



# Los Angeles County Early Care and Education Workforce Consortium: Program Evaluation Summary 2013-14

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Los Angeles County Early Care and Education Workforce Consortium: Program Evaluation Summary  
Report 2013-14

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## Introduction

The Los Angeles Early Care and Education Workforce Consortium is a systems initiative that brings together organizations, programs, institutions of higher education, and leaders in the field of early care and education (ECE) from across Los Angeles County. The Workforce Consortium is funded through a grant from First 5 LA and is coordinated and administered by Los Angeles Universal Preschool. The Workforce Consortium aims to expand the ECE workforce, improve the qualifications, retention, and advancement of the workforce, increase the quality of ECE practices, and work towards a more effective and coordinated ECE professional development system in Los Angeles County.

High-quality, direct-service programs that support the educational and professional development of ECE professionals are a central component of the Workforce Consortium effort. There are four direct-service workforce development programs that are funded through the Workforce Consortium. Each of these four programs is required to submit a program evaluation. This report summarizes major outcome findings from each program evaluation, and organizes the findings according to the five long-term impact areas of the Workforce Consortium. This report also summarizes baseline data collected by each program about their participants' knowledge of ECE career options, educational pathways, and professional development opportunities. This report provides an overview of co-enrollment for the 2013-14 program year. Towards the end of this report is an overview of key recommendations for the 2014-15 program year and beyond. Details about the history of each program, as well as the methodology and data analysis for each program evaluation, can be found in the individual program evaluation reports for 2013-14.

### Summary of Outcome Findings

The summary of outcome findings includes major outcome findings from the 2013-14 program evaluation report for each Workforce Consortium program, and is organized by Workforce Consortium impact areas as follows:

- Expanded ECE workforce
- Better qualified ECE workforce
- Greater retention and advancement of the ECE workforce
- Increased quality of ECE practices and programs
- More effective ECE professional development system in Los Angeles County

In addition, during the 2013-14 program year, all programs captured baseline data about knowledge of ECE career options, knowledge of ECE educational pathways, and knowledge of professional development opportunities. A summary of their baseline data is also presented.

## Program Description

The five direct-service Workforce Consortium programs are administered by one or more lead agencies or organizations in Los Angeles County. The programs serve ECE professionals and students who work or study in Los Angeles County. This section contains a brief description of the services provided by each program during 2013-14.

### CHILD DEVELOPMENT WORKFORCE INITIATIVE (CDWFI)

Administered by: Los Angeles Universal Preschool and the following Community College

Partners: Antelope Valley College \* East Los Angeles College \* Long Beach City College \* Los Angeles City College \* Los Angeles Southwest College \* Los Angeles Valley College \* Mt. San Antonio College \* Pasadena City College \* Pierce College \* Santa Monica College

Provides dedicated services, such as advisement, mentoring, tutoring, coursework, and financial support, to increase the number of students who receive permits and complete transfers and degrees in ECE.

### EARLY CHILDHOOD EDUCATION PROFESSIONAL LEARNING COMMUNITIES (ECEPLC)

Administered by: Los Angeles County Office of Education

Provides professional development training for transitional kindergarten (TK) teachers and their principals to increase knowledge of high-quality ECE practices. Creates learning communities to promote ECE practices and increased collaboration between preschools and elementary schools.

### GATEWAYS FOR EARLY EDUCATORS (Gateways)

Administered by: Child Care Alliance of Los Angeles

Provides one-on-one quality and career coaching and leverages existing trainings for licensed and license-exempt ECE professionals. Supports increased quality of ECE practices and career and educational advancement for ECE professionals.

### STEPS TO EXCELLENCE PROGRAM (STEP)

Administered by: Los Angeles County Office of Child Care

Provides quality ratings for licensed ECE centers and family child care homes using the STEP Quality Rating and Improvement System (QRIS) standards, issues quality improvement grants, and provides access to professional development opportunities to help participants improve their quality ratings.

### FAMILY CHILD CARE HIGHER EDUCATION ACADEMY (Project Vistas)

Administered by: East Los Angeles College Foundation

Provides tutoring, advisement, professional development and flexible course scheduling to complete coursework towards ECE permits, certificates, and degrees. Offers services to family child care owners and staff whose primary language is Spanish or who are part of another ethnic/linguistic group.

## Participants

Each of the five direct-service workforce programs serves ECE professionals, students, or a combination of the two. A total of 3,386 participants were served across these programs during the 2013-14 program year, although this number is slightly inflated, as an estimated 598 participants (18%) were co-enrolled in at least one other Workforce Consortium program during 2013-14.

Table 1. Number of Participants Served

CDWFI	ECEPLC	Gateways	STEP	VISTAS
1559	123	1277	177	250

The participant count reported for STEP was provided by the Gateways, program as these 177 participants were co-enrolled in STEP and Gateways. The participant count for STEP is larger but unknown, since STEP's unit of analysis is at the program level.

As the Workforce Consortium programs move into the third full year of implementation under the Workforce Consortium funding, it is clear that each program serves a distinct segment of the ECE workforce, and provides educational and professional support services targeted to different needs along a professional development continuum. For example, the CDWFI program services are targeted to students who are largely new to the ECE field. The immediate educational and professional development goals of these students are different from the goals and needs of the family child care owners and center-based providers served by Gateways or STEP, or the transitional kindergarten (TK) teachers served by ECEPLC. This section contains a summary of educational and professional characteristics for core participants in each program. (Note: Throughout the remainder of this report, the term "participants" will be used to mean "core members" of CDWFI, ECEPLC, Gateways, Project Vistas and participants of STEP; the term does not refer to the wider category of "participants" as defined in other First 5 LA reporting.)

### Education Level

Participants in each Workforce Consortium program cluster at different levels of education. The CDWFI program is targeted at high school students, community college students, four-year university students and graduate students. The CDWFI program is focused on helping students move through the educational system and attain a degree in ECE, Child Development, or a related field. Almost one-third of CDWFI participants are in high school.

The ECEPLC program serves TK teachers and their school principals. The ECEPLC program does not require services to help participants achieve advanced degrees, because participants are required to have their bachelor's or graduate degrees before they can be employed as teachers and administrators in a public school system.

