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Evaluation of Georgia's Language and Literacy Endorsement, 2022-23

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Introduction

In 2020, Child Trends partnered with Georgia's Department of Early Care and Learning (DECAL) to evaluate the pilot of a new Language and Literacy Endorsement (the Endorsement) for child care programs participating in Georgia's Quality Rated, the state's quality rating and improvement system.¹ The Endorsement was designed to recognize and promote high-quality language and literacy practices by providing professional development opportunities, materials, and financial stipends to child care providers. Child Trends and DECAL have continued this partnership to evaluate the Endorsement as it grows and evolves.

In 2022, DECAL offered the Endorsement to an expanded cohort of 23 center-based programs who applied to participate, and 15 programs were ultimately awarded an Endorsement. Concurrently, DECAL launched a pilot Endorsement with family child care licensed home programs, tailoring the training content to the family child care context (e.g., mixed age groups). Eleven family child care providers were invited to participate, and nine completed the application process and were awarded an Endorsement.

To better understand the experiences of participating programs—including center administrators,² teachers, and family child care providers—DECAL partnered with Child Trends to evaluate the second cohort of center-based programs and the pilot of family child care programs. The purpose of this report is to summarize evaluation findings and provide DECAL with recommendations to inform future implementation of the Endorsement.

Key findings

- **Family child care providers, center-based teachers, and center administrators (i.e., directors and owners) found the Endorsement to be a positive and worthwhile experience:** 93 percent of teachers described their overall impression of the Endorsement as very positive. All family child care providers and nearly all center administrators said they would recommend the Endorsement to others.
- **Center-based teachers and family child care providers reported that they gained practical skills and knowledge from trainings to apply directly to their classrooms and programs:** 95 percent of center-based teachers agreed that the information presented was relevant and that they could apply what they learned at the trainings to their classrooms. Similarly, family child care providers described the trainings as helpful, with useful information and resources.
- **Center administrators and family child care providers agreed that the Endorsement helped them improve the quality of their programs,** including helping them feel more confident and prepared to go through the rating process for Quality Rated.
- **All participants appreciated the opportunities for peer learning that were built into the virtual training sessions.**

Key recommendations

- **Ensure that programs are prepared to participate in the Endorsement.** DECAL should consider ways to help prospective programs better understand the expectations and time commitment of the Endorsement, and assess their readiness and capacity to participate.

¹ Quality Rated is a system that assesses child care programs by a defined set of criteria. Programs that undergo Quality Rated assessments are given a star rating on a scale of one to three, which allows parents to compare programs and helps programs assess areas for improvement in a systematic way.

² In this report, administrator refers to those in leadership roles within a child care center, including owners, directors, and assistant directors.

- **Expand and sustain existing supports for programs to complete the Endorsement.** As the Endorsement expands—and programs with varied capacity, resources, and experiences enroll—these supports may become even more critical.
- **Increase focus on the sustainability of the Endorsement once it has been awarded.** In interviews, center administrators and family child care providers expressed both the desire for more outside support in maintaining and continuing what they learned through the Endorsement.

Endorsement activities

Endorsement activities occurred from May 2022 to May 2023, and included:

- **Virtual orientation sessions:** Center administrators and family child care providers attended orientation sessions in May and June of 2022, respectively.
- **Virtual trainings for center-based teachers:** DECAL instructors led a series of virtual trainings for lead and assistant center-based teachers, with self-guided assignments between training sessions. Teachers joined one of two tracks based on the ages of children in their classrooms—infants/toddlers or preschool/Pre-K students. Each teacher attended a total of four trainings: two about responsive caregiving and two about story reading. Center-based teachers had the option to attend trainings on Saturday mornings or weekday evenings.
- **Virtual family child care provider trainings:** DECAL instructors led a series of four virtual trainings for family child care providers, with content adapted from the center-based teacher trainings for the family child care context. Trainings were held on Saturdays.
- **Group coaching:** Family child care providers attended bi-monthly virtual group coaching sessions to support goal setting and sustainability planning.
- **Sustainability planning:** Family child care providers completed a Sustainability Plan for their program, with support from DECAL’s Professional Learning Unit. This plan was used to document growth and progress throughout their participation. Providers underwent training and group coaching sessions (see above) to assist them in defining achievable goals centered around responsive caregiving and promoting language and literacy development during activities, transitions, and routines. Providers submitted supporting materials such as photos, videos, and materials that outlined their strategies for maintaining these practices in their program.
- **Learning Leaders in Early Childhood Education training for administrators:** Center administrators attended a virtual, asynchronous course about program leadership, centered around the five Rs: Responsive Relationships, Reason, Resources, Reflective Dialogue, and Recognition.³
- **Leadership Support Series:** DECAL instructors held monthly voluntary virtual calls on Zoom for center administrators to discuss project updates and content from the Learning Leaders course.
- **Quality Improvement Project:** Center administrators completed a Quality Improvement Project Plan, with support from DECAL’s Professional Learning Unit. Administrators provided a SMART goal connected to language and literacy practices within their program, suggestions for goal-related changes, and documentation of their efforts along with reflections on their progress.
- **Grants, materials, and stipends:** DECAL awarded grants for centers and family child care programs to purchase technology and equipment to facilitate virtual learning. DECAL also provided center-based teachers, administrators, and family child care providers with stipends for completing the Endorsement. Additionally, DECAL purchased classroom and program materials to support language and literacy practices.

