves this area and offers several certificate and degree programs through the Division of Early Childhood Development.
- University of Phoenix offers a two-year Associates of Applied Science Degree online.
- Northern Arizona University, Arizona State University, and The University of Arizona all offer applicable degree programs and course work.

What are the opportunities for collaboration and alignment:

- Will require collaboration with an outside entity to manage the scholarship program
- The Lions Club of Show Low has a scholarship review committee that reviews educational scholarships for all ages.

**SFY2010 Expenditure Plan for Proposed Strategy**

Population-based Allocation for proposed	\$14,000
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strategy

**Budget Justification:**

Based on full-time attendance at Northland Pioneer College at 15 or more credits per semester, tuition would be<sup>ix</sup> \$720 per semester; the Navajo/Apache Regional Partnership Council will consider scholarship applications for students to attend schools or colleges other than Northland Pioneer College. **For budget allocation purposes only**, the fee schedule for Northland Pioneer College, assuming full time attendance, has been utilized. The Navajo/Apache Regional Partnership Council may consider awarding a mixture of part- and full-time scholarships.

\$1,440.00 = \$720.00 tuition allowance per semester x 2

\$ 200.00 = \$100.00 course fees allowance per semester.

\$ 500.00 = \$250.00 books allowance per semester.

\$ 10.00 per student, per year, for administrative costs to manage the scholarship awards.

\$2,150.00 per full-time student for two semesters.

\$10,750.00 = 5 full-time students per FY

\$ 3,250.00 = \$325.00 for CDA fees X 10 applicants per FY

\$14,000.00 total allocation for strategy for FY 2010.

The Navajo/Apache Regional Partnership Council will consider a wide selection of scholarship requests for part- and/or full-time students who are pursuing a credential or degree within an Early Childhood Development related field through an accredited college or university.

Allocation for FY 2011: \$24,750

Allocation for FY 2012: \$35,500

<sup>i</sup> *Starting Smart: How Early Experiences Affect Brain Development* (2000), 2nd ed., by ZERO TO THREE and The Ounce of Prevention Fund

<sup>ii</sup> "Development in the First Years of Life" (Spring/Summer 2001), in *The Future of Children* Vol. 11, No. 1, ed. Ross A. Thompson

<sup>iii</sup> *From Neurons to Neighborhoods: The Science of Early Childhood Development* (2000), eds. Jack P. Shonkoff and Deborah A.

Phillips

<sup>iv</sup> <http://www.zerotothree.org/brainwonders/index.html>

<sup>v</sup> "Children's Emotional Development is Built into the Architecture of Their Brains" (Winter 2004) *Working Paper* No. 2

"Young Children Develop in an Environment of Relationships" (2004), *Working Paper* No. 1

<sup>vi</sup> <http://www.childdevelopmentmedia.com/brain-development-in-the-toddler.html>

<sup>vii</sup> *Nature Nurture and Early Brain Development* (January 2000), by Sara Gable and Melissa Hunting, Missouri University Extension, University of Missouri-Columbia

<sup>viii</sup> "Excessive Stress Disrupts the Architecture of the Developing Brain" (Summer 2005), *Working Paper* No. 3  
*Stress and the Architecture of the Brain* (2005), by Dorian Friedman

<sup>ix</sup> Northland Pioneer College Tuition and Fee Schedule for 2008-2009