



**Workforce Competitiveness Trust Fund
Annual Report-Round Two, Year One**

Project Name:
Lead Organization:

Purpose

The primary purpose of this annual report is to provide an opportunity for each project to reflect on its progress toward meeting its goals and share what is learned with Commonwealth Corporation. At the same time, these reports offer a means for the Commonwealth Corporation to learn more about how projects are unfolding - both at the level of individual projects and across the WCTF initiative -- including: successful strategies/elements, challenges, and type of technical assistance that is needed. This information will provide insights into sector projects as an area of workforce development and help to guide the assistance that we offer to both current and future projects.

The format of the report provides a framework for considering the multiple elements of each project. We are interested in learning about areas in which your project has been successful, as well as those in which your project has experienced challenges.

You may notice some overlap in the program areas addressed in the report's questions. This is due to our desire to understand the operation of projects on a variety of dimensions. As you prepare this report, you should feel free to write in bulleted form; paragraphs of narrative are not required. In addition, where appropriate, you may wish to cut and paste text from quarterly reports or other project documentation.

We extend a special thank you to Rosemary Hernandez of the Regional Employment Board of Hampden County for her review of drafts of this report.

I. Quarterly Update

Successes/Accomplishments:

- The CMECEPAP data base has been updated and reviewed carefully for accuracy. All participants have been assigned to appropriate training tracks and all related course events have been registered into the data base.
- Three out of four employers have completed submission of employee status forms indicating those employees who have retained employment, received wage increases, incentives, or promotions.
- Incumbent workers are actively submitting course completion forms to the career specialist and meeting with academic advisors to plan for fall coursework.
- All eligible employees have completed both FAFSA and MA Department of Early Education and Care scholarship applications and have begun receiving determination notices for fall coursework.
- All interviews for the Strategies for Children research project have been completed and the report is due in late September.
- Youth Works participants have continued in or been placed into summer employment opportunities for 25 hours per week of paid work experience at the four employer sites.
- Employers participated in advocacy efforts around state budget funding for WCTF, DEEC scholarship dollars, and Building Careers funding.
- Local community planning initiative consultant has completed all focus group meetings and interviews and will be drafting a report for a Early Learning Leadership Council meeting in October to address the framework for a community response in preparation for expanded universal pre-kindergarten implementation by the MA DEEC.
- Plans are underway to convene the vice-presidents of academic affairs at five area colleges in early November at the Colleges of Worcester Consortium to discuss some of the challenges for nontraditional working students at the higher education institutions as they attempt to matriculate into degree programs for early education and care or related fields.

Challenges:

- Though state scholarship monies are available for incumbent eligible workers to access; scholarship dollars are no longer specifically earmarked for the Department of Early Education and Care, resulting in a scenario of previous scholarship recipients having priority over fewer scholarship dollars for higher education degrees while new applicants may be frozen out of access to this funding. Award determination letters are very late and it is unknown by most grant participants whether they will have funding for the fall semester.

- It is anticipated (by one and all) that further cuts in the state budget for FY2010-11 may create a more difficult financial aide picture in the next several months. Career and financial aide specialists with the Colleges of Worcester Consortium are keeping as up to date as possible on the best alternatives for incumbent, matriculated employees enrolled in the grant.
- Lack of funding at this time for the Youth Works after school employment program in early education and care (unique to Worcester) is creating a challenge for those students having graduated from the summer Youth Works program with work experience in the field of early education and care. They are now unemployed and need at least part time work to matriculate into an associate program. Several have received eligibility for the state DEEC administered scholarship funds but are now not eligible due to lack of employment. Employers are working to hire some of these students but most employers either have no staff openings or are scaling back staff due to lower than expected enrollment as a result of the economy.

II. Program Goals

One of the Massachusetts Legislature’s goals for the establishment of the WCTF was “to improve access to well-paying jobs and long-term career success for all residents of Massachusetts.” One way we measure the success of individual projects and the WCTF in accomplishing this goal is through participant outcome measures. Please review the “Project Goals and Actual” report in the Sector Project Database for your project. If you need assistance in accessing this report, please contact your Commonwealth Corporation Program Manager. Based on the projected and actual figures displayed on this report, please complete the following chart to help us understand how your project is reaching each of its proposed goals.

