

First5 LA

High School Recruitment Pilot Program Evaluation

Funded but not endorsed by First5 LA

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Evaluation and Training Institute



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Executive Summary

Introduction

The High School Recruitment (HSR) Pilot Program aims to address the demand for teachers and providers in the Early Care and Education (ECE) workforce. Toward that end, First 5 LA designed and piloted the High School Recruitment program, a program which provides high school students with information, resources and internship opportunities in the ECE field through a partnership between a grantee organization and high school.

ETI was contracted by First 5 LA to analyze and collect data from multiple program stakeholders to: 1) Determine whether the HSR achieved its target goals for student recruitment; 2) Examine whether students' knowledge and interest in the ECE field increased and if so, what role the HSR Pilot Program may have played in this observed change; and 3) Provide best practice recommendations for partner collaboration.

Evaluation Approach and Methods

In Summer 2011, ETI contracted with First 5 LA to conduct a series of student focus groups with program participants in Tiers 2 and 3 and a series of partner interviews with staff representatives from the five grantee organizations and partnering high schools and colleges. Grantees' evaluators also partnered with First5 LA to co-design an evaluation to track changes in participants' knowledge and interest in the ECE field. Student surveys were administered follow Tier 1 activities and again following Tier 2/3 activities during the 2010-2011 academic year. ETI analyzed all of the above data and it is presented in this final report.

Program Model Implementation

Each collaborative had the opportunity to implement the program's Tiered activity system according to what they thought would work best for participating schools. While all collaboratives implemented some combination of Tier 2 and Tier 3 activities— such as workshops, Child Development classes, field trips to colleges, universities or childcare centers, internships and job shadowing—the duration, frequency and content often differed within and across collaboratives. Some differences included varying degrees of interaction with young children, the focus of classroom learning, among others.

Program Targets

Grantee participants in First 5 LA's HSR Pilot program were given specific targets to achieve for student recruitment numbers for each Tier of the program and each year of implementation. We were unable to determine with certainty whether or not this was achieved since student numbers were reported for each activity and it was not clear how many of these students were "unduplicated." We have provided recommendations for clearer reporting practices moving forward.

Benefits of HSR to Students

Student focus groups, partner interviews, and student survey data revealed the following positive student findings:

- Students reported an increased interest in the ECE field.
- Students reported an increased interest in college enrollment.
- Partners reported that the program contributed to students' academic achievement through completing a college course.
- Students reported an improved knowledge about ECE careers and training.
- Students reported that they learned important child development concepts.
- Students reported that they learned effective skills and techniques for working with children to help put children on a path to a successful life.

Partner Collaboration and Best Recruitment Practices

Nature of the Partner Collaboration

Effective partner collaborations were key to successful program implementation. While each grantee implemented the program slightly differently, interviewees all agreed that they had a successful partnership. The following are key themes that arose in partner interviews and which contributed to successful partner collaboration:

- **People involved in the program:** The personalities, work ethic, shared goals, ability and willingness to communicate or shared vision of individuals made the program a success.
- **Maintained good communication:** Frequent communication, coordination of logistical support, coordination of activity scheduling, shared support for recruitment, and maintaining a general professional rapport.
- **Teamwork:** Interviewees reported that they approached the program through a joint effort that promoted program enrollment and student engagement through a streamlined implementation approach.

Best Practices in Fostering Collaboration

Many interviewees described successful implementation practices in their current partnerships that they would look for when creating future partnerships. These included staff members with whom they could develop effective systems and achieve a high level of planning and organization, sufficient resources, strong recruitment practices to tap into student interest, and a knowledgeable staff with an understanding of the program, the operational needs of a high school, and the student population.

Conclusion and Recommendations

We synthesized the information presented by all partners involved in the program to examine best practices in program implementation. We identified best practices and provided recommended courses of action (COA) based on partner interview reports of challenges and successful practices used to resolve these as well as from student feedback. A sampling of these COA's are provided below:

Program Structure

- ✓ Directly link what students learn to hands-on and experiential activities
- ✓ Engage students in the material by allowing students creativity in designing their own activities they can use

Effective Collaboration

- ✓ Partners should have staff with a solid understanding of the program and the necessary resources to implement activities in terms of space/time/scheduling
- ✓ There should be an established point of contact that is constant and accessible
- ✓ Establish shared mission and vision

Scheduling

- ✓ Plan activities early on in the year in conjunction with all relevant partners and distribute a calendar to students.
- ✓ Consider including students when planning after-school activities to minimize conflicts with student schedules.
- ✓ Plan as many activities as possible during school-time to increase student participation.
- ✓ Encourage early support from parents by presenting the benefits of participation during some type of parent orientation or informational material for parents.

Conclusion

Overall the program was effective from the perspective of implementation and partner collaboration, as well as positive student outcomes. All stakeholder groups found the concepts and practices to be valuable in furthering educational and career goals and real-life childcare skills.

Introduction

The overarching goal of the High School Recruitment (HSR) Pilot Program is to encourage more young people to consider Early Care and Education (ECE) as a career goal by providing high school students with information, resources, and internship opportunities in the ECE field as well as the opportunity to complete college coursework and receive college credit. Toward this end, five grantees were given funding to a) increase high school students' knowledge of the ECE field and b) increase their interest in joining the ECE workforce. These grantees were community colleges or community organizations that served as the lead organization in a collaborative designed to implement the HSR Pilot Program and achieve its goals. They partnered with a total of 14 participating high schools and community colleges referred to as "partners".

Collaboratives were responsible for implementing Tiered Activity programs at each site tailored to the diversity of the student population at participating high schools. The goal for **Tier 1** activities was to provide general outreach to high school students that included information about the importance of quality ECE services in the development of young children and the importance of the ECE profession. Possible outreach activities included dissemination of materials, guest speakers, orientation or recruitment assemblies, or other school or community events designed to share ECE information. **Tier 2** activities were reserved for students who expressed interest during Tier 1 and included hands-on activities to further expose students to ECE careers. Potential activities included field trips to child care centers, job shadows, college visits to Child Development departments, or other after school or extra-curricular meetings to provide in-depth information about ECE careers and/or career opportunities. **Tier 3** represents the most advanced phase of the program. In Tier 3, the goal was for students to receive individualized career/college counseling in addition to participating in a supervised internship at a preschool center and enrollment in college-level Child Development courses.

The Evaluation and Training Institute (ETI) was contracted by First5 LA to conduct a third party evaluation designed to achieve the following:

- Determine whether HSR achieved its target benchmarks for recruiting students
- Examine whether students' knowledge and interest in the ECE field increased and if so, what role the HSR Pilot Program may have played in this observed change.
- Provide best practice recommendations for how to recruit high school students into the ECE field.

ETI analyzed data collected during 2010-2011 to examine the work of the five grantees that received funding to recruit high school students into the Early Care and Education workforce. We designed our analysis and reporting approach to lead to an increased understanding of the benefits of the HSR program and to highlight key strategies of successful implementation.

Methods

Evaluation Background and Approach

In Summer 2011, ETI contracted with First 5 LA to conduct a series of student focus groups with program participants in Tiers 2 and 3 (see focus group sample). We also conducted a series of partner interviews with staff representatives from the five grantees and partnering high schools and colleges (see interview sample). In additional evaluation efforts, First 5 LA collaborated with grantees' evaluators to co-design an evaluation to track changes in participants' knowledge and interest in the ECE field. Grantees administered student surveys at two different program points during the 2010-2011 academic year. Students were asked to complete surveys both following Tier 1 participation and following Tier 2 and/or 3 participation. All instruments are included in the **Appendices (Appendix B: Student Survey; Appendix C Student Focus Group Guide; Appendix D: Partner Interview Guide)**. In Fall 2012 ETI conducted a detailed analysis of all of the above data. The bulk of analysis was guided by the following research questions, developed by First 5 LA prior to implementing the project:

1. Did the program achieve its target numbers for recruiting high school students?
2. Did students' knowledge and interest in the Early Care and Education (ECE) field increase?
3. If so, what was the role of the High School Recruitment Pilot Program in this observed change? What were some effective practices for increasing knowledge and interest (by grantee, across all grantees)?
4. What are some best practices for recruiting high school students into the ECE field?
5. What is the nature of the collaboration between partners?

Upon initial data analysis and in conjunction with First 5 LA, we developed three additional research questions to guide our analysis.

6. What did the program look like as it was actually implemented as reported through partner interviews?
7. How can the program be improved for future participants?
8. What are best practices and effective strategies that can be used to inform future workforce programs?

Data Analysis and Reporting

Student Surveys

We used descriptive statistics such as frequencies and means (when relevant) to analyze closed-ended survey questions from student surveys. Surveys were administered following participation in Tier 1 activities (Time 1) and following Tier 2 and/or Tier 3 activities (Time 2). For reasons described in the **Limitations** section, we do not refer to the surveys as pre- and post-surveys. All quantitative data and qualitative data gathered from student surveys were analyzed in the aggregate and according to when the survey was taken (Time 1 and Time 2). The data give us a snapshot of the program according to different levels of participation (program dosage). In other words, the Time 1 surveys give feedback on those who have only participated in orientation

and/or recruitment while Time 2 surveys give us feedback from students who have participated in more in-depth activities.

Student Focus Groups and Partner Interviews

Qualitative data from focus groups and interview transcripts were imported and analyzed by question using the qualitative software program, Dedoose. We analyzed the transcripts by assigning thematic codes to excerpts from interview and focus group transcripts. We were then able to count the frequency of each code using Dedoose's code co-occurrence diagram. The Code co-occurrence feature creates a visual breakdown of the number of times a code has been applied (see **Table 1** below). This gave us a clear entry point into analyzing the data as we looked at themes that occurred most frequently. The three or four most frequently cited themes were included in our findings in this report, which were integrated with survey data to present a relevant and cohesive overview of the key findings across grantees, schools, and students.

Table 1
Dedoose Code Co-Occurrence Example

	Q1 FG	Recommendation	Content knowledge	ECE credits	High School credits	Explore future work options	Experience with children	College prep/college credits	Interact with children	Learn more about children	Totals
Q1 FG		3	5	2	10	41	10	14	10	13	108
Recommendation	3									1	4
Content knowledge	5					1	1				7
ECE credits	2						1				3
High School credits	10					1	1	1		1	14
Explore future work options	41		1		1			2	3	3	51
Experience with children	10		1	1	1			1		1	15
College prep/college credits	14				1	2	1				18
Interact with children	10					3				1	14
Learn more about children	13	1			1	3	1		1		20
Totals	108	4	7	3	14	51	15	18	14	20	

Secondary Data Analysis

In order to answer the research question, “Did the program achieve its targets for recruiting high school students?” we referred to mid-year and end-of-year reports provided by First 5 LA that were created by each grantee organization. These reports contained information on the number of activities and number of students served for each Tier. Our goal was to compile this data and compare it to the program’s benchmarks for recruitment and enrollment (see **Program Targets** section). These benchmarks were intended for grantee organizations as a whole, therefore, when compiling the data, we looked across all of the grantees’ partner high schools (adding the numbers of students served and activities completed).

Reporting

We have presented our findings in terms of the most frequent and salient themes that arose during analysis and have aligned the report sections to correspond to the original research questions. In addition, the findings are designed to highlight effective practices that can be applied to future programs.

Limitations of the Evaluation

Student Surveys

The original evaluation plan included data analysis for a pre-and post-test design; however, there were several limitations that prevented us from analyzing the data this way. Surveys were designed to be administered to students following Tier 1 and then again following Tier 2 and/or Tier 3 activities. Since the “pre-survey” was administered following Tier 1 recruitment/orientation activities and because of the way questions were phrased, we do not actually have a baseline against which to examine students’ interest or knowledge. For example, responses to the questions “I have learned more about early childhood education career opportunities” on the first survey would most clearly indicate what students felt they had learned as a result of the Tier 1 activities but not how much their knowledge had grown since we do not know their knowledge level prior to any program exposure. This same logic would apply to the second survey. Without a baseline, we can only interpret these findings in terms of what they tell us about what students felt they learned as a result of Tier 2 and/or Tier 3 activities.

