



HOME VISITOR APPRENTICESHIP

PROJECT OVERVIEW

BACKGROUND

Home visiting for new mothers and mothers of young children can be effective in encouraging optimal child development and family functioning. The impact of home visiting is strengthened by using research-based parenting curricula. Equally important are home visitors' skills and knowledge of child development, family relationships and early learning, and an understanding and insight about the culture, communities and challenges faced by the families engaged. The home visiting relationship enables the mother or caregiver to learn about and encourage healthy development of children, address parenting questions and concerns, and get information and resources to address her needs and her family's needs. The availability of home visiting in LA County is expanding with funding from First 5 LA, the Departments of Public Health, Mental Health and Social Services, Head Start, and private insurance companies.

PROFESSIONAL DEVELOPMENT OF HOME VISITORS

Across programs, there is little consistency regarding the professional development or academic requirements for home visitors. Some programs require that home visitors be registered nurses. Others require a bachelor's degree in child development or early childhood education. Still others require home visitors to be certified in a particular home visiting curriculum but require no degree or academic training.

Research suggests the importance of requiring a bachelor's degree in a relevant field so that home visitors have academic background in child development, trauma-informed care, and early identification of developmental and environmental challenges. At the same time, research recognizes the value of the Promotora model in which community members are trained as home visitors, bringing their shared lived experiences, cultural competence and insight to the task. Ideally, home visitors should have professional training *and* a community-based perspective.

Given the current interest in expanding the availability and effectiveness of home visiting as a prevention and early intervention strategy, creating career pathways through which community-based workers can attain the academic and professional training necessary to fully realize the benefits of home visiting is a pressing need with significant policy and practice implications.

PILOTING AN ECE HOME VISITOR APPRENTICESHIP

Since 2016, Early Care & Education Pathways to Success (ECEPTS) and Child Care Resource Center (CCRC) collaborated with early care and education (ECE) employers, community colleges and the SEIU Early Educator Training Center to design and pilot successful state-registered apprenticeships for center-based child care workers, Head Start teachers, and licensed Family Child Care Providers. Over 350 workers engaged, the vast majority of whom were low-income women of color, recent immigrants, working mothers, and non-traditional students.

Building on a record of successful collaboration, in 2019 ECEPTS and CCRC developed a new partnership with Antelope Valley College (AVC) and Antelope Valley Partners for Health (AVPH), with support from the LA County Department of Public Health, to create an ECE Home Visitor Apprenticeship to address the unique training needs of home visitors by integrating work-based learning, coaching and training, no-cost college coursework, cohort learning and compensation. Apprentices complete six college courses and training in parent education curricula, earn Child Development Associate Teacher Permits, and engage in paid on-the-job training (e.g., home visitor job shadowing, ECE field placement), and professional training to qualify for positions as home visitors, early educators, and/or licensed family child care providers upon program completion.

The ECE Home Visitor Apprenticeship is registered with the US-DOL and the California Division of Apprenticeship Standards. The pilot project is partially funded with a 3-year CA Apprenticeship Initiative (CAI) grant from the CA Community Colleges Chancellor's Office. ECEPTS provides project leadership, program design guidance and technical assistance. AVC provides academic coursework and support. CCRC and AVPH provide training, coaching and program coordination. Funding to ensure long-term sustainability and program expansion is currently being sought.

IMPLEMENTATION TIMELINE

April-July 2021	Participant outreach, recruitment, enrollment, college registration
August-Dec. 2021	On-the-Job Training @ 22 hours per week (476 hours) - Program orientation, home visiting job shadowing, professional training Related Supplemental Instruction (2 college courses)
January-May 2022	On-the-Job Training @ 22 hours per week (416 hours) - Home visiting job shadowing, ECE field placement, professional training Related Supplemental Instruction (2 college courses)
May-August 2022	On-the-Job Training @ 22 hours per week (268 hours) - Home visiting job shadowing, competency-based assessment Related Supplemental Instruction (2 college courses)
August-Dec. 2022	On-the-Job Training @ 40 hours per week (840 hours) - New employee orientation, Parenting Education Curriculum training