

# NW CORNER PROFESSIONAL DEVELOPMENT PARTNERSHIP

## PROMOTING EARLY LEARNING CAREER PATHWAYS

### A Final Report – July 2013

The effectiveness of this 18 month project is best conveyed by listening to the voices of the students, mentors, and employers directly involved. A summary of the impact of the NW Corner Professional Development Partnership project was recorded in a video found at:

[http://www.youtube.com/watch?v=S93Xkn\\_mLp4&feature=youtu.be](http://www.youtube.com/watch?v=S93Xkn_mLp4&feature=youtu.be) This Final Report revisits the various components of the project required in the proposal and provides findings, lessons learned, and suggestions for next steps.

#### 1. Targeted populations

The target population served by the NW Corner Professional Development Partnership (NWCPDP) was child care assistants earning minimum wage, usually working without benefits throughout Whatcom and Skagit counties. Of particular concern were the Spanish speaking employees and care providers not qualifying for lead teacher status due to limited educational credentials. This project attempted to serve employees in rural areas, where eLearning options may be the only practical options available.

The Dept. of Labor set \$18/hour as the maximum income eligibility; the NWCPDP project set \$11 / hour as the maximum. According to Washington's Department of Early Learning report in their 2008 biennial survey of licensed providers, the following statewide average wages for child care center staff were \$9.72/hour for assistants (\$20,218/year); \$10.82/hour for lead teachers (\$22,506/year). Both Skagit and Whatcom had more than enough applicants fitting criteria; in fact more leveraged funds were needed to support the demand.

The response to this project exceeded expectations. More employees/students were enrolled and many more credits were completed than expected. The following table provides the details of the fact that twice as many students were served and 14 times as many credits were earned than required by the Department of Labor grant guidelines.

	Employees/Students	Credits/Courses	Total credits earned
Dept. of Labor Grant requirements	30	2 classes 2 credits each	60 credits
Whatcom Community College's Proposal	40	9 credits each	360 credits
Actually served at WCC and Skagit Valley College	68	Average of 12.5 credits	850 credits

## **2. Industry Recognized Credentials**

NWCPDP focused on the recognized skills needed to become a successful Early Childhood Educator and Care provider, as published in 2011 by the Washington State Department of Early Learning in the document entitled, “Core Competencies for Early Care and Education Professionals.” The core competencies “define what early care and education professionals need to know and be able to do to provide quality care and education for children.... (they) establish a set of standards for early care and education setting that support the professionalism of the field” (Page 4, “Core Competencies,” DEL <http://www.del.wa.gov/requirements/professional/core.aspx>)

The NWCPDP provided opportunities for employees to master the skills required to move from the Core Competency Entry Level 1 to Level 2. Incoming scholars did self-evaluations on their abilities in the following 8 core competency areas.

- Child Growth and Development
- Curriculum and Learning Environment
- On-going Measurement of Child Progress
- Families and Community Partnerships
- Health, Safety, and Nutrition
- Interactions and Guidance of child behavior
- Program Planning and Development
- Profession Development and Leadership

Coursework and practicum experiences focused on development in these same core competency areas. The final student, on-site mentor, and employer surveys all asked responders to rate progress made in the same core competency areas. See Appendix for survey results.

## **3. Education and Training Leads to the Tipping Point**

Through demonstrated mastery of core competencies from Level 1 to Level 2, employees /scholars qualify for promotions on the Washington State Career Lattice introduced by Washington’s Department of Early Learning in 2011 (see attached Career Lattice). Licensed care programs are required to record their staff member’s education credentials in the state registry system, MERIT. Scholars earning ECE college credits not only met licensing requirements, but also laid the foundation for earning ECE Associate degrees and BA degrees. Skagit’s and Whatcom’s ECE courses articulate into bachelor of arts/ECE degree programs at Western Washington University, Washington State University, Eastern Washington University, and several private universities.

Perhaps as important as building up credentials through earning credits, scholars built up their confidence. Through this successful, positive experience they now have access to eLearning options and are familiar with the college system. They have met new benchmarks as professionals and now have skills to seek additional professional advancement.

#### **4. Education and Training Leads to a High Demand Occupation**

Over the past 18 months the demand for more highly qualified Early Childhood Care Providers has actually increased. As of July 1<sup>st</sup>, The Quality Rating and Improvement System (Early Achievers) was introduced to Skagit and Whatcom County, providing employers incentives for hiring and retaining staff with higher credentials. According to the “NW WDA Demand Decline Occupation by Area: Child Care Workers” (SOC Code 399011) are still listed as “**In Demand.**”

#### **5. Worker Representation**

Worker representation from SEIU was supportive and played a critical role in this project alongside key employers from the region. From the very beginning the NW Partnership Advisory Group, made up of employer and employee stakeholders, directed the project. Following is the list of employers participating in the NW Corner Professional Development Partnership:

##### **Skagit Valley College Child Care Center Employers –**

Skagit Islands Head Start

Inspire Development Centers (Former - WA State Migrant Council)

Samish Indian Nation Preschool

Tomorrow’s Future

YMCA

SPARC –Skagit Preschool and Resources Center

##### **Skagit Valley College Family Home Child Care Programs (self-employed)-**

Pequeño Mundo de Fantasía

D & j Playground

Amanda’s Day Care

Angelica’s Day Care

Dual Language Child Care Preschool

Amy’s Day Care

Julie’s Loving Care

Pequeños Traviesos

Maria’s Day Care and Preschool

Oliva’s Day Care

##### **Whatcom Community College Child Care Center Employers-**

Bellingham Childcare and Learning Center

Bellingham Cooperative School

Discovery Playschool

Early Learning and Family Services

Kids’ World (Ferndale)

Kids World Northwest

Lil Sprouts (Blaine)

Miss Patti’s Preschool (Ferndale)

Semiahmoo Kids Camp (Blaine)

Whatcom Family YMCA  
YMCA at Barkley

**Whatcom Community College Family Home Child Care Programs (self-employed)-**

Busy Bees Home Childcare  
Hunter's Day Care  
Kenda's Home Childcare  
Little Giggles Home Childcare  
Plumtree Christian Daycare

**6. Focuses on Learning in the Workplace**

ECE coursework offered at both Skagit Valley College (SVC) and Whatcom Community College (WCC) required students to meet course requirements on the job, observing children, planning for and implement learning activities, and educating families. Course content and course assignments dovetailed with employees' work responsibilities. On-site mentors supported the integration of learning into practice. Under-utilized was the potential for web camera-enhanced conferences between students, college mentors, and onsite mentors to provide on-going feedback on learning in the workplace. The scholars enrolled were much more comfortable with face to face interactions and working as a cohort. Perhaps in the next steps more tools will be utilized.