<i>Program Goal</i>	<i>Is your project “on track” toward achieving your goals for each item listed below?</i> <i>Check ✓ if “yes.” If “no,” please explain below.</i>	<i>When (provide month and year) do you plan to meet this goal?</i>
Number of Enrolled Participants	X	
Number of		

Unemployed/Underemployed Participants	X	We need a code differentiation to distinguish under employed students
Number of Incumbent Participants	X	
Number of Participants Completing Training	X	We need a way to calculate percent of training track completed
Number of Participants Attaining a Skilled Credential	X	We know we have at least eight who have attained the skilled credential but we do not have documentation from employers so we may enter verification. Working on form format clarification.
Number of Participants Receiving a Wage Increase	X	
Number of Participants Receiving a Promotion	X	
Number of Participants Attaining New Employment	X	New employment reflects those leaving the field and attaining other jobs as well as those moving to different early childhood provider.

A. For each goal for which you are not “on track,” explain why this is the case and what you plan to do to reach the goal.

After only **six months** of active enrollment in the grant, career assessment, degree matriculation, financial aide eligibility and applications, registration for college level courses and completion of over fifty courses, **we are on ”On Track” for Year One.**

B. Please describe additional outcomes experienced by participants that were not captured by the data you entered in the Sector Project Database. (e.g. people went on to go to college, they got degrees not anticipated in the project, and other ways in which participants are better off than before training)

- Participants now maintain a personal employment and professional development file.
- Participants have a better understanding of whom within the “systems” of their place of employment,- higher education, financial aide, and the career resources entities (like Colleges of Worcester Consortium) - can assist and support them in executing on their efforts to attain a higher education degree.

- There is a “culture of education” being developed and supported at the four employer workplaces which further support teachers professional development efforts and reinforces their successes.
- There is increased recognition that the workplace of early education and care is moving from a job to a profession.

C. What systems has the project established to collect and document achievement of participant program outcomes (i.e., wage increases, promotions, new employment), in addition to or in support of the Sector Project Database?

- Participants are asked to sign a letter of agreement and release at the point of enrollment in the grant which allows the participant, career specialist, academic advisor, and employer supervisor/site director to share information about the enrollees’ professional development efforts; thus no one is left out of the information loop and a “team” of people is working together to insure the employees’ success toward educational achievement.
- A spreadsheet for each employer is being finalized listing extensive employee data related to their professional development status to provide a “snapshot” of the overall work force regarding key professional development indicators.
- The career specialist has developed a comprehensive checklist for the documents file maintained on each grant participant. Participants are encouraged to also maintain their own file system as they will need these documents to register under the MA Department of Early Education and Care’s new Professional Development Registry which is expected to roll out in the next year.
- Employers are asked to complete the Comm. Corp Participant Program Outcome Information Form every six months on each enrolled employee. Youth Works students are tracked by the Youth Works Director and the Career Specialist of CMECEPAP.
- The employers participate in monthly collaborative meetings to discuss progress toward strategies, outcomes and enhanced procedures assisting incumbent employees to successfully complete coursework and credentials.

- D. Please describe any challenges that you are experiencing with collecting and reporting project data in the database.
- The data base requires extensive manipulation to input, verify and track data linking to participant, event, and training track. It is hard on the eyes and brain after an hour or so.
 - Several times when we have called up course participants, we have seen participants from other Comm. Corp WCTFgrants listed in our college specific courses. We deleted them.
 - Participants are having a hard time manipulating college technology systems to gain easy access to their course grades and transcripts. Each college system is different and we are dependent on the participant to access the proper documentation after completion or withdrawal from each course as well as documentation on any credentials or degrees earned.
 - The Program Coordinator needs training on manipulating reports from the data base that are useful to employers as we track individual participant progress.

