



The Center for Excellence in Early Development

“Nurturing Early Connections”

Steps to Family Child Care Success (STEPS) Barrio Logan Year 1

Evaluation Report

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Prepared by

Dr. Sarah Garrity, Project Lead

Dr. Saralyn Miller, Postdoctoral Scholar

Mae Magyaw, Project Coordinator

Project Description

The Chicano Federation creates impactful changes in the day-to-day lives of San Diego families who want to create a safe, stable life for themselves and opportunities for their children and positively impact communities through action, caring and providing resources for those in need. The Steps to Family Child Care Success (STEPS) program is an example of this programming. STEPS is an ongoing collaborative project between The Chicano Federation, the International Rescue Committee (IRC), Horn of Africa, and the Center for Excellence in Early Development at San Diego State University. The goal of the STEPS program is to strengthen family childcare businesses to ensure sustainability and profitability while supporting children to reach their fullest potential. As part of the program, family childcare providers attended a 14-week, comprehensive training series (15 sessions, 2-3 hours each) provided in a virtual format. Trainings were designed to increase providers' financial literacy, knowledge of banking and credit systems in the United States, and improve their skills related to running a successful business. FCC providers also completed business plans with an IRC counselor to set goals and identify supports needed to strengthen their business. A key feature of the STEPS program is the use of a cultural navigators who represents the refugee and immigrant communities served by the program. Navigators are responsible for recruiting and enrolling providers, serving as a resource in enrollment and parent relations, and acting as a liaison between providers and agencies responsible for subsidized care and grant funding.

A total of 20 family childcare providers participated in the Barrio Logan Year 1 STEPS program, with 19 providers completing the program. This report presents both

descriptive and outcome data on project objectives and concludes with recommendations for future projects. These recommendations are based the analysis of data as well as CEED’s ongoing communication with project staff about continuous program improvement.

Demographic Information

Provider Information

Provider Demographics				
Provider Name	Gender	Ethnicity	Primary Language	Years in the U.S.
JA	Female	Hispanic	Spanish	34
CC	Female	Hispanic	Spanish	28
EC	Female	Hispanic	Spanish	29
AC	Female	Hispanic	Spanish	33
RF	Female	Hispanic	Spanish	38
LG 1	Female	Hispanic	Spanish	20
RG	Female	Hispanic	English, Spanish	30
LG 2	Female	Hispanic	Spanish	26
MJ	Female	Hispanic	Spanish	30
LM 1	Female	Hispanic	Spanish	25
LM 2	Female	Hispanic	Spanish	45
GN	Female	Hispanic	Spanish	30
EO	Female	Hispanic	Spanish	32
CP	Female	White	English	51
ER	Female	Hispanic	Spanish	30
RR	Female	Hispanic	Spanish	46
VR	Female	Hispanic	Spanish	32
CT	Female	Hispanic	Spanish	50
MV	Female	Hispanic	Spanish	22
CVH	Female	Hispanic	Spanish	28

All twenty providers are female. Nineteen providers identify as Hispanic, and one provider identifies as White. Nineteen of the providers' primary language is Spanish, while one provider’s primary language is both English and Spanish. Providers have lived in the United States for an average of 33 years.

Business Information

Provider Name	Provider Zip Code	Years in Operation	Hours and Days of Operation	Payment Type	CACFP
JA	92113	18 years	No Children Enrolled	N/A	Yes
CC	91950	2 years	07:30 AM - 11:40 PM (M - F) 05:00 PM - 11:40 PM (S)	YMCA, CDA, CASH	Yes
EC	92113	15 years	05:00 AM - 03:00 PM (VARIES)	YMCA	Yes
AC	92113	15 years	07:30 AM - 05:30 PM (M - F)	CF, YMCA	Yes
RF	92114	9 years	07:30 AM - 04:00 PM (M - F)	NACCRA, Cash	No
LG 1	92113	6 years	06:00 AM - 05:00 PM (M - S)	CF, CDA, YMCA	Yes
RG	92114	9 years	07:00 AM - 05:00 PM (M - F)	Cash	Yes
LG 2	92113	9 years	06:00 AM - 05:30 PM (M - TH) 06:00 AM - 03:30 PM (F) 07:30 AM - 03:30 PM (S)	YMCA, CDA, CALWorks	Yes
MJ	91950	19 years	No Children Enrolled	N/A	Yes
LM 1	92114	3 years	06:00 AM - 05:00 PM (M - F)	YMCA, Cash	Yes
LM 2	91950	11 years	06:00 AM - 02:30 PM (M - F) 08:00 AM - 05:00 PM (S)	CF, YMCA, CDA	Yes
GN	92114	15 years	06:00 AM - 05:00 PM (M - F)	CDA, Cash	Yes
EO	92114	19 years	06:30 AM - 07:00 PM (M - F) VARIES (S)	CF, YMCA, CALWorks	Yes
CP	92114	8 years	06:00 AM - 02:30 PM (M - F) 06:00 AM - 3:30 PM (VARIES)	Navy	Yes
ER	92113	6 years	08:00 AM - 02:00 PM (M - F)	YMCA, Cash	Yes