Ideally, we would also have been able to analyze increases in individual students’ interest in ECE through questions like “I plan to take college classes in child development and early childhood education in college”; however, First 5 was not confident that the ID’s assigned to students were unique and assigned to the same student at each time point. **Being unable to match the surveys to individual student respondents prevented us from tracking the change in students’ knowledge or interest in ECE for any given individual. Instead, quantitative data gathered from student surveys were analyzed in the aggregate and according to when the survey was taken (Time 1 and Time 2).**

In addition, when we examined our data sets by looking at the number of students who completed the surveys by school, we realized that there was some mismatch in the students who completed the first and second survey. As depicted in **Table 2**, a few schools completed one set of surveys but not the second, meaning that our analysis does not provide a commentary about one cohesive group of students. In addition, when we looked at the numbers of students who completed the surveys by school we realized that we had an uneven distribution, meaning that survey feedback is not widely representative of all school sites or grantee organizations. Instead, the outcomes are representative of students with program experiences specific to the grantee with a higher number of survey responses.

Table 2
Survey Completion by Grantee Organization and School
(T1: n=577; T2: n=331)

Grantee	School	Time 1/2	Frequency	Percent of Students Submitting Surveys from this Site
The Boys & Girls Club of the South Bay	Narbonne HS	Time 1	N=38	7%
		Time 2	27	8%
The Children's Collective	Susan Miller Dorsey HS	Time 1	55	10%
		Time 2	--	--
	Thomas Jefferson HS	Time 1	32	6%
		Time 2	--	--
	John C. Fremont HS	Time 1	--	--
		Time 2	--	--
	Youth Opportunities Unlimited Alternative HS	Time 1	--	--
		Time 2	--	--
Los Angeles City College Foundation	Franklin HS	Time 1	42	7%
		Time 2	32	12%
	Miguel Contreras HS	Time 1	46	8%
		Time 2	27	10%
	Marshall HS	Time 1	55	10%
		Time 2	47	17%
	Eagle Rock HS ¹	Time 1	21	3%
		Time 2	--	--
Los Angeles Valley College	Polytechnic HS	Time 1	37	7%
		Time 2	10	19%
	Panorama HS	Time 1	23	4%
		Time 2	11	21%
	San Fernando HS	Time 1	44	8%
		Time 2	32	60%
Rio Hondo	South El Monte HS	Time 1	88	15%
		Time 2	66	24%
	Mountain View HS	Time 1	89	16%
		Time 2	78	28%

Student Focus Groups and Partner Interviews

We analyzed the transcripts by assigning thematic codes to excerpts from interview and focus group transcripts. We were then able to count the frequency of each code using Dedoose's code co-occurrence diagram. The Code co-occurrence feature creates a visual breakdown of the number of times a code has been applied (see **Table 1** above). While these frequencies were helpful for determining the relative importance of a certain theme, several factors limited the usefulness of this application. Namely, the frequency may have been higher or lower than reported as a result of the following factors:

- In focus groups, it can be difficult to determine when one-person stops talking and another begins. In these situations, more students could have added to or

¹ Eagle Rock HS did not submit Time 2 surveys because they stopped participating in the program.

agreed with one student's comments than what was actually reported in an excerpt.

- If one individual repeated an idea more than once during the focus group discussion they may have been counted in the frequency diagram more than once.

While the above may make it difficult to determine the real frequency of themes repeated throughout a transcript, using the code co-occurrence diagram was still helpful for informing the relevance of a given theme. Therefore, these diagrams were used as a basis for our qualitative data analysis and reporting process.

Evaluation Sample

The section includes a breakdown of partner interviews conducted with high school and college program representatives. The section also provides an overview of student survey and focus group participants, including students' demographic information and reasons for program participation. Since the student groups who completed the Time 1 and Time 2 surveys differed, we have presented demographic information from both.

Partner Interview Sample

The HSR Pilot Program employs a collaborative approach to program implementation. One organization or college partnered with a high school or college to implement the program activities, with one agency/organization responsible for the overall administration and coordination of the program. The overall success of the program hinged on the collaborative's ability to effectively manage program activities. Since this partnership was so important to the program's overall success, partners in each collaborative were interviewed to learn about challenges to implementation, successful strategies, and recommendations for improvement. An individual from each high school and lead agency were represented, enabling us to hear from a wide variety of key staff responsible for program implementation (see **Table 3** on the following page). In addition, those interviewed represented a wide range of roles within their organization or school, and consisted of recruiters, professors, teachers, administrators, and principals, among others.

Table 3
Partner Interview Sample
(n=23)

Grantee Organization	High School/Partner	Partner Position
The Children's Collective	* The Children's Collective	Recruiter
		Mentor Counselor
	Susan Miller Dorsey HS	Interview not conducted
	Thomas Jefferson HS	Interview not conducted
	John C. Fremont HS	Administrator
	Youth Opportunities Unlimited Alternative HS	Administrator
Boys & Girls Club of the South Bay	*Boys & Girls Club of the SB	ECE Outreach & Recruitment Coordinator
	Nathaniel Narbonne High School	Program Coordinator
	LA Harbor College	Division Director
		Child Development Professor
Los Angeles City College Foundation	*LA City College Foundation	Lead Recruiter
	Benjamin Franklin HS	Assistant Principal
		Child Development Teacher
	Miguel Contreras HS	College & Career Counselor
		Child Development Teacher
	John Marshall HS	Assistant Principal
Los Angeles Valley College		Child Development Teacher
	*LA Valley College	Recruitment Coordinator
	JHF Polytechnic HS	Child Development Teacher
	San Fernando HS	Child Development Teacher
	Panorama HS	Spanish Teacher
Rio Hondo College	*Rio Hondo College	Program Recruiter
	Mountain View HS	English Teacher & Co-Chair of TPA
	South El Monte HS	Guidance Counselor
		English Teacher

Student Survey Sample: Time 1 Survey

At Time 1 of survey completion, 81 percent of students surveyed were females and 19 percent were males. As can be seen in **Table 4**, most student survey participants were in the 12th grade (48%) and the fewest were in the 9th grade (3%). This is consistent with the program models across schools, as many require higher-level course work that may be too rigorous for younger high school students.

Table 4
Grade Level (Time 1 Survey)
(n=562)

Grade	Frequency	Percent
9 th	18	3%
10 th	97	17%
11 th	179	32%
12 th	268	48%

As indicated in **Table 5**, the majority of student survey participants identified themselves with a Latino ethnic group (85%).

Table 5
Ethnicity (Time 1 Survey)
(n=562)

Ethnicity	Frequency	Percent
Black/African American	43	8%
Asian	13	2%
White/Caucasian	7	1%
Latino	487	85%
Pacific Islander	9	2%
Native American/Alaskan	--	--
Other	11	2%

Student survey participants were asked about their highest educational goals. **As shown in Table 6, 86 percent of survey participants intend to obtain a B.A or B.S or go on to graduate school.** Less than 1 percent of students said that they did not plan to continue some form of education after high school. This finding is positive given First5 LA's goal to increase the education and qualifications of the ECE career workforce.

Table 6
Highest Educational Goal (Time 1 Survey)
(n=562)

Goal	Frequency	Percent
Work only	1	.2%
Certificate program	2	.4%
Community College (Associate Degree)	69	14%
University (B.A./B.S.)	292	59%
Graduate Study	135	27%

Student Survey Sample: Time 2 Survey

The Time 2 Survey sample was smaller than the Time 1 sample. Three schools submitted Time 1 but not Time 2 surveys which accounts for part of the drop-off. It is also possible that Time 1 surveys were given to students who did not continue on into Tier 2 or 3 activities. The sample of students at Time 2 was composed primarily of female students (83%). Similar to the Time 1 sample, most students at Time 2 were also in the 12th grade (**Table 7**).

Table 7
Grade Level (Time 2 Survey)
(n=329)

Grade	Frequency	Percent
9 th	4	1%
10 th	75	23%
11 th	102	31%
12 th	148	45%

Similar to Time 1, an overwhelming number of students identified themselves as Latino (92%) compared to other ethnic groups (**Table 8**).

Table 8
Ethnicity (Time 2 Survey)
(n=333)*

Ethnicity	Frequency	Percent
Black/African American	8	2%
Asian	5	1.5%
White/Caucasian	8	2%
Latino	307	92%
Pacific Islander	5	1.5%
Native American/Alaskan	--	--
Decline to State	2	--

*This was a check all that apply question

Table 9 provides information on students' educational goals at Time 2. Students' responses indicate that an overwhelming number plan to attend at least some form of school after high school. In addition, a large number reported having a goal to attend graduate school (37%).

Table 9
Highest Educational Goal (Time 2 Survey)
(n=324)*

Goal	Frequency	Percent
Work only	2	1%
Certificate program	4	1%
Community College (Associate Degree)	45	13%
University (B.A./B.S.)	158	48%
Graduate Study	115	37%

*Six students did not complete this question,

Student Focus Group Sample

Focus groups were conducted to gather more substantive feedback from students participating in Tiers 2 and 3. They were also helpful for highlighting unique program experiences that may have arisen at different high schools. **Table 10** below illustrates the distribution of student focus group participants by grantee, school and Tier. A total of 112 students participated in focus group discussions. This included students from high schools that partnered with each of the five grantees (16-32 students representing each grantee organization).

Table 10
Focus Group Sample
(n=103)

Grantee Organization	High School	Focus Group Tier	# of Students
The Children's Collective (n=17)	Susan Miller Dorsey High School	Tier 3	10
	Thomas Jefferson High School	Tier 3	7
	John C. Fremont High School	NA	NA
	Youth Opportunities Unlimited Alternative High School	NA	NA
Boys & Girls Club of the South Bay (n=16)	Nathaniel Narbonne High School	Tier 2	6
		Tier 3	7
Los Angeles City College Foundation (n=32)	Benjamin Franklin High School	Tier 3	9
		Tier 3	6
	Miguel Contreras High School	Tier 3	5
		Tier 2/3	3
	John Marshall High School	Tier 3	5
		Tier 3	4
Los Angeles Valley College (n=16)	JHF Polytechnic High School	Tier 2/3	1 (Tier 2) 2 (Tier 3)
	San Fernando High School	Tier 2/3	2 (Tier 2) 4 (Tier 3)
		Tier 3	7
	Panorama High School	NA	NA
Rio Hondo College (n=22)	Mountain View High School	Tier 2	5
		Tier 3	6
		Tier 2	4
	South El Monte High School	Tier 2	7

Program Model Implementation

This section addresses the research question:

What did the program look like as it was actually implemented?

Each collaborative had the opportunity to implement the Tiered activity system according to what they thought would work best for participating schools. To account for the diverse approaches and to provide an overview of the program as it was actually implemented at the ground level, the ETI evaluation team developed a “program model” by grantee and school (where possible), to highlight major activities by Tier. These “models” are presented in table form and included in **Appendix F**. They were based on feedback from partner interviews and student focus group discussions and relied on the role, perspective, and experience of the people participating in the interviews and focus groups to provide us with a view of the program’s implementation. We have included this information as a general guide to the way the program was implemented in 2010-2011, but they are not necessarily definitive guides to program implementation by site.

We have also developed a set of tables to provide an overview of activities by tier (see **Tables 11-13** below). These tables are designed to highlight the range of activities as they occurred across sites. **Table 11** highlights three recruitment strategies, each strategy consisting of all the reported recruitment activities for a grantee². **Table 12** combines the major activities, related content and implementation schedules for activities that were implemented as either part of Tier 2 or Tier 3. We presented these similar activities together to provide an overview of the range of how these activities were implemented. Lastly, **Table 13** highlights activities that were specific to Tier 3 only, and includes an overview of key differences in internship locations, schedule, and compensation across grantees and schools. The narrative to follow highlights some differences and similarities across sites.

Table 11
Tier 1 Activity Overview

Recruitment Strategy	Activity
Strategy 1	<ul style="list-style-type: none"> Advertising on Bulletin board Orientation Meeting for parents Follow-up meeting with interested students
Strategy 2	<ul style="list-style-type: none"> College knowledge symposium for 9th grade students College night to provide college entrance information Distribution of flyers Presentations
Strategy 3	<ul style="list-style-type: none"> In-class assembly/presentation Attendance at school events

² Interviews focused primarily on understanding the nature of the grantee/high school collaboration and student outcomes, and therefore not every interview included information on recruitment. **Table 11** presents the information that was included in interview feedback, and does not represent all recruitment activities undertaken or grantees.