**7. ELearning is a Critical Core Component**

NWCPDP utilized eLearning and workplace partners' worksites. A schedule of classes offered online and hybrid was available each quarter. A variety of modes of educational delivery was offered. For example, winter quarter Whatcom Community College offered courses were:

- 28% hybrid (about 30% coursework online)
- 42% online
- 21% delivered as mentored independent study
- 7% face-to-face only, the Music for Children course

Skagit Valley College's ECE courses were offered as hybrid by dual language instructors. Students improved their computer literacy skills while also improving English language skills. Resources were not devoted to developing new course curriculum, but improvements and adaptations made to serve the targeted populations.

Students were taught new technological skills required in online courses. Orientations and on-going support was provided by eLearning specialists. Though many employees were new immigrants to eLearning, these employees also work with children from 6:00am to 6:00pm, 5 to 6 days per week. They appreciated the flexibility of eLearning as they accessed college coursework either from home or at their worksite. ELearning skills learned through this program will benefit them for future opportunities as well.

## **8. Faculty Extenders - Mentors**

Scholars were supported by a whole team, made up of:

- Their college ECE instructor—responsible for mastery of stated course outcomes
- Their college ECE mentor—assigned at enrollment into the project, accountable for removing barriers and connecting instruction into practice
- Their eLearning mentor—providing orientation to technology, available for tutoring or trouble shooting, connecting to on-going eLearning resources
- Their on-job site mentor (faculty extenders)—designated by the employer, advocating for student/employee as concepts are applied in the workplace, providing skilled coaching
- Their advisor—ECE Coordinator (NWCPDP Project Director) or designated college advisor, responsible for developing Professional Development Plan, education/career pathway, tracking progress, and connecting student with on-going resources to continue professional advancement.

The video on this project communicates the success of this model. Mentors were key to the success of scholars as they navigated this new territory.

## **9. Design and Delivery Serves Working Adults**

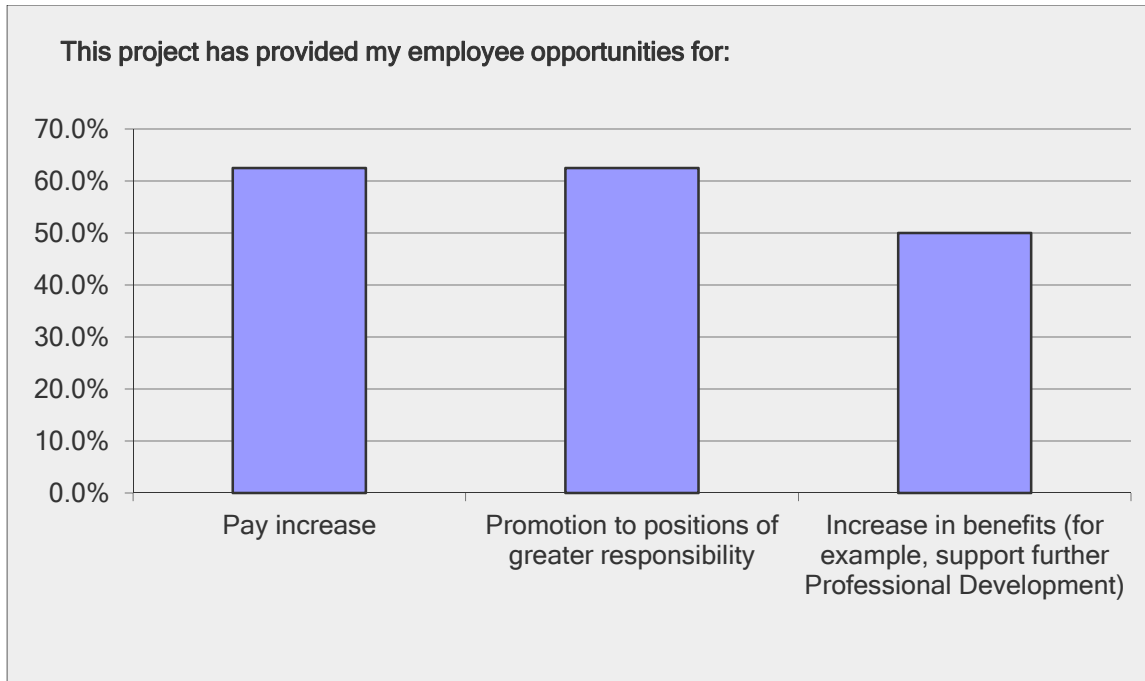
WCC and SVC faculty designed and delivered instruction for adults utilizing well-known adult learning theorist Malcom Knowles' foundations of principles related to andragogy as a model for adult learning (<http://www.learningandteaching.info/learning/knowlesa.htm>):

- Adult learners need to have their skills and experience recognized—the working adult has much to contribute to online discussion, in-class activities, and interpretation of issues.
- Adult learners need to see their efforts are rewarded—moving from Level 1 to Level 2 is a recognized advancement in the field and is dependent on educational credentials.
- Adult learners need to be responsible for their own learning—with basic support for acquiring eLearning skills employees will be able to learn when their schedules permit and communicate with their mentors via technology.
- Adult learners need support in their workplace in order to make changes toward best practice—by engaging employers, work-site mentors, and the larger learning community, students/employees are supported to grow and make changes while working with children and their families.