RR	92114	24 years	06:00 AM - 06:00 PM (M - F)	YMCA, CDA	Yes
VR	92113	< 1 year	06:00 AM - 05:00 PM (M - F)	CDA, CALWorks	Yes
CT	92113	5 years	05:00 AM - 08:00 PM (M - S)	CDA, Cash	Yes
MV	92113	1 year	06:00 AM - 06:00 PM (M - F)	CF. Cash	Yes
CVH	92102	9 years	07:30 AM - 5:00 PM (M - F)	Cash	Yes

Years in operation are based on data gathered in June 2021.

During intake, 18 providers had children in their care and two did not have any children in their care. Nine providers reside in zip code 92113, seven providers reside in zip code 92114, one provider resides in zip code 92102, and three providers reside in zip code 91950. 95% of the providers participate in the California and Adult Child Care Food Program (CACFP). Providers have operated their FCC home for an average of 10 years.

Enrollment Information

Provider Name	Licensed Capacity	Number of Children: Beginning of Program	Number of Children: End of Program	Notes
JA	8	0	3 (grandchildren)	gained 3
CC	14	9	dropped program	N/A
EC	8	1	2	gained 1
AC	8	6	6	no change
RF	8	5	7	gained 2
LG 1	14	6	6	no change
RG	14	2	4	gained 2
LG 2	14	8	8	no change
MJ	14	0	4	gained 4
LM 1	8	5	6	gained 1
LM 2	14	6	11	gained 5
GN	14	10	14	gained 4
EO	14	8	8	no change
CP	8	3	3	no change
ER	8	6	3	dropped 3
RR	14	5	4	dropped 1
VR	8	4	8	gained 4
CT	14	11	12	gained 1
MV	14	6	4	dropped 2
CVH	14	5	7	gained 2

55% of providers (n=11) increased enrollment from the beginning to the end of the project period.

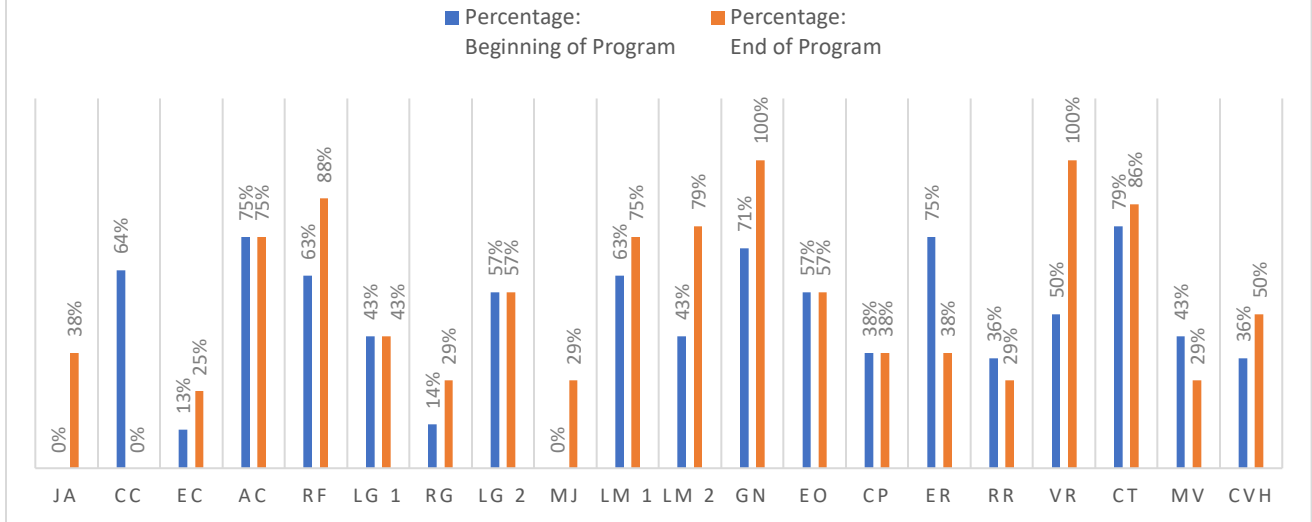
15% of providers (n=3) decreased enrollment from the beginning to the end of the project period.

25% of providers (n=5) had no change in enrollment from the beginning to the end of the project period.

5% of providers (n=1) dropped the program.

JA started taking care of her grandchildren and CC was dropped as she was not cooperating with the program.

