



Child Development  
Workforce Initiative

# Evaluation Report FY 2015-16

Program-Level Summary

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# Program Description

The Child Development Workforce Initiative (CDWFI) program assisted high school and college students interested in exploring or pursuing careers in ECE. Services were designed to increase achievement of educational and professional qualifications, such as college entry, degree completion, permits, certificates, and transfers from a two-year to a four-year college or university.

The CDWFI program provides services that are meant to minimize barriers for members and connect them to the incentives and supports they need to complete educational and professional milestones. The CDWFI program was funded through a grant from First 5 LA and was administered by Los Angeles Universal Preschool (LAUP) beginning in FY 07-08. Starting in Fiscal Year (FY) 11-12 and concluding in FY 15-16, funding for the CDWFI program was granted through the Los Angeles County ECE Workforce Consortium. The CDWFI program was a key project within the Los Angeles County ECE Workforce Consortium, a larger workforce effort that brings together organizations and leaders in the field of ECE to improve the educational and professional development system for ECE professionals in Los Angeles County.

The overarching goals of the program were to:

1. Attract a new and diverse workforce
2. Elevate the educational and professional qualifications of the ECE workforce in Los Angeles County
3. Increase the capacity of the higher education system to support and prepare the current and potential ECE workforce

At the **high school level**, services were intended to allow students to explore career options and pathways in the ECE field, while becoming prepared to successfully enter college.

At the **college level**, the CDWFI program assisted community college, four-year university, and graduate school students already committed to entering the ECE field with completion of requirements for certificates, permit requirements, transfers, and degrees in ECE or related fields.

In fulfillment of program goals to **create system change** and enhance supports available to ECE students, individual CDWFI projects also served the **wider community**, including: high school students' parents; administration, faculty and staff of the partnered institutions; and local child care centers. In particular, the program intended to effect systems change by increasing the capacity of partnered educational institutions to support and prepare students in the ECE field. The CDWFI staff operated the program, with varying levels of involvement from high school, community college, and four-year university staff, to implement services for students in participating schools.

# Workforce Need

Historically, professionals in the ECE field have held low levels of attainment of educational and professional qualifications.

State and federal policy landscape is changing to place an increased emphasis on obtaining educational and professional qualifications. Recent federal grants competitions have included the eligibility requirement that ECE applicants must define a bachelor's degree as a minimum ECE teacher qualification. Counties across the state, including Los Angeles County, are adopting quality rating and improvement systems for ECE providers, with measures accounting for staff qualifications such as permits and degrees.

For many in the ECE sector, low wages, even for workers with advanced qualifications, put additional schooling financially out of reach, if they do not discourage the endeavor entirely in view of the low financial return on investment.

Since ECE professionals are mostly non-traditional college students, they face numerous challenges to completing requirements for degrees or permits, including: low academic preparation, scheduling conflicts with courses, limited access to campus offices during the daytime, limited knowledge of college admissions, low familial support, work and familial responsibilities, and difficulty in securing affordable child care.

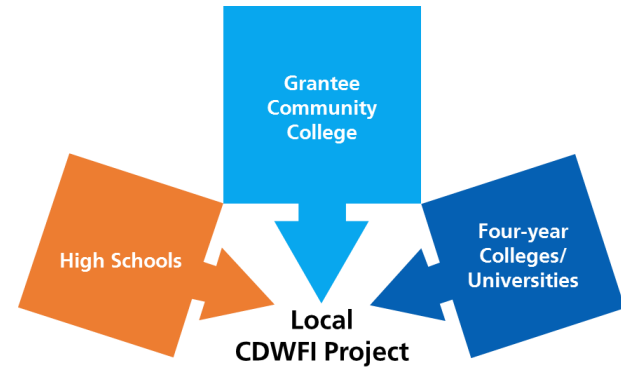
**A 2012 report from the U.S. Government Accountability Office found that 72% of the ECE workforce had not earned a post-secondary degree in any field.<sup>1</sup>**

<sup>1</sup> U.S. Government Accountability Office. (2012). Early child care and education: HHS and Education are taking steps to improve workforce data and enhance worker quality. Report to the Chairman, Committee on Finance, U.S. Senate. (Publication No. GAO-12-248).