Table 12
Tier 2-3 Activity Overview

Activity	Topic/Location	Schedule/Duration	Content
Workshops	Early Education	Tier 2 <ul style="list-style-type: none"> Once a week/2-3 hours 2 Workshops 10 Workshops 	Tier 2 <ul style="list-style-type: none"> Guest speaker presentations. Support groups/general mentoring. Introduce ECE and Career options. Bullying workshop. Workshops for kids unable to participate in field trips. Curriculum workshops: math, science, reading, toys and games, music etc. and that give hands-on experience about what an ECE instructor does.
Classes and/or Club Meetings	<ul style="list-style-type: none"> Child Development Intro to Teaching Education 	Tier 2 <ul style="list-style-type: none"> Saturday classes (3 total) Summer classes During-school/once a week/ 3 hrs After-school/once a week/1.5 hrs Lunchtime/once a Week/30 min During school year/every other Week/1.5-2 hrs Tier 3 <ul style="list-style-type: none"> After-school/twice a week During school/twice a week/3 hours per class After-school/3 days a week/1 hr a day/10 weeks 	Tier 2 <ul style="list-style-type: none"> Activities/strategies for teaching and entertaining children Personal skills and interest activities (2-3 weeks); lecture and hands-on activities Presentations, sometimes w/guest speakers; followed by hands-on activities. Hands-on activities including crafts, sharing, dramatizations, and group work. Growth and development, overall health of infants. Virtual learning modules. Class on music and movement and children's literature. Student presentations on topics that impact children such as child abuse. Tier 3 <ul style="list-style-type: none"> ECE theories; real-world applicable assignments (i.e. interviewing mother) Studying child development and activities such as "egg baby" assignment, journaling, creating games, studying child development Classroom instruction, role play, videos, writing assignments, workshops <ul style="list-style-type: none"> College credit HS Credit Extracurricular Certificate toward an AA degree in Child Development
Mentoring /Counseling	ECE Content	<ul style="list-style-type: none"> Twice a month 	<ul style="list-style-type: none"> Information about ECE and Careers
Field trips	<ul style="list-style-type: none"> Child care centers Colleges Universities College/Career Fair Museum on Diversity 	<ul style="list-style-type: none"> Field trips range from 1-4 	Tier 2 <ul style="list-style-type: none"> Campus tour, ECE department tour, students receive student ID's, marketing info, participate in ECE activities Observe children at child care centers College field trip where students met with a Professor, participated in activities, researched careers, and learned about teaching. Museum trip focused on diversity Tier 3 <ul style="list-style-type: none"> Observed children at daycare centers and learned about training requirements, pay rates, cost of attendance. Unknown Tier <ul style="list-style-type: none"> Fair to recognize HS students for their achievements

Table 13
Tier 3 Activity Overview

Activity	Location	Duration	Content	Compensation
Internship	Child care centers	Summer/six weeks/35 hrs a week	Info not available	Paid
		10 hour minimum	Info not available	Info not available
		Six weeks/once a week/2-3 hours	Playing w/kids, planning and implementing activities, cleaning.	Stipend
	Pre-schools	2-days	Info not available	Paid
		Info not available	Child development classes and the opportunity to implement learning w/preschoolers	
Job Shadowing	<ul style="list-style-type: none"> Child care centers Pre-schools Middle and High Schools 	Observe teachers for 2 hours	Info not available	Info not available

While all collaboratives implemented some combination of Tier 2 and Tier 3 activities—such as workshops, Child Development classes, field trips to colleges, universities or childcare centers, internships and job shadowing—the duration, frequency and content often differed within and across collaboratives. For example, one school’s internship lasted over a period of two days at a childcare center, while others were spread out over a period of 6 weeks, for a few hours a day, one day a week; or, in another case, seven hours a day, five days a week over the summer. Internships could also be paid or unpaid.

Other differences included varying levels of hands-on learning during visits to childcare centers. Some students were led through the center without interacting with the children while others were able to interact and apply what they had learned. In addition, the content of Child Development classes included a vast range of ECE-related content and activities. For example, LAVC’s program included a series of exercises to learn about personality traits related to career options, a literature class on how to read to children and a “boy-friendly” class aimed at activities for boy children among other activities.

Program Targets

This section addresses the research question:

Did the program achieve its targets for recruiting high school students?

Grantee participants in First 5 LA's HSR Pilot program were given specific targets to achieve for each Tier of the program and each year of implementation. **Tier 1** benchmarks included outreach to a minimum of 300 students the first school year, and a minimum of 500 students in each of the second, third, and fourth school years³. **Tier 2** milestones included (40) students in the first year, (45) students in the second, and (55) students in the third and fourth years to participate in Tier 2 activities. **Tier 3** targets include recruitment a minimum of (10) students in the first year, (20) in the second year, and (25) students for the following two years. For each program year, grantees were expected to conduct eight recruitment activities. **Table 14** provides a visual of the program targets by tier and year.

Table 14
Program Targets

Year	Tier 1 Activities	Tier 1 Recruitment	Tier 2 Enrollment	Tier 3 Enrollment
Y1 08-09	8 Activities	300 across high schools	40	10
Y2 09-10	8 Activities	500 across high schools	45	20
Y3+ 10-11 11-12	8 Activities	500 across high schools	55	25

Grantees were requested to submit reports twice a year (Mid-Year and End of Year Reports) detailing program target numbers for a specified time period. We conducted a review of secondary data in order to report if and the extent to which grantees met their target benchmarks, however, we were unable to determine with certainty whether or not this was achieved.

There were many limitations to our analysis in part due to a lack of alignment between the ways the data were reported and the way the benchmarks were requested. For example, benchmarks were presented in terms of the *number of students served overall*. However, many grantee reports contained the data in terms of *numbers of students participating in each activity*. Since it is highly likely that students participated in more than one activity, we do not know the number of *unduplicated* students who participated in Tier activities overall since a student would be counted more than once if they participated in more than one activity. In some cases, grantees did specify that the numbers were “unduplicated,” but this reporting practice was not consistent.

³ Taken from the HSR program Request for Proposal Document

The issue of duplicating numbers of students was further compounded by the reporting system which required grantees to submit progress reports at two times, mid-year and end-of-year, and report on the number of students served or who completed activities *only* for that time period. To determine the total number of students served, these numbers were combined. However, the grantee may have included duplicates in one report and not another or in both. In a few cases, a report was missing from the school year and numbers would have been under-reported.

Most end-of-year reports and some mid-year reports contained “program progress data” tables at the end of the report with the total number of students served during the report period, by Tier. These data were used in our analysis whenever possible to mitigate the duplication problem described above. However, the mid-year reports did not contain these types of numbers, so combining the data from both reports was still likely to have resulted in duplicates.

In addition to issues related to reporting student numbers, it was also difficult to track the number of activities completed for Tier 1 due to the different levels of detail grantees provided. While the target for Tier 1 was to complete eight activities per year, some grantees reported broadly about the type of activity and not its frequency. For example, a grantee may have conducted on-site recruitment at lunch, but not reported how many times this occurred.

Although we were unable to draw clear conclusions in response to this section’s research question, we included our secondary data analysis findings in **Appendix A**. Tables are included for each grantee organization and include program targets along with reported numbers for recruitment for each target. **For future program efforts, we recommend that reporting instructions specify that participants keep a log of unduplicated students for *each* reporting period in order to accurately assess the extent to which program targets are met.**

Benefits of HSR to Students

This section addresses two research questions:

Did students' knowledge and interest in the Early Care and Education (ECE) field increase?

What were some effective practices for increasing knowledge and interest?

Reasons for Participation

Students were asked to describe why they chose to participate in the HSR program in both surveys and focus group discussions. **As illustrated in Table 15 below, the highest number of students surveyed participated because they wanted to “know more about ECE careers” (n=232).** A near evenly distributed number of students participated because of a friend, encouragement from a teacher or other adult, or because the announcement seemed interesting (n=123-130). In other responses, students explained that they participated for credits, because they want to become a teacher or because they enjoy working with children.

Table 15
Reasons for Participation*
(Time1: n=570-577)

Why did you participate in the High School Recruitment Program Activities?	Frequency
I wanted to know more about ECE careers	232
The announcement was interesting	130
My teacher/another adult at school encouraged me to participate	126
My friends told me about it	123
Other*: Specify	46

*This is a “check all that apply” question

*Other responses included: for credits, interested in career as a teacher, enjoy working with kids, among others.

When students were asked during focus groups to describe the reasons they decided to join the program, students' responses support the findings presented in **Table 15** above. Participants most frequently cited that they participated in order to become aware of and **learn more about careers with children** (41 instances).

“I joined this club was because my child development teacher talked to us about it and it seemed pretty interesting. I tried it out because for my career I would like to be involved with kids. I would like to be a teacher or a social worker. I'm not sure yet. It made me learn more about kids.”

Some students talked in general terms about participating in the program to gain **experience working with children or for the opportunity to interact with children** (10 instances each). In many of these instances, their interest was work-related, and students reported that they were considering working with children as part of their future job or career plans.

Other students participated to receive college or high school credits. Students who wanted college credits were often interested in a major related to ECE, and thought that the credits would help them get a head start on their major while still in high school (14 instances). Those who participated for high school credits often *“needed the credits to graduate”* (10 instances). Interestingly, several of the students who reported that they only took the class because they needed the credits were from the same high school, indicating that referring students purely to fulfill credits may have been specific to this school.

“I joined this program because it looked interesting, and I want to be a child development major.”

“The reason I took this class was because I want to major in Education and I wanted to get college credit while I’m still in high school.”

Student Interest

One goal of the HSR Pilot Program was to increase students’ interest in the ECE field. Students were surveyed following their exposure to the program after Tier 1 activities (Time 1) and following Tier 2 and/or 3 activities (Time 2). They were asked to rate the extent to which they value ECE and their interest in pursuing ECE further, either through more course work or as a potential career.

Overall, students’ responses were high whether they had only been exposed to Tier 1 recruitment/orientation activities (from Tier 1 student responses) or to more intensive Tier 2 and 3 activities (from Tier 2 and 3 student responses), indicating that students participating at any level of the program had an interest in the field of early childhood education (see Table 16). While it should be noted that we were unable to conduct a true pre-posttest design, through significance testing we do see that, while students’ responses were positive at both points in time, their responses became more positive following more in-depth involvement in the program in all areas except one, “I plan to have a career in early childhood education,” in which no change occurred.

Table 16
Value and Plans for Early Childhood Education (Student Survey)
Time 1 (n=229-506)
Time 2 (n=180-326)

Please circle how much you agree with each of the following statements...	Time	1 ⁴ Definitely	2 Some- what	3 A little	4 Not at all	5 I don't know	Mean ⁵	Δ
The quality of early childhood education services is extremely important.	1 N=506	392 (78%)	84 (17%)	22 (4%)	2 (.4%)	6 (1%)	1.3	+.1
	2 N=326	278 (82%)	40 (14%)	8 (3%)	--	2 (.7)	1.2	
I know what to do if I want to pursue a career in early childhood education.	1 N=229	64 (28%)	100 (44%)	44 (19%)	14 (6%)	7 (3%)	2	+.4
	2 N=180	102 (25%)	59 (18%)	16 (4%)	3 (.4%)	4 (1%)	1.6	
I plan to take college classes in child development and early childhood education in college.	1 N=506	164 (32%)	152 (30%)	105 (21%)	27 (5%)	58 (12%)	2	+.2
	2 N=305	152 (50%)	89 (30%)	46 (15%)	18 (6%)	24 (7%)	1.8	
I plan to have a career in early childhood education.	1 N=506	129 (26%)	155 (31%)	105 (21%)	40 (8%)	77 (15%)	2	0
	2 N=302	125 (41%)	102 (34%)	52 (17%)	23 (8%)	25 (7%)	2	

*Mean scores are rounded to the nearest 100th.

During focus groups, students were asked to describe their level of interest in an ECE career prior to becoming involved with the HSR program and after participation. Students' interest in ECE careers varied widely before participation. According to focus group responses, many students were already interested in the field (31 instances), some students were somewhat interested (13 instances), and some were not at all interested (26 instances) prior to program participation.

After students were given the opportunity to learn more about careers in ECE and may have had the opportunity to experience what this type of career might be like, students were asked whether participation in the HSR increased, decreased, or had no change on their interest in the ECE field. **On the whole, there was a higher frequency of reports of increased interest in the ECE field (25 instances) compared to those who were less interested (10 instances).** For these few students who were less interested, the experience helped them decide that ECE was not a good career fit. Some felt that they would rather work with older age groups while others wanted related careers, such as social work, and still others found that they preferred to explore careers in completely different areas.

