



Summary of Workforce Fast Track Project

October 21, 2024

As a result of funding received from Deschutes County, NeighborImpact Child Care Resources developed the Fast Track New Teacher Candidate training program to provide qualified teachers in compliance with Early Learning Division's licensing requirements. We provide ongoing professional development, coaching for all new teachers, and scholarships to cover tuition costs for continuing education.

Workforce Fast Track Project was developed in January 2022 and the first cohort began May 2022. **51** new teachers have joined the workforce in Deschutes County through Fast Track. We are currently working with our 5th cohort.

Cohort One May 2022-August 2022

13 new Teachers

- Recruited 16 Teacher Candidates in 9 placement sites.
- Each candidates received 60 hours of training in child development, classroom environments and curriculum, understanding guiding behaviors, health and safety, special needs, ethics, communication, and diversity.
- Each candidate received ongoing coaching to implement skills learned in training.
- 13 Teacher Candidates graduated from the program and became teacher qualified and 3 Teacher Candidates have continued to Cohort Two to finish and become teacher qualified.

Cohort Two October 2022- April 2023

18 new Teachers

- Recruited 15 Teacher Candidates in 8 placement sites.
- Each candidate received 78 hours of training in child development, classroom environments and curriculum, understanding guiding behaviors, health and safety, special needs, ethics, communication, trauma-informed care, prevention of suspension/expulsion and diversity.
- Each teacher candidate received ongoing coaching to implement skills learned in training.
- Each teacher candidate received up to 5 hours of Mental Health coaching.
- Each placement site leader received 8 hours of supervision training and 20 hours of coaching.
- 18 Teacher Candidates graduated from the program and became teacher qualified.

Cohort Three May 2023- October 2023

10 new Teachers

- Recruited 12 Teacher Candidates in 9 placement sites.
- Each candidate received 78 hours of training in child development, classroom environments and curriculum, understanding guiding behaviors, health and safety, special needs, ethics, communication, trauma-informed care, prevention of suspension/expulsion and diversity.
- Each candidate received the hours needed for a Step 6 on the Oregon Registry
- Each teacher candidate received ongoing coaching to implement skills learned in training.
- Each teacher candidate received up to 5 hours of Mental Health coaching.
- Each placement site leader received 8 hours of supervision training and 20 hours of coaching.

- 10 Teacher Candidates graduated from the program and became teacher qualified.
- We coordinated with COCC to allow 7 college credits for prior learning to the teacher candidates that want to continue their education.
- Each candidate received coaching on continuing their education.

Cohort Four January 2024-July 2024

10 new Teachers

- Recruited 13 Teacher Candidates in 10 placement sites.
- Each candidate is receiving 90 hours of training in child development, classroom environments and curriculum, understanding guiding behaviors, health and safety, special needs, ethics, communication, trauma-informed care, prevention of suspension/expulsion and diversity.
- Each candidate receiving the hours needed for a Step 6 on the Oregon Registry.
- Each teacher candidate receiving ongoing coaching to implement skills learned in training.
- Each teacher candidate receiving 8 hours of Roots of Resilience training and coaching.
- Each placement site leader receiving 8 hours of supervision training and 20 hours of coaching.
- We are coordinating with COCC to allow 7 college credits for prior learning to the teacher candidates that want to continue their education.
- Each candidate receiving coaching on continuing their education.

Cohort Five November 2024-May 2025

- Currently recruiting- Sent application out to 31 placement sites
- Each candidate is receiving 90 hours of training in child development, classroom environments and curriculum, understanding guiding behaviors, health and safety, special needs, ethics, communication, trauma-informed care, prevention of suspension/expulsion and diversity.
- Each candidate receiving the hours needed for a Step 6 on the Oregon Registry.
- Each teacher candidate receiving ongoing coaching to implement skills learned in training.
- Each teacher candidate receiving 8 hours of Roots of Resilience training and coaching.
- Each placement site leader receiving 8 hours of supervision training and 20 hours of coaching.
- We are coordinating with COCC to allow 7 college credits for prior learning to the teacher candidates that want to continue their education.
- Each candidate receiving coaching on continuing their education.