II. Outreach, Recruitment and Selection

- A. Please describe any particular successes and challenges encountered, modifications made from your original planned activities, lessons learned in this process, and changes (if any) you plan to make in the future based on your experience to date.
- Increasing the level of awareness in the community of early education and care as well as the larger stakeholder community regarding the challenges facing the early education and care workforce has been very successful. Professional development is dependent upon education and compensation and so too is high quality early education and care for our youngest children. Community interest and investment to explore and develop a community plan for expansion of access and affordability for all to high quality early education and universal preschool is successfully underway in Worcester.
 - Increased productive communication among higher education officials and faculty has greatly enhanced the problem identification and problem solving efforts to ease and transform higher education services to “nontraditional” workers, including expanded hours for advising, technology training and tutoring. The

community college has instituted an evening component with advisors and faculty as well as on-line coursework. A private college is assessing the prospect of offering ECE courses in a new “downtown” facility previously limited to an MBA program. A four year state college has instituted a non licensure track for their education bachelor degree specifically for those in the field of early education and care.

- A good twenty percent of the incumbent workforce is not able or willing to matriculate into college level work. Reasons identified are the need for a GED, ESL courses, preparatory coursework to take and pass accuplacer exams for English and math proficiency at the college level, age beyond which retirement would precede completion of degree work, learning disabilities etcetera.
- Needed resources to prepare and assist these employees academically are beyond the funding of this grant though several positive alternatives are being developed within existing resources of other community stakeholders being cultivated by grant staff. These include ABE programs at the community college level, Literacy Volunteers of America program assistance, student program support for accuplacer testing at the high school level in grades 11 and 12.
- In lessons learned, it was necessary for one employer to “tier” their employees based on likelihood to follow through on the grant. This eased tension at the workplace for those feeling “threatened” by the prospect of having to matriculate even though it is possible they could eventually lose their current positions. The employer was able to continue to work within the grant and assist other incumbent workers to successfully move towards degrees in higher education.
- No two higher education institutions are the same. Each has its own procedures, policies and internal structures for working with students and each is actively learning how to work with nontraditional students. Working with five different higher educational institutions has mandated an extensive learning curve for grant staff and participants.
- The timelines for higher education institutions as they begin their annual and semester classes is different from the financial aid timelines and different from the MA Department of Early Education and Care scholarship application and determination timelines. This creates problems for participants attempting to enroll in classes and have payment for higher education finance offices documented so they can continue their educational programs.

B. Overall, on a scale of 1-5, how would you rate the success of your outreach, recruitment and selection processes thus far?

1. <u>Outreach</u> Not at all successful	1	2	3	4	very successful XX
2. <u>Recruitment</u> not at all successful	1	2	3	XX	very successful 5
3. <u>Selection</u> not at all successful	1	2	3	4	very successful XX

III. Training

A. Provider Activities: In order to allow us to better understand the nature of your work with your training provider(s), please answer the following questions.

1. How were training providers selected for your project?
 - Included as part of project proposal
 - Recommended by employer partner
 - Selected through vendor solicitation and procurement process

XX Other: (please specify) Two higher education institutions joined the collaboration table after the incumbent workers chose to matriculate in the specific higher education degree program.

2. What types of information do you provide to your training provider(s)? How often is this information conveyed?
 - Training providers in this grant are faculty and academic advisors. Upon the signing of the release form by the grant participant, the academic representative has access to participant information that is pertinent to academic success at the matriculated institution. This information may be provided by the participant or the career specialist (with participant knowledge) in any way that will assist the participant in successfully completing the requirements of the degree.
 - The participant is asked to meet with the academic advisor at least once a semester to confirm course registration, completion and future plans. Alternative academic resources to assist the participant such as tutoring or technology assistance are also identified by the academic advisor or faculty. We have representatives from each of the higher education institutions who serve on the CMECEPAP Coalition to learn about the goals and assist in problem solving within the grant. These individuals meet monthly as part of the Coalition. Grant staff is also in regular contact with them members as needed during the month to assist matriculated employees.