The ECE Advisor and college mentors identified candidates for “course challenges” or for applying “credit for prior learning.” This gave employees opportunities to convert their life experience into college credit.

## **10. Provides Education and Training for Better Employee Wages and Benefits**

The expected outcome of this project was to move employees to the next level along the Washington State Career Lattice and hopefully make them eligible for promotions, pay increase and improved benefits. Antidotal stories indicate scholars have received promotions, pay raises, and increased benefits. The survey conducted at the end of the project asked Whatcom employers and on-site mentors to indicate how the increase in credentials might benefit their employees. Following are the results:



## 11. Supports Learning Communities

A critical component of this project was the creation of learning communities. Both college and on-site mentors received training on the skills needed to successfully mentor and coach student/employees in building a learning community. Relationship based professional development opportunities continue to grow in this sector of the workforce. The Early Achievers program offers mentors to participating centers and family home child care providers. Head Start programs offer mentors to their teaching staff. The ECE faculty and coordinators know the benefits of mentoring and learning cohorts. We will continue to advocate for creating learning communities for our early learning workforce.

## 12. Employers Provide Active Support

Prior to applying for this grant, WCC and SVC hosted focus groups with potential employer partners. Employers were informed with a one-page information sheet that they “would be expected to provide an on-site mentor, technological access if needed, and learning time for participating employees. In return, the employer gains a more skilled employee able and qualified to take on more responsibilities in meeting with licensing standards. Additional benefits include reduced turnover, increased productivity, and expanded skills of supervisors mentoring employees as they work with college faculty”.

In order for an applicant to be accepted and receive scholarship and support they needed a signed letter of commitment from their employer, see appendix. The Family Home Child Care Providers are self-employed. In order for them to be supported a consultant from Child Care Aware was hired, a specialist in Family Home Child Care who provided support and challenged these entrepreneurs.

### **13. Provides Measurable Benefits to Participating Employers**

The survey collected information regarding employer satisfaction with this project. Over time it is expected that our communities will have more skilled early learning teachers and providers, with greater job satisfaction and fewer problems and complaints or non-compliance with licensing requirements. At this point the colleges do not have the ability to track individual earnings increases, retention rates, and employer evaluations. Statistics on the earnings of this segment of the workforce will continue to be tracked. Feedback from employers and the licensors will be elicited through the ECE Advisory Committees.

### **14. Creates New Training Program for Employees**

The NW Corner Professional Development Partnership project brought new components to both SVC and WCC's Professional Technical programs:

- Expansion of eLearning opportunities increased access to career advancement for the workforce
- Immigrants to eLearning were provided notebooks (laptop computers), orientations, and on-going mentoring
- Individualized, one-on-one advising and mentoring from college ECE personnel.
- Process for and expected compliance for each student to create and update their Professional Development Plan; then register their plan in the state system, MERIT.
- Application of I-BEST (Integrated Basic Education Skills Training) best practices.
- On-site mentors encouraged, supported, and guided employee/students to apply learning and demonstrate best practice on the job.

### **15. Addresses the Needs for a Diverse Population**

This project targeted underserved populations, those not likely to find their way to college. Those served included: the Migrant Council, Tribal Head Start, commercial child care centers, United Way-supported early learning programs, dual language family child care providers, and entrepreneurial Family Home Child Care Providers. This project served 68 scholars throughout two counties that are largely rural. It was seen as an opportunity for career advancement for those least likely to have access to higher education.

### **16. Sustainability**

Components of the NW Corner Professional Development Partnership will continue to support members of the child care workforce through the following strategies:

- As the Early Achievers (Quality Rating and Improvement System) comes to Whatcom and Skagit Counties new scholarships and support will be made available to the

workforce. Techniques for recruiting, advising, mentoring, supporting, educating, and tracking participants will replicate techniques used in the NWCOPP project.

- Lessons learned from the NW CPD Partnership will be shared with the college's appropriate ECE Advisory Committees. New advisory members may be recruited from the partnership, supporting continuation of the work of the project.
- Lessons learned from eLearning orientations will be shared with the colleges' support labs and Student Services as they continue the work of preparing students for successful eLearning experiences.
- The process of Professional Development Plan creation and tracking via the statewide MERIT system will be shared with the Early Childhood Teacher Preparation Council, a professional organization of college faculty and coordinators working in Washington's institutions of higher education.
- College success strategies and college resources (tutoring, ESL classes, I-BEST support, counseling, financial assistance, advising, computer support, library resources, student association, eLearning support, etc.) will continue to be made available to enrolled students to be used as they continue their education.
- The notebooks and web cams purchased for this project will continue to be checked out for ECE online students pursuing career advancement.
- The skills developed by on-site mentors will continue beyond the length of this project as new employees and new curriculum is introduced in early learning programs.
- Employers will see the benefits of education/career advancement of their employees (as well as the resulting benefit to their clients) and will advocate for scholarships and resources to support their staff, and additional or new training for current or future employees, where appropriate.

Additionally, models will be developed that will be scalable and replicable for other industry clusters. The Center of Excellence for Careers in Education will be utilized in distributing project findings and contact information. The Project Director will submit a proposal for presentation of the model at the Washington Association for the Education of Young Children 2013 Annual Conference. Best practices and resources will be applied for adaptation in other workplace venues that will provide training in a cost-effective manner. Best practices will be shared with other workforce deans and administrators through the State Board Workforce Education Council.