CAPACITY PERCENTAGE AT THE BEGINNING AND END OF THE PROGRAM



Financial Information

Schedule C

Our past experiences collecting tax data for previous STEPS cohorts suggested that collecting Schedule C (Form 1040) tax data from providers would provide useful information about provider’s financial status. The Schedule C represents income or loss from a business operated as a sole proprietor.

All providers submitted a Schedule C for 2020 to the evaluation team. Thirteen providers submitted a Schedule C for 2021 and six providers (LG1, MJ, GN, VR, MV, and CVH) wrote a letter regarding why they did not submit a Schedule C.

LG1 wrote a letter on May 02, 2022, asking for an extension of her 2021 taxes because her accountant did not have enough time to finish her taxes and she thinks that they should be ready by the end of May.

MJ wrote a letter on May 24, 2022, asking for an extension of her 2021 taxes.

GN wrote a letter on May 20, 2022, asking for an extension of her 2021 taxes on behalf of her and her tax preparer. She anticipates getting them completed and turned in before October 2022.

VR wrote a letter on May 24, 2022, asking for an extension as she has not yet gathered the information, she needs to file her taxes and she learned that she also needs to ask the IRS office for an extension. She hopes to do her taxes very soon and get them in as soon as possible.

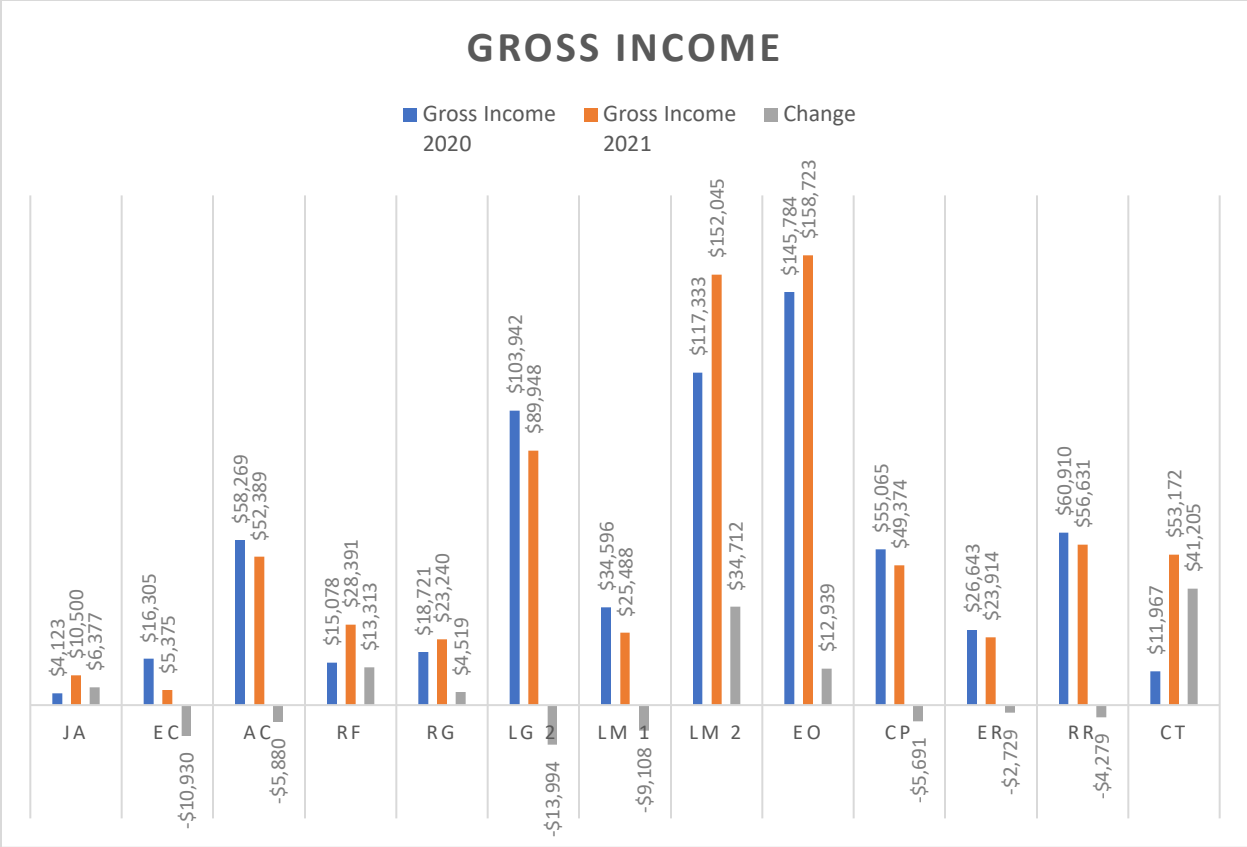
MV wrote a letter on May 23, 2022, saying that she has not done her taxes because she is investigating the amount of money she has received from a grant and that she will do her taxes in another month once she has received that information.