3. What types of information do your training provider(s) provide to the project? How often is this information conveyed?
 - Incumbent employees having matriculated into a degree program are asked to be responsible for there own paper work, course documentation and transcript. Training providers i.e. faculty assist working students to access their documents as needed but by law cannot turn them over to grant staff.
 - Faculty and academic advisors can confirm materials the grant staff provide to the Coalition or employers as part of the team authorized by the matriculated student. Advisors and faculty may also provide documents on degree requirements, courses, institutional procedures and policies.

4. In what activities do your project’s training providers participate? Please insert your training provider names and check all activities that apply in the table below.

Provider name	Attend partnership meetings	Communicate with project staff on a regular basis	Communicate with project staff on an as needed/ ad-hoc basis	Develop new curricula/ materials for the project	Employ existing curricula for the project	Provide documentation of Course completion to student	Other – please specify.
Becker College	x	x		x	x	x	Provide participant attendance records
Anna Maria College	x	x			x	x	Exploring use of “downtown” facility for better student access to degree program
Bay Path College			x		x	x	Offering degree program at new Worcester based campus
Quinsigamond Community College	x	x		x	x	x	Designed new ABE coursework in English language skills toward College level accuplacer test in which all

							referenced material and homework relate to the early childhood curriculum and can be immediately used in the incumbent workers workplace classroom.
Worcester State College	x	x		x	x	x	Designed a new degree track for early childhood educators, which provides a bachelor of arts in education with a concentration in early childhood that is a non licensure track. This allows the BA graduate to teach in a non public school and forgo the MA teacher's test and leaving work to complete a full year internship

							in a public school setting.
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5. Please indicate if training providers are involved in assessing participant skills for any of the following purposes:

- X To inform program design
- X For placement of participants
- X To assess skill gain

B. Training

1. Please provide your assessment of the training in your project to date. Note any particular successes and challenges encountered, modifications made from your original planned activities, lessons learned in this process and changes (if any) you plan to make in the future based on your experience to date.

- After six months, grant staff is working with the employer work group and the Coalition to begin initial assessment process. In general more than 85% of incumbent workers are successfully passing their courses with a C+ or better. This may be a higher percentage but we are still waiting on documentation of course completion by some enrollees. There are three individuals who enrolled in a course and withdrew. The Career Specialist is working with these individuals and their employers to determine next steps. There are an additional three who chose to leave the field of early education and care.
- There are several incumbent workers and recent high school graduates taking more than one course a semester in an effort to expedite their degree attainment and compensation. They are performing extremely well academically and at the workplace.
- The level of communication among team members working with enrollees has exceeded expectations. Many potential problems are being resolved quickly, students are held accountable for their work and

IV. Participant Supports

We are interested in understanding the support needs of participants in WCTF projects, as well as the types of supports currently offered by projects. In order to help us understand the nature of the supports provided to participants in your project, please complete the following questions.

- A. Based on your experience with your project to date, in the table below please indicate the proportion (1=none, 2=some, 3=all) of participants in your program needing particular supports, receiving supports directly or through referral.

	Proportion of Participants Needing Supports	Proportion of Participants Needing Supports that Received Supports Directly by Our Project (including project employers, higher education institutions, and the colleges of Worcester Consortium)	Proportion of Participants Needing Supports that Received Supports Through Referral Outside Project (outside the project employers and higher education institutions or the Consortium)
	1=none, 2=some, 3=all	1=none, 2=some, 3=all	1=none, 2=some, 3=all
Paid Release Time	2	2	1
Career Coaching	3	3	1
Case Management	3	3	1
Tutoring	2	2	2
Flexible Training Scheduling (ex. Evening/cross-shift)	3	3	1
Flexible Work Scheduling to Support Training Attendance (ex. Reduced hours/shift adjustment)	2	2	1

Mentoring	2	2	1
Stipends	2	2	1
Transportation	2	2	2
Child Care	2	2	2
Other: (please indicate)			
Use of workplace computers to complete college coursework	2	2	2

B. Please describe any particular successes and/or challenges encountered by your project in the area of support services. Include any modifications made from your original planned activities, lessons learned in this process, and changes (if any) you plan to make in the future based on your experience to date.