"As for me, being the oldest, I didn't want anything to do with kids, but after doing the internship and getting to know other kids...It helped me because I wanted to be like a registered nurse, and working with kids made me want to work with kids, too."

⁴ Scales on the surveys were reversed so that a 1 is the highest rating and a 4 is the lowest rating.

⁵ Mean scores reflect the reversed scale so that a lower mean from Time 1 to Time 2 represents an increase.

"I was interested about 70%. I was considering becoming a psychologist for kids or even a social worker and that's why when I heard about this class I was really interested in taking it, especially because it was offered at our school. I've increased my percentage of wanting to major in this because I've had a chance to interact with the center and see how it works. Now I just need to go to the internship and actually work with the kids and see how well that goes."

During partner interviews, interviewees reported that students' increased interest in ECE was a major success of the program (16 instances). This was the most frequently cited student success. In addition, interviewees were of the opinion that the program went beyond increasing interest in ECE to promoting interest in college in general and to encouraging students to set their sights on higher academic achievements including successfully completing college courses and enrolling in college.

Increased interest in ECE (16 instances)

According to partner interviews, students were more interested in early childhood education as a field to pursue in college and as a career field as a result of their participation in the program. They reported that even those students who were not initially interested or participated only in the program to fulfill high school credits gained a legitimate interest in the field.

"I was most surprised that I got a lot of the kids who ended it that in the class initially they were doing it because 'oh, it's a college class and I'll get college credit. It's going to look good when I apply.' They were doing it more for that reason and not as much about are you really passionate or really interested in working in early childhood. But by the end, I was really surprised at how many kids were...had kind of bought into it."

"I think what opened their eyes were the different varieties of tasks and the different skills that you can get. It's not just a teaching job. You can do many things in this child development field and the courses that they take. That is what I think got them interested. It was successful for them. I even had a waiting list for students who wanted to keep going to the college course, but only so many people could go."

"When we met with the interns after having completed their internship at the end of the summer, we could tell that some of them are really excited about the field of child development and that we have actually had some of the students transfer to [the college] and actually take child development classes."

College Interest / Enrollment

Partner Interviewees reported that one of the observable successes of the program was students' increased interest in college and their enrollment in college classes (15 instances). According to interviews, ECE classes gave students an entry point into thinking about college. They felt more confident, had more direction, and were more interested in enrolling in classes and getting a degree. Interviewees also reported that some students had followed through with enrolling in college classes and that their academic outlook overall had improved.

"I think at [one high school] what I'm thinking about is most of the students that started in the program, let's say in the first three months of the program this past

year as an example, were not interested in going to college and did not have an idea of what they wanted to study. I would say the majority; I would even venture to say 90% of the students definitely had a plan to go to college at the end of the program. Not so high of a number, maybe something like 50% or maybe higher, maybe 60% were definitely interested in ECE.”

“Their success was in actually completing a college course and completing it very successfully by getting a good grade. The students who were not doing so well in high school actually saw that they got a good grade in a college course and it boosted their self-esteem. It boosted their motivation to keep continuing and to try even harder through their high school experience. I even had a waiting list for students who wanted to keep going to the college course, but only so many people could go.”

“When I was the advisor of the program a lot of our students taking our college course levels or ED110 level, after they completed that, that was a stepping stone for them to continue taking additional courses in that area in order for the students to qualify for a child development program. So I had a few students who were very interested in pursuing more college courses. So we would have them enroll and register with [the college] and take additional courses in child development so that they could qualify for the assisted permit so that they would hopefully be able to find a job working at a preschool or a child development center. I would say it could be anywhere from about 3 to 5 students per high school site [who] went on to take additional college classes in ECE.”

Academic achievement (7 instances)

In addition, partner interviewees attributed students' academic successes both in the program and beyond to participation in the HSR program. In some cases their sense of academic achievement and sense of belonging to the program boosted their self-esteem and encouraged continued academic efforts.

“First of all we had a very high retention of students. There was less than 5% that actually dropped out of the program. And they were basically with the program a full year starting from September all the way until June. And in the end there were 41 students who completed the program. There were maybe three students who actually failed the class but the rest of them all received A's and B's, some C's and very, very few D's. I was extremely pleased with the outcome of the students: the completion rate and the grades. They're not just all kids that are A students. I'm talking about kids from all over the map.”

“Their success was in actually completing a college course and completing it very successfully by getting a good grade. The students who were not doing so well in high school actually saw that they got a good grade in a college course and it boosted their self-esteem. It boosted their motivation to keep continuing and to try even harder through their high school experience.”

Through our triangulation of three different data streams (student surveys, student focus groups, partner interviews) we feel confident that students' interest in the ECE field did increase. Students were interested in the field as career option and also expressed interest in the ECE as an academic field they wanted to pursue.

Student Knowledge

A second goal of the program was to increase students' knowledge of ECE concepts as well as education and career opportunities. As shown in **Table 17**, students reported on their level of learning regarding ECE career opportunities, requirements, and ECE college programs both after participating in Tier 1 and also after participating in Tier 2 and/or 3. After Tier 1 recruitment and orientation activities, students' responses varied when asked if they had learned more about ECE opportunities, requirements, and college programs. **After taking the survey at Time 2 students' responses tended to indicate that they had learned more in these areas suggesting that students who participated in Tier 2 and 3 activities did learn more about career opportunities, requirements, and college programs than students participating in Tier 1 activities.** This finding makes sense given the fact that Tier 2 and 3 activities were the meat of the program while Tier 1 activities were designed for recruitment and outreach. While the responses below give us a picture of what happened at the Tier level, the wording of the questions and the fact that we do not have baseline information for students (i.e., we do not know their level of knowledge prior to participation), means that we cannot draw conclusions about *changes over time*. Therefore, did not do significance testing to depict differences between the two time points (represented by Delta).

Table 17
Program Impact—Learning Outcomes
(Time1: n=499-506)
(Time2: n=326-327)

Please circle how much you agree with each of the following statements...	Time	1 Definitely	2 Some- what	3 A little	4 Not at all	5 I don't know	Mean ^{6*}
I have learned more about early care and education career opportunities .	1 N=506	204 (40%)	191 (38%)	86 (17%)	17 (3%)	8 (1%)	1.8
	2 N=327	239 (71%)	76 (25%)	11 (4%)	1 (.4%)	--	1.3
I have learned more about early care and education career requirements .	1 N=505	179 (35%)	193 (38%)	95 (19%)	25 (5%)	13 (3%)	1.9
	2 N=326	232 (69%)	79 (25%)	14 (5%)	1 (.4%)	3 (.7%)	1.4
I have learned more about early childhood education college programs .	1 N=499	163 (33%)	184 (37%)	101 (20%)	37 (7%)	14 (3%)	2
	2 N=327	203 (60%)	104 (33%)	16 (5%)	4 (1%)	1 (.4%)	1.5

*Mean scores are rounded to the nearest 100th.

During focus groups students were asked to describe what they knew about ECE before becoming involved with the HSR as well as how the program increased their knowledge. **Overall, most students reported that they knew very little or nothing about ECE when they first became involved.** While most students knew very little about ECE, several did have some general knowledge related to specific ECE careers, and thought that the program would be about “becoming a pre-school or kindergarten teacher” or help with a career in “pre-school, kindergarten and daycare.”

⁶ Mean scores reflect the reversed scale so that a lower mean from Time 1 to Time 2 represents an increase.

When describing what they know now as a result of their participation in the program, students' comments indicated improvement in knowledge about careers and training (36 instances); content knowledge related to child development (22 instances); and specific skills and techniques (13 instances). Specifically, students learned about the level of education they would need to have a career in ECE; requirements to work with children in daycare centers such as license requirements; specific information on ways children develop at different stages, and strategies used for interacting with children.

"We had a class about careers and early childhood development. And early childhood care. And they basically showed us the amount of school you need and the wages you earn. And what you need to do, basically, to get started in those careers."

"They also taught about preschool, home daycare. There are certain licenses you need. There is home preschool and registered preschool, we learned about the difference between the two."

"I've increased my knowledge. When I first started taking the college class, Child, Family and Community, I didn't know anything about attachment theories and when the teacher explained it I realized how that and child development went together. How children interact with their parents and things like that."

"We learned about little kids, how to take care of them if they're having a tantrum, what to do and what not to do."

Even after going through the program, some students continued to have questions regarding ECE careers and training (17 instances). Some of these questions were about the requirements needed to work for a childcare center, others were related to ECE career options, the level of difficulty with obtaining employment as a teacher, and the amount of education needed, among other questions.

"The steps for opening a childcare [center]. Do I have to get training before I do that?"

"I'm a little confused about how many classes you have to take to be a part of the field."

"If I were to go look for a daycare to get a job would they take me right away because of all of the stuff that I've done?"

"I guess the different branches that go into child development. Not just teaching, but something else."

"Is it easy to get a job working with children? Are there plenty of jobs out there?"

In addition to closed-ended survey questions, students were also asked open-ended questions on the Time 1 and Time 2 surveys. As part of the Time 1 survey administered after Tier 1 activities, students were asked to describe the most interesting thing they had learned about early childhood education so far. **As shown in Table 18 below,**

students who completed the Time 1 and Time 2 surveys had similar responses, reporting that child development concepts, information about the career field, specific skills and strategies, and information about the ECE program were the most interesting. A sample of student responses, organized thematically is included in Appendix E.

Table 18
Most Interesting Learned about ECE
(Time 1 N=570; Time 2 N=272)

Response themes	Time 1 Survey Instances	Time 2 Survey Instances
Child Development Concepts	141	130
Career Field	74	84
Skills/Strategies	73	36
ECE Program	--	22

Childcare concepts

Of the 570 students who completed the Time 1 survey, 141 students referenced child development concepts (note: not all students elected to answer this question). In addition, 130 students referenced this on the Time 2 survey (note: fewer students completed the Time 2 survey). Students reported that they had learned theoretical concepts about children's physical and mental development and that they gained insight into how children behave and see the world. Students also noted learning about the importance and high level of responsibility involved in taking care of a child and their potential role in putting children on a path to a successful life. For a sample of student responses see **Appendix E**.

Career Field

Since Tier 1 activities were designed to recruit and interest students in the field of early childhood education, it makes sense that many students (n=77) referred to the career field as a whole when reporting on the most interesting thing they had learned. Students gained interest in the program and the field and learned more about the job opportunities it affords. Following Tier 2 and/or Tier 3 activities, similar numbers of students described learning about the field as the most interesting thing they had learned (n=84). For a sample of student responses see **Appendix E**.

Skills/strategies

Many students (n=73) on the Time 1 survey and Time 2 survey (n=36) reported that they had learned strategies and techniques for interacting with children and promoting learning and engagement. Many students also reported that they were interested in the differentiated teaching strategies they had learned for dealing with children with special needs. For a sample of student responses see **Appendix E**.

ECE Program

Presumably, students who took the Time 1 survey had not participated in in-depth program activities. Students taking the Time 2 survey, however, had been involved in the program for either one or two tiers, and accordingly provided feedback about the HSR

program itself, reporting that learning about the requirements for the field and program were the most interesting things they had learned (n=22). For a sample of student responses see **Appendix E**.

Effective Practices for Increasing Knowledge and Interest

During focus groups students were asked to describe the activity they found most useful, and students used the opportunity to describe both specific activities and concepts they had learned through the child development classes. Students appreciated learning how to engage with children to promote positive growth and development. In addition, some students reported that they appreciated the HSR program format and the way the activities worked together. For example, students learned concepts in the class that they were able to put into practice during the internship. **Most importantly, students appreciated the practical nature of what they learned, reporting that they learned about activities that were affordable, hands-on, and which they could use in their daily lives.** We have organized a sample of quotes by activity below.

Child Development Class (29 instances)

It was clear from the amount and high quality of feedback we received about the child development classes, that students found them to be a valuable part of the program experience. They reflected on specific activities that had been meaningful to them, activities that helped them understand themselves as they could potentially influence children and more practical activities they had learned to engage students.

"It's like a combination between the internship and the lectures. The lectures, what I learned from the lectures, I could apply to the internship hours that I did. Everything was connected. Yes, it was a good experience. Because I was actually able to apply it and because it was just kind of motivating me to actually go on, to keep on in the field of child development."