Submitted by:

*Sally Holloway*

Early Childhood Education Project Director  
Whatcom Community College



## Washington State Career Lattice Early Care and Education Professionals and School-Age Professionals



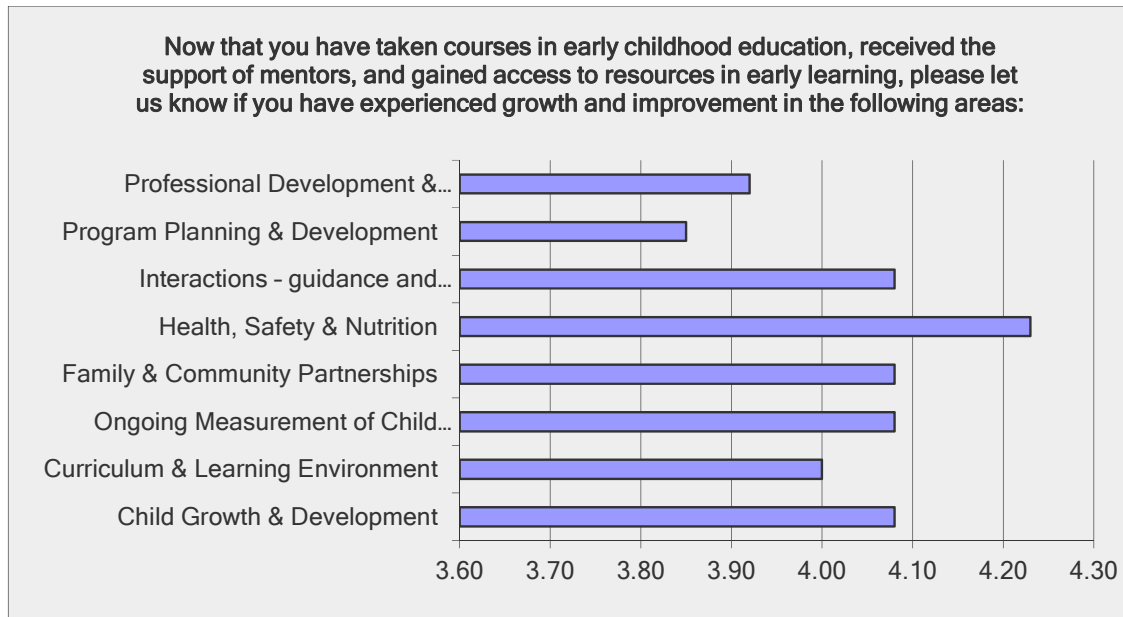
Core Competency Level	Step	Education Mastery	Requirements	Career opportunities
1	1 <sup>(1)</sup>	Entry-Level Professional	Meets minimum child care licensing standards or registered apprentice in high school	FCC Assistant CCC Assistant School-Age Care Assistant
	2 <sup>(2)</sup>		High school or equivalent and 20 Hour Basic STARS training or 2 college credits in Basics of Child Care course	FCC Owner/Primary Provider CCC Lead Teacher
	3 <sup>(3)</sup>		At least 2 hours of training in each of the Core Competency areas (level 1 trainings) or Introduction to Early Childhood Education 5-credit class	School-Age Lead Teacher
2	4 <sup>(1)</sup>	Statewide Credential	80 hours of approved training toward the Child Development Associate (CDA) or 8 approved ECE or school-age college credits.	Head Start Teacher Assistant ECEAP Assistant Teacher CCC Director CCC Program Supervisor
	5 <sup>(2)</sup>		CSEFL Training – Completion of 1 module training for infant/toddler or Preschool and Initial State Certificate (12 credits) or Child Development Associate (CDA) or Apprentice Journey-level Associate I	
	6 <sup>(2)</sup>		CSEFL Training – Completion of 2 module trainings for infant/toddler or Preschool and Short-term State Certificate (20 credits)	
	7 <sup>(3)</sup>		CSEFL Training – Completion of 3 module trainings for infant/toddler or Preschool and State Credential in ECE (44 credits)	
3	8 <sup>(2)</sup>	Associate Degree	65 college credits with 30 approved ECE or school-age college credits	CCC Director (without program supervisor) CCC Program Supervisor School-Age Program Director School-Age Site Coordinator
	9 <sup>(3)</sup>		ECE or related Associate degree with 30 or more approved ECE or school-age college credits or Apprentice Journey Level Associate II	ECEAP Lead Teachers ECEAP Family Support Specialist Head Start Lead Teacher (alternative pathway) Apprentice Trainer
4	10 <sup>(1)</sup>	Bachelor's Degree	120 credits towards Bachelor's degree with 20 or more approved ECE or school-age college credits	Head Start Teachers Head Start/ECEAP Education Coordinators CC Licensor Intermediate Trainer
	11 <sup>(2)</sup>		150 credits towards Bachelor's degree with 30 or more approved ECE or school age college credits	
	12 <sup>(3)</sup>		ECE or related Bachelor's degree with 30 or more approved ECE or school-age college credits	
5	13 <sup>(1)</sup>	Graduate degree	20 credits towards Master's degree in any field with 30 or more approved ECE or school-age college credits at any level of coursework	Administrator/Manager
	14 <sup>(2)</sup>		40 credits towards Master's degree in any field with 30 or more approved ECE or school-age college credits at any level of coursework	
	15 <sup>(3)</sup>		Master's or higher degree in any field with 30 or more approved ECE or school-age college credits at any level of coursework	ECE College Instructor/Professor Advanced Trainer
<p>① Minimum requirements for the aligned positions.                  ② Roughly halfway to education mastery. These qualifications can help employers identify position descriptions; quality assurance programs (such as QRIS) communicate staff qualifications; preparation of professional development plans.                  ③ Mastery of competencies commensurate with and aligned with formal education.</p>			<p>Notes:</p> <p>1. Core competencies reflect the Washington State Core Competencies for Early Care and Education and the Washington State Core Competencies for Child and Youth Development Professionals.                  2. Approved and related degrees/college credits refer to ECE and school-age content and coursework that is recognized by DEL.</p>	<p>Acronyms</p> <p>FCC: Family Child Care                  CCC: Child Care Center                  ECE: Early Childhood Education                  ECEAP: Early Childhood Education Assistance Program</p>

## NW Corner Professional Development Partnership

### Skagit Valley College Scholars Follow-up Survey

Now that you have taken courses in early childhood education, received the support of mentors, and gained access to resources in early learning, please let us know if you have experienced growth and improvement in the following areas:

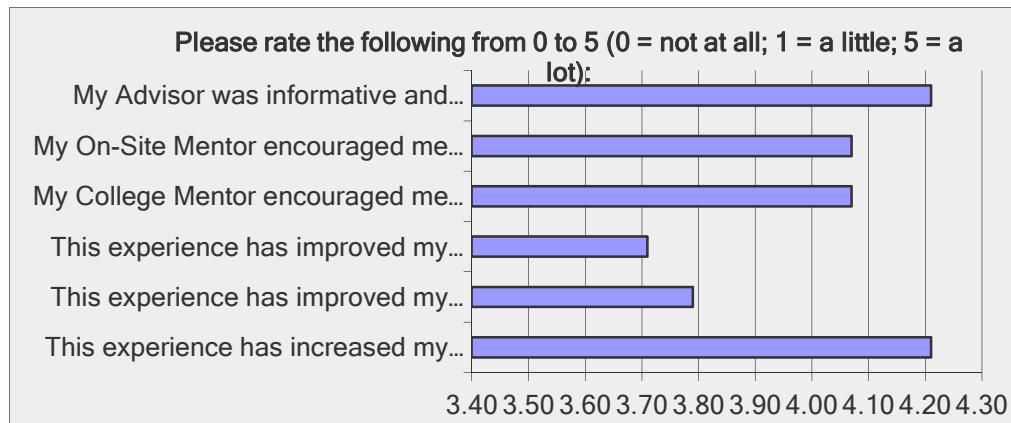
Answer Options	0 - I didn't improve much	1	2	3	4	5 - I improved alot	Rating Average	Response Count
Child Growth & Development	1	0	1	0	4	7	4.08	13
Curriculum & Learning Environment	1	0	1	1	3	7	4.00	13
Ongoing Measurement of Child Progress	1	0	0	1	4	6	4.08	12
Family & Community Partnerships	1	0	0	2	3	7	4.08	13
Health, Safety & Nutrition	1	0	0	1	3	8	4.23	13
Interactions - guidance and communication	1	0	0	2	3	7	4.08	13
Program Planning & Development	1	0	1	1	5	5	3.85	13
Professional Development & Leadership	1	0	0	2	4	5	3.92	12
Other (please specify)								0
<i>answered question</i>								<b>13</b>
<i>skipped question</i>								<b>1</b>



**NW Corner Professional Development Partnership in Early Learning Grant  
Skagit Valley College Scholars Follow-up Survey**

Please rate the following from 0 to 5 (0 = not at all; 1 = a little; 5 = a lot):

Answer Options	0 - Not at all	1 - A little	2	3	4	5 - A lot	Rating Average	Response Count
This experience has increased my skills to successfully	0	0	3	0	2	9	4.21	14
This experience has improved my skills and abilities in	2	0	1	0	4	7	3.79	14
This experience has improved my skills and abilities in	2	1	0	0	4	7	3.71	14
My College Mentor encouraged me and provided	1	0	1	1	3	8	4.07	14
My On-Site Mentor encouraged me and provided	1	0	1	0	5	7	4.07	14
My Advisor was informative and helpful in encouraging	1	0	0	1	4	8	4.21	14
Other (please specify)								0
<i>answered question</i>								14
<i>skipped question</i>								0

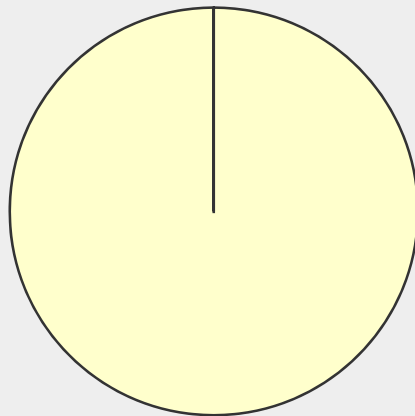


## NW Corner Professional Development Partnership in Early Learning Grant Skagit Valley College Scholars Follow Up Survey

Has this project improved your skills and confidence to be successful with e-learning (Moodle, Angel, hybrid classes, blogs and discussion boards)?

Answer Options	Response Percent	Response Count
No	0.0%	0
Somewhat	0.0%	0
Yes	100.0%	12
Other (please specify)		0
<i>answered question</i>		<b>12</b>
<i>skipped question</i>		<b>2</b>

Has this project improved your skills and confidence to be successful with e-learning (Moodle, Angel, hybrid classes, blogs and discussion boards)?

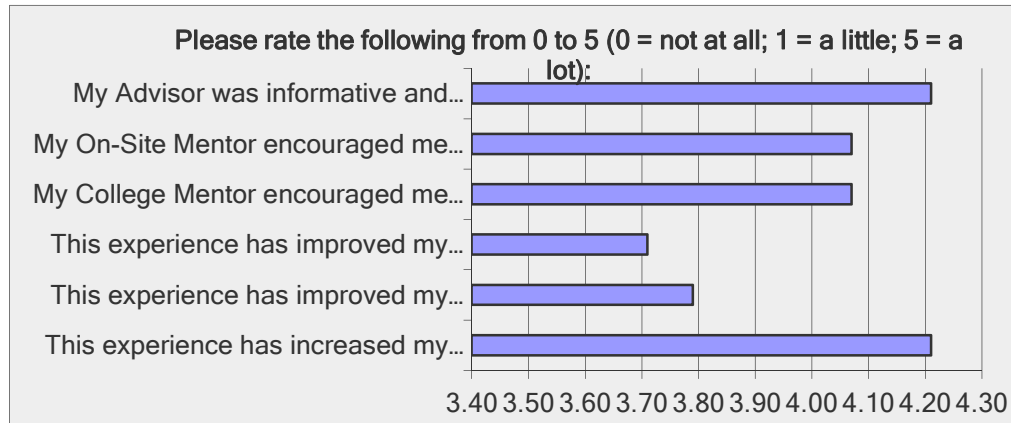


- No
- Somewhat
- Yes

**NW Corner Professional Development Partnership in Early Learning Grant  
Skagit Valley College Scholars Follow-up Survey**

Please rate the following from 0 to 5 (0 = not at all; 1 = a little; 5 = a lot):