- The primary issues in support services are:
- Gauging how much time is needed to meet with enrollees at the workplace to ensure follow up on tasks enrollees need to complete - particularly in the area of documentation from the higher education institutions and financial aid awarders.
- Assessing with which enrollees email correspondence or cell phone messages is more effective.
- Maintaining detailed records on contacts with all “team” members for each enrollee
- Anticipated problems with child care and transportation have not required involvement by the grant team in general. Enrollees have worked these issues out for themselves or with colleagues.
- Services to enrollees in need of ESL services have proved quite challenging. All higher education public institutions mandate successful completion of the accuplacer test in English and math prior to matriculation. Financial aid sources require matriculation as part of the application process for aid assistance. ESL enrollees often feel overwhelmed by pre college course work and carry a sense that it will take excessive numbers of years before they will achieve success with a degree. The Coalition is just beginning to look at these needs.

C. Overall, how would you rate the effectiveness of support services provided in your project?

not at all effective 2 3 XX very effective
1 5

V. Partnership

A. In the table below, please insert your partner names and roles and indicate (with a ✓) in which activities each partner participates. (Be sure to include your own organization in the list.)

Partner Name	Role in Project	Attend regular partnership meetings	Provide guidance on the overall direction of the project	Participate in on-going strategic planning for sustainability	Contribute financial match to the project	Participate in training provider selection	Provide input on training content/curriculum	Recruit Participants	Screen & Select Participants	Provide training for the project*	Participate in Training Provision	Interview, hire or offer internships to participants (✓ and indicate which)
YWCA of Central MA	Lead Agent and Employer / Data Manager	X	X	X	X	N/A		X	X			X Interview, Hire, Internships
Rainbow Child Development Center	Employer	X	X	X	X	N/A		X	X			X Interview, Hire, Internships
Guild of St. Agnes	Employer	X	X	X	X	N/A		X	X			X Interview, Hire,

												Internships
Worcester Comprehensive Child Care Services	Employer	X	X	X	X	N/A		X	X			X Interview, Hire, Internships
Worcester Community Action Council	Youth Works Employer	X	X	X	X	N/A		X	X	X	X	X Interview, Hire, Internships
Edward Street Child Services	Community Partner/ Program Coordinator	X	X	X	X	N/A						
Colleges of Worcester Consortium	Career Counseling and Case Management	X	X	X	X	N/A	X	X	X		X	X Interview
Central Mass Regional Employment Board	Community Partner	X	X	X		N/A						
Anna Maria College	Training Provider	X	X	X		N/A	X			X	X	
Becker	Training	X	X	X		N/A	X			X	X	

College	Provider											
Quinsigamond Community College	Training Provider	X	X	X		N/A	X			X	X	
Worcester State College	Training Provider	X	X	X		N/A	X			X	X	
Bay Path College	Training Provider					N/A				X	X	
United Way of Central MA	Community Partner	X		X		N/A						
Child Care Connection	Community Partner for Professional Development	X		X		N/A	X					
Worcester Skyline Technical High School	ECE Vocational Provider/ Student Referrals	X	X	X		N/A	X	X		X		X Interview Internships
Clark University	Community			X		N/A						

	Partner											
MA Department of Early Education and Care	Community Partner	X	X	X		N/A	X					
Worcester Community Partnership for Children	Community Partner					N/A						
Salmon Early Education Centers	Community Partner	X	X	X		N/A	N/					
Worcester Public Schools	Community Partner					N/A						

* This column is intended for organizations that are principally responsible for training.

Please list any additional activities that your partner organizations regularly engage in.

- Employers participate in a separate monthly meeting to address issues specific to the enrollee group as it pertains to supports needed from employers to enhance employee success, motivation, incentives, and application of learning and skills development in the early education and care classrooms at the workplace.
- Selected partners engage in a review of the financial and billing obligations of the grant including tracking of the match on a six month basis or as needed.

- The Coalition of all partners has participated in two research projects with Strategies for Children and the Bessie Tarrt Wilson Initiative for Children around work force issues, access to higher education, and compensation in the field of early education and care.
- Partners have assisted in advocating for maintenance of work force funding and higher education financial aid dollars at the state budget level.