"I would say the activity of the parenting style and observing yourself. The way your parents are, the people around you greatly influence your childhood. It can make difference on how they grow up."

"There was a time where this guy came, and he was a professional reader. He came in and he taught us how to read to kids. When you're entertaining them they actually pay attention, but when you're just reading something they're just going to doze off. When you're motivated to read it to them they are going to listen to you."

"I think it was when we made up the little songs with the cans or anything you had at home. You can create them, and they can become toys for the kids also. You can teach them music and play and sing along with them. You can do the ABCs and the numbers. I think that was the most interesting one. It helped us be more playful with them, and they can learn more like that."

"Also, the class provided tons of information and different ways to interact with children instead of... especially if you're babysitting them or watching them, instead of just letting the TV watch them, is how she put it, be interactive because they love that attention. When you don't give them that attention it causes them to act out."

Internship (18 instances)

Important to note is that many students found the hands on experience with children to be the most useful part of the program. Some students directly referenced their participation in internships while other students simply referenced the value and enjoyment they found through interacting and communicating with children.

"I guess the internship because I got to understand kids more and be patient with them. And help me to be responsible, and to be able to go over there, and be there for two hours."

"The internship because I actually got to interact with children. And I actually got to see what it's like dealing with a lot of little kids in a classroom setting."

"You also learn how to interact with the kids. In our school we had the opportunity to work with infants, and then we had the opportunity to work with preschoolers, toddlers and elementary."

"The activity I found most useful was being able to work with the little kids in the Child Care Center. I got to work with them. I got to read books to them. I got to have an experience like what it feels like to be working with children."

Field Trip (12 instances)

Some students reported that the field trips were the most useful activities for the opportunity they provided to visit colleges, gain information about college and early childhood education requirements, and understand more about the career field.

"When we went to Long Beach we weren't able to interact with the kids, but we saw them. And I liked when the teacher, the teacher was the director of the program, she gave us more information of step by step of how to go into the teaching career."

"Cal State LA, because they gave us information on what classes you have to take, what they provide, things like that."

Student Recommendations

This section addresses the research question:

How can the program be improved for future participants?

Students provided feedback on areas that they wished they would have learned or experienced, and gave recommendations to improve the program for future participants. **According to student focus group participants, having hands-on experience working with kids was highly valuable.** Many of these students “*would have liked interacting with the kids more,*” and several mentioned they would have like the opportunity to teach kids. **In addition to more opportunities to interact with children, students expressed the desire to go on more or different field trips.** For example, one student who had been in the program for more than a year explained that the field trip was the same as the year before, “*they took us to Cal State in Northridge. The second year, same thing...They’re not going to switch any universities.*” Similarly, another student wanted the opportunity to attend larger universities, “*Going to big universities, because they’ve taken us to the community colleges so many times.*”

“Also, all they had, I would have liked interacting with the kids more. And all they had was just the job shadowing and the internship, but not everyone got to do that. So if there had been more chances, opportunities...”

“I wish I had experience a whole day, spending time with the kids and pretending to be the teacher for a day while showing them what you want them to learn, just experiencing it.”

“Maybe if they had the experience of going to different schools and seeing how the teacher does her lesson plans and everything and towards the end to let the student who went on the field trip show them what they’ve learned.”

Some students also made recommendations about the specific structure of the program at their school. These recommendations varied by individual based on their specific program. To improve the structure of their program students recommended increasing the time spent on specific activities such as internships or classes, changes to the time classes were held, requests for additional classes, and, in at least one case, changes to what was taught or used in the class.

“So during your class time you would learn some theory or principal, and then the next week, you would be hands-on with kids and be able to apply it.”

“The program could be a little bit longer. You could spend more time together...It was only during lunchtime and it would be rushed too.”

“Probably make the club meeting more than once a week. That’d be good. Because it’s only a short amount of time. It’s like about 30 minutes.”

Students also recommended that the program do more to advertise and provide students with detailed background information about what the class was about.

"I think that the program should be advertised more because hardly anyone knows about it. Maybe our friends, our parents and the people that we talk to, but I think it should be advertised more because it's a good way to get college credit, but at the same time expose yourself to this field."

"I honestly didn't know I was in a program. I thought I was going on a fieldtrip....So maybe like promoting it more..."

At the end of the focus group discussion, students expressed their appreciation for the opportunity to participate in the program. They explained that the program was a valuable, fun, and inspiring experience that helped them learn useful information about child development.

"I think the program is a good program, and it actually does teach us stuff about the children. Because like we said, we go over the terms and the theories and stuff like that. And I think thanks to this program, I actually learned more about children and why they act a certain way, and how their cultures also affect them..."

"I think this program is great. If people are interested here at Marshall or anywhere else, I would definitely recommend them to take a child development class."

"I know how to deal with children better. I used to be very impatient. "Do what I tell you." Now I know how to interact and re-direct their energy...I can say from personal experience I'm an all-around better brother from this class."

Partner Collaboration and Best Recruitment Practices

This section addresses two research questions:

What is the nature of the collaboration between partners?

What are some best practices for recruiting high school students into the ECE field?

Nature of the Partner Collaboration

The HSR program model relied on collaboration between the grantee organization and the high school partner, and the success of the program was in part dependent on a partner collaboration that was successful in coordinating efforts in order to recruit students and implement the program. **When asked to describe their experience working with the grantee organization and the extent to which the collaboration was effective all interviewees reported that the partnership was highly effective.** Participants noted definable successes such as maintaining good communication but also highlighted less tangible aspects, such as the personalities of people they worked with and having shared goals.

People involved in the program (14 instances)

Partners reported that the **people involved in the program** made the program a success. They reported that the personalities, work ethic, shared goals, ability and willingness to communicate or shared vision of individuals at the partner organization were vital elements of program support. Program participants were of the opinion that having **common or shared goals (7 instances)** was important. In particular with a program devoted to serving high school students, many of whom are at schools with a high at-risk population, it was important to be dedicated to the program for the right reasons, namely to provide valuable opportunities for students.

“We have a very, very dedicated teacher there. She is very interested in the success of the students, and she’s very dedicated to the field of child development. She is supportive of our program and the students as much as we are and of her program as well. It does help to start early on at the beginning of the year with each of the schools and identify an outline of dates where we might be able to take the trips and do the activities and be on campus.” (Recruitment Coordinator)⁷

“You can have a program, but if you don’t have the people who care about what’s happening, then it’s just a program. Finding out what the program was and that we were on the same page helped out a lot. I think because we sat down and got to know each other, found out that we’re all here for the children in one shape

⁷ We have included job titles in this section and the **Best Practices in Fostering Collaboration** sections to provide context for the narrative since these sections include feedback about the partner collaboration.

or form and just really making sure that those things are good for the students helped out a lot. From what I've seen, they have the right people in the right places and they're working towards helping our students, so you can't ask for more than that." (Administrator)

"I noticed with [the program implementers at the college] you can tell that they really, really care about the kids and they're really trying to implement the program. And very flexible. They work well with the type of students we have. Our kids are at-risk students. And so, they really, really work hard and try to do their best with the kids. So I think that makes a difference." (Administrator)

"They are very cooperative and are very interested in the welfare of children. They are committed. They are committed to children so we are too. It definitely has been a very pleasing collaboration." (Professor)

Maintained good communication (11 instances)

Many interviewees cited that they **maintained good communication** with their program contacts, a key factor in maintaining a successful collaboration. They described partnerships that relied on frequent communication, coordination of logistical support, coordination of activity scheduling, shared support for recruitment, and maintaining a general professional rapport that included regular communication about any events that would impact the grantee or partner.

"They're very professional. If they need anything, they will call, normally a couple of days ahead of time. We work very well in terms of scheduling, in terms of making sure the kids are here when they come. They're very professional and very organized and very conscientious in making sure they have what they need to work with the kids." (Administrator)

"I have to say that the individual that we've been working with is excellent. We have regular meetings to plan activities for the high school students so that we can coordinate and get as many students to come to the programs as possible." (Director)

"We have really great contacts over at [the high school]. We work with the Healthy Start coordinator who basically provided the space, opened the doors and gave us access to students where she can summon the kids out of class. We're involved in all of their counselor meetings. They really promote our Tier 3 activities such as the internship and the class for community service for their kids. We pretty much have the full support of the staff there." (Recruiter)

Helpful (5 instances)

In addition, interviewees discussed the **helpfulness** of their contacts at the partner organization. More specifically, participants reported that their colleagues were particularly helpful in providing all necessary information making for an organized and efficiently implemented program.

"Everything that I asked for, all the information that I needed from them, they gave it to me. Last year, the two staff members that they sent over, they were very informative, they taught me a lot about the program, and that's why our program ended up going as far as it did, and they were available – it was

available to all of our staff, they were here when I requested.” (Program Coordinator)

“Everybody has been great. Support has always been there. I have gone through three full phases of the program through different years. I think last year was the best, and the reason for that is because of the way the staff members, the teams were laid out, their duties, the responsibilities. I loved the idea of having the support, of [the team]. They are great members. They are so reliable and so efficient. They made things a lot easier.” (Teacher)

Teamwork (5 instances)

The concept of **teamwork** was also reported as being a facet of the partnership that allowed the program to be successfully implemented. Interviewees reported that they approached the program through a joint effort that promoted program enrollment and student engagement through a streamlined implementation approach.

“It was amazing. We worked as a team. Due to the fact that we were short staffed at the [grantee organization], I had all of them to help me out and to get the information to the students if I was unable to. I could depend on them to get the information I needed for the students. I could depend on them to get transcripts, grades and paperwork for certain activities. It was so organized. This job was very pleasing. I was very happy. It was teamwork. It was awesome.” (Program Coordinator)

“It was great. [The grantee contact] is amazing. She was extremely supportive. She had an excellent relationship with myself and also with students. More importantly the students were connecting with her. We really made a great team.” (Teacher)

Since all partners reported that their partnerships were effective, their description of their collaborations provided a profile of current year best practices in collaboration. According to interviews, good organization, planning, and communication combined with a good shared understanding of goals were a recipe for success. Partner interview participants were also asked to consider what they would look for before selecting future organizations with whom to partner (see **Best Practices in Fostering Collaboration** below). Many interviewees continued to draw from their current and recent positive experiences to describe their vision for success.

Best Practices in Fostering Collaboration

Many interviewees described successful implementation practices in their current partnerships that they would look for again including staff members with whom they could develop effective systems and achieve a high level of planning and organization, sufficient resources, strong recruitment practices to tap into student interest, and a knowledgeable staff with an understanding of the program, the operational needs of a high school, and the student population.

Planning/organization (8 instances)

Interviewees reported that they had achieved success in the previous year through a strict attention to detail and planning in collaboration with the partner organization. This was particularly important since partners noted that the high school calendar for teachers, students, and in general was very busy and could limit the ability for full

participation. Addressing this as a potential challenge up front supported an organized program implementation that took into account as many eventualities as possible.

“We got together beforehand and planned out a master calendar. We knew when we could hold these workshops. We sat down and talked about days that would be blacked out due to SATs or any other testing. We sat down and organized a master calendar. We communicated, and that is what kept us up to date. There was nothing last minute.” (Recruitment Coordinator)

“She’s very organized. She would send out those e-mails, she would get the buses for the field trips. She took care of a lot of things. She would e-mail the kids to remind them. She basically took care of all the extras. And that was very helpful to me because, as a teacher, you get involved in your five classes and your 150 kids that you have and you’re very busy. So she would take care of announcements that might need to be made, she would call the office and things like that. Her helping with the college, encouraging them to go to college, and showing them. That was very helpful to me, too. I work on those things, but to hear it from somebody else, always very helpful.” (Teacher)

Resources (5 instances)

In the current education climate where resources are limited for school districts, partners reported that having adequate resources to implement the program was vital to a smoothly implemented program. They cited assets including meeting space, time to devote to the program’s implementation, availability in scheduling at the school level, and school level systems in place like online attendance.