³ See <https://eclkc.ohs.acf.hhs.gov/video/5rs-early-learning-leadership-building-foundation-responsive-relationships>

Methodology and Data

Evaluation activities included two rounds of semi-structured interviews with center-based administrators and one round of interviews with family child care providers. In addition, we distributed a series of online surveys to teachers from center-based programs who participated in the virtual trainings.

Center-based cohort

Administrator survey

Prior to beginning the Endorsement, Child Trends distributed a survey to administrators of participating center-based programs. Most programs had two points of contact (e.g., an assistant director and a director, or a director and an owner), and both were sent the survey. Child Trends administered all surveys through REDCap, a secure web application for managing online data collection. The purpose of the survey was to learn more about administrators' professional and educational experiences, as well as basic information about their program. The administrator survey was first launched in May 2022 and sent to 44 administrators, representing 23 programs. Of those, 31 administrators representing 20 programs completed the survey for a program-level response rate of 87 percent.

Center administrator interviews

Child Trends completed two rounds of semi-structured interviews with center-based administrators, with one round taking place prior to the Endorsement and one round taking place following the end of the Endorsement. We invited the main point of contact from each center to participate in the interviews, and they had the option to designate a different administrator to participate, as needed. We conducted the pre-Endorsement interviews from June to July 2022. Out of the 23 administrators that we invited to participate, we completed interviews with 19 of them, for a response rate of 83 percent. Post-Endorsement interviews were conducted from May to July 2023. Of the 15 centers who were awarded the Endorsement, we completed interviews with 11 of them. We also spoke with one administrator whose center did not complete the Endorsement.

Both interviews focused on centers' goals for participating in the Endorsement, previous experience with language and literacy trainings, and post-Endorsement plans. The pre-Endorsement interview also included questions about programs' capacity to participate in the Endorsement and any concerns administrators had about participating. The post-Endorsement interview asked administrators to reflect on whether the Endorsement had met their goals; their experiences with the Endorsement activities, trainings, and supports; any changes they noticed in the practices of their teachers; and their overall perceptions of, and experiences with, the Endorsement.

Additionally, to better understand the experience of all participants in the Endorsement, we extended an interview invitation to programs who did not complete, and were not awarded, the Endorsement. In addition to the questions listed above (excluding questions about post-Endorsement plans), we asked programs what challenges they experienced with completing the Endorsement, what supports could have helped them complete it, and whether they would consider participating in the Endorsement again. Only one out of the eight centers⁴ that did not complete the Endorsement agreed to participate in the post-Endorsement interview.

⁴ Twenty-three center-based programs began the Endorsement. One program dropped out, and seven programs did not complete the requirements and were not awarded an Endorsement.

Center-based teacher surveys

Child Trends administered 10 online surveys to center-based teachers: a pre- and post-Endorsement survey in addition to brief surveys following each of the eight virtual trainings. Child Trends administered all surveys through REDCap, a secure web application for managing online data collection.