CVH wrote a letter on April 20, 2022, saying that her tax preparer is quite busy and is waiting to make space to complete her taxes and that she will send a copy as soon as her tax preparer has it ready.

The following table presents a comparison of gross income from 2020 and 2021.

Provider Name	Gross Income 2020	Gross Income 2021	Change	Enrollment
JA	\$4,123	\$10,500	+\$6,377	gained 3
CC	\$133,938	Dropped Program	Dropped Program	N/A
EC	\$16,305	\$5,375	-\$10,930	gained 1
AC	\$58,269	\$52,389	-\$5,880	no change
RF	\$15,078	\$28,391	+\$13,313	gained 2
LG 1	\$117,966	Letter of Extension	TBD	no change
RG	\$18,721	\$23,240	+\$4,519	gained 2
LG 2	\$103,942	\$89,948	-\$13,994	no change
MJ	\$58,489	Letter of Extension	TBD	gained 4
LM 1	34,596	\$25,488	-\$9,108	gained 1
LM 2	\$117,333	\$152,045	+\$34,712	gained 5
GN	\$17,200	Letter of Extension	TBD	gained 4
EO	\$145,784	\$158,723	+\$12,939	no change
CP	\$55,065	\$49,374	-\$5,691	no change
ER	\$26,643	\$23,914	-\$2,729	dropped 3
RR	\$60,910	\$56,631	-\$4,279	dropped 1
VR	\$10,907	Letter of Extension	TBD	gained 4
CT	\$11,967	\$53,172	+\$41,205	gained 1
MV	\$44,015	Letter of Extension	TBD	dropped 2
CVH	\$56,745	Letter of Extension	TBD	gained 2

Notes: Tax information was retrieved from Schedule C line 7.



The project team discussed data gleaned from the Schedule C at length and identified several next steps for how to best capture economic growth given the complexity of the family childcare sector. Our recommendations are found at the end of this report.

Pre-and-Post Training Evaluation Data

Outcome Measure: STEPS participants develop skills and knowledge for strengthening participants' FCC business.

Outcome Measure: STEPS participants will develop financial literacy knowledge for U.S. banking, budgeting, and credit systems.

STEPS providers attended the following workshops as part of the 14-week training series:

Schedule

Cohort:	STEPS Barrio Logan 2021
Date:	Every Wednesday starting July 14 until October 13

Sessions	Topic	Date	Time	Staff
Session 1	Orientation & Computers Set up - In person	07/14/21	5:30pm-8:30pm	Ana & Norma
Session 2	Digital Literacy	07/21/21	5:30pm-8:30pm	Anisa Abeytia IRC / Ana
Session 3	Financial Literacy 101 (Budget & Banking)	07/28/21	5:30pm-8:30pm	Ana Dominguez
Session 4	Financial Literacy 102 (Credit)	08/04/21	5:30pm-8:30pm	Ana Dominguez
Session 5	Business (Believe, Practice and Growth)	08/11/21	5:30pm-8:30pm	Ana Dominguez
Session 6	Marketing 101 (Traditional Marketing)	08/18/21	5:30pm-8:30pm	Ana Dominguez
Session 7	Marketing 102 (Digital Marketing)	08/25/21	5:30pm-8:30pm	Ana Dominguez
Session 8	Book Keeping for childcare providers & Effective bookkeeping practices	09/01/21	5:30pm-8:30pm	Ana Dominguez
Session 9	SDQPI Quality Journey Orientation	09/08/21	5:30pm-8:30pm	Alejandrina Hernandez San Diego County Office of Education
Session 10	Tax ready business	09/15/21	5:30pm-8:30pm	Ana Dominguez
Session 11	Childcare Provider-Parent Contract/ In-Home childcare policy	09/22/21	5:30pm-8:30pm	Sandra Fernandez Lara Naylor IRC
Session 12	Child Development	09/29/21	5:30pm-8:30pm	Norma Rubio- CF
Session 13	California Employment law	10/06/21	5:30pm-8:30pm	Vivian A. Adame & Elvira Cortez Wilson Turner Kosmo
Session 14	Referrals and Resources	10/13/21	5:30pm-8:30pm	Ana Dominguez
Session 15	Graduation	10/20/21	5:30pm-7:00pm	Ana Dominguez

To assess the outcome measures, providers were asked to answer a series of questions related to the course topic prior to the start of class. They then answered the same questions at the end of class to measure knowledge acquisition.