“When using [one of our partner high schools] as an example, their structure was already doing something similar. For instance, they had the teacher prep academy and that was a really smooth transition. It was a smooth filter when we partnered with them because we provided additional services. They have the capacity as far as space, time or scheduling to be able to provide the resources for any activity and also just the willingness and availability.” (Counselor)

Strong Recruitment Practices / Student Interest (4 instances)

Interviewees were of the opinion that strong recruitment practices and reaching out to students with a genuine interest in early childhood education were factors that were key to program success. They discussed recruitment and interest in terms that indicated that they felt that creating a strong program culture was important for success. They discussed program implementer buy-in for the program and commitment to working with students as well as this type of investment from students.

- *“There is some strong recruitment. And that the recruiters would be well versed in saying this is what this class or if it’s psychology, if it’s English, or child development, this is what this class is all about. Let’s share that information with the students. It would be in the area of recruitment. And that the students sign up ahead of time, knowing what their obligations are.” (Teacher)*
- *“One of the key points would be having already those groups of students who are interested in the child development program. I think that would help us in picking our numbers up.” (Program Recruiter)*

Knowledgeable Staff (4 instances)

Interviewees reported that they would look for a knowledgeable staff in considering future collaborations, citing the importance of understanding the program in order to successfully recruit and implement it and an understanding and ability to work with the student population. Partners discussed the fact that high school students require a person who has the knowledge to meet the specific needs and challenges of both high school age students and at-risk populations. Interviewees also emphasized the fact that a solid understanding of the program was necessary. Underlying these comments was the idea that commitment to the program in terms of understanding it and working with the student populations was a key element.

"I think the major component is that our students are an at-risk population. How much experience does that organization have with at-risk students? If you don't have that background, you just can't walk in here and think that our kids are going to automatically be attracted to whatever program you're offering. You have to be genuine, and the kids have to feel comfortable with you. And so, do you have any experience with at-risk students? That's major." (Administrator)

"Whatever the organization that you are going to collaborate with how well do they relate to high school students? That's what is important. Can they work with high school students? Can professors work with high school students? Can recruiters work with high school students? High school students are challenging. They have their teenage issues and whatnot. High school students are great to work with, but the thing is they are still kids. The organization has to be willing to understand and be able to work with kids of that age not think of them as college kids because they are not." (Administrator)

"They need to have a solid knowledgeable staff over at that organization. So, if they're going to bring over a program, to implement it at our high school, they need to make sure that they know what they're trying to offer, to make sure that the program is implemented correctly here. We want to make sure that the staff, at whatever agency in place, is going to stay the entire year, and to the best of their knowledge, not have somebody that's coming over that doesn't plan on being there throughout the entire program." (Program Coordinator)

Interviewees were speaking from experience when they described what they would look for in future collaborations. Drawing from past challenges and also successful elements of recent and current collaborations, they reported that having an understanding of and commitment to the school culture in terms of logistics and its student population were vital for effective programming.

Program Challenges

In their partner interviews with both high school and college staff, participants described several main implementation challenges related to students. **These challenges included: 1) Program attrition or lack of attendance in class; 2) Scheduling for activities given the sometimes limited availability of students; and, 3) A lack of parental buy-in or support for the program.** Partners explained that their schools had difficulty with the above because of issues specific to their student populations including at-risk students and students from families that need their children to contribute to the family's income and are not available for any activities outside of school hours. Scheduling after-school activities was also difficult for many partners due to students' conflicts with homework, other extracurricular activities, and other classes' activities, among others.

"With [one high school], our biggest challenge is just the participation with, I could say would stand out, is the fieldtrips. If a particular student has high absences then they're not approved to leave school for any type of extracurricular activity."

"Each school has unique challenges but some of them are similar. I think with [one school], one was attendance. Some of the girls weren't able to make it. They just don't come consistently to school."

"And you know where those challenges come from? Their households. In terms of some students may not have been able, maybe one or two may not have been able to stay in school because they had to work because of the income of their families."

"Sometimes they come from a conservative household, so, in the beginning they weren't going to give permission, but the club was kind of academic in a way... because they're sort of academically inclined, then they were able to soon participate in these things."

Another factor that affected program attrition was the academic rigor of coursework. Partners described that students were not expecting the amount of work that was required, causing a certain number of students to drop the class early on. However, for those students who stayed enrolled, the rigor of the coursework also benefited students by increasing their motivation and confidence (see *Student Impact* section).

"Meeting the level of rigor and understanding what the expectations are. Every single class session we write at least two essays a week and they are not used to that. At our school we write one essay every six weeks. They are not used to that... That is why we lose seven to eight students because this is too much."

Conclusion and Recommendations

This section addresses the research question:

What are best practice and effective strategies that can be used to inform future workforce programs?

In the following summary, we synthesize the information presented by all partners involved in the program to examine best practices in program implementation. Our evaluation was primarily focused on the nature of the program work as it played out at each site and the benefits of the program to students. A small part of our evaluation did look directly at “best practices.” Specifically, during partner interviews, stakeholders were asked to describe things that worked well in fostering collaboration and were also asked to name some key elements they would consider before selecting future organizations with whom to partner. We understand, however, that a set of best practice recommendations would be helpful to First5 LA as they move into new programming. To develop these we used our familiarity with the data to identify a set of challenges as reported through partner interviews. We then developed a “best practice example” using the same interviewee’s report of how the challenge was overcome or drew on an example from another school where they had reported a success in this area. The “Course of Action” recommendations are drawn from the partner interview data of reported best practices across school sites, the “Best Practice Examples,” and/or developed by ETI in response to stated challenges. We have included best practices that speak to all major facets of the program including program recruitment and retention; program structure; leadership; effective collaboration, and positive student outcomes. Taken as a whole, establishing best practices in these areas could help to establish the basis for a successful program when looking to expand or implement the pilot program.

Program Targets for Recruitment

The program must conduct outreach to a certain number of students in order to encourage future participation in the ECE service provider workforce. Toward that end, grantees are required to conduct a minimum number of recruitment activities in Tier 1 and reach 300 students across high schools (see **Program Targets section**). Although programs had many student participants, **it is clear from student focus group responses that increasing student awareness of the program would benefit programs**. Multiple students encouraged more promotion of the program. They believed more students like them would be interested if they were made aware of the details and benefits of the program. In addition, one school had never heard of the HSR program and was not aware that they were part of a formal program; those students’ interest in ECE careers was lukewarm, as was their experience, their perspective on the field and their plans to pursue a career in the field.

Best Practice Example

While there are many possible ways to increase recruitment practices, at one school having an administrator involved was highly effective for recruiting students into the

program and specific activities. The Mentor Counselor at the partner organization related the following:

- *“At [the high school], we were working with the principal. He would always be funneling and referring more kids to us. So if the list began at 15, it would end up at 40 something of kids whom he felt would benefit from our program. He was good at referring kids to us and also we had our field trip and the principal would coordinate that and he would also recruit a couple of kids to go.”* (Mentor Counselor)

Course of Action

- ✓ Clarify program goals, the Tier system, and potential benefits when recruiting students.
- ✓ Get the career counselors or other administrators involved in the program to help key recruitment staff in this area – make them aware of the program so they can tell students who are/may be interested in this field. Promotional materials could be useful here, however, we did not receive any direct feedback about their effectiveness.

While we provided recommendations for increasing recruitment, based on the available data, it was difficult to tell whether or not grantee organizations met their program targets (see **Program Targets** section). This was because grantees reported student numbers on Mid-Year and End-of-Year reports in terms of activities. We would assume that many students participated in more than one activity; therefore these numbers contain duplicated student numbers and do not necessarily accurately reflect the numbers of students served.

Best Practice Example

One organization tallied the number of unduplicated students served and specified “unduplicated” on the report form to make this clear.

Course of Action

- ✓ Include instructions on future reporting forms that request that student recruitment numbers be submitted in an unduplicated format.

Program Retention

Retention of program participants is also an important component of a successful program. Without full program participants, it is difficult for students to 1) Increase their interest in ECE; and 2) Increase the number of individuals going into the ECE workforce. As described by partners, there were several factors that led to student attrition including the high level of academic rigor required in the classes, scheduling conflicts, or at-risk student populations with a history of inconsistent attendance or who were not allowed to participate in program activities due to their low overall academic performance (see **Program Challenges** section). In some cases, partners traced the problem of retention to a lack of family support. Partners cited families who did not support their children’s participation for several reasons including:

- A lack of understanding of the program due to language barriers
- Unwillingness to grant permission to participate in extra-curricular activities because children work and contribute to the family's income
- Unwillingness to grant permission to participate in extra-curricular activities because children are needed to help with cooking, cleaning, childcare, etc.
- Families who are unstable geographically or financially and move away from the school's area
- Unwillingness to grant permission to participate in extra-curricular activities because they feel that children should only focus on strict academics
- Difficult family dynamics

Best Practice Example

One partner described that students were given support from their parents once *“parents learned what the program is about.”* An orientation meeting was held for parents by one grantee as part of their recruitment activities. Including activities or informational materials to inform and include parents may be one way to increase parental support early on in the program.

Course of Action

- ✓ Include parents in the recruitment process to increase parental buy-in and support

Program Structure

Regardless of a school's student populations, during focus groups students across the board described the activities where they were encouraged to apply their learning as the most valuable. In addition, their recommendations for program improvement frequently included requests for more or longer opportunities to interact with children and apply what they learned.

Best Practice Example

While the HSR pilot program requires some form of hands-on activities for students, it is clear that one or two grantees designed program models to more fully integrate this component than others. One grantee's program was implemented during a weekly lunchtime club. Students were given a short presentation from the grantee or a guest speaker and participated in related hands-on activities including making play dough and goo from scratch, creating finger puppets, and making musical instruments and other toys from found objects. Tier 3 students were able play with kids, plan and implement their own activities through an internship at a childcare center once a week for six weeks. In a Tier 3 focus group, the five students who experienced this model who were “only a little” or “not at all” interested in an ECE career all were “very interested” in a career with kids in the 0 to 5 age group by the end. Another grantee's program was designed so students would participate in Tier 2 and Tier 3 activities the same year. Students learned theories and principles of child development in class, which they would then apply in real situations the following semester.

Course of Action

- ✓ Directly link what students learn to hands-on and experiential activities

- ✓ Engage students in the material by allowing students creativity in designing their own activities they can use

Positive Student Outcomes

The HSR Pilot program helped many students recognize their interest or disinterest in ECE careers through increased self-awareness and understanding of career requirements. Although more students expressed more interest rather than less interest after participation, those whose interests decreased discovered that they did not have the patience to work with young kids or were not good at working with them. A few questioned their ability to find employment if choosing an ECE career. Still other students were unsure if they wanted to pursue an ECE career, indicating that they would like more experience or information.

Best Practice Example

During one focus group with Tier 3 students, they described the program in glowing terms, explaining they had become more interested in ECE as a result of participation. Their enthusiasm indicated a successful program model. The following points summarize the features of the program that students' cited as having been effective. They liked the fact that the HSR program:

1. Enabled them to acquire skills to successfully work and communicate with young children.
2. Gave them hands-on time so they could see what working with 0 to 5 children is really like.
3. Informed them that ECE careers are good careers as they will always be in demand.

By participating in program that incorporated these three components, students felt that they were armed with the skills to work with children and build confidence in their ability and were clear about what an ECE career entailed. This helped students increase their interest, even when might not have been interested to begin with. For example, one of this program model's implementers described how a lot of the students joined initially just for the college credit and less because of interest in the field. However, he was surprised at the end that so many "bought into it." During the field trip, for example, it really clicked for a lot of students and they "really developed an interest in the field."

Course of Action

- ✓ Emphasize practical, usable skills that help students gain confidence in working with children.
- ✓ Organize activities so that students have enough time to experience what it's really like to work with children.
- ✓ Emphasize the potential career options and employability of ECE careers.

Effective Collaboration

At the core of the HSR pilot program is collaboration between partners in charge of implementing the program. According to partner interviews, high schools and grantees' worked together at various levels to implement specific activities. While all grantee representatives reported that their collaboration was effective in the 2010-2011 year, they noted that this was not always the case throughout the program. According to one

interviewee, while their current contacts are “*really amazing*,” they had “*other schools that [they] needed to drop because it was really difficult to work with them, again, because of the contacts which was a little disorganized or unable to work with the students.*”

Best Practice Example

During interviews partners provided direct feedback about things that worked well this year and what they would look for in future collaborations. They reported that, in some instances, the grantee representative and high school worked to implement activities and lead sessions/activities jointly. In others, the grantee led most of the activities while the high school partner may have lent logistical support such as arranging meeting spaces. Regardless of their roles, partnerships were described to be effective as a result of the strong leadership at grantee organizations, open and regular communication between partners, a shared common-goal and vision, supportive administration, and an initial planning meeting to pre-arrange schedules. From their responses, it appeared that this relationship was effective also in part because of established relationships between partners who worked together previously.