# Participating Institutions, FY 2015-16

The CDWFI program was a partnership of grantee community colleges with local high schools and four-year colleges/universities.

Each CDWFI project implemented a **unique model** of student support services. The **flexibility of the CDWFI program** allowed each project to adapt to different institutional settings and address local population needs. The projects were **unified under common guidelines** set out in the overall program’s logic model, theory of change, and scopes of work.



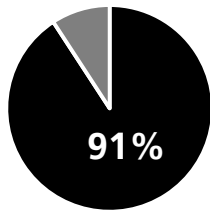
CDWFI Projects	Partner High Schools		Partner Four-Year Universities
Antelope Valley College	Alhambra HS	Panorama HS	Brandman University
East Los Angeles College	Antelope Valley Union HS District	Pomona HS	Cal State University Bakersfield
Los Angeles City College	Birmingham HS	Robert F Kennedy HS	Cal State University Dominguez Hills
Los Angeles Southwest College	Chatsworth HS	Rowland HS	Cal State University Fullerton
Los Angeles Valley College	Cleveland HS	San Fernando HS*	Cal State University Los Angeles
Mount San Antonio College	Duke HS	Santa Monica HS	Cal State University Northridge
Pasadena City College	Hollywood HS/TCA	South Gate HS	National University
Pierce College	Marshall Fundamental HS	Ulysses S. Grant HS	Pacific Oaks College
Santa Monica College	Ohel Chana HS	Washington Prep HS	University of La Verne

\* No students participating at the member level in FY 2015-16.

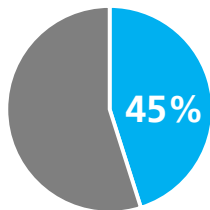
# Member Demographics

1,670

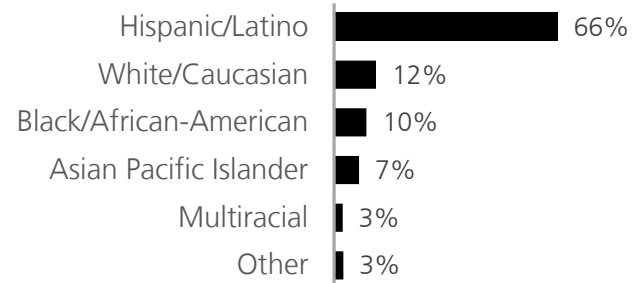
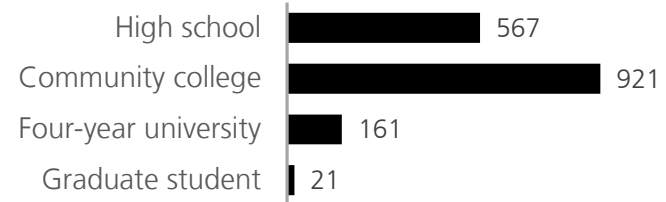
members served in  
FY 2015-16



of members were  
female



of college members  
were employed in  
ECE



# Risk Factors

	<b>Economic Hardship</b>	<b>Non-Traditional College Students</b>	<b>First Generation to Attend College</b>
% of Members Known to be Affected	<b>71%</b> of college members earn less than needed to cover cost of living in Los Angeles County	<b>93%</b> of college members	<b>36%</b> of high school members
Population Needs	<ul style="list-style-type: none"> <li>• Inability to cover educational expenses</li> <li>• Pressure to continue working while in school</li> <li>• Financial stress</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty accessing student services during normal business hours</li> <li>• Competing work and family responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Unfamiliarity with college processes and expectations</li> <li>• Feeling of not belonging</li> </ul>

# Model of Student Support Services

The Child Development Workforce Initiative (CDWFI) program is a direct service program for high school and college students that works to assist the current and potential early care and education (ECE) workforce in obtaining ECE qualifications.

The CDWFI program provides student support services that are designed to increase students' achievement of educational and professional qualifications. The CDWFI projects each take a **multi-pronged approach** to assisting students.

- **Academic supports** include instruction in child development content, and assistance with defining and attaining educational goals (for example: dedicated discipline-specific advising/counseling, resource center/lab, tutoring, and workshops).
- **Financial supports** can include direct aid, assistance in securing outside financial aid, and training in personal finance skills (for example: incentives, lending library, school supplies, and workshops).
- **Professional supports** encompass services to help students explore career pathways, develop job readiness skills, and achieve job qualifications in ECE (for example: career counseling, workshops, center tours, and job readiness preparation).
- **Social supports** are opportunities for students to connect with other students, ECE faculty, and professionals in the ECE field (for example: cohort meetings, dedicated advising, and networking).