B. What has been the benefit of the partnership to the project?

- Without the Partnership, there would be no work force grant project. The required resources and long term commitment of stakeholders to see through the project have been integral to its success. The Partnership raises the level of awareness in the community, assists with brainstorming and problem-solving, assists with resources development, and opens doors to community leadership as needed.
- Partnership meetings help keep the grant on track, provide accountability, and provide timely exchange of information related to the workforce and the employer challenges of doing business in the current economy.

C. If, at this stage in the project, any partners have provided examples of how they have benefited from participation in the partnership, please attach these statements (e.g., emails, partner meeting minutes).

- Anecdotally, employers relate and “increasing culture of education” at the workplace by employees. Employees are sharing newly learned curriculum, developmental knowledge, and techniques in the classroom and in staff meetings.
- Employers see the role of an external Career Specialist/Case Manager as enormously valuable. Their supervisors relate well with this Case Manager and strong partnerships have evolved to increase working students’ accountability, success and problem solving.
- Also higher education representatives find the consistency, and reliability of the Case Manger to be a real asset for them as it allows reinforcement for the working student on what needs to be accomplished to continue enrollment in the degree programs.

- Employers also find the documentation for each enrollee is a help for maintaining professional development files on each employee as required for licensing and accreditation.

D. Who is leading/convening the partnership for your project?

YWCA of Central MA and Edward Street Child Services

E. What challenges have you encountered in working with your partnership?

- None – the Partnership is strong, meetings are well attended, members communicate effectively by email, stakeholders are vocal, and members enjoy the problem solving tasks needed at meetings.

F. Going forward, what contribution would you like to see from the partnership to the project?

- Would need more time for suggestions to evolve, project is still in early stages.

VI. Employer Engagement

A. In what ways have your employer partners been most involved in, or made the greatest contribution to, your project?

- Employers have been highly engaged and perhaps the primary stakeholders in the project. Their willingness to meet twice a month to work on employer specific issues for the enrollees as well as part of the overall Coalition has been enormously productive. They are vocal and raise many important issues tied to the current and future work force. Their level of commitment to their employees is impressive and important for the rising quality of early education and care which they offer to the larger community. Their flexibility to

allow workplace meetings of the Career Specialist /Case Manager has been critical to the success of the project and their incentives and support of their matriculating employees no less critical to the people involved in this dramatic work force change from a job to a profession.

B. Overall, how would you rate the level of employer engagement in your project?

low	medium	high
1	2	XX

Please explain your answer, including specific successes and challenges encountered, modifications made from your original planned activities, lessons learned in this process, and changes (if any) you plan to make in the future based on your experience to date. You may also wish to comment on the type of staff (e.g., human resource staff, CEO, etc) representing employers and how well this representation has served the needs of your project.

- The employers are key stakeholders in success of the grant. They are represented at the CEO and Program Director levels. One partner sends their Human Resources Director, and the Lead Agent, an employer, also has the CFO attend as needed.
- The employers meet both for the full monthly Coalition meeting and for a more employer - specific monthly meeting to discuss unique issues of the individual employee groups or the early education and care requirements as it impacts professional development needs. The employers have a wealth of experience with their workforce and bring many positive ideas to the table which encourage them to be part of the documentation of the challenges confronting the changing field and also part of the solution for their employees.
- There is less of a perception of isolation in the challenges being presented by this change to a professional field when the employers meet as a group and share common problems and strategies. By having three or four different director levels involved at various meetings (i.e. CEO, CFO, H.R. and Program Directors) employers are able to draw on a range of expertise to apply to various issues that might arise. Each

employer continues to elect solutions that work best for their particular workforce but a sounding board of various departments of expertise assists in decision-making.