Course of Action

- ✓ Organization should have staff with a solid understanding of the program
- ✓ Ensure that the organization has the capacity in terms of space/time/scheduling to provide resources for an activity
- ✓ High school should have a high interest in the program and want to be actively involved and supportive
- ✓ Have an initial meeting to set goals and objectives in order to ensure a shared mission and vision
- ✓ Constant and accessible contact person
- ✓ Teacher liaison with a good working relationship with his/her own school administration
- ✓ Regular meetings with the lead agency and HS so potential problems can be addressed early

Scheduling

While students all wanted more opportunities to gain first-hand experience with ECE and/or have more opportunities to attend field trips, program implementers frequently cited scheduling after-school activities to be a highly challenging part of implementation, “*Activities outside of school hours didn’t work because students weren’t able to attend or didn’t want to give up their time.*” Student schedules conflicted with after-school events due to extracurricular activities, homework, responsibilities at home, or a lack of support from students’ parents. In one partner interview, a planned field trip was cancelled due to a conflict for seniors with prom. Another partner found it difficult to schedule activities due to the year round school system.

Best Practice Example

Partners were able to overcome or minimize scheduling issues by working together and planning activities early on in the year. One partner described that an “*organization needs to be realistic about students’ lives and schedules, not to just impose a schedule*

on them” and that it helped to start “early to coordinate schedules and plan activities at each school.” Another partner responded to parents’ hesitation for evening activities on school nights by offering a Saturday class, “*Their parents may not want them to stay out as late as a college student...so that’s part of the reason why we offered our 1-unit classes on Saturday.*” In one partner interview, scheduling was listed as a best practice:

“One of the things that went well is the calendar – we had a calendar created for our staff that told everything that would be going on with the program – we had it for the staff. We also gave it to the students so they knew what would be coming up.”

Another program included students in their program implementation design in the form of a student governance system. While students and partners did not provide details about this component, this may be one way to gain students “buy-in” to participating in pre-arranged activities given their busy schedules.

Course of Action

- ✓ Plan activities early on in the year in conjunction with all relevant partners and distribute a calendar to students.
- ✓ Consider including students when planning after-school activities to minimize conflicts with student schedules.
- ✓ Plan as many activities as possible during school-time to increase student participation.
- ✓ Encourage early support from parents by presenting the benefits of participation during some type of parent orientation or informational material for parents.

Leadership

The involvement of a charismatic, caring, and engaging leader is undeniable in its potential to promote program success. In one instance, students’ feedback indicated that students felt a disconnect with the teacher and class. At this school they struggled to retain students “*because of the rigor of the work and the teacher.*”

Best Practice Example

Many partners from different schools were of the opinion that having staff members who related to and cared about the students was invaluable for a successful program. They described program implementers who were “*very interested in the success of the students,*” “*dedicated to the field of child development,*” and who “*really care about the kids and . . . work well with the type of students we have*” as being integral to program success. Students also reported on the value of having great and caring staff members. At one school students consistently raved about their teacher, describing her as “*real,*” “*understanding,*” and “*entertaining.*” This made students “*want to come to class*” because of her open and engaging personality and varied teaching style.

Course of Action

- ✓ Use an engaging leader who is invested in the students and program to implement program activities or teach students in the field of ECE

Conclusion

HSR Pilot Program's primary purpose is to address the need for more ECE teachers and providers through encouraging more youth to consider ECE as a future career. In order to meet this goal the pilot program must be successfully implemented through collaboration between participating partners, and have a program design that facilitates increased interest in ECE from participating students. Each grantee, or lead agency, worked in conjunction with high school partners to adapt a system of tiered activities to meet the needs of the high school population, and which would be feasible for each partner involved. When fully executed, such a design ensured that students received sufficient opportunity to learn about and increase their interest in ECE, but also gave collaboratives the ability to create the most effective form of implementation to maximize program success across different schools' characteristics. Overall the program was effective from the perspective of implementation and partner collaboration, as well as positive student outcomes. All stakeholder groups found the concepts and practices to be valuable in furthering educational and career goals and real-life childcare skills. Even if the HSR program is not reintroduced in its current form, the lessons that can be gleaned from this experience provide a valuable template to improve First 5 LA's future workforce investments.

Appendix A: Program Targets Tables

Appendix A Table 1
Program Targets—Boys & Girls Club

	Year	Tier 1 Activities	Tier 1 Recruitment	Tier 2 Enrollment	Tier 3 Enrollment
Boys & Girls Club	Y1 08-09	8 Activities	300 across high schools	40	10
		8	460	89	10
	Y2 09-10	8 Activities	500 across high schools	45	20
		4	3,845	51	24
	Y3+	8 Activities	500 across high schools	55	25
	10-11	7	4,146	107	19 (unduplicated)
	11-12	6	3,883	48 (unduplicated)	21 (unduplicated)

Appendix A Table 2
Program Targets—LACC

	Year	Tier 1 Activities	Tier 1 Recruitment	Tier 2 Enrollment	Tier 3 Enrollment
LACC ⁸	Y1 08-09	8 Activities	300 across high schools	40	10
		7	379	31	75
	Y2 ⁹ 09-10	8 Activities	500 across high schools	45	20
		8+	1,176	No info	No info
	Y3+	8 Activities	500 across high schools	55	25
	10-11	8+	855	97	40
	11-12	8+	911	173	117

⁸ LACC's program model had Tier 2 activities take place in the Fall and Tier 3 in the Spring.

⁹ Missing Year End Report for 09-10 reporting period. Numbers may be underreported.

**Appendix A Table 3
Program Targets—LAVC**

	Year	Tier 1 Activities	Tier 1 Recruitment	Tier 2 Enrollment	Tier 3 Enrollment
LAVC	Y1¹⁰ 08-09	8 Activities	300 across high schools	40	10
		NA	810	66	22
	Y2 09-10	8 Activities	500 across high schools	45	20
		9	1,200	117	36
	Y3+	8 Activities	500 across high schools	55	25
	10-11	8	690	175	40
	11-12	8+	1,146	944	91

**Appendix A Table 4
Program Targets—Rio Hondo College**

	Year	Tier 1 Activities	Tier 1 Recruitment	Tier 2 Enrollment	Tier 3 Enrollment
Rio Hondo College	Y1 08-09	8 Activities	300 across high schools	40	10
		3	274	145	102
	Y2¹¹ 09-10	8 Activities	500 across high schools	45	20
		5	779	0	46
	Y3+	8 Activities	500 across high schools	55	25
	10-11	5	1,217	134	198
	11-12	6	1,906	153	38

**Appendix A Table 5
Program Targets—The Children's Collective**

	Year	Tier 1 Activities	Tier 1 Recruitment	Tier 2 Enrollment	Tier 3 Enrollment
The Children's Collective	Y1¹² 08-09	8 Activities	300 across high schools	40	10
		8+	333	197	16
	Y2 09-10	8 Activities	500 across high schools	45	20
		8+	737 ¹³	48	2
	Y3+	8 Activities	500 across high schools	55	25
	10-11	7	1,172	253	52
	11-12	8	1,056	320	103

¹⁰ Missing MYR for 08-09 reporting period. Numbers may be underreported.

¹¹ Missing Year End Report for 09-10 reporting period. Numbers may be underreported.

¹² Missing Year End Report for 09-10 reporting period. Numbers may be underreported.

¹³ Out of the number of students reached, 58 students were recruited.

Appendix B: Student Survey

Name: _____ School: _____

Grade: ☐ 9th ☐ 10th ☐ 11th ☐ 12th

Gender: ☐ Male ☐ Female

Ethnicity:

- | | |
|-------------------------------------------------|--------------------------------------------------|
| <input type="checkbox"/> Black/African American | <input type="checkbox"/> Latino |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Pacific Islander |
| <input type="checkbox"/> White/Caucasian | <input type="checkbox"/> Native American/Alaskan |
| <input type="checkbox"/> Decline to state | <input type="checkbox"/> Other: Specify _____ |

Please answer the following questions:

What is your highest educational goal?

- ☐ Community College (Associate Degree) ☐ University (B.A./B.S.)
- ☐ Graduate study (M.A./M.D./Ph.D. etc) ☐ Certificate program
- ☐ Work only

Why did you participate in the High School Recruitment Program Activities? (Check all that apply)

- ☐ The announcement was interesting
Where did you hear the announcement _____
- ☐ I wanted to know more about Early Care and Education careers
- ☐ My friends told me about it
- ☐ My teacher/another adult at school encouraged me to participate
- ☐ Other: Specify _____

How many High School Recruitment Program Activities have you participated in this school year?

- ☐ 1 – 3 ☐ 4 – 6 ☐ 7 – 9 ☐ 10 or more

Please circle how much you agree with each of the following statements.

	Definitely	Somewhat	A little	Not at all	I don't know
1. The quality of early childhood education services is extremely important	1	2	3	4	5
2. I have learned more about early childhood education career opportunities	1	2	3	4	5
3. I have learned more about early care and education career requirements	1	2	3	4	5
4. I have learned more about early childhood education college programs	1	2	3	4	5
5. I know what to do if I want to pursue a career in early childhood education	1	2	3	4	5
6. I plan to take college classes in child development and early childhood education in college.	1	2	3	4	5
7. I plan to have a career in early childhood education	1	2	3	4	5

Please answer the following questions.

8. So far, what is the most interesting thing you have learned about early childhood education?

9. What else should we know about the program?

Appendix C: Student Focus Group Guide

1. Tell us what grade you're in and one reason you were interested in the High School Recruitment Program (everyone is invited to answer).
2. What activities have you done most recently as part of the High School Recruitment Program?
3. What other activities have you participated in?
4. **ASK ALL:** How long have you participated in Tier 2?
ASK TIER 3 ONLY: How long have you participated in Tier 3?
5. **TIER 3 ONLY:** What motivated you to become further involved in this program by participating in Tier 3 activities?
6. Which activity did you find the most useful and why?
7. What did you know about Early Care and Education before you became involved in the High School Recruitment Program? (probe for both ***what they knew about the field*** and ***what they knew about training and requirements***)
8. How has this program increased your knowledge of **ECE** careers/training? Please be specific.
9. What questions do you still have about **ECE** careers/training?
10. How interested were you in an **ECE** career before you became involved in the High School Recruitment Program?
11. How has your perspective about ECE careers changed as a result of participating in this program? [Probes: ***How likely do you think it is that you will eventually have a career in the ECE field?*** ***What types of jobs are you interested in?***] Please be specific.
12. What do you wish you had learned or experienced?
13. What advice would you give about improving this program for future participants?
14. Is there anything else that you would like to share that you didn't get a chance to say?

Appendix D: Partner Interview Guide

Grantee Version

❖ Background Information

1. Please tell me your name and your position at your organization.
2. How long have you worked with the HSR Program?
3. Please describe the general nature of your work with the HSR Program.

❖ Program Implementation

1. Please describe the HSR program as it is implemented by your organization.
 - a. Describe how the program is similar/different across your high schools.
 - b. Describe the activities students complete in Tier 2.
 - c. Describe the activities students complete in Tier 3.
 - d. Who leads these activities? From your organization, the high school, etc.?
2. Please describe the successes at each high school as they pertain to student participants.
3. Please describe the challenges at each high school as they pertain to student participants.

❖ Collaboration with Partner High Schools

1. Tell us about your experience working with each high school this year.
2. Do you feel that a relationship/collaboration was built between each high school and your organization? Please explain.
 - a. Was this relationship an effective one? Why or why not?
3. What were some things that worked really well this past year in fostering collaboration with each high school?
4. What were some challenges in collaborating with each high school this past year?
5. What are some key elements that you would consider before selecting future high schools with whom to partner?

High School Version

❖ Background Information

4. Please tell me your name and your position at your high school.
5. How long have you worked with the HSR Program?
6. Please describe the general nature of your work with the HSR Program.

