



Child Development  
Workforce Initiative

# Evaluation Report FY 2014-15

Program-Level Summary

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# Table of Contents

|                          |    |
|--------------------------|----|
| Introduction.....        | 3  |
| Program Model.....       | 5  |
| Member Demographics..... | 8  |
| Select Outcomes.....     | 11 |
| Student Quotes.....      | 19 |

# Introduction

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 with obtaining ECE qualifications.

The CDWFI program provides services that are meant to minimize barriers for members, and connect them to incentives and supports they need to complete educational and professional milestones. The overarching goals of the program are to:

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

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

At the **college-level**, the CDWFI program assists community college, 4-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 can also serve the **wider community** including: high school students' parents; administration, faculty and staff of the partnered institutions; and local child care centers.

# 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** with an increased emphasis on obtaining educational and professional qualifications. Recent federal grants competitions have included eligibility requirements for applicants to 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 of 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, puts additional schooling financially out of reach, if not discouraging the endeavor entirely in view of the **low financial return on investment**.

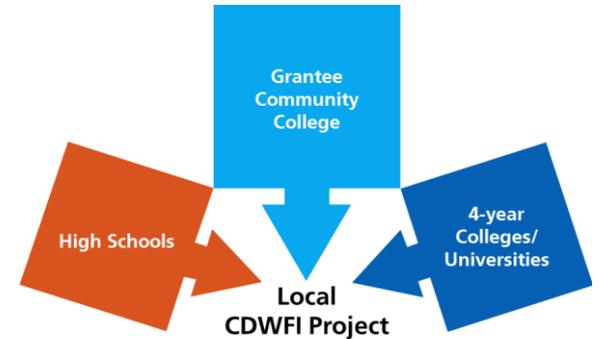
Since ECE professionals are mostly **non-traditional college students**, they face **numerous challenges** to completing requirements for degrees or permits, including: low academic preparation, scheduling conflicts with courses, limited access to campus offices during the daytime, limited knowledge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

# Program Model

The CDWFI program is a partnership of grantee community colleges with local high schools and 4-year colleges/universities.

Each CDWFI project implements a **unique model** of student support services. The **flexibility of the CDWFI program** allows each project to adapt to different institutional settings and address local population needs. The projects are **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 4-Year Universities      |
|-------------------------------|-----------------------------------|----------------------------------|
| Antelope Valley College       | Alhambra HS                       | Brandman University              |
| East Los Angeles College      | Antelope Valley Union HS District | Cal State University Bakersfield |
| Los Angeles City College      | Applied Technology Center HS      | Cal State University Fullerton   |
| Los Angeles Southwest College | Birmingham HS                     | Cal State University Los Angeles |
| Los Angeles Valley College    | Chatsworth HS                     | Cal State University Northridge  |
| Mount San Antonio College     | Cleveland HS                      | National University              |
| Pasadena City College         | Garey HS                          | Pacific Oaks College             |
| Pierce College                | Hollywood HS/TCA                  | University of La Verne           |
| Santa Monica College          | Marshall Fundamental HS           |                                  |
|                               |                                   | Middle College HS*               |
|                               |                                   | Ohel Chana HS                    |
|                               |                                   | Panorama HS                      |
|                               |                                   | Pasadena HS                      |
|                               |                                   | Robert F Kennedy HS              |
|                               |                                   | Rowland HS                       |
|                               |                                   | San Fernando HS                  |
|                               |                                   | Santa Monica HS                  |
|                               |                                   | South El Monte HS*               |
|                               |                                   | South Gate HS                    |
|                               |                                   | Washington Prep HS               |

\* No students participating at the member-level.

# Model of Support Services

The CDWFI program provides student support services that are designed to increase students' achievement of educational and professional qualifications.