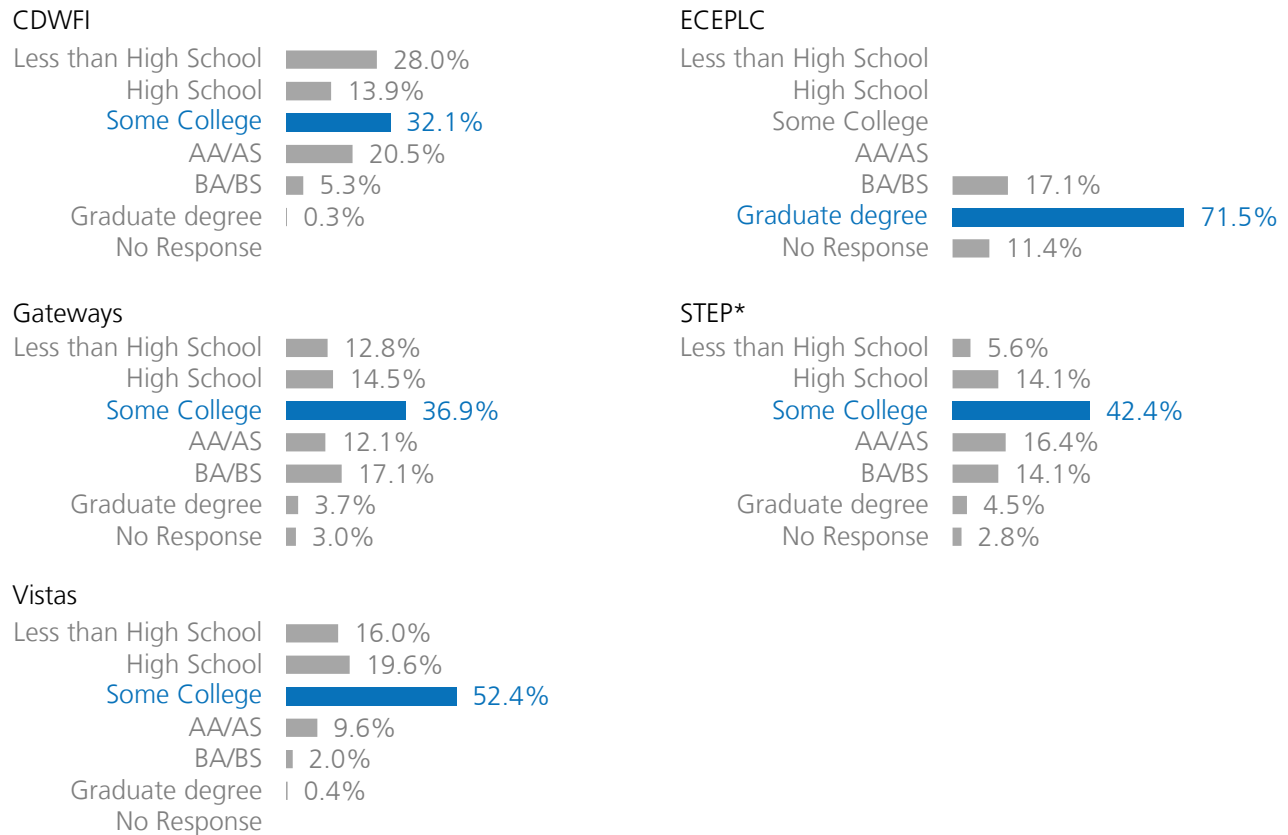
The Gateways program serves teachers and caregivers in centers, family child cares, and license-exempt settings. Many of the Gateways participants run their own center or family child care as a small business. The majority of Gateways participants report that they have "some college" or less on a scale of educational attainment. The Gateways program provides coaching support to participants who want to identify and work towards educational and quality improvement goals.

The STEP program provides quality ratings and improvement services to centers and family child care homes. These services include referrals and priority enrollment in the Gateways program to help staff improve their education, knowledge, and practice. The education levels of STEP participants mirror the levels reported for Gateways participants, with the majority reporting that they have "some college" or less.

Project Vistas provides tutoring, advising, and professional development to family child care owners and staff whose primary language is Spanish, or who belong to another ethnic or linguistic group. Program participants tend to be "non-traditional" college students, in that they are available to attend college only in the late afternoons and during weekends because of their extended work hours, and because their average age is higher than that of typical community college students (the average age of participants in 2013-14 was 44).



Table 2. Highest Level of Education Reported by Participants



\*The summary for STEP is based on the 177 participants who were co-enrolled in Gateways coaching.

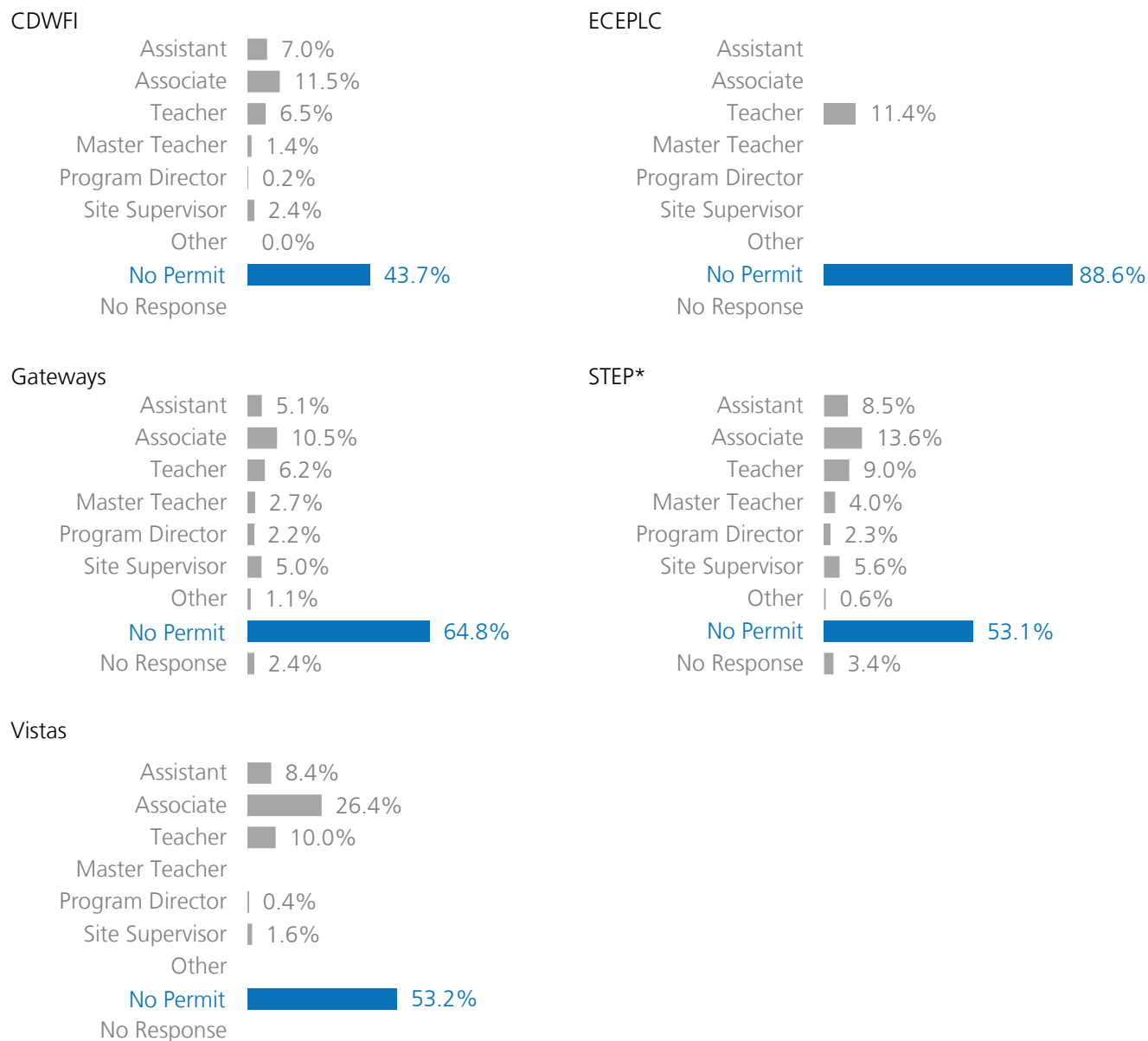
### Child Development Permit Level

The majority of participants enrolled in the four Workforce Consortium programs do not have a Child Development Permit issued by the California Commission on Teacher Credentialing (CCTC).