Answer Options	0 - Not at all	1 - A little	2	3	4	5 - A lot	Rating Average	Response Count
This experience has increased my skills to successfully	0	0	3	0	2	9	4.21	14
This experience has improved my skills and abilities in	2	0	1	0	4	7	3.79	14
This experience has improved my skills and abilities in	2	1	0	0	4	7	3.71	14
My College Mentor encouraged me and provided	1	0	1	1	3	8	4.07	14
My On-Site Mentor encouraged me and provided	1	0	1	0	5	7	4.07	14
My Advisor was informative and helpful in encouraging	1	0	0	1	4	8	4.21	14
Other (please specify)								0
<i>answered question</i>								14
<i>skipped question</i>								0



## NW Corner Professional Development Partnership in Early Learning Grant Whatcom Community College Scholars Follow Up Survey

Now that you have taken courses in early childhood education, received the support of mentors, and gained access to resources in early learning, please let us know if you have experienced growth and improvement in the following areas:

Answer Options	0 - I didn't improve much	1	2	3	4	5 - I improved alot	Rating Average	Response Count
Child Growth & Development	0	2	1	5	7	3	3.44	18
Curriculum & Learning Environment	0	1	0	2	7	8	4.17	18
Ongoing Measurement of Child Progress	1	0	1	5	5	6	3.72	18
Family & Community Partnerships	0	0	1	4	6	7	4.06	18
Health, Safety & Nutrition	1	0	1	3	4	9	4.00	18
Interactions - guidance and communication	0	0	0	2	11	5	4.17	18
Program Planning & Development	0	0	0	3	12	3	4.00	18
Professional Development & Leadership	0	2	0	2	7	7	3.94	18
Other (please specify)								1
<i>answered question</i>								<b>18</b>
<i>skipped question</i>								<b>0</b>

1 Jun 4, 2013 9:26 PM This was a big challenge for me to return to classes at the college, I graduated 45 years ago from high school. I have taken many STARS hours. The college credits back up my personal knowledge and wisdom in the childcare field. Thank you for giving me the opportunity!!!



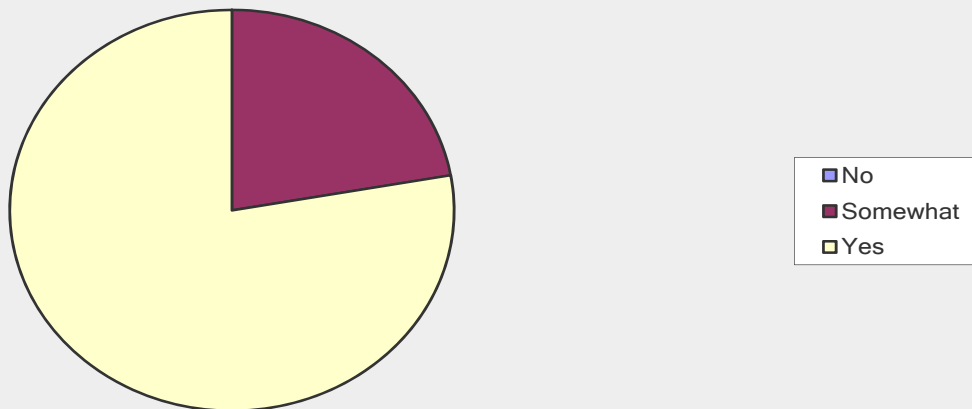
**NW Corner Professional Development in Early Learning Grant  
Whatcom Community College Scholars Follow-up Survey**

**Has this project improved your skills and confidence to be successful with e-learning (Moodle, Angel, hybrid classes, blogs and discussion boards)?**

Answer Options	Response Percent	Response Count
No	0.0%	0
Somewhat	22.2%	4
Yes	77.8%	14
Other (please specify)		1
<i>answered question</i>		<b>18</b>
<i>skipped question</i>		<b>0</b>

Number	Response Date	Other (please specify)	Categories
1	Jun 4, 2013 9:26 PM	I learned a lot working with both Angel, Moodle and I also took a hybrid class. I feel much more confident.	

**Has this project improved your skills and confidence to be successful with e-learning (Moodle, Angel, hybrid classes, blogs and discussion boards)?**

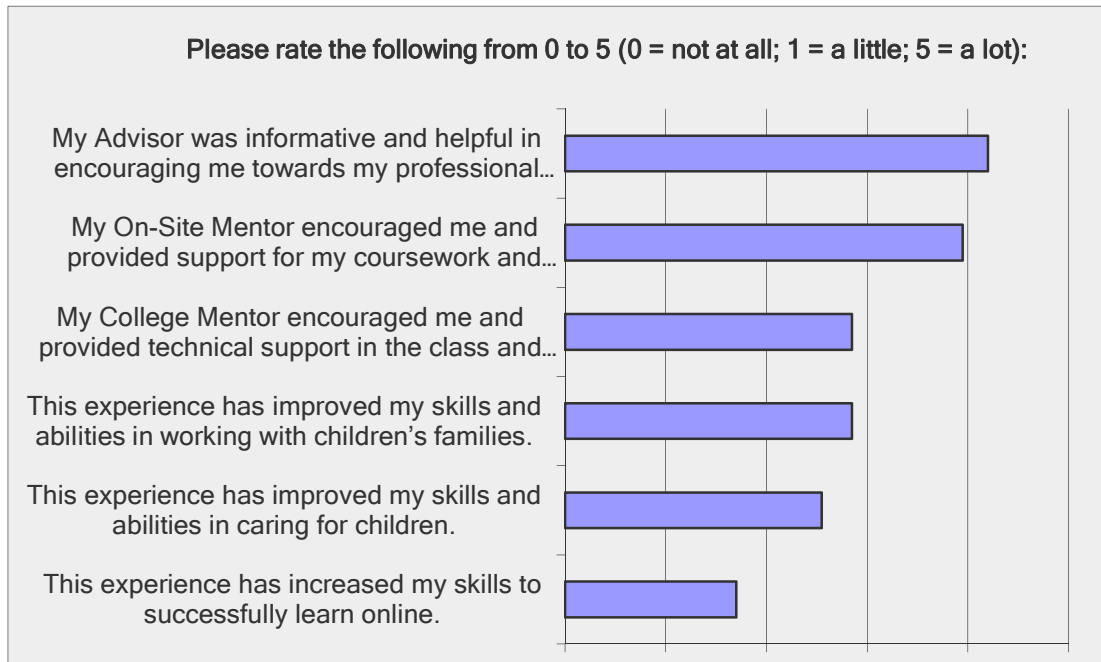


**NW Corner Professional Development Partnership in Early Learning Grant  
Whatcom Community CollegeScholars Follow up Survey**