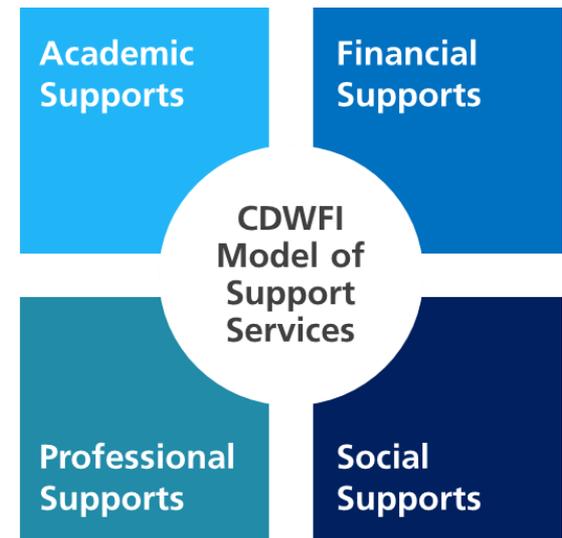
The CDWFI projects each take a **multi-pronged approach** to assisting students.

**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 securing outside financial aid, and training in personal finance skills (for example: incentives, lending library, school supplies, and workshops).

**Professional supports** encompass services to students explore career pathways, develop job readiness skills, and achieve job qualifications in ECE (for example: career counseling, workshops, center tours, job readiness preparation).

**Social supports** are opportunities for students to connect with students, ECE faculty, and professionals in the ECE field (for example: cohort meetings, dedicated advising, and networking).



# CDWFI Support Services

● = High School Component    ○ = College Component

## Academic Supports

- Academic advising/counseling ●●
- Academic workshops ●●
- College coursework placement assessment ●
- College-level CD/ECE courses ●
- College orientation ●
- College tours ●●
- Computer lab ●●
- Content workshops ●●
- Education plan ●●
- Resource center/lab ●●
- Summer Leadership Institute ●
- Technical assistance: bridge program(s) ●
- Technical assistance: college/transfer applications ●●
- Technical assistance: college portal(s) ●
- Tutoring ●●

## Financial Supports

- Book fees ●●
- CD permit fees ●
- Financial aid advisement ●●
- Financial aid information ●
- Financial aid workshops ●●
- Incentives ●●
- Lending library ●●
- School supplies ●●
- Stipends ●
- Technical assistance: financial aid applications ●●
- Tuition assistance ●●

## Professional Supports

- Career counseling ●
- Career interest assessment ●
- Career Pathway booklet ●●
- Career workshops ●●
- Child care center tours ●●
- Conferences ●●
- CPR/First Aid certification ●●
- Internships ●●
- Job/Career fairs ●●
- Job readiness skills preparation ●●
- Job shadowing ●●
- NAEYC membership ●●
- Technical assistance: CD permit application ●
- Volunteering opportunities ●●

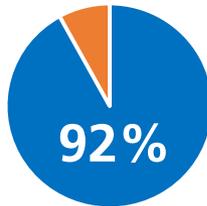
## Social Supports

- Afterschool study space ●
- Cohort meetings ●●
- Dedicated advisors ●
- Formal mentoring ●●
- Informal mentoring ●●
- Networking ●●
- Online hubs ●●
- Parent orientation ●
- Referral to afterschool services ●
- Social events ●●

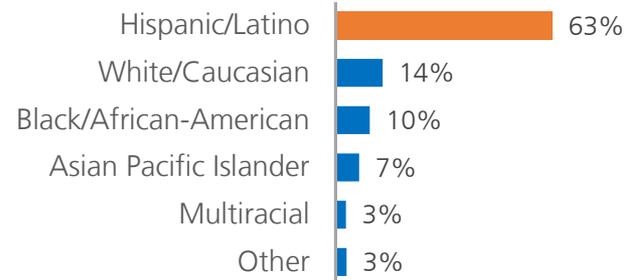
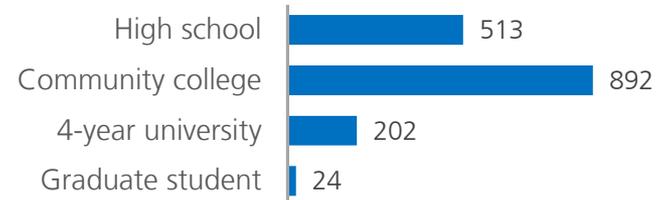
# Member Demographics