Cohort Six August 2025-March 2026

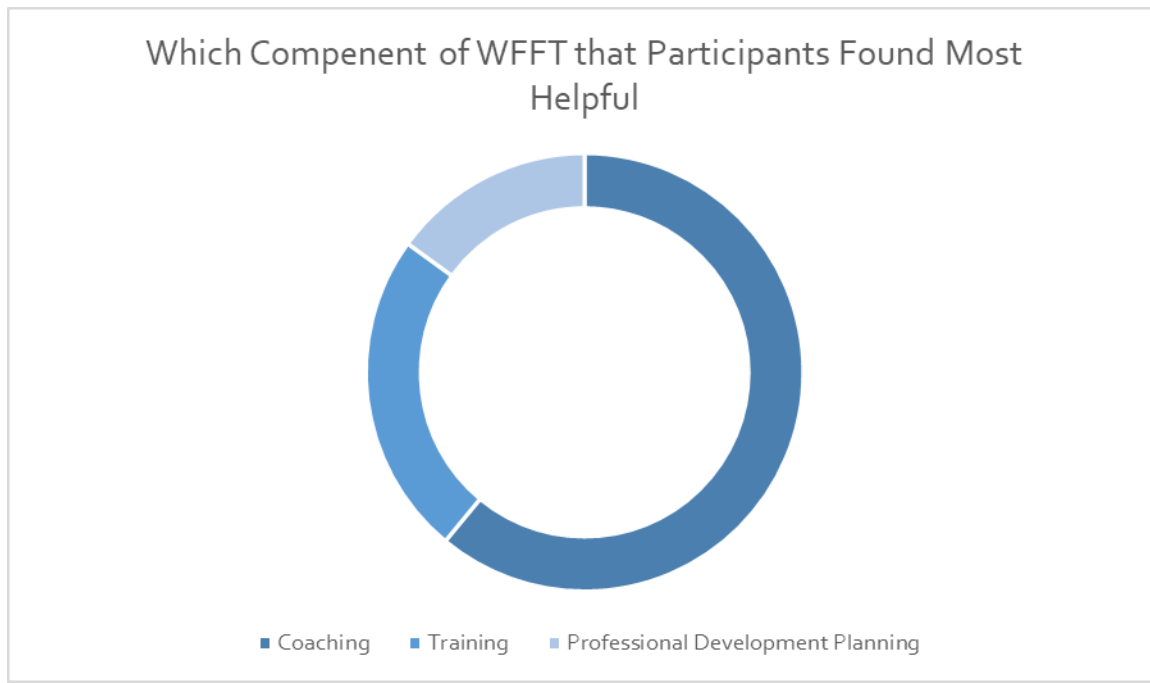
Cohort Seven April 2026- October 2026

Response from the field

“This program has provided us with a solid foundation of knowledge across all core categories, as well as practice-based coaching to ensure we have applied what we learned in practice.”
Tammy Rundle, Growing Tree Owner/Director

“I have prepared this letter to discuss pursuing my Teacher Candidate through Fast Track. So that I can continue learning and fulfill my responsibilities at Growing Tree Children’s Center. I’ve chosen to attend the Fast Track program because at this juncture in my life will enhance my ability to drive successful results. Fast track has helped me boost my confidence and grow professionally on educating young minds. The classes are super informative, and you learn new

things every time. Set new goals and practice them in class. coaches are extremely supportive; I am glad I am currently enrolled in this program. I would highly recommend it.” – Yessenia



Themes from Participant Responses to How Educators Have Grown Since WFFT

Emotional Intelligence & Self-Management – Many responses emphasized the development of emotional management tools, both personally and relationally to children. This includes becoming more patient, confident and self-aware.

Professional Growth & Enhanced Teaching Practices – Participants frequently mention gaining knowledge and skills necessary for effective teaching practices. Including child development, acknowledging needs of children, creating meaningful relationships and classroom management techniques.

Networking & Community Support – The importance of professional networking is highlighted, with several responses noting how connected formed during training have boosted confidence and provided ongoing support.

Career Advancement & Opportunities – Many individuals discuss changes advances in the careers such as becoming program managers and lead teachers.

Goal Setting & Initiative – There is a focus on personal growth through setting goals, pursuing leadership opportunities, and taking initiative in their professional development