Training Topic	Advisor	% Increase in Average Score
Digital Literacy 101	Anisa	39%
Financial Literacy 101	Ana	30%
Financial Literacy 102	Ana	21%
Business	Ana	58%
Marketing 101	Ana	21%
Marketing 102	Ana	14%
Bookkeeping	Ana	15%
SDQPI	Alejandrina	17%
Taxes	Ana	14%
CC Provider-Parent Contract	Sandra	-5%
Child Development	Norma	5%
California Employment Law	Vivian, Elvira, Wilson	1%
Referrals and Resources	Ana	28%

The biggest increases in knowledge were in the areas of digital literacy, financial literacy 101, and business, indicating that the goals of the project were met.

Business Plan

Outcome Measure: STEPS participants develop a personalized one-year FCC business development plan to further increase the revenue and quality of their FCC business.

Provider Name	Status
JA	Completed
CC	N/A
EC	Completed
AC	Completed
RF	Completed
LG 1	Incomplete
RG	Completed
LG 2	Completed
MJ	Completed
LM 1	Completed
LM 2	Pending*
GN	Pending
EO	Pending
CP	Pending*
ER	Completed
RR	Completed
VR	Completed
CT	Completed
MV	Completed
CVH	Completed

As of April 2022, 14 out of 20 providers (70%) have submitted their business plans. LM2 and CP (marked with an asterisk*) are currently trying to obtain and create a business plan in English as most of the business plans were initially created in Spanish. GN and EO have not yet completed their business plan and CC dropped from the program.

Provider Access to Resources

Data from previous STEPS cohorts indicated that provider access to resources was an important indicator of the program’s success, and this was also the case with the Barrio Logan Year 1 cohort. Data related to access to resources also provides evidence of the value of the cultural navigators, who are instrumental in supporting providers in the referral/application process.

Resources	Status
San Diego Small Business Relief Fund	15:19 applied 13:15 received assistance
California Relief Grant in September	13:19 applied 8:13 received assistance
Licensed Child Care Facility Stabilization Stipends	19:19 received assistance
Obtained Assistance with Applying for Grants	19:19 received assistance
1 on 1 Sessions for Digital Inclusion	5:5 received
SDQPI Program	8:19 interested; 5:19 already enrolled; to be confirmed how many clients applied
Access to Capital Between \$170,000 to \$200,000	to be confirmed
STEM Kits	5:19 received from raffle
Special Education Event on 09/25/21	5:19 attended
Enlightening Women Self Help Class	12:19 attended
Women's Business Center (WBC) Link	19:19 attended
WBC How to Apply for Stipend and Loans	19:19 enrolled; 17:19 attended

TPE Materials from BL Grant	19:19 received
FCC Learning Environment Workshop 07/11/21	7:19 attended
ADHD Ages and Stages Event on 07/31/21	3:19 attended

All the providers received resources on:

- Typing Club Website
- Annual Credit Report Link
- Vaccine Record Website
- Mental Health Hotline
- Event for Potty Training on 08/21/21
- Parenting Classes for Live Webinar
- Decision Tree for Covid Link from San Diego County
- Link to File for EIN
- Links to Maximize Wi-Fi Connection
- Self-Employment Tax Calculator Link
- Link for How to Create Childcare Contract
- YMCA Resources Page
- Open House Back to School Prep
- Link for Licensing Website for Childcare Resources

Grant Funding

Provider Name	Funding Type	Amount	Total Received
JA	Licensed Child Care Family Stabilization Stipend	\$3,500	\$8,500
	San Diego Small Business Relief Fund	\$5,000	
	California Relief Grant	not received	
EC	Licensed Child Care Family Stabilization Stipend	\$3,500	\$8,500
	San Diego Small Business Relief Fund	\$5,000	
	California Relief Grant	not received	
AC	Licensed Child Care Family Stabilization Stipend	\$3,500	\$13,500
	San Diego Small Business Relief Fund	\$5,000	
	California Relief Grant	\$5,000	
RF	Licensed Child Care Family Stabilization Stipend	\$3,500	\$3,500
LG 1	Licensed Child Care Family Stabilization Stipend	\$3,500	\$3,500
	San Diego Small Business Relief Fund	unknown	
	California Relief Grant	unknown	
RG	Licensed Child Care Family Stabilization Stipend	\$3,500	\$13,500
	San Diego Small Business Relief Fund	\$5,000	
	California Relief Grant	\$5,000	
LG 2	Licensed Child Care Family Stabilization Stipend	\$3,500	\$8,500
	San Diego Small Business Relief Fund	\$5,000	
	California Relief Grant	not received	
MJ	Licensed Child Care Family Stabilization Stipend	\$3,500	\$8,500
	San Diego Small Business Relief Fund	\$5,000	
LM 1	Licensed Child Care Family Stabilization Stipend	\$3,500	\$3,500
	San Diego Small Business Relief Fund	not received	
LM 2	Licensed Child Care Family Stabilization Stipend	\$3,500	\$8,500
	California Relief Grant	\$5,000	
GN	Licensed Child Care Family Stabilization Stipend	\$3,500	\$8,500
	California Relief Grant	\$5,000	
EO	Licensed Child Care Family Stabilization Stipend	\$3,500	\$13,500
	San Diego Small Business Relief Fund	\$5,000	
	California Relief Grant	\$5,000	
CP	Licensed Child Care Family Stabilization Stipend	\$3,500	\$13,500