In addition to commonalities in the types of supports offered to students, the CDWFI projects **shared similar strategies for delivering services** to students. Specifically, the projects tended to **proactively intervene** with advising and counseling, **offer services at alternative times** to normal campus business hours, and also **incentivize and support student access** to services with direct financial aid.



# Student Support Services Offered, FY 14-15

Academic Supports	
High School	College
<p><b>Available in all projects:</b></p> <ul style="list-style-type: none"> <li>Content workshops</li> </ul> <p><b>Offered in most projects:</b></p> <ul style="list-style-type: none"> <li>Academic advising/counseling</li> <li>Academic workshops</li> <li>College tours</li> <li>Technical assistance: college applications</li> <li>Technical assistance: college portals</li> </ul> <p><b>Other specialty services:</b>  <i>College counseling, College coursework placement assessment, College courses, College orientation, Computer lab, Education plan, Resource center/lab materials, Summer Leadership Institute, Technical assistance: bridge programs, Tutoring</i></p>	<p><b>Available in all projects:</b></p> <ul style="list-style-type: none"> <li>Academic advising/counseling</li> <li>Academic workshops</li> <li>Content workshops</li> <li>Resource center/lab</li> <li>Tutoring</li> </ul> <p><b>Offered in most projects:</b></p> <ul style="list-style-type: none"> <li>College tours</li> <li>Computer lab</li> <li>Education plan</li> <li>Technical assistance: college/transfer applications</li> </ul>

Financial Supports	
High School	College
<p><b>Available in all projects:</b></p> <ul style="list-style-type: none"> <li>None</li> </ul> <p><b>Offered in most projects:</b></p> <ul style="list-style-type: none"> <li>Financial aid workshops</li> <li>Incentives/ Direct financial aid</li> <li>Lending library</li> </ul> <p><b>Other specialty services:</b>  <i>Financial aid advisement, Financial aid information, School supplies, Technical assistance: FAFSA, Technical assistance: other aid applications</i></p>	<p><b>Available in all projects:</b></p> <ul style="list-style-type: none"> <li>Incentives/ Direct financial aid</li> <li>School supplies</li> </ul> <p><b>Offered in most projects:</b></p> <ul style="list-style-type: none"> <li>Financial aid advisement</li> <li>Financial aid workshops</li> <li>Lending library</li> <li>Technical assistance: financial aid applications</li> </ul>

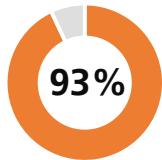
Professional Supports	
High School	College
<p><b>Available in all projects:</b></p> <ul style="list-style-type: none"> <li>None</li> </ul> <p><b>Offered in most projects:</b></p> <ul style="list-style-type: none"> <li>Career workshops</li> <li>Child care center tours</li> <li>Training on professionalism</li> </ul> <p><b>Other specialty services:</b>  <i>Career interest assessment, Career Pathway booklet, Conferences, CPR and First Aid certification, Develop/update resume, Develop cover letter, Internships, Job/Career fair, Job shadowing, Mock interview, NAEYC membership, Training on interviewing skills, Training on job research skills, Training on job research skills, Notification of ECE job opportunities, Referral to ECE job search assistance, Supporting member in their existing job, Volunteering opportunities</i></p>	<p><b>Available in all projects:</b></p> <ul style="list-style-type: none"> <li>Career counseling</li> <li>Career workshops</li> <li>Notification of ECE job opportunities</li> </ul> <p><b>Offered in most projects:</b></p> <ul style="list-style-type: none"> <li>Child care center tour</li> <li>Conferences</li> <li>CPR/ First Aid certification</li> <li>Develop/update resume</li> <li>Develop cover letter</li> <li>Mock interview</li> <li>Training on interviewing skills</li> <li>Training on professionalism</li> <li>Training on job research skills</li> <li>Job/career fairs</li> <li>Referral to ECE job search assistance</li> <li>Supporting members in their existing jobs</li> <li>Technical assistance: CD permit application</li> <li>Volunteering opportunities</li> </ul> <p><b>Other specialty services:</b>  <i>Internships, Job shadowing, NAEYC membership</i></p>