Four of the five Workforce Consortium programs provide support for participants working towards a Child Development Permit. The CDWFI program, the Gateways program, and Project Vistas all provide one-on-one support for participants who are working towards a new or upgraded permit. The CDWFI program also provides financial support to help college students pay for the cost of applying for a new or upgraded permit. In addition, the STEP program rewards the attainment of child development permits by including them in the higher rating levels of the STEP quality rating standards.

The ECEPLC program does not provide support services for participants to work towards a new or upgraded permit, as that is not a goal of the program. A Child Development Permit would not qualify the ECEPLC participants (TK teachers and principals) for a higher-level job or otherwise advance their career.

Table 3. Highest Permit Level Reported by Participants



\*The summary for STEP is based on the 177 participants who were co-enrolled in Gateways coaching.

**Teacher or Administrator Credential**

A small minority of participants in the Gateways and STEP programs have one or more teaching or administrative credentials.

Table 4. Percentage of Participants with Teaching or Administrative Credentials

Program	% with Teaching or Administrative Credentials
CDWFI	Not Collected
ECEPLC	100%
Gateways	3.1%
STEP	2.8%
Vistas	0%

\*The summary for STEP is based on the 177 participants who were co-enrolled in Gateways coaching.



Information about credentials was not collected from CDWFI participants. Although some CDWFI participants do have credentials, most of the CDWFI participants have not yet completed community college, and would not qualify for a teaching or administrative credential. All of the ECEPLC participants have one or more credentials, as these participants are employed by public school systems that require teachers and administrators to hold a credential.

### Primary Professional Role in Early Care and Education

There are clear differences in the professional roles held by the participants in each of the Workforce Consortium projects. The majority of participants in the CDWFI program are students working towards a degree in ECE or a related field; 41.9% of CDWFI college participants were working in ECE or a related field. The ECEPLC program serves TK teachers and principals, and therefore all its participants can be classified as either “classroom teacher” or “program administrator.” Project Vistas serves primarily family child care owners and their staff, as well as a small number of center staff. Participants were classified as “FCC owner,” “FCC teacher,” or “classroom teacher.” The Gateways and STEP programs serve the widest range of professional roles. The Gateways program serves participants who work in centers, family child care homes, and license-exempt settings. These participants can work in a support role, and are not required to be classroom teachers. The STEP program serves centers and family child care homes, and provides priority enrollment into the Gateways program for individuals who wish to work on advancing their education, knowledge, or practice in the ECE field as part of the Quality Rating and Improvement effort at their center or child care home. The majority of participants in the Gateways and STEP programs are family child care owners.

Table 5. Primary Professional Role Reported by Participants

Program	CDWFI	ECEPLC	Gateways	STEP	Vistas
Classroom Teacher	25.6%	<b>51.2%</b>	23.0%	1.1%	2.4%
Program Administrator	0.6%	48.8%	3.2%	5.6%	0%
FCC Teacher	0%	0%	8.6%	4.5%	36.4%
FCC Owner	1.7%	0%	<b>51.6%</b>	<b>87.6%</b>	<b>61.2%</b>
Program Support	<b>43.4%</b>	0%	1.6%	0.6%	0%
Field Support	0.1%	0%	0.7%	0%	0%
Student	28.2%	0%	3.8%	0.6%	0%
License-Exempt Caregiver	0.3%	0%	6.3%	0%	0%
No Response	0%	0%	1.3%	0%	0%

\* The summary for STEP is based on the 177 participants who were co-enrolled in Gateways coaching.

### Average Number of Years in the Field

The Gateways and STEP programs serve individuals who have been working in the ECE field for an average of ten years or more. Because the majority of CDWFI participants are high school or community college students who are new to the ECE field, the average “years in the field” of six years for CDWFI was calculated based only on CDWFI college participants employed in the field (n = 475).

The ECEPLC program serves teachers who have recently been assigned to the role of TK teacher. This new role did not officially exist in California before 2011. The “years in the field” reported for teachers in the ECEPLC program reflects all the years they have spent serving children 0 to 5, including time spent as kindergarten teachers. “Years in the field” was not reported for principals in the ECEPLC program.

Project Vistas serves primarily family child care owners who have been working in the ECE field for a considerable amount of time (almost 10 years on average), but who have recently returned to college to achieve various goals.

Table 6: Average Number of Years in the Field Reported by Participants

Program	Years in the Field
CDWFI	6 years
ECEPLC	9 years
Gateways	11 years
STEP	12 years
Vistas	9 years

\*The summary for CDWFI includes employed college students only.

\*The summary for ECEPLC includes 63 classroom teachers only.

\*The summary for STEP is based on the 177 participants who were co-enrolled in Gateways coaching.

### Average Length of Time in Current Position

Participants reported great variability in the length of time they had spent in their current positions. On average, participants in the Gateways, STEP, and Project Vistas programs reported the longest amounts of time in their current positions (9 years, 7 years, and ten years, respectively). The CDWFI college participants who work in the ECE field report an average of five years in their current position. Finally, ECEPLC teachers report the least amount of time in their current position – an average of 18 months. This is to be expected, as the position of TK teacher did not exist for many school districts until 2011. In summary, the Gateways, STEP, and Project Vistas programs serve the participants who have been employed in their current position for the longest amounts of time. These participants are followed by the CDWFI students, and finally, by the ECEPLC TK teachers.

Table 7: Average Time in Current Position Reported by Participants

Program	Time in Current Position
CDWFI	5 years
ECEPLC	18 months
Gateways	9 years
STEP	10 years
VISTAS	8 years

\*The summary for CDWFI includes employed college students only.

\*The summary for ECEPLC includes 63 classroom teachers only.

\*The summary for STEP is based on the 177 participants who were co-enrolled in Gateways coaching.

## Findings: Expanded ECE Workforce

### CDWFI

The CDWFI program recruits high school students and college students to the field of ECE, and assists existing ECE students in completing educational and professional milestones. In 2013-14, with the expansion of the grant to Antelope Valley College, Los Angeles Southwest College, and Pasadena City College, the program extended into new areas of Los Angeles County. This year, 58.8% of CDWFI participants were new to the program. Additionally, 27.3% of participants were high school students. A majority of the CDWFI participants surveyed at the end of the year reported that the CDWFI program increased their knowledge of ECE career options (87.3% of college participants, 92.1% of high school participants), and increased their knowledge of the steps to take in order to pursue a career in ECE or child development (89.7% of college participants, 90.6% of high school participants). A majority of the high school participants who were surveyed expressed interest in taking courses in ECE in college (69.6%), and in eventually pursuing a career in ECE (54.5%). This year, a “Six Month Out Job Follow-Up Survey” was administered to a small sample of participants who had completed a CDWFI program goal but who had not re-entered the program, six months after the end of the 2012-13 program year. The majority of respondents were employed (87.7%) and held a job in the ECE field (79.7%). Over half of the respondents with a job felt that the CDWFI program had helped them to obtain their current jobs (56.3%).