Please rate the following from 0 to 5 (0 = not at all; 1 = a little; 5 = a lot):

Answer Options	0 - Not at all	1 - A little	2	3	4	5 - A lot	Rating Average	Response Count
This experience has increased my skills to successfully	0	0	0	7	5	6	3.94	18
This experience has improved my skills and abilities in	0	0	0	3	10	5	4.11	18
This experience has improved my skills and abilities in	0	0	0	4	7	7	4.17	18
My College Mentor encouraged me and provided	0	1	0	4	3	10	4.17	18
My On-Site Mentor encouraged me and provided	0	0	0	2	7	9	4.39	18
My Advisor was informative and helpful in encouraging	0	1	0	1	4	12	4.44	18
Other (please specify)								1
<i>answered question</i>								<b>18</b>
<i>skipped question</i>								<b>0</b>

Number	Response Date	Other (please specify)	Categories
1	Jun 4, 2013 9:26 PM	It was a great way for me to build up self esteem and get lots of education! I enjoyed the challenge, it was very rewarding.	



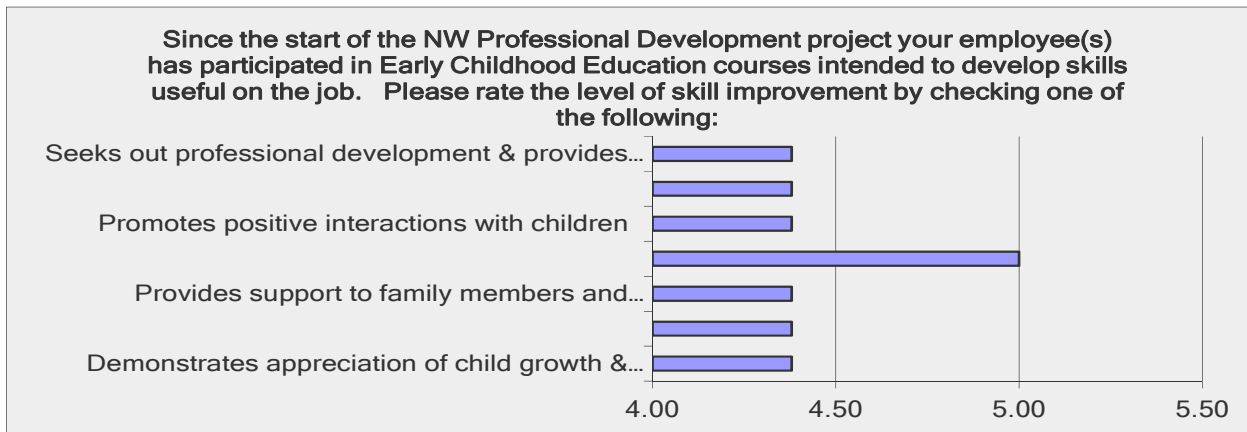


### NW Corner Professional Development Partnership in Early in Early Learning Survey of On-site Mentors

Since the start of the NW Professional Development project your employee(s) has participated in Early Childhood Education courses intended to develop skills useful on the job. Please rate the level of skill improvement by checking one

Answer Options	0 - No improvement in skill level	5 - Noticeable improvement in skill level	Rating Average	Response Count
Demonstrates appreciation of child growth &	1	7	4.38	8
Ability to plan and evaluate curriculum & learning	1	7	4.38	8
Provides support to family members and engage in	1	7	4.38	8
Follows policy and procedures in the areas of health,	0	8	5.00	8
Promotes positive interactions with children	1	7	4.38	8
Plans and develops children's daily programs	1	7	4.38	8
Seeks out professional development & provides	1	7	4.38	8
<i>answered question</i>				<b>8</b>
<i>skipped question</i>				<b>0</b>

Number	Response Date	Comment	Categories
1	Jun 13, 2013 7:20 PM	The staff I had participate has always had great ideas and been really involved in her classroom and planning. Since returning to school she has a new energy and excitement which has really benefitted the 2 year old room.	
2	Jun 4, 2013 9:49 PM	Although I do not see the child care providers I mentor day to day, through our mentoring visits I have noticed significant growth in their education for early learning and applying it to their programs.	
3	May 22, 2013 10:59 PM	It has enhanced all areas of her life and her working with the children in Child Care.	