	San Diego Small Business Relief Fund	\$5,000	
	California Relief Grant	\$5,000	
ER	Licensed Child Care Family Stabilization Stipend	\$3,500	
	San Diego Small Business Relief Fund	\$5,000	\$8,500
	California Relief Grant	not received	
RR	Licensed Child Care Family Stabilization Stipend	\$3,500	
	San Diego Small Business Relief Fund	\$5,000	\$13,500
	California Relief Grant	\$5,000	
VR	Licensed Child Care Family Stabilization Stipend	\$3,500	\$3,500
CT	Licensed Child Care Family Stabilization Stipend	\$3,500	
	San Diego Small Business Relief Fund	\$5,000	\$13,500
	California Relief Grant	\$5,000	
MV	Licensed Child Care Family Stabilization Stipend	\$3,500	
	San Diego Small Business Relief Fund	\$5,000	\$8,500
CVH	Licensed Child Care Family Stabilization Stipend	\$3,500	
	San Diego Small Business Relief Fund	\$5,000	\$8,500
TOTAL			\$171,500

19 of 19 providers received the Licensed Child Care Family Stabilization Stipend

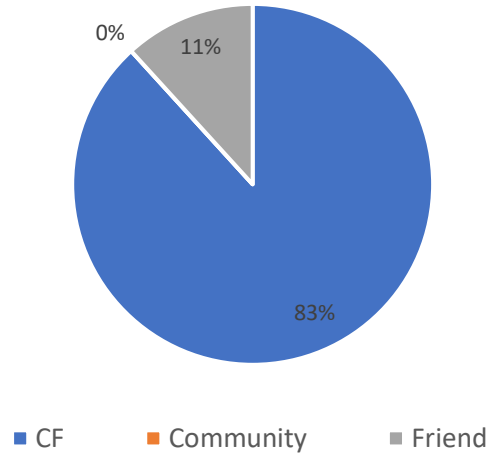
13 of 19 providers received the San Diego Small Business Relief Fund (15 applied)

8 of 19 providers received the California Relief Grant (13 applied)

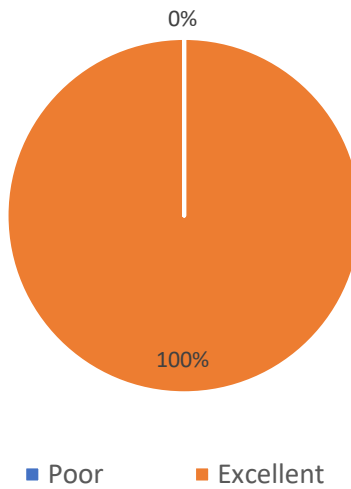
The providers received a total of approximately **\$171,500** in grant funding during the project period.

Final Survey Evaluation

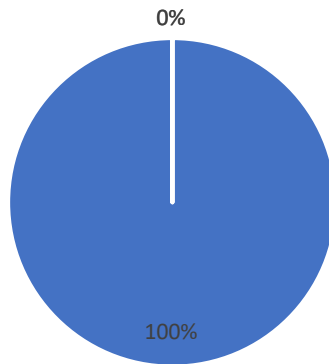
How did you hear about the STEPS program?



How would you rate the STEPS program overall?

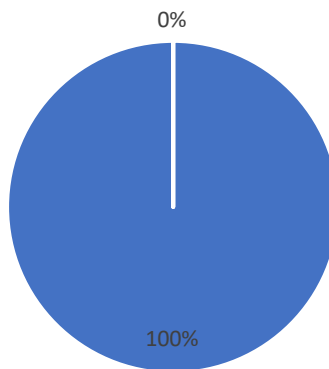


Did this program help you to improve your childcare business?