## **ECEPLC**

The ECEPLC program trains new TK teachers and principals who work with “young fives” (children who turn five between September 2nd and December 2nd) on developmentally appropriate practices. Transitional kindergarten provides a bridge between children’s early development and learning experiences and kindergarten. School districts were required to phase in TK during the 2012-13 school year. Although these teachers reported having worked an average of 9 years with children 0 to 5 years old, they also have only two years of experience or less as a TK teacher. The ECEPLC program makes explicit the need for TK teachers to have a solid understanding of high-quality ECE practices and approaches, and provides teacher institutes, technical assistance and support, and professional learning communities to help new TK teachers participate in the ECE field.

## **Gateways**

The Gateways program does not recruit new ECE professionals, but it does target services to ECE professionals who are often marginalized within the field due to language and economic barriers. The Gateways program provides an accessible pathway to improved qualifications and practices for ECE professionals who speak a language other than English as their primary language (48.1%), have a high school diploma (14.5%) or less (12.8%), and/or work as family child care business owners (51.6%).

## **STEP**

The STEP program does not recruit new ECE professionals to the field; therefore, the STEP program evaluation did not address this Workforce Consortium impact area.

## **Project Vistas**

Project Vistas does not recruit new ECE professionals to the field; therefore, the Vistas program evaluation did not address this Workforce Consortium impact area.

## **Findings: Better Qualified ECE Workforce**

### **CDWFI**

CDWFI college participants increased their knowledge of ECE educational pathways through workshops and dedicated advisement from their CDWFI counselor, mentor or advisor. The majority of college participants (77.3%) met with a CDWFI staff member to create or update their education plan during the 2013-14 program year. These education plans were tailored, to a degree, to be relevant to ECE/CD or a related field. The rate of successful course completion was high among college students (94.3%) and high school students (82.3%) who took college-level Child Development courses. In the fall of 2014, 0.8% of community college students transferred to a four-year college. Additionally, 8.3% of college students earned a degree (associate’s, bachelor’s, or graduate degree) this year. The majority of high school students reported that they learned about ECE/CD college programs in the county through the CDWFI program (90.5%). A majority of high school students intended to achieve a higher education degree, and 53.3% of high school seniors reported receiving an admissions offer from at least one college.

During the 2013-14 year, 12.2% of college students applied for a new or upgraded permit, and 11.4% of college students were awarded permits. The number of permits received may not capture the number of students who met permit requirements, due to delays in time of application and awarding of permits by the CCTC. Of the CDWFI college students who did not apply for a new or upgraded permit during the 2013-14 program year, 41.3% already had a permit.

### **ECEPLC**

ECEPLC program participants started the program with high levels of qualifications. Twenty-one program participants have a bachelor’s degree, and 88 have a master’s degree or higher. All 63 of the teachers in ECEPLC in 2013-14 have at least one teaching credential. Although the teachers and principals involved in the ECEPLC program had high levels of education and professional qualifications at the beginning of the program, they rated themselves as having a knowledge deficit in four key areas that are relevant to effective TK instruction: teacher-child interactions, classroom environment, knowledge of child development, and effective school-wide practices. The ECEPLC program was set up to assist participants in increasing their knowledge and improving their practices in these areas. Increases in knowledge and high-quality practices are discussed in the “Increased Quality of ECE Practices and Programs” below.

## **Gateways**

The majority of Gateways participants have only some college and do not currently have a Child Development Permit. More than a quarter of these participants have only a high school education or less. However, they have many years of work experience and many hours of professional development training gained over the years. In 2013-14, 898 Gateways coaching participants (70%) received career development coaching. Participants involved in career coaching received an average of 1.04 sessions of coaching per month.

Most Gateways career development coaching participants (755, or 84%) worked towards their own educational development, followed by career and professional development (350, or 39%). When the coach and participants developed goals, 109 (12%) of the career development coaching participants selected “Apply for a Child Development Permit” and 38 (4%) decided to enroll in college. On average, it took Gateways participants 7.9 months to complete a career goal. This average does not include the time spent in consultation with the Gateways coach before setting the goal.

## **STEP**

The “staff qualifications and working conditions” domain had the lowest overall scores of any of the QRIS domains. For the 76 programs that received full reviews during the 2013-14 program year, the average overall score was 2.40 (out of 5) on staff qualifications, with FCC programs scoring higher (average = 2.48) than center-based programs (average = 1).

## **Project Vistas**

Project Vistas provides college resources, academic support, and social support services to its “non-traditional” college student participants. A total of 23 contracted, contextualized, and cohorted courses were provided for Project Vistas participants. Out of all Project Vistas participants, 12.5% aimed to receive a Child Development Permit, 30% aimed to receive a Child Development Permit, 47.5% aimed to achieve their associate’s degree, and 10% had a goal of transferring to a four-year college or university to receive a bachelor’s degree. By the end of the program year, 85.2% of participants had successfully earned 6 units or more, and 25% were expected to earn a permit.

## **Findings: Greater Retention and Advancement of ECE Workforce**

### **CDWFI**

Of the CDWFI college participants who held an ECE job during the 2013-14 program year, 20.4% said the CDWFI program helped “a lot” in securing their current job; another 14.3% said the CDWFI program helped “somewhat” with securing their current job. A majority of the respondents who felt that the program did not help them secure an ECE job (78.1%) were already employed in the field at the time that they applied to the CDWFI program.

CDWFI participants also reported that the CDWFI program contributed to their career advancement during the 2013-14 program year. Of the college survey-takers currently employed in ECE, 11.8% credited the CDWFI program with helping them to obtain a promotion or change their job. A smaller percentage of survey-takers employed in ECE (7%) attributed a pay increase to their participation in the CDWFI program.

This year’s “Six Month Out Job Follow-Up Survey” found that over half of the respondents with a job felt that the CDWFI program had helped them to obtain their current jobs (56.3%). There is some evidence, based on this survey, of the CDWFI program’s relationship to advancement in the field. About 40.6% of employed respondents reported receiving a raise since their participation in the CDWFI program; about 34.4% of employed respondents reported receiving promotions since their participation in the CDWFI program.

### **ECEPLC**

The ECEPLC program evaluation did not address this Workforce Consortium impact area. However, it should be noted that ECEPLC has had a high retention rate of participating school sites (93%) across three project years, and has had only minimal attrition of teachers and principals as a result of staff changes and/or retirements. During the 2013-14 program year, ECEPLC served 63 teachers and 60 principals, across 60 schools within 26 school districts throughout Los Angeles County.

## **Gateways**

Because Gateways participants are already employed in the ECE field, survey questions focused more on Gateways' support with networking instead of finding a job or advancing within the job. Survey data shows that Gateways career development coaching participants did not agree with the statement, "My Gateways coach helped me to find groups of other professionals like me," as much as they agreed with other statements about common coaching practices (e.g., "My Gateways coach provided me with useful information."). Positive responses to questions about networking opportunities were correlated with amount of coaching (measured in hours); this correlation implies that longer Gateways career development coaching could improve participants' views on Gateways' provision of networking opportunities.