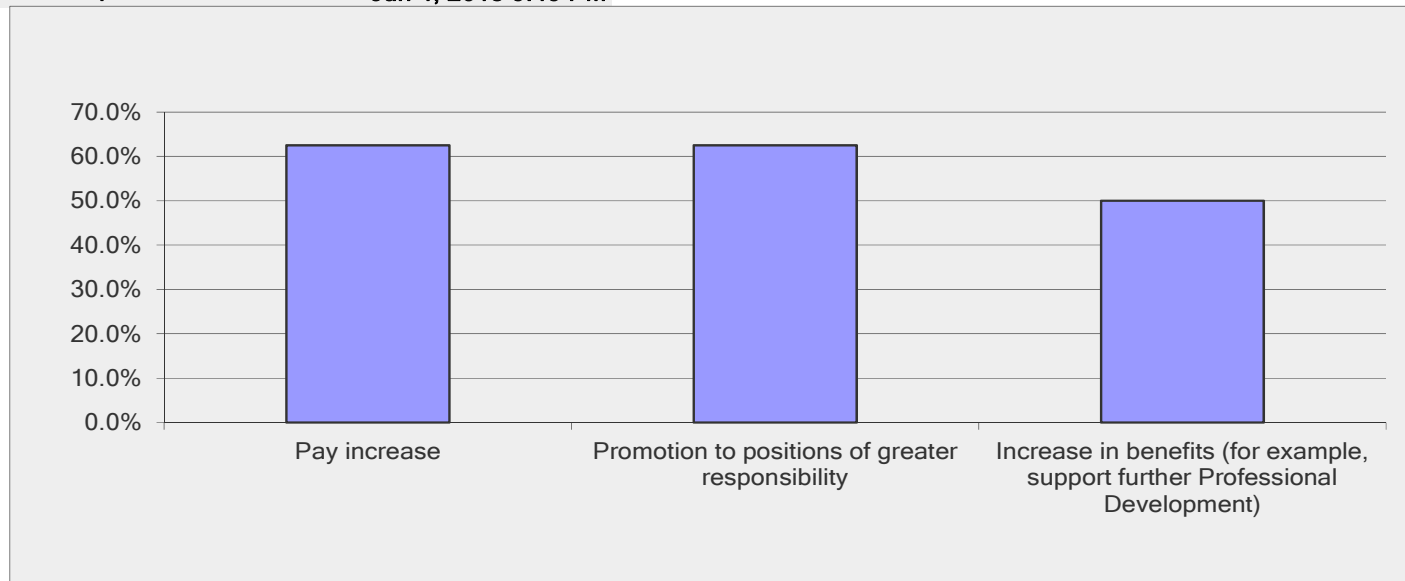
## NW Corner Professional Development Partnership in Early Learning

### Survey of On-site Mentors

This project has allowed your staff to earn college credits, improve their credentials as identified on the Washington State Career Lattice. Does this investment increase the likelihood that they will be considered for any of the following? (please check all that apply):

Answer Options	Response Percent	Response Count
Pay increase	62.5%	5
Promotion to positions of greater responsibility	62.5%	5
Increase in benefits (for example, support further	50.0%	4
Comment		1
<i>answered question</i>		<b>8</b>
<i>skipped question</i>		<b>0</b>

Number	Response Date	Comment	Categories
1	Jun 4, 2013 9:49 PM	I work with Family Child Care Providers. If they join Early Achievers, they may get an increase through subsidies and stipends based on their assessment in the future.	

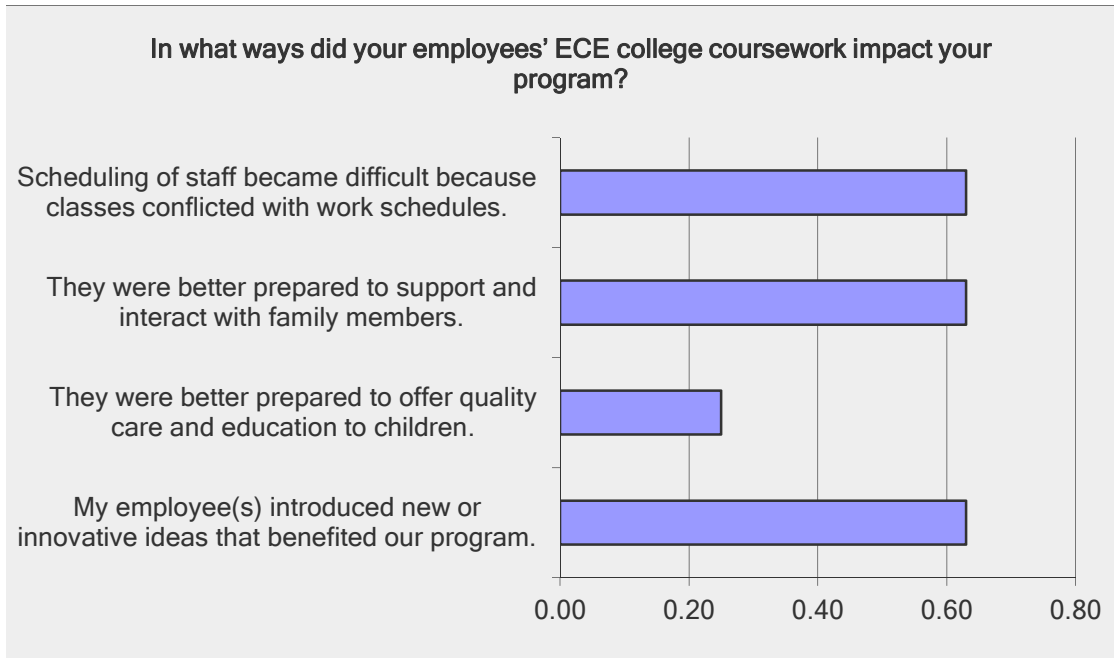


## NW Corner Professional Development Partnership in Early Learning

### Survey of On-site Mentors

In what ways did your employees' ECE college coursework impact your program?					
Answer Options	Yes	Somewhat	No	Rating Average	Response Count
My employee(s) introduced new or innovative ideas that	4	3	1	0.63	8
They were better prepared to offer quality care and	6	2	0	0.25	8
They were better prepared to support and interact with	4	3	1	0.63	8
Scheduling of staff became difficult because classes	5	1	2	0.63	8
Comment					1
<i>answered question</i>					8
<i>skipped question</i>					0

Number	Response Date	Comment	Categories
1	May 22, 2013 10:59 PM	She was excited and so was I with all the new developing areas of her life.	



## NW Corner Professional Development Partnership in Early Learning

### Survey of On-site Mentors

Are you satisfied with your participation in the NW Professional Development Partnership?		
Answer Options	Response Percent	Response Count
Yes	85.7%	6
Somewhat	0.0%	0
No	14.3%	1
Comment		2
<i>answered question</i>		<b>7</b>
<i>skipped question</i>		<b>1</b>

Number	Response Date	Comment	Categories
1	Jun 4, 2013 9:49 PM	It was a great program! Nice job.	
2	May 22, 2013 10:59 PM	It has been great, I wish the scholarship would continue, it's been wonderful.	