1,631

members served in  
FY 2014-15



of members were  
female



# Risk Factors

|                                   | Economic Hardship   | Non-Traditional College Students   | First-Generation to Attend College  |
|-----------------------------------|---|--|---|
| % of Members Known to be Affected | <p><b>70%</b> of college members earn less than needed to cover cost of living in Los Angeles County</p> <p><b>29%</b> receive public assistance</p>                            | <p><b>92%</b> of college members</p>   | <p><b>47%</b> of college members</p> <p><b>44%</b> of high school members</p>   |
| 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> |

# ECE Qualifications of College Members

|               | No data/Not Employed in ECE | 0-1 Years Experience | 2-5 Years Experience | 6+ Years Experience |
|---------------|-----------------------------|----------------------|----------------------|---------------------|
| % of Members  | 56%                         | 15%                  | 15%                  | 15%                 |
| No Permit     | 70%                         | 55%                  | 36%                  | 28%                 |
| No ECE Degree | 82%                         | 78%                  | 68%                  | 65%                 |

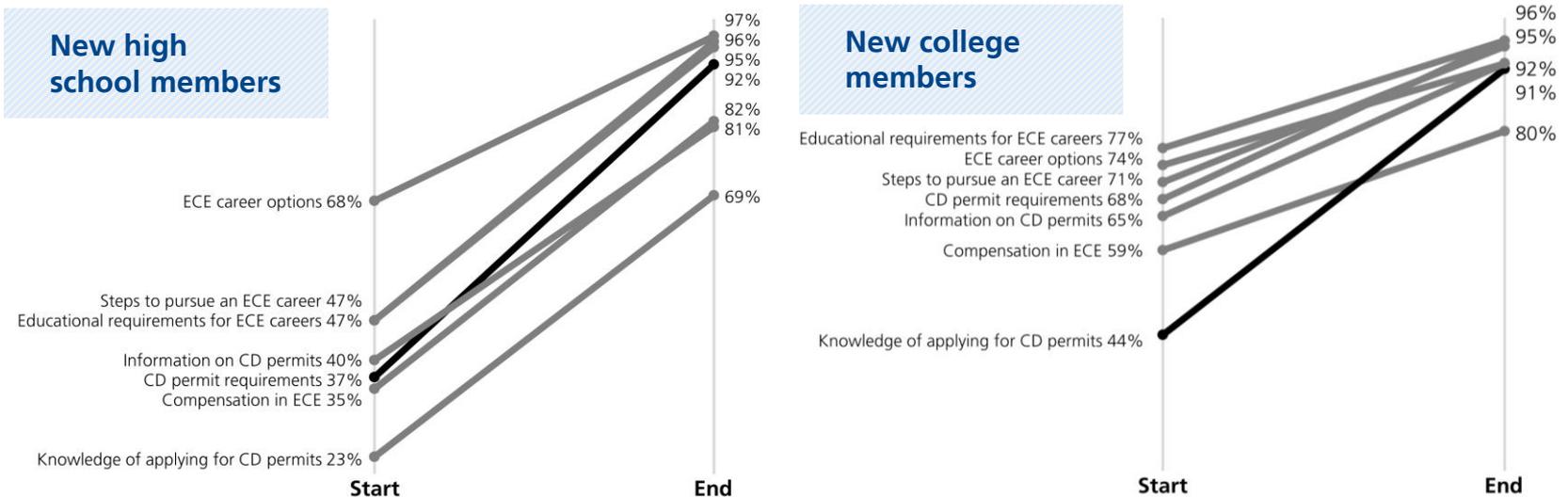
While the majority of members were not employed in the ECE field, not all members were new to the field. A substantial percentage of college members were experienced in ECE but lacked child development permits or any degree in ECE.

The CDWFI program fills a critical need for these diverse segments of the ECE workforce. Most college members are older, non-traditional students which makes it difficult for them to pursue educational or professional qualifications without the types of supports provided by the CDWFI program.

The CDWFI program served a diverse cross section of the ECE workforce with a wide spectrum of experience and qualifications.