## **STEP**

The STEP program promotes staff retention by including it as one component of the STEP QRIS standards. For STEP family child care providers, the criteria for a perfect score (5 out of 5) in the staff retention sub-domain is that assistant teachers must have been working at the site for more than two years at the time of the STEP QRIS rating. For STEP center providers, the criteria for a perfect score (5 out of 5) in the staff retention sub-domain is that 90% of the teaching staff must have been working at the site for three years or more at the time of the STEP QRIS rating. During the 2013-14 program year, the mean score for staff retention (3 out of 5) was among the highest sub-domain scores of the QRIS rating system. Out of 76 providers with full reviews, 23 providers earned the top score of 5 in the staff retention sub-domain.

## **Project Vistas**

Although retention and advancement is not a goal of Project Vistas, the program did measure participating child care providers' professional efficacy. Results of the ECE Professional Efficacy and Knowledge Index showed that participants scored an average of 4.79 on efficacy and an average of 5.03 on outcome expectancy, measured on a 6-point Likert-type scale. The overall mean score of the entire index was 4.79, which is relatively high when compared to the means of other groups utilizing this scale. Statistical analysis indicated that participants' academic backgrounds such as GPA, and number of child development courses taken was most predictive of participants' ECE knowledge and professional efficacy.

## **Findings: Increased Quality of ECE Practices and Programs**

### **CDWFI**

An overwhelming majority of college students reported that they improved their knowledge of key aspects of high-quality ECE practice as a result of the support offered through the CDWFI program. These students reported that the CDWFI program helped to improve their knowledge of children's emotional and social development (89.7%), teaching children literacy skills (86.9%), teaching children numeracy skills (84.5%), caring for and teaching children who are English language learners (80.9%), caring for and teaching children with special needs (80.7%), and working with parents and families (87.6%).

Evidence of an increase in knowledge of high-quality ECE practices also comes from participants' course success. Passing grades from instructors signify that the instructor believes the student has sufficiently grasped the content of the course. Out of the total number of course transcripts available, college participants passed 94.3% of courses attempted with a C or better, or "pass."

### **ECEPLC**

The ECEPLC program provided training and technical assistance to boost knowledge and implementation of best practices in four areas: teacher-child interactions, classroom environment, knowledge of child development, and effective school-wide practices for TK. Annual pre- and post- assessments were administered to examine changes in teachers' knowledge of teacher-child interactions, child development, and effective school practices for TK, and to examine changes in implementation of best practices for teacher-child interactions and classroom environment. Findings suggest that teachers significantly improved their knowledge of effective school practices and their implementation of evidence-based classroom environment strategies; Cohort 1 teachers demonstrated this growth from baseline to the end of year three in ECEPLC, and Cohort 2 teachers demonstrated this growth from baseline to the end of their first year in ECEPLC. In addition, Cohort 1 teachers demonstrated a significant decrease in knowledge of child development from year two to year three. Cohort 2 teachers demonstrated an increase in their knowledge of teacher-child interactions, an increase in their knowledge of child development, and no change in their implementation of teacher-child interactions

from baseline to the end of their first year in ECEPLC.

Annual pre- and post- assessments were administered to examine changes in principals' knowledge of child development and effective school practices for TK, and to examine changes in implementation of high-quality teacher-child interactions, classroom environment, and effective school practices for TK. Findings suggest differences between principals in Cohort 1 and principals in Cohort 2. In terms of knowledge, Cohort 1 principals showed an increase in their knowledge of effective school practices for TK from baseline to year three, and a decrease in knowledge about child development from year two to year three; Cohort 2 principals also showed an increase in their knowledge of effective school practices for TK and an increase in their knowledge about child development from baseline to the end of their first year in the program. In terms of implementation, Cohort 1 principals reported increases in the implementation of positive teacher-child interactions, improvements in classroom environments, and increases in the implementation of effective school-wide practices from baseline to year three. Cohort 2 principals reported increases in their implementation of effective school practices for TK, a lack of significant change in implementation of teacher-child interactions, and a lack of significant change in classroom environment. Altogether, Cohort 2 principals were not as impacted by the project as Cohort 1 principals were during their first year of implementation.

Finally, the ECEPLC program facilitated the creation of professional learning communities incorporating 60 school sites involved in the program. These professional learning communities are designed to facilitate the exchange of resources and best practices in order to improve the quality of instruction at the preschool, TK, and kindergarten levels. Out of the 60 school sites involved in the program, 45 schools (75%) had three or more PLC meetings during the 2013-14 program year. Some schools held individual PLC meetings, while others held district-wide PLC meetings. Each meeting had an average of three attendees per PLC. This resulted in an average of four PLC meetings per participant during the 2013-14 program year. The three top perceived benefits of the PLC meetings, as nominated by principals and teachers, were: increased communication and collaboration across school levels, including sharing of best practices and resources; increased knowledge of practices that support the development of preschool, TK, and kindergarten children; and greater curriculum alignment and articulation between preschool, TK, and kindergarten.

### **Gateways**

The Gateways program offers individualized quality improvement coaching with the goal of helping providers integrate knowledge (whether gained from training workshops or other professional development opportunities, from QRIS systems, or from information shared by the coach) into practice. In 2013-14, 379 Gateways coaching participants (30%) received quality improvement coaching. Participants involved in quality improvement coaching received an average of .90 hours and .84 sessions of coaching per month. (Note that in 2013-14, the coaching caseload was as high as 43 participants per coach; a plan to reduce caseload, based on current literature and Gateways findings, has been tentatively approved to begin October 1, 2014.) Gateways participants who received quality coaching during the 2013-14 program year set goals across three quality goal areas. The percentages of quality coaching participants who set goals in each quality goal area are as follows:

- Learning Environment (87.8%)
- Special Needs and Inclusion (27.8%)
- Adult-Child Relationships (8.7%)

On average, it took Gateways participants 10.4 months to complete a quality improvement goal. This average does not include the time spent in consultation with the Gateways coach before setting the goal. Qualitative accounts from the participants' perspectives were captured in the fall of 2013, and again in the spring of 2014, via a Photo Voice project. The images and information provided indicate that understanding of the Environmental Rating Scales (e.g. FCCERS) and the Classroom Assessment Scoring System (CLASS) grew deeper from fall to spring.

In addition to coaching, the Gateways program is able to leverage trainings that are funded through a different funding stream, and are offered across the resource and referral agencies involved in the Gateways program. The trainings are offered across ten training areas that are based on the California Preschool Learning Foundations. On average, training attendees "Agreed" or "Strongly Agreed" that the trainings in each strand increased their knowledge in the strand area, and "Agreed" or "Strongly Agreed" that they planned to implement new practices because of the training.



The ten training strands are:

- Child Growth and Development
- Child Observation and Assessment
- Families and Community
- Health, Safety and Nutrition
- Learning Environment and Curriculum
- Promoting Diversity
- Professional Development and Leadership
- Positive Interactions and Guidance
- Program Management
- Special Needs and Inclusion

### **STEP**

The STEP case management team provided 90 technical assistance sessions to ECE practitioners this year. Technical assistance topics included how to understand STEP quality rating results and how to develop a quality improvement plan. The STEP team also coordinated and implemented 29 quality improvement trainings this year. These included 16 trainings on inclusion, special needs, and how to implement developmental screening tools; 4 trainings on improving the ECE learning environment; and 8 trainings on quality adult-child interactions. For the programs who received a QRIS review, the average score for “Teacher-Child Relationships” was 3.22 (out of 5), the average score for “Learning Environment” was 1.93 (out of 5), the average score for “Identification/Inclusion of Children with Special Needs” was 3.03 (out of 5), and the average score for “Family and Community Connections” was 2.18 (out of 5).