Social Supports	
High School	College
<p><b>Available in all projects:</b></p> <ul style="list-style-type: none"> <li>Networking</li> </ul> <p><b>Offered in most projects:</b></p> <ul style="list-style-type: none"> <li>Member meeting</li> <li>Mentoring (informal)</li> </ul> <p><b>Other specialty services:</b>  <i>Afterschool study space, Mentoring (formal), Online hubs, Parent orientation, Referral to afterschool services, Social events</i></p>	<p><b>Available in all projects:</b></p> <ul style="list-style-type: none"> <li>Dedicated advisors</li> <li>Networking</li> </ul> <p><b>Offered in most projects:</b></p> <ul style="list-style-type: none"> <li>Cohort meetings</li> <li>Mentoring (formal)</li> <li>Mentoring (informal)</li> <li>Online hubs</li> <li>Social events</li> </ul>

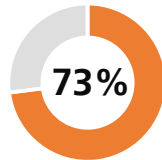
# Knowledge of ECE Career Pathways

Overall, the CDWFI program succeeded in increasing the knowledge of a majority, and in some cases nearly all, of survey respondents in the areas of ECE career pathways identified in the end-of-year survey.

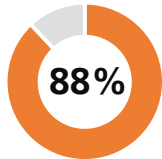
## High school members



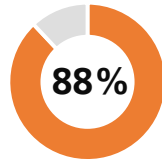
learned about ECE career options through CDWFI



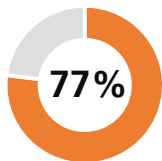
learned about compensation in ECE through CDWFI



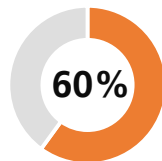
learned about steps to pursue an ECE career through CDWFI



learned educational requirements for ECE careers through CDWFI

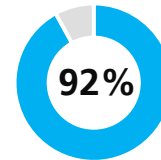


learned about CD permit requirements through CDWFI

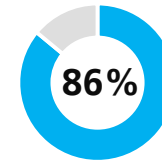


learned about steps to apply for a CD permit through CDWFI

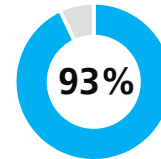
## College members



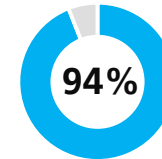
learned about ECE career options through CDWFI



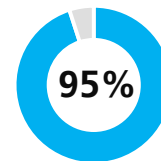
learned about compensation in ECE through CDWFI



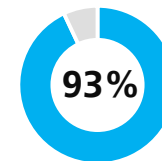
learned about steps to pursue an ECE career through CDWFI



learned educational requirements for ECE careers through CDWFI



learned about CD permit requirements through CDWFI

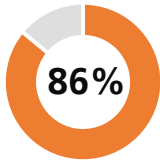


learned about steps to apply for a CD permit through CDWFI

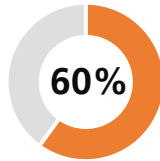
# Knowledge of Educational Pathways

The CDWFI program **increased members' knowledge of educational pathways.**

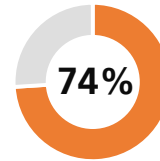
## High school members



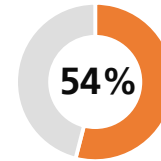
learned about steps to pursue a college education



learned about how to apply to college

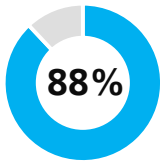


learned about types of financial aid

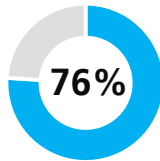


learned about how to apply for financial aid

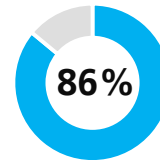
## College members



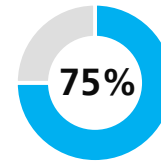
learned about steps to transfer



learned about steps to apply to graduate school



learned about types of financial aid



learned about how to apply for financial aid

# Completion of Qualifications

The CDWFI program **supported members' achievement of ECE qualifications.**

## CD/ECE Course Pass Rates

39%

of **high school members** attempted **college-level CD/ECE courses**

90%

of **college-level CD/ECE courses** attempted by high school members were **passed with a C or better**