# Knowledge of ECE Career Pathways

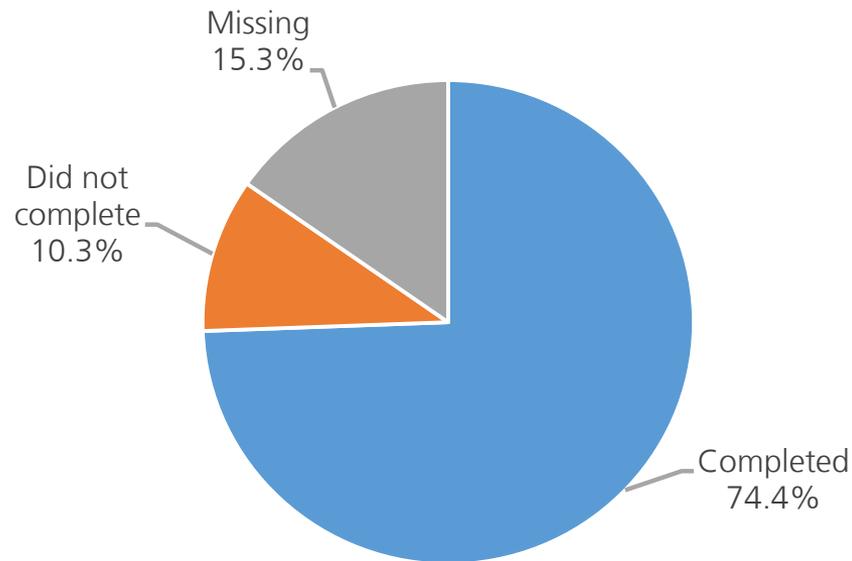
The majority of new members reported that they had **increased their knowledge of ECE career pathways** from the start of the year and credited the change to the CDWFI program.



# Knowledge of Educational Pathways

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

## College Member Education Plan Completion

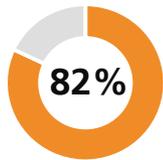


Select Outcomes

# 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

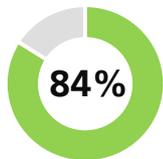


learned about types of financial aid



learned about how to apply for financial aid

## College members



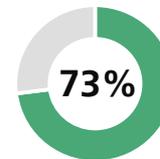
learned about steps to transfer



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

46%

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

91%

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

84%

of college members had at least one transcript available

90%

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

## Increased ECE Qualifications

45%

of college members **achieved a certificate, transfer, degree or permit**

24%

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

9%

of community college members **from FY 2013-14 transferred** by FY 2014-15

4%

of community college members **from FY 2014-15 transferred** within the year

16%

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

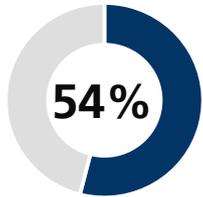
17%

of college members earned a **CD permit**

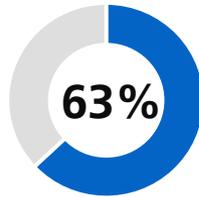
Select Outcomes

# Recruitment and Entry into ECE

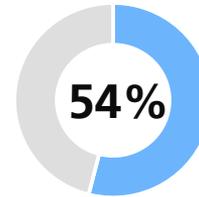
The CDWFI program **supported the recruitment and entry of members** into the ECE field.



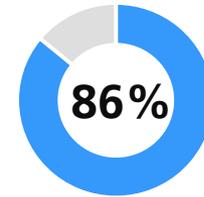
of all members were **new** to the CDWFI program



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**

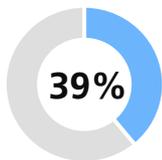
# Career Advancement

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

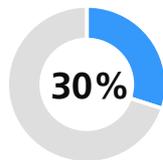
## FY 2014-15 College Members



of members employed in ECE felt CDWFI **helped to obtain their job**

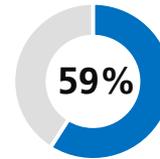


of college members experiencing a **promotion in an ECE job** felt CDWFI helped

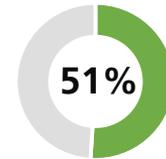


of college members experiencing a **pay increase in an ECE job** felt CDWFI helped

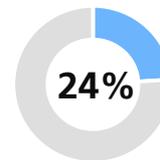
## FY 2013-14 College Members After 10-12 Months