### **Project Vistas**

Project Vistas offered three PD conferences in 2013-14, including workshops that focused on quality ECE practices. Observations of participants’ practices were not conducted this year. Future data collection and analysis plans are in place for next year, to investigate the program’s impact on practice.

## **Findings: More Effective ECE Professional Development System in Los Angeles County**

All of the Workforce Consortium direct-service programs participated in the monthly meetings of the Los Angeles Early Care and Education Workforce Consortium, the monthly meetings of the Workforce Consortium Evaluation Group, and the monthly meetings of the Workforce Consortium Advisory Committee. The Workforce Consortium direct-service programs also provided outreach to their participants regarding the emerging California ECE Workforce Registry, and secured participant data for upload to the registry. In addition, Love and Dong (2013) conducted a network analysis of the Workforce Consortium using the Levels of Collaboration scale, and found that between 2011 and 2013, the various programs began to work more closely as a system. This network analysis will be conducted again during the 2014-15 program year, to investigate whether this systems change has since held. Moreover, a consulting team was recently hired to facilitate systems thinking as the Workforce Consortium embarks on a strategic planning process for 2016 and beyond.

## **Findings: Baseline Data on Knowledge of ECE Career Options, Educational Pathways, and Professional Development Opportunities**

The Workforce Consortium programs collected data about one or more of the following areas, depending on the goals of the program: knowledge of participants’ ECE career options, educational pathways, and professional development opportunities. Program year 2013-14 was the first of what will be an annual data collection effort to measure knowledge in these areas. Because the Workforce Programs all serve different subsets of participants, and because they each have their own ways of achieving the overall Workforce Consortium impact areas, the programs collected data in slightly different ways. Some programs were already collecting this data, or they were collecting data that could serve as a proxy; standardized questions were provided to those programs that were not already asking these questions of their participants. Appendix A of this report captures how each program collected this baseline data. Findings are summarized below.



## **CDWFI**

As in prior years, the CDWFI program collected data about participants' knowledge of ECE career options, educational pathways, and professional development opportunities. Questions were worded differently for college and high school participants. College participants' knowledge of career options was high; 87.3% agreed or strongly agreed with the statement, "Through this program, I have learned about the different career options that exist in the field of Early Childhood Education/Child Development;" 89.7% agreed or strongly agreed with the statement, "Through this program, I have learned the steps to take in order to pursue a career in Early Childhood Education/Child Development;" 92.3% agreed or strongly agreed with the statement, "Through this program, I learned about the educational requirements for careers in Early Childhood Education/Child Development;" and 80.2% agreed or strongly agreed with the statement, "Through this program, I learned about the compensation (pay) I can expect from a career in Early Childhood Education/Child Development." High school participants' knowledge of career options was also high; 92.1% agreed or strongly agreed with the statement, "Because of the CDWFI program, I have learned about the different career options that exist in the field of Early Care and Education/Child Development;" 90.6% agreed or strongly agreed with the statement, "Because of the CDWFI program, I have learned the steps to take in order to pursue a career in Early Care and Education/Child Development;" 90.9% agreed or strongly agreed with the statement, "Because of the CDWFI program, I know about the educational requirements for careers in Early Care and Education/Child Development;" and 79.9% agreed or strongly agreed with the statement, "Because of the CDWFI program, I have learned about the compensation (pay) I can expect from a career in Early Care and Education/Child Development."

College participants' knowledge of educational pathways was high; 81.4% agreed or strongly agreed with the statement, "Through my participation in the CDWFI program, I have learned the steps to take to transfer to a four-year university;" 71.2% agreed or strongly agreed with the statement, "Through my participation in the CDWFI program, I learned the steps to take to apply to graduate school." High school participants' knowledge of ECE educational pathways was also high; 87.2% agreed or strongly agreed with the statement, "Because of the CDWFI program, I learned about the steps I need to take in order to pursue a college education after high school;" 66.3% agreed or strongly agreed with the statement, "Because of the CDWFI program, I learned about how to complete applications to colleges/universities;" and 90.5% agreed or strongly agreed with the statement, "Because of the CDWFI program, I have learned about one or more of the Early Childhood Education/Child Development college programs in Los Angeles County."

Knowledge of CDWFI professional development opportunities was high overall, but this knowledge was higher for college participants than for high school participants. Specifically, 91.6% of college participants agreed or strongly agreed with the statement, "Through this program, I learned about the Child Development Permit requirements;" 88% of college participants agreed or strongly agreed with the statement, "Through this program, I learned about how to apply for a new or upgraded Child Development Permit;" and 88.1% of college participants agreed or strongly agreed with the statement, "Through this program, I learned where to find more information on Child Development Permits." Among high school participants, 76.3% agreed or strongly agreed with the statement, "Because of the CDWFI program, I know about the Child Development Permit requirements;" 60.2% agreed or strongly agreed with the statement, "Because of the CDWFI program, I know how to apply for a new or upgraded Child Development Permit;" and 71.7% agreed or strongly agreed with the statement, "Because of the CDWFI program, I know where to find more information on Child Development Permits."

## **ECEPLC**

Information about ECEPLC participants' knowledge of ECE career options and professional development opportunities was captured through focus groups and anecdotal notes. Because teachers and principals in ECEPLC have already obtained bachelor's degrees and credentials, data on knowledge of ECE educational pathways was not collected. In terms of knowledge of ECE career options, there was a difference between principals and teachers. Based on anecdotal notes, the majority of principals strongly agreed that they had learned about the different career options that exist in the field of Early Childhood Education/Child Development. Principals found the Career Options booklets to be very informative and professionally done; they expressed that they would share the resource with preschool providers or staff interested in advancing their careers in ECE. Preschool providers also strongly agreed that the Career Options booklet was very useful in expanding their knowledge of the different career options that exist in the field of ECE/Child Development. The majority of the TK teachers did not find the Career Options booklet useful; however, they found the

information interesting and it expanded their knowledge of career options in ECE.

To assess knowledge of professional development opportunities, focus groups investigated how ECE providers had heard about the opportunity to participate in professional learning communities (PLCs). ECE providers were invited to participate in school-site PLCs through participating ECEPLC core participants (TK teachers and principals). In a few cases, the invitation was made by a district TK lead, such as a TK instructional coach. In addition, there were several sites where the ECEPLC consultant had initiated the connection and extended the invitation to ECE providers to participate in the school-site PLC. Further, all of the ECEPLC participants agreed that as a result of this program, they knew more about professional development opportunities for Early Education practitioners. Through trainings, PLC meetings, and individual consultation sessions, consultants shared information about different professional development opportunities, such as CPIN trainings, NAEYC/CAEYC conferences, Early STEM conferences, and more.