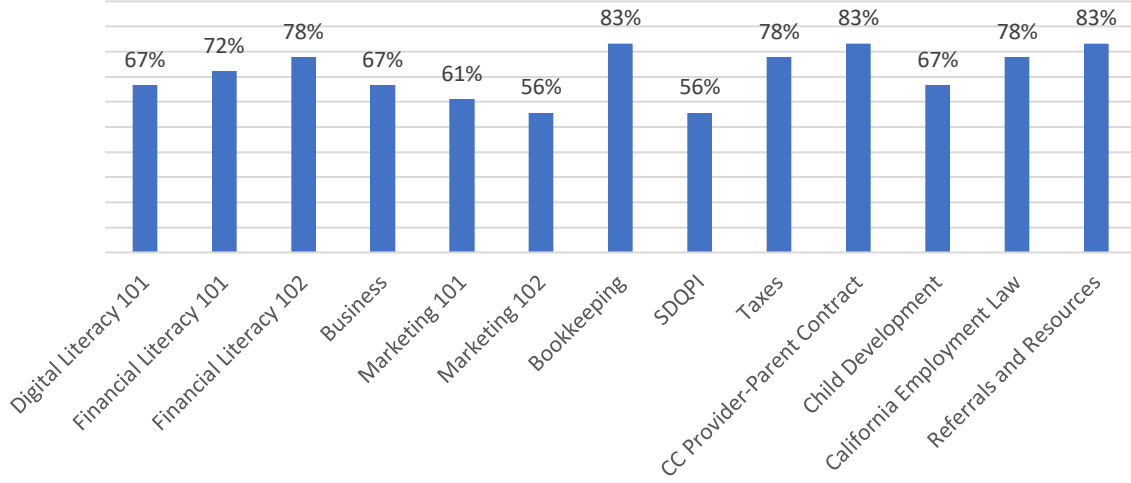
■ Yes ■ No ■ I don't know

Would you recommend this program to another childcare provider?

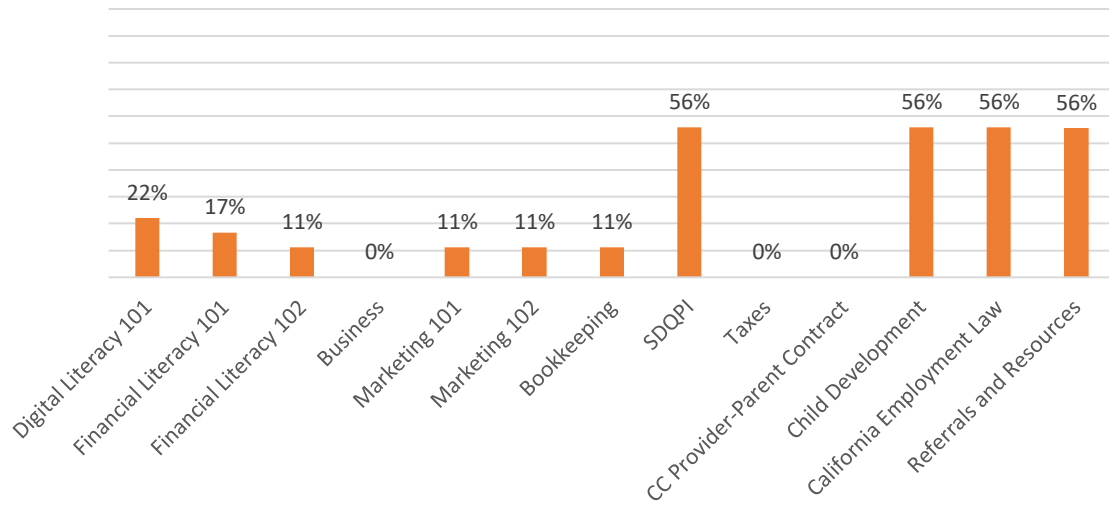


■ Yes ■ No

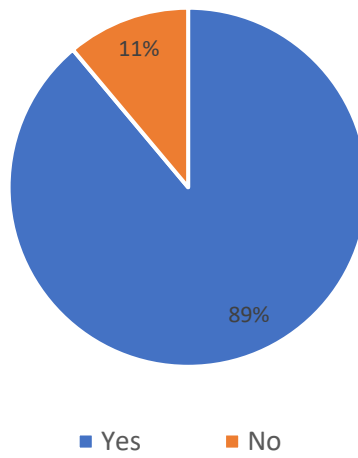
What were your FAVORITE classes?



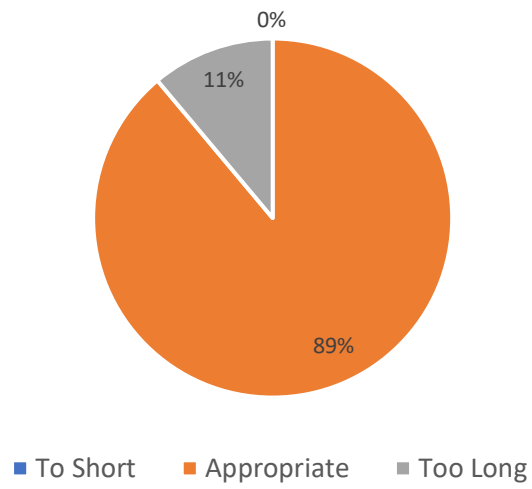
What were your LEAST favorite classes?