67%

of college members had at least one transcript available

94%

of **courses** taken by college members **in CD/ECE programs** of study were **passed with a C or better**

## Increased ECE Qualifications

52%

of college members **achieved a certificate, transfer, degree or permit** between FY 11-12 and FY 15-16

22%

of college members earned a **CD/ECE certificate**

12%

of community college members from FY 2014-15 **transferred**

12%

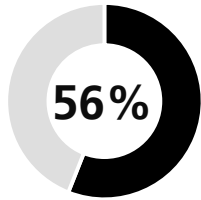
of college members **earned a degree** in CD/ECE or a related field

22%

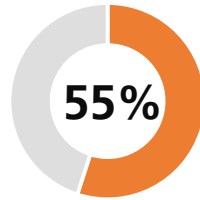
of college members earned a **CD permit**

# Recruitment and Entry into ECE

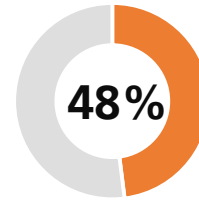
The CDWFI program **supported the recruitment and entry of members** into the ECE field.



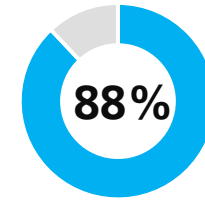
of all members were **new** to the CDWFI program



of high school members **wanted to take CD/ECE classes** in college



of high school members wanted to **pursue a career in ECE**

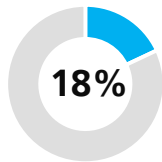


of college members not working in ECE **intended to join the ECE field**

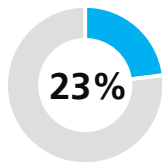
# Career Advancement and Retention

The CDWFI program **supported members' career advancement and retention.**

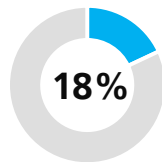
## FY 2015-16 College Members



of members **gained a job in ECE**

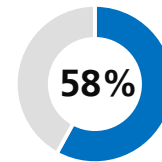


of college members experienced a **promotion in an ECE job**

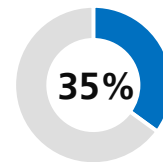


of college members experienced a **pay increase in an ECE job**

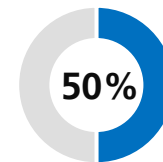
## FY 2014-15 College Members After 10-12 Months



of former college members were **employed in ECE**



of former college members experienced a **promotion in an ECE job**



of former college members experienced a **pay increase in an ECE job**

# Knowledge of Quality ECE Practice

The CDWFI program **increased members' knowledge of quality ECE practices.**

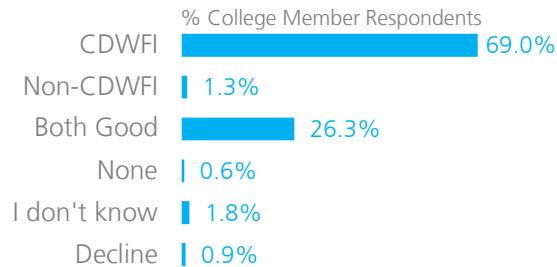


**Most college members felt the CDWFI program taught them about key areas of ECE practice.**

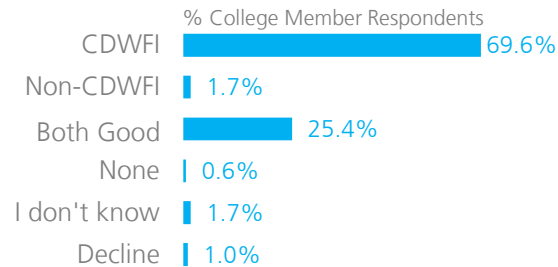
# Coordination and Alignment Between Systems

Results from the student survey indicated that students perceived that the closure of the CDWFI program would result in a loss of access to accurate information about CD/ECE. **Students reported that CDWFI and Non-CDWFI programs:**