### **Gateways**

Gateways participants were asked about their knowledge of ECE career options, educational pathways, and professional development opportunities for the first time this year. Almost all participants who were surveyed either agreed or strongly agreed with statements that expressed knowledge in these three areas. Specifically, 85% agreed or strongly agreed with the statement, "Because of the Gateways Program, I learned about the different career options that exist in the field of Early Care and Education/Child Development;" 78.2% agreed or strongly agreed with the statement, "Because of the Gateways Program, I learned about the steps I need to take in order to pursue a college/university degree;" and 90.1% agreed or strongly agreed with the statement, "Because of the Gateways Program, I know more about professional development opportunities for Early Educational professionals like me than before I participated in the program."

### **STEP**

STEP participants who received coaching through Gateways were asked about their knowledge of ECE career options, educational pathways, and professional development opportunities for the first time this year. Almost all participants who were surveyed either agreed or strongly agreed with statements that expressed knowledge in these three areas. Specifically, 82.2% agreed or strongly agreed with the statement, "Because of the Gateways Program, I learned about the different career options that exist in the field of Early Care and Education/Child Development;" 80.6% agreed or strongly agreed with the statement, "Because of the Gateways Program, I learned about the steps I need to take in order to pursue a college/university degree;" and 93.5% agreed or strongly agreed with the statement, "Because of the Gateways Program, I know more about professional development opportunities for Early Educational professionals like me than before I participated in the program."

### **Project Vistas**

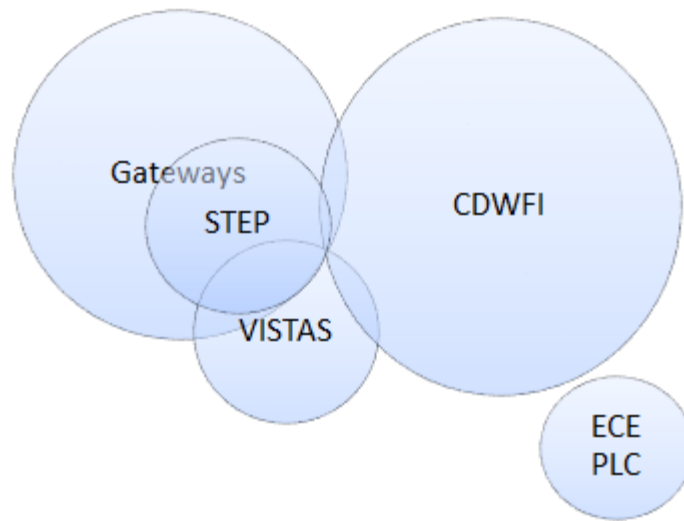
Vistas participants were asked about their knowledge of ECE career options and professional development opportunities for the first time this year. Overall, most participants (ranging between 92% and 98%) agreed with statements that expressed knowledge in these two areas. Specifically, 94% of participants agreed with the statement, "Because of Project Vistas, I have learned about the different career options that exist in the field of Early Childhood Education/Child Development;" 96% of participants agreed with the statement, "Because of Project Vistas, I know about the Child Development Permit requirements;" 96% of participants agreed with the statement "Because of Project Vistas, I know how to apply for a new or upgraded Child Development Permit;" and 92% of participants agreed with the statement "Because of Project Vistas, I know where to find more information on Child Development Permits."

## **Findings: Co-Enrollment**

Co-enrollment of program participants across various Workforce Consortium programs is one strategy that was adopted in order to encourage the Workforce Consortium programs to work more like a system. An analysis of co-enrollment for the Workforce Consortium direct-service program was conducted at the end of the 2013-14 program year. Approximately 18% of the 3,386 individuals served by the Workforce Consortium in 2013-14 were co-enrolled across two or more programs.

Figure 1 displays program co-enrollment during the 2013-14 program year.

Figure 1: Co-Enrollment FY 2013-14



A co-enrollment count by specific Workforce Consortium programs is displayed in Table 8 below. Although it appears that STEP was the program with the highest percentage of co-enrollment (100%), this is due to the fact that their participant information was provided by Gateways, since STEP does not keep its own participant-level data; thus, all STEP participants with data were necessarily co-enrolled in Gateways. The programs with the highest co-enrollment rates, therefore, are Project Vistas (32%), Gateways (28%), and CDWFI (6%). As expected, ECEPLC participants were not co-enrolled in any other Workforce Program, due to their high levels of qualifications (education and credentials) and unique employment within 19 school districts across Los Angeles County. Although this fact is not captured in Table 8, it should be noted that there are several cases where co-enrollment spanned across three or even four programs. Co-enrollment across three or more programs is estimated to be the case for less than 2% of the 3,386 individuals served across the Workforce Consortium program.

Table 8: Co-Enrollment FY 2013-14

	Gateways (N=1277)	STEP (N=177)*	CDWFI (N=1559)	Vistas (N=250)	ECEPLC (N=123)
At least 1 other program	363 (28%)	177 (100%)	90 (6%)	80 (32%)	0 (0%)
Gateways	914 (72%)	177 (100%)	21 (2%)	61 (24%)	0 (0%)
STEP	177 (14%)	112 (63%)	6 (0.4%)	33 (13%)	0 (0%)
CDWFI	21 (2%)	6 (3%)	1469 (94%)	9 (4%)	0 (0%)
Vistas	61 (5%)	33 (19%)	9 (0.6%)	170 (68%)	0 (0%)
ECEPLC	0 (0%)	0 (0%)	0 (0%)	0 (0%)	123 (100%)

\*The summary for STEP is based on 177 participants co-enrolled in Gateways coaching.  
 Note: Cells in blue represent participants not co-enrolled in another program.

## Key Recommendations for Program Implementation

### CDWFI

The key recommendations for future implementation of the CDWFI program include:

- Strategize with projects intending to reduce enrollment about how to increase participants' utilization of services.
- Improve consistency of branding to improve recognition of program identity and linkages across projects.
- Improve database in consideration of ease of data entry to reduce number of steps, and reflect user patterns for logging goals and services.
- Consider strategies to expand high school participant access to individual advisement, possibly through increased staff availability or structured check-ins.
- Explore refinements to the transfer rate calculation, to better capture within-year achievement of transfer among community college students with intent to transfer.
- Work with CDWFI project staff to improve tracking of participants' use of professional development opportunities.
- Consider adding participation requirements, if not already present; include a minimum number of workshops to be attended within a year in order to remain in active standing and be eligible for stipends.
- Expand longitudinal tracking of participants' employment, job settings, wages earned, career retention, and advancement/promotions after leaving the program.
- Develop measures of change in quality of practice for college participants reporting employment in ECE at the time of the end-of-year survey.
- Work with CDWFI project staff to obtain a more complete representation of end-of-year transcripts from all college participants, and from all high school participants enrolled in ECE courses.