Was the class timing from 5:30 PM to 8:30 PM convenient?



How was the 14-week duration of the program?





Testimonials

What did you like most about the program?

“The interactions.”

“Everything.”

“It motivated me to do marketing and now I have two new children. Thank you.”

“I liked everything, a lot of information from our teachers, Ana and Norma, very kind to all of us, the classmates, thank you very much for all the information.”

“The explanation of the classes was so detailed and the help of Ana and Norma to all of us.”

“The knowledge of our instructors and patience with me and all my classmates.”

“Receive all the information and support that I have never received in all these years of my work as a childcare provider. Norma and Ana's enthusiasm kept all the participants interested. I also really enjoyed sharing and learning from other providers.”

“Thank you very much for having helped all of our colleagues, they gave us a lot of information for our business in all areas. I learned many things despite the fact that I have been with my childcare for 15 years, they gave me many strategies to further strengthen my business in all areas. Thank you so much for everything.” – LM

Recommendations

CEED and Chicano Federation staff worked closely together throughout the project period to use data to engage in continuous improvement and identify ways in which the project could be strengthened. The following recommendations are related to 1) how to ensure reliability of pre-post knowledge data and improve the quality of the training program; 2) how to best capture measures of economic growth, and 3) other recommendations.

14- Week Training

- The navigator expressed concern over the alignment class content and the pre and post assessments. The evaluation team has been monitoring the alignment in subsequent cohorts.
- The providers asked that the pre and post assessments to offer an “I don’t know” answer choice instead of guessing. Navigators and leaders at the partner organizations thought this was important information to gather. The additional answer option has been added for subsequent cohorts.
- Although the team has concerns that the pre and post assessments for each class are not reliable, they do provide some general information about knowledge acquired. Creating standardized assessments for the classes would provide some reliability in the data, however it would reduce the amount of flexibility given to partner organizations that want to tailor the classes to the needs of their providers within a community. Standardization should be discussed with the STEPS leadership team to determine if a baseline of knowledge for course content should be established.
- Cultural navigators and partner organizations stressed the importance of recruiting experts (when possible) to teach the classes (i.e., accountant should teach tax class). Future cohorts should reach out to industry experts and network with various organizations to help with recruitment.
- Feedback from the navigator indicates that the providers are happy with the classes and enjoy having a network of other providers to learn from. It is recommended that navigators work with the providers to create an opportunity for providers that complete the STEPS program to continue to collaborate.

Measures of Economic Growth

- Tax information collected varies from provider to provider and Schedule C information includes many variables that make it difficult to assess economic growth reliably. Future cohorts should learn how gross and net tax information can be used to indicate economic growth.

- The hours of operation data variable is difficult to aggregate and does not reliably provide information about the strength of an FCC program. Future cohorts should ask providers the number of hours they work per week and follow up with this question in the monthly contact logs. An increase in the number of hours worked per week is an indicator of program growth. Some FCC programs may not increase enrollment, but the families may require additional childcare hours.
- The evaluation team would like to understand long-term FCC provider business sustainability. Future cohorts should consider establishing a relationship with providers so that navigators can learn if FCC providers are still in business 3, 4, or 5 years after they complete the STEPS program.
- There are grants and various loan programs available to providers that rent and providers that own their home. Future cohorts should collect information on provider homeowner status and if the home supports the providers goals in terms of license capacity. This data should be collected at the beginning and end of the program. It would also be interesting to collect this data when the provider submits their tax data for the second year.
- Business plans should be used to assess progress towards economic growth and stability. It is recommended that the business plan be completed at the beginning of the cohort and that the business counselor should focus on short-term goals that can be completed over the course of the program. Examples of short-term goals include the following: complete paperwork for an [IRS FEIN](#), applying for a [fictitious business name through the County of San Diego](#), creating business cards, improvement of provider credit score, CPR recertification, purchasing a website domain, filing for a business tax certificate, opening a business bank account, and/or meeting with a loan officer if interested in purchasing a home.

Other Recommendations

- The satisfaction survey is an opportunity for partner organizations and program evaluators to gain valuable feedback about the STEPS program. The survey should include multiple Likert style questions to better understand a provider's degree of satisfaction.
- Navigators were tasked with becoming a liaison between the providers and CACFP, the YMCA, and other resource and referral agencies. This continues to be a challenge.
- It would be beneficial to collect data on the provider's education level. It would also be helpful to collect information on any degrees, certificates, workshops, classes completed. It would also be helpful to know if the provider has taken any classes or has a degree in child development, or business (as opposed to an unrelated degree).