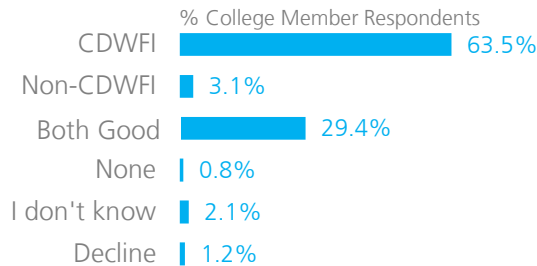
Had staff knowledgeable about CD/ECE



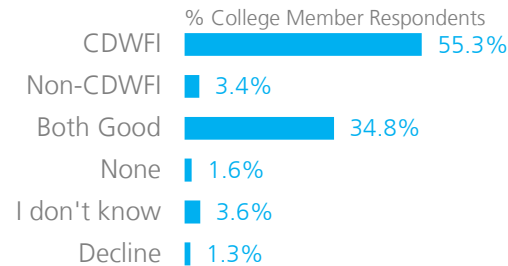
Had staff that gave accurate information on CD/ECE



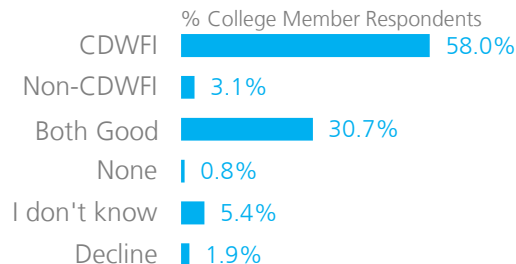
Had staff available to talk to when needed



Available at convenient times



Had many needed services in one place





# Services Most Valued by Students

Members described benefits of participating in the CDWFI program on an end-of-year survey.

Students' responses were coded into themes. The most frequent themes are displayed below. Selected quotes illustrative of students' experiences in the CDWFI program follow.

## Top Four for High School Members

1. **Activities or lessons related to child development (N=124)**
2. **College information (N=36)**
3. **Activities or lessons related to self-awareness or building personal skills (N=29)**
4. **College tour (N=28)**

## Top Four for College Members

1. **Advisement/counseling (N=235)**
2. **Lending library (N=186)**
3. **Workshops (N=111)**
4. **Financial assistance (N=106)**

# Student Quotes on CDWFI Advising/Counseling

The next section describes a qualitative analysis of college members' open-ended responses as to why they valued CDWFI's counseling.

Most college member respondents who had named advisement/counseling as one of the most valuable aspects of the CDWFI program did not articulate specific reasons for this choice in their answers. Respondents who did provide lengthier responses with reasons for their answer (N=415) offer a glimpse into the ways in which students felt CDWFI advising/counseling was distinct from, and more helpful than, other counseling available on their campuses.

## Top Four Themes

1. **Quality of the CDWFI staff (N=141)**
2. **CDWFI staff's knowledge about CD/ECE (N=137)**
3. **CDWFI's advising/counseling more accessible than general counseling (N=102)**
4. **Formation of a supportive relationship with their advisor/counselor (N=95)**

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“[CDWFI advisor] has been and **still is the support that I needed**. I was new to the area and **she took [me] under her wing** to make sure that I was successful in my development as an ECE teacher.”

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Graduate student member

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“Access to a counselor who is **familiar with the field** because she was familiar with what I had to take in order to get to where I wanted to go.”

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Community college member

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“Having a **private counselor that I could email to make an appointment with was great**. I did not have to sit around and wait for hours on end to ask someone a few questions.”

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Four-year university member

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“Meeting with a counselor **once a semester**... is something that I am beyond thankful for. The counseling is **helping me stay on track** and keep up with my education.”

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Community college member

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“[CDWFI counselor]’s counseling helped a lot. Sometimes it is hard to get a counselor to **understand what path you want to pursue**. I went to a counselor and he told me to be a childlife specialist but I'd have to wait for them to accept me in nursing school. I don't.”

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Four-year university member

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“[The CDWFI advisors] were most **supportive in the process of achieving my goals** and making sure that I was staying on track with schooling and **helping me with the process of getting my permit**.”

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Community college member

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“I was able to **meet with a counselor** to ensure that I was taking the correct classes. This took place **on a Saturday and if it was not for this program I would not have been able to attend counseling**.”

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Four-year university member

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“Counseling made me succeed. Having **someone who actually knew you** a lot better than college campus counselors.”

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Community college member

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## **Contact Information**

For more info, please visit:

[www.laup.net](http://www.laup.net)