### ECEPLC

The key recommendations for future implementation of the ECEPLC program include:

- Continue to incorporate peer site visits into the structure of the Training Institutes, and consider providing opportunities for more frequent and longer visits.
- In response to comments regarding parent engagement, consider providing strategies and tools to help communicate the benefits of TK to parents.
- In response to the highly positive comments by all participants, give consideration to sponsorship of an annual TK conference.
- In consideration of the decrease in Cohort 1 principals' knowledge of child development, it is recommended that the project consider to options for providing substantive involvement of principals in training sessions. This finding suggests that principals could benefit from additional training to bolster their knowledge in that area. For example, in year two, Cohort 1 principals were required to attend four training sessions; however, in year three of the project, they were only required to attend one training.
- Based on results for Cohort 1, teachers decreased in their knowledge of child development. Project participants may benefit from intentional project activities aimed at fostering retention of previously covered material.
- Cohort 1 teachers still have room to grow in their knowledge of school-wide practices, knowledge of child development, and classroom environment. It is recommended that these areas be considered priorities for the new project year.
- Although participants could articulate the expected benefits of the PLC implementation, few seemed to clearly understand the connections between PLCs and systems alignment. Since systems alignment is one essential impact of the project, it is recommended that the project consider ways to provide leadership for the PLC process over time, to steer PLC activities in a direction that will lead to the attainment of systems alignment.

## **Gateways**

The key recommendations for future implementation of the Gateways program include:

- Because of correlations found between coaching intensity and change in knowledge, consider targeting ECE programs based on need, so that those preschools with greater need receive more intense coaching than those with lesser need; this is an alternative solution to reducing caseloads, which may be more costly.
- Because goal counts for adult-child interaction were not as high as goal counts for learning environment (8.7% vs. 87.8%), consider strategies to expand the number of participants who work towards adult-child interaction goals.
- Because Gateways participants do not feel that the program helped them to find professional groups, and because the literature on coaching finds communities of practice to be most important for sustainability of quality improvement, consider establishing learning communities; work closely with ECEPLC leads to learn from their best practices.
- Consider delving deeper during trainings in the following strands, which were rated lower by participants relative to other trainings: Special Needs and Inclusion, Promoting Diversity, Positive Interaction and Guidance.

## **STEP**

The key recommendations for future implementation of the STEP program include:

- Explore low-cost marketing strategies for the STEP program.
- Consider producing posters, logos, and other materials that ECE sites can use to highlight the accomplishment of STEP program completion.
- Ensure that providers have access to materials that contain parent-friendly information about the STEP Race to The Top (RTT) tiers and the link between tiers and quality child care.
- Continue to work with the Gateways program to develop measures, as needed, to increase data sharing between the STEP program and the Gateways program.
- Consult with UCLA to design an approach to site reviews that will minimize attrition levels and ensure follow-up reviews.
- Follow up with providers to understand provider motivations for continuing with the program.
- Track the amount and types of technical assistance and coaching support that programs receive, particularly when programs have two reviews. This would allow for an analysis of how changes in program scores may be linked to the support programs received, as a means to evaluate the strengths and weaknesses of coaching and technical assistance.
- Hire an evaluator to write an end-of-year report addressing all aspects of the STEP program goals, not limited to RTT ratings.

## **Project Vistas**

The key recommendations for future implementation of Project Vistas include:

- Explore low-cost marketing strategies for Project Vistas.
- Strategize ways to increase public and ECE stakeholder awareness of the project's goals and its target participants.
- Participation in support services (sign-in sheets, RSVP lists, etc.) should be tracked electronically in more detail, in order to facilitate reporting and supplement survey data in the end-of-year evaluation.
- Continue to offer flexibility in the courses and support services offered to meet the needs of program participants.

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## Appendix A

Table 9: Program-Specific Survey Questions In The Areas Of ECE Career Options, Educational Pathways & Professional Development Opportunities, 2013-14

PROGRAM	Knowledge of ECE Career Options	Knowledge of ECE Educational Pathways	Knowledge of Professional Development Opportunities
CDWFI	<p>[HS students] Because of the CDWFI Program... [College] Through this program...</p> <ol style="list-style-type: none"> <li>1. I have learned about the different career options that exist in the field of Early Childhood Education/Child Development</li> <li>2. I have learned the steps to take in order to pursue a career in Early Childhood Education/Child Development</li> <li>3. I know about the educational requirements for careers in Early Childhood Education/Child Development</li> <li>4. I have learned about the compensation (pay) I can expect from a career in Early Childhood Education/Child Development</li> </ol>	<ol style="list-style-type: none"> <li>1. [HS students] Because of the CDWFI program, I learned about the steps I need to take in order to pursue a college education after high school.</li> <li>2. [HS students] Because of the CDWFI program, I learned about how to complete applications to colleges/universities</li> <li>3. [HS students] Because of the CDWFI program, I have learned about one or more of the early childhood education/Child Development college programs in Los Angeles County</li> <li>4. [College students] Through my participation in the CDWFI program, I have learned the steps to take to transfer to a four-year university</li> <li>5. [College students] Through my participation in the CDWFI program, I learned the steps to take to apply to graduate school</li> </ol>	<p>[HS students] Because of the CDWFI Program, I know... [College] Through this program, I learned...</p> <ol style="list-style-type: none"> <li>1. about the Child Development Permit requirements</li> <li>2. how to apply for a new or upgraded Child Development Permit</li> <li>3. where to find more information on Child Development Permits</li> </ol>
ECE-PLC	<ol style="list-style-type: none"> <li>1. Because of this program, I have learned about the different career options that exist in the field of Early Childhood Education/Child Development. [Strongly Disagree, Disagree, Agree, Strongly Agree, N/A]</li> </ol>	<ol style="list-style-type: none"> <li>1. N/A</li> </ol>	<ol style="list-style-type: none"> <li>1. Focus group will investigate how ECE providers heard about the opportunity to participate in the professional learning community.</li> <li>2. Because of this program, I know more about professional development opportunities for Early Education practitioners. [Strongly Disagree, Disagree, Agree, Strongly Agree, N/A]</li> </ol>
Gateways	<ol style="list-style-type: none"> <li>1. Because of the Gateways Program, I learned about different career options that exist in the field of Early Care and Education/Child Development</li> </ol>	<ol style="list-style-type: none"> <li>1. Because of the Gateways Program, I learned about the steps I need to take in order to pursue a college/university degree</li> </ol>	<ol style="list-style-type: none"> <li>1. Because of the Gateways Program, I know more about professional development opportunities for Early Educational professionals like me than before I participated in the program</li> </ol>
STEP*	<ol style="list-style-type: none"> <li>1. Because of the Gateways Program, I learned about different career options that exist in the field of Early Care and Education/Child Development</li> </ol>	<ol style="list-style-type: none"> <li>1. Because of the Gateways Program, I learned about the steps I need to take in order to pursue a college/university degree</li> </ol>	<ol style="list-style-type: none"> <li>1. Because of the Gateways Program, I know more about professional development opportunities for Early Educational professionals like me than before I participated in the program</li> </ol>
Vistas	<ol style="list-style-type: none"> <li>1. Because of Project Vistas, I have learned about the different career options that exist in the field of Early Childhood Education/Child Development</li> </ol>	<ol style="list-style-type: none"> <li>1. N/A</li> </ol>	<ol style="list-style-type: none"> <li>1. Because of Project Vistas, I know about the Child Development Permit requirements.</li> <li>2. Because of Project Vistas, I know how to apply for a new or upgraded Child Development Permit</li> <li>3. Because of Project Vistas, I know where to find more information on Child Development Permits</li> </ol>

\*The Gateways program provided data for the STEP participants.