- Meeting space and financial management of the grant are provided by the Lead Agent employer which has given stability to the grant execution.
- Bringing employers to the table also assists all employers in clarifying accreditation and funder standards for the emergent workforce regarding necessary educational requirement as well as assisting with other known community resources available to overcome barriers that might inhibit various staff from achieving successful completion of educational goals.
- Two employers, due to financial challenges, have had to suspend tuition reimbursement which has eliminated some “last source” flexibility for workers to pay for courses if they are not eligible for other scholarship or loan options.
- In addition, two employees have narrowed their future hiring practices to seeking predominantly teachers with a bachelor degree in hand whether the concentration is in early education or not. It will be more expedient for the needed courses in early education and care to be attained than the BA degree. (Although funding for these courses is not readily available.)

VII. Business Impact

A. Based on the “Getting Started” plan that you developed with Commonwealth Corporation staff on measuring the business impact of your project, please provide an update on your activities in this area, and share any data you have gathered thus far (i.e., baseline data and/or impact data available to date).

- In the business plan, goals for tracking retention of staff have become skewed due to the economy setbacks which are inhibiting individual staff from leaving jobs though several enrollees have departed due to an unwillingness to seek additional credentials or degrees.

- The goals for increased compensation are in evidence as several employers have given promotions to staff achieving new credentials. However the general compensation issue for the local field of early education and care has not changed as the funders are not increasing rates or grants for the field at this time.
- Surveying the participants and employers is just in the beginning stages and will be completed in the early fall. Six months of actual enrollment and beginning coursework for most incumbent workers has elapsed. This will allow for initial impressions and successes to be surveyed.
- Changes in classroom performance of teachers as a goal have been reported on an anecdotal level to date. Several Program Directors report teachers using knowledge and techniques learned in courses being used in classrooms with the children as well as offered and shared with peers at in-service and staff meetings. Teacher surveys will document this and longitudinal data on classroom observations over a year or more (required for on-going accreditation) will also hopefully provide similar documentation.
- Looking at the use of cohorts as a means of enhancing retention and success in the process of higher education degree attainment will start to be coordinated this fall. One “naturally occurring” cohort has evolved within one employee group where the incumbent employees have elected to matriculate into the same higher education bachelor degree program offered by Bay Path College. These employees take courses together on Saturdays, sometimes car pool and support each other in assignments and “the journey” of attaining a degree. All four teachers are doing well in the process and academic work.

B. Please describe any challenges that you are experiencing in the area of measuring business impact.

- At this point with only six month underway in terms of grant enrollment and matriculation into coursework and degree programs, there are no particular challenges in measuring impact except due to the economy. The changes in retention may be significantly influenced as people are not moving on to other employment arrangements due to the tight job market.
- Surveying of participants and employers is just getting underway.

VIII. “Products” of Your Project

- A. Based on the “Project Deliverables” chart included in your contract, please provide an update on your progress in developing these deliverables. Have you encountered any challenges in developing these deliverables?
- In general, the deliverables are over projection or on target for the first active six months of the grant.
 - There are three areas identified where documentation into the data base is not being recorded appropriately or being collected on the employer outcome forms which need to be modified.
 - These are:
 - 1) employers need to break down employment retention based on credentials received for teacher, lead teacher and CDA credentials,
 - 2) students under the WCAC Youth Works grant need to be recorded as underemployed and not simply employed as it skews (reduces the actual number) the numbers for the goal on unemployed participants, and
 - 3) new employment needs to be broken down to clarify which have left the field, which have been hired on with a partner employer and which have been hired on with a non partner employer in the field of early education and care.
- B. In addition to the agreed upon deliverables included in your “Project Deliverables” chart what other “products” will result from your project? These products might include new curriculum, establishment of a new college degree or certificate, establishment of a new partnership, etc. Please describe products that have already been achieved, as well as those you anticipate will be created by the end of the project.

There are no other anticipated deliverables. However, there are other outcomes from the project that are attributable to the project. These include:

- A change in the offerings at the local state college to include a non licensure track Bachelor of Arts in education
- A new pre-college course ABE series offered at the local community college called Pathways to Success which offers English language skills development through a curriculum of early education and care, useable at the enrollee's place of employment
- A new evening courses component in the community college for the Associates degree in early education and care for non-traditional students which includes faculty and advisor supports as well as broader hours for tutoring and other technology services.