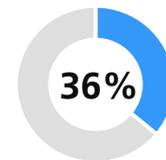
of former college members were **employed in ECE**



of former college members who gained employed in ECE felt CDWFI **helped to obtain their job**



of former college members experiencing a **promotion in an ECE job** felt CDWFI helped

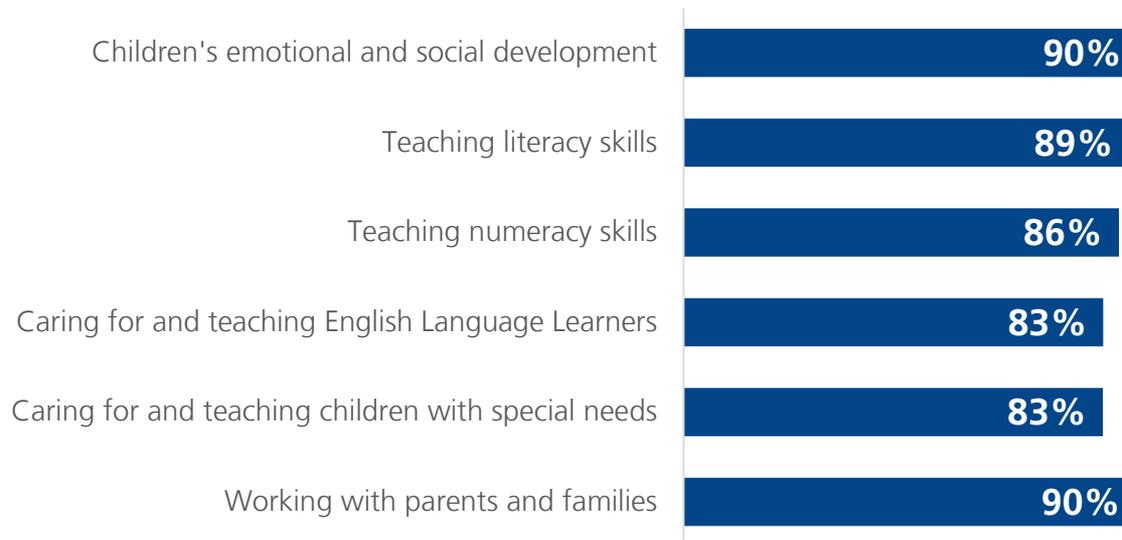


of former college members experiencing a **pay increase in an ECE job** felt CDWFI helped