❖ **Program Implementation**

1. Please describe the HSR program as it is implemented at your high school.
 - a. Describe the activities students complete in Tier 2.
 - b. Describe the activities students complete in Tier 3.
 - c. Who leads these activities? From your high school, the partner organization, etc.?
2. Please describe the successes at your high school as they pertain to student participants.
3. Please describe the challenges at your high school as they pertain to student participants.

❖ **Collaboration with Grantee Organizations**

6. Tell us about your experience working with the grantee organization (lead agency) this year.
7. Do you feel that a relationship/collaboration was built between your high school and the organization? Please explain.
 - a. Was this relationship an effective one? Why or why not?
8. What were some things that worked really well this past year in fostering collaboration with the organization?
9. What were some challenges in collaborating with the organization this past year?
10. What are some key elements that you would consider before selecting future organizations with whom to partner?

Appendix E: Student Responses

This Appendix contains a sample of open-ended responses from the Time 1 and Time 2 surveys presented thematically and in response to the question: “So far, what is the most interesting thing you have learned about childhood education?”

Childcare concepts

“I have learned about how much responsibility it is to take care of a child.”

“That early childhood education is really important if you want your child to succeed in life.”

“I learned about nutrition and how you’re supposed to feed a child and tell them how good the food is.”

“That it’s important for the child to learn and play during their first five years because it affects rest of their life.”

“The most interesting thing that I’ve learned about early childhood education is that kids need lots of attention so they can progress.”

“Children learn so much from what they observe and we have responsibility to teach them the ways of growing up.”

“I think that learning about learning disabilities has been the most important.”

“I’ve learned that children’s development is important. Children must be given the right factors in order to really develop.”

“I learned about their physical, motor, emotional, and intellectual skills.”

“Children need attention and positive feedback to build confidence and have high self-esteem.”

“I think it’s amazing how children develop in their intellectual, social, emotional and physical needs. Each infant or child develops in their own way and pace.”

“What I found interesting is how even from being a few months old, trust is formed between parents and their children.”

“The most interesting thing that I learned was how children have such an imagination. I also learned about sign language.”

Career Field

“This job is hands on and you actually get to work with the kids.”

“So far I have learned that if I want to be a teacher I have to learn all the important factors of early childhood education.”

“Who knew that ECE takes a lot of work? I really didn’t think it requires a lot for this kind of career to be successful. I learned that ECE is an important period of a child’s life. It’s a step to a better life/knowledge.”

“It is a diverse field and can be incorporated in different careers.”

"The many opportunities I can have with majoring in child development."

"What it takes to work in this field and what the requirements are and what it takes to for kids to learn and be taught."

"That males are more needed in this field."

"The most interesting thing that I have learned during the workshops is that there are many requirements to become a teacher and also what we have to know before we even decide if this is a right career to go in."

"That special education is great career goal because you can assist impaired children."

"What I learned about early childhood education is that teachers are like a second mother to their students. A teacher must love her job in order to pass enthusiasm, a motivation to learn, and a positive energy to their classroom."

Skills/strategies

"How to listen to children and their needs and how to control their tantrums"

"How to do activities to children to learn math skills or another subject"

"I learned many techniques on how to be patient with children, what to do in difficult situations, and how to keep the children entertained."

"Children learn by use of crafts, music and many activities. More colors and pictures would make children be interested in learning."

"Kids are eager to learn and can be taught easily. Games are good ways to teach."

"Different activities have a purpose, which can help develop the skills of the children. An example would be creativity in music to learn words, numbers and things."

"The most interesting things that I have learned is how to interact with kids who have disabilities."

"How to act with different age groups and what game/activities to do with them"

ECE Program

"I feel that everything was interesting. I had no idea the ECE is so complex."

"I learned some basics of education. This is also known as the foundation of education. I like the class very much."

"How many units you need/required the four major child development courses necessary needed"

Appendix F: Grantee Program Implementation Models

This Appendix contains an overview of the main program activities and details of their implementation for each grantee and school. The information provided was based on feedback from partner interviews and student focus group discussions and relied on the role, perspective, and experience of the people participating in the interviews and focus groups. The major activities are highlighted in bold and underlined. Relevant key words are also highlighted in bold.

Appendix F Table 1
Boys & Girls Club Program Model (Tier 2/Tier 3)

School	Tier 2	Tier 3	Who Leads Activities
LA City Harbor College	<ul style="list-style-type: none"> • <u>Workshops</u> on early education (i.e. 0-K) and 1 unit classes on various topics offered at Harbor College. • <u>Class</u> for college credit over the summer. • <u>Counseling</u> on campus or at the HS. 	<ul style="list-style-type: none"> • <u>Internship</u> with hands-on experience at various community childcare centers under the supervision of a college mentor. 	Jointly
Nathaniel Narbonne High School	<ul style="list-style-type: none"> • <u>Classes</u> (3 total) at Harbor College on Saturdays where students earn high school and college credit. Students participated in a “boy-friendly class” aimed at activities for boy children and also a literature class. • <u>Mentoring program</u> twice a month where students learn ECE content from a Harbor College teacher. • <u>College/career fairs</u> at Harbor College’s ECE department. 	<ul style="list-style-type: none"> • <u>Internship</u> (paid) at childcare centers identified by Harbor College (6 weeks, five days a week for 7 hrs a day). 	Jointly

Appendix F Table 2
Los Angeles Valley College Program Model (Tier 2/Tier 3)

School	Tier 2	Tier 3	Who Leads Activities
JHF Polytechnic High School	<ul style="list-style-type: none"> Weekly club meetings about topics related to CD. Field trips to colleges, daycare centers, and a museum. 	<ul style="list-style-type: none"> Field trips to local college campuses like Los Angeles Valley College (LAVC), Cal State LA and Cal State University Northridge. Internship program at LAVC that includes child development classes and experiential learning with pre-school children. 	<p>Grantee leads activities; HS rep coordinates school-related logistics</p> <p>Students also played an active role through governance system.</p>
San Fernando High School	<ul style="list-style-type: none"> Weekly club meetings with 25-30 students for 30 min. at lunchtime. Meetings consist of a presentation and an activity. On occasion a guest speaker presents. Career counseling. Field trips: 1). Fair to Recognize students for their achievements at LAVC; 2). Observed a child development center; 3). campus tour at CSUN; 4). childcare centers. 	<ul style="list-style-type: none"> Classes offered at the HS for college credit. Internship for 2-3 hrs one day a week for 6 weeks. Students play with kids, plan and implement activities, read books to the children, and clean the Family Resource Center on the LAVC campus. Students receive a stipend. Field trips: Visit CSUN and Cal State LA campus daycare centers. Students observed children and learned about training requirements, pay rates, and cost of attendance. 	Grantee
Panorama High School	<ul style="list-style-type: none"> Weekly club meetings—include experiential, hands-on activities, crafts, sharing, dramatizations, team building and group work. Field trips College courses for credit. 	<ul style="list-style-type: none"> Internships 	Grantee

Appendix F Table 3
Rio Hondo College Program Model (Tier 1-3)

School	Tier 1	Tier 2	Tier 3	Who Leads Activities
Mountain View High School	<ul style="list-style-type: none"> Information not available 	<ul style="list-style-type: none"> Class called <i>Intro to Teaching</i> with the option to continue college courses at Rio Hondo College. Classes are 1 ½ to 2 hours long. Program held every other week during the school year. Consisted of “learning about babies” beginning in pregnancy and including how infants grow and develop, their symptoms and illnesses, social, emotional, and physical health. 	<ul style="list-style-type: none"> Field trips: 1) Visit to Rio Hondo’s child care center; 2) Campus tours. 	Jointly
South El Monte High School	<ul style="list-style-type: none"> College knowledge symposium for 9th grade students to introduce the program. College night at the high school to learn about college enrollment and financial aid. Flyers and presentations. 	<ul style="list-style-type: none"> Class offered to juniors at South El Monte called Education 101. Students can receive college credit. Class takes place after-school, twice a week. Students complete virtual learning modules. Field trip: Students attended one field trip to Rio Hondo College where they met with a professor, participated in hands-on activities, and researched careers. They learned about teaching pre-K/K classes and about daycare. They did not interact with students in a daycare center. 	<ul style="list-style-type: none"> N/A 	Jointly

Appendix F Table 4
The Children's Collective Program Model (Tier 1-3)

School	Tier 1	Tier 2	Tier 3	Who Leads Activities
Youth Alternative High School	<ul style="list-style-type: none"> <u>Presentations</u> in-class and at assemblies led by Grantee. Grantee attends events throughout the year to reintroduce the program and recruit students. 	<ul style="list-style-type: none"> <u>Workshops/support groups</u>—general mentoring for teens. Students met once a week for 2-3 hours with the Grantee. <u>Volunteer</u> hours at childcare centers at the High School. <u>Field trips</u> to UCLA and Trade Tech 	<ul style="list-style-type: none"> N/A 	Grantee
Dorsey High School	<ul style="list-style-type: none"> Same as above 	<ul style="list-style-type: none"> <u>Workshops</u> introduce ECE and career options. <u>Field trips</u>: 1) Visit to Grantees' child care center (with hands-on supervision of kids); 2) College tour at UCLA to learn about admissions and ECE certificate program. 	<ul style="list-style-type: none"> <u>Class</u>: Students can take a 10 week child development class after-school for 1 hour a day, 3 days a week. 10 HS credits or 3 college credits are offered. Activities consist of classroom instruction, role playing, movies or videos, writing assignments, and structured workshops <u>Internship</u> at child care center offered after-school. 	
Fremont High School	<ul style="list-style-type: none"> Same as above 	<ul style="list-style-type: none"> <u>Field trips</u> to child care center and campus tour of UCLA 	<ul style="list-style-type: none"> <u>Classes</u> on child development at HS for college credit. Some can get a certificate toward an AA degree in child development. <u>Internship</u> at child care center 	Grantee
Jefferson High School	<ul style="list-style-type: none"> Same as above 	<ul style="list-style-type: none"> <u>Mentoring meetings</u> about ECE (overview, careers, etc.) Consist of 5-10 minute presentations in class followed by one-on-one sessions. <u>Workshops</u>—two <u>Fields trips</u> to child care center and campus tour of UCLA. 	<ul style="list-style-type: none"> <u>Internship</u> at child care center (for 45 hrs) 	

Appendix F Table 5
Los Angeles City College Foundation Program Model

School	Tier 1	Tier 2 (Fall Semester)	Tier 3 (Spring Semester)	Who Leads Activities
Benjamin Franklin High School	<ul style="list-style-type: none"> • Bulletin • General meeting about the program. • Orientation meeting for parents. 	<ul style="list-style-type: none"> • College counseling • Field trips included a campus tour. Students received a student ID, marketing information, and participated in ECE activities. • Students met for 1.5 hours once a week after school. Activities included: creating games to teach children to read and to acquire math skills, and strategies to entertain/engage young children. 	<ul style="list-style-type: none"> • Students met twice a week for 3 hours during school to learn about ECE theories. • Completed real-world applicable assignments (i.e. interviewing a mother) • Job shadowing at different child care centers and pre-schools- they observe teachers for 2 hours. • Internship: a 10-hour minimum internship at a child care center. 	Jointly
Miguel Contreras High School	<ul style="list-style-type: none"> • Orientation meeting with speech from Grantee rep and follow-up meetings with interested students. 	<ul style="list-style-type: none"> • Class during school, once a week for 3 hours. • Students did self-exploration activities, interest inventories and personality tests for the first 2-3 weeks. Consecutive weeks consisted of lectures and hands-on activities. • Workshops with different guest speakers. • Field trips: 1) Campus tour of LACC, received a student ID, and visited the child care center to observe children. 	<ul style="list-style-type: none"> • Class: College course. • Job shadowing: observed a teacher at a child care center for 2 hours. • Internship: paid internship at a pre-school over a two day period. 	Jointly
John Marshall High School	<ul style="list-style-type: none"> • Advertising, school bulletins, etc. • General meeting led by Grantee representative. 	<ul style="list-style-type: none"> • Student participated in a “color program,” a series of exercises to learn about their personal traits (strengths and weaknesses) that align with certain career options. 	<ul style="list-style-type: none"> • Field trip: campus tour of LACC. • Class: 1) CD11 as independent study once a week where students do hands-on activities; 2) CD1 a lecture style class. • Activities included: caring for an “egg baby” and journaling about its care/needs; studying child development; and “hands on” activities such as creating games. • Internship: 1/3 of students participate in an internship at a local pre-school. 	Grantee