Select Outcomes

# Knowledge of Quality ECE Practice

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

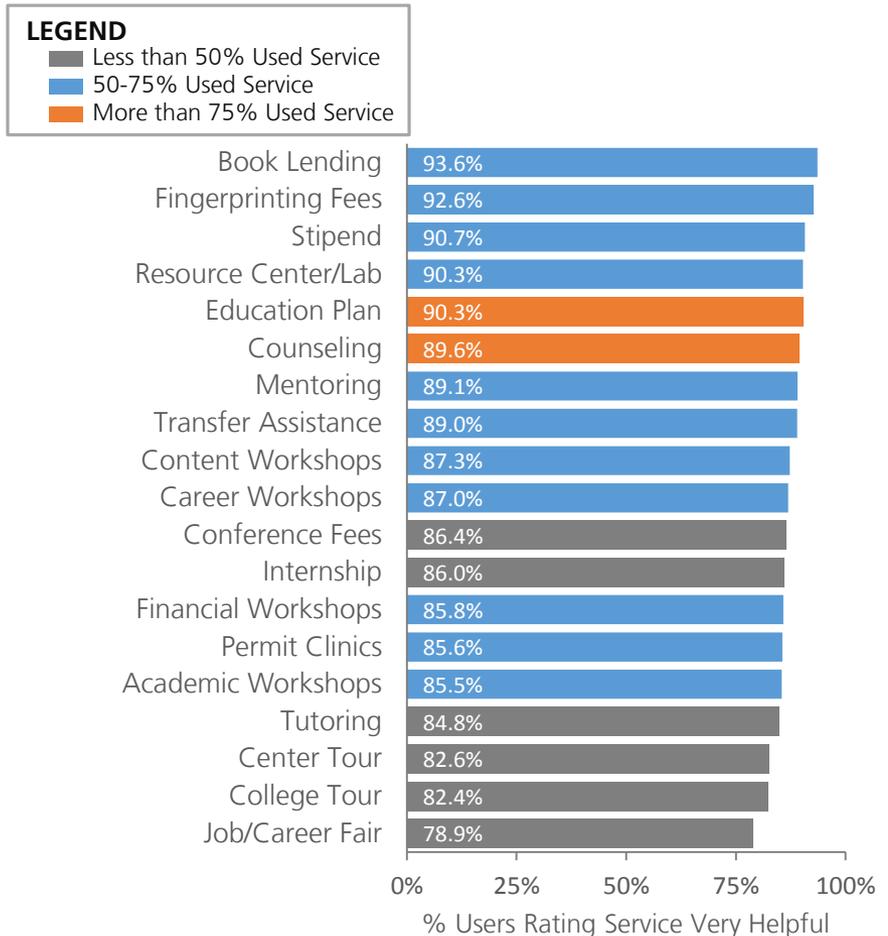


**Most college members felt the CDWFI program taught them about key areas of ECE practice.**

# Student Rating of Support Services

The CDWFI program delivered services college members found **very helpful** to achieving their goals.

College members were provided with a list of common services and asked to rate the helpfulness of the services they recalled using in the prior year. The results are a snapshot of the usefulness of some of the services delivered by the CDWFI program.



# Student Quotes

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 5 Benefits Stated by High School Members

1. Learning child development content (N=125)
2. Supporting career development (N=53)
3. Supporting educational goals (N=53)
4. Information in general (N=31)
5. Enrollment in college classes (N=24)

## Top 5 Benefits Stated by College Members

1. Supporting educational goals (N=374)
2. Support from CDWFI staff (N=224)
3. Direct financial assistance (N=222)
4. Workshops (N=105)
5. Supporting career development (N=198)

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“With the help of the mentors and advisers, they made sure I was taking the right courses for my major and to transfer. It was a big relief having this program **specialize in my major to help guide me.**”

---

Community college member  
Pierce College

---

“The CDWFI program has benefited me by providing the workshops I need to **gain the skills and knowledge** needed for employment and my education. It has also benefited me by being **more aware of the different paths** I can take in my education and career.”

---

Community college member  
Mount San Antonio College

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“The quality of my business has improved since being a CDWFI member. The relationships with parents and children in my care has improved...I have **received exceptional help, advice, guidance and support** from several of the program[’s] advisors.”

---

Community college member  
Antelope Valley College

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“I have been able to **use the information from all of the workshops** and [the] materials that I have received in order to become a more effective teacher in the classroom.”

---

Community college member  
Antelope Valley College

---

“This program has **changed my life**. Because of my participation I have been able to move into new [employment]. Paying double of what I am paid now. It has allowed me to move my family to a better location and help my husband **support my family.**”

---

4-year university member  
East Los Angeles College

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“CDWFI is the **only consistent support** for me in pursuing a career in the early childhood education field.”

---

Graduate student member  
Los Angeles Valley College

---

“It helped me to **achieve my goal** which was going from the associate permit straight to the site supervisor permit and that allowed me to **keep my job.**”

---

Community college member  
Santa Monica College

---

“Being back in school for the first time in 10 years... [the CDWFI staff] helped me with just about every issue that came up... I knew very little after being away from the academic world for far too long, and I am **beyond grateful this program exist[s] for people like me.**”

---

Community college member  
Los Angeles Valley College

---

“I got to learn all the different types of careers that ECE offers and it’s **motivated me to continue.**”

---

12<sup>th</sup> grade member  
Pierce College

---

“It provided me the resources to **manage a full-time job and attend school** at the same time.”

---

4-year university member  
Los Angeles City College

---

“A **huge financial burden was lifted** once joining CDWFI which enabled me to actual[ly] take classes that I needed to transfer, and also **gave me great support systems** (mentors, tutors, staff, teachers, workshops, etc.).”

---

Community college member  
Santa Monica College

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“There is a **wealth of resources** here which have **propelled me** further along my personal and professional path. Without this program it **would have taken me much longer** to get where I am currently.”

---

Community college member  
Pasadena City College

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## **Contact Information**

For more info, please visit:

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