The first survey (pre-Endorsement) took place in July 2022, before center-based teacher engagement in the Endorsement began. This survey included questions about teacher and classroom characteristics, previous experience with language and literacy training, and goals or expectations for the Endorsement. Before the start of the trainings, 190 center-based teachers had signed up to participate; Child Trends sent each teacher a link to the pre-Endorsement survey. Of these 190 center-based teachers, 103 completed the survey for a response rate of 54 percent.

Child Trends administered the post-Endorsement survey in November 2022 after center-based teachers completed their engagement in the Endorsement. The post-Endorsement survey included questions about teachers' experiences with, and perceptions of, the Endorsement, including barriers and facilitators to their participation. Child Trends sent the post-Endorsement survey to 124 eligible center-based teachers, 106 of whom completed it for a response rate of 88 percent. Due to center-based teacher turnover within programs during the Endorsement, the subset of teachers invited to complete the post-Endorsement survey differed from those invited to take the pre-Endorsement survey. There were 119 center-based teachers who were sent both the pre- and post-Endorsement surveys; of those, 65 percent completed both surveys.

Immediately following each virtual training session, Child Trends asked participating center-based teachers to complete a brief survey. Child Trends administered training surveys from August to October 2022, following each of the virtual training sessions offered. The surveys were programmed to be customized to the training session (i.e., Story Reads vs. Responsive Caregiving sessions) and age group (i.e., infants/toddlers vs. preschool/Pre-K). The surveys were offered in English and explored teachers' overall experiences and satisfaction with the trainings, along with their self-reported understanding of key training outcomes. Center-based teachers were also asked to share their recommendations for improving the trainings. Across all eight sessions, center-based teachers completed 378 training surveys. Because these surveys were anonymous (to maximize the response rate), we cannot know how many different teachers completed the surveys or how survey responses changed over time.

For more information on response rates for each of the surveys, please see Appendix A.

Family child care pilot

To understand the experience of family child care providers participating in the Endorsement, we invited providers to participate in an interview in June 2023 after the Endorsement was completed. Of the nine family child care providers⁵ who completed the Endorsement, five participated in an interview. In the interviews we asked providers what their goals were for participating in the Endorsement; whether their expectations were met; their experiences with previous language and literacy trainings; their experiences with the Endorsement trainings and supports; their post-Endorsement plans; and their overall perceptions of, and experiences with, the Endorsement.

Child Trends also administered surveys to family child care providers after each virtual training. These training surveys were similar to those administered to center-based teachers, and were offered in both Spanish and English. Family child care providers completed 28 training surveys across the trainings. Like the center-based teacher training surveys, these family child care training surveys were anonymous, so we do not know how many different individuals completed them, or how their responses changed over time.

⁵ Eleven FCCLH providers started the Endorsement. Two did not complete the requirements and were not awarded an Endorsement.

Findings

About the respondents⁶

Center administrators

Of the 31 center administrators who completed the pre-Endorsement survey, 17 identified as a director, 11 identified as an assistant director, 5 identified as an owner, and 3 identified as another role. Almost all (97%) center administrators had either enrolled in, or completed, a post-secondary course of study, ranging from completion of some college courses to completion of a doctoral degree. Most (65%) center administrators had been in their current leadership role for fewer than 10 years. We asked administrators to indicate all of the age groups that their programs served. Almost all programs served toddlers (97%), school age students (94%), and/or preschoolers not in Georgia's Pre-K (94%). Slightly fewer programs served infants (84%) and/or preschoolers in Georgia's Pre-K (77%). All participating programs had a 2- or 3-star rating in Quality Rated.

Center-based teachers

Of the 132 lead and assistant center-based teachers who completed the pre- and/or post-Endorsement survey, the majority had served in their current role for five or fewer years (70%) and had either enrolled in, or completed, a post-secondary course of study (67%). Among center-based teachers who had enrolled in, or completed, a degree, the most common major was early childhood education (35%). Almost all teachers identified English as being their primary language (95%), with a smaller number selecting Spanish or another language (4%). Center-based teachers were asked about the age group they worked with; most reported working with toddlers (46%), followed by preschoolers (32% not in Georgia's Pre-K, and 31% in Georgia's Pre-K). All center-based teachers reported speaking English in their classrooms, and eight percent also reported speaking Spanish in the classroom. The most common curriculum utilized by center-based teachers was Creative Curriculum (29%).

Expectations and goals for the Endorsement

Decision to participate in the Endorsement

We asked center administrators why they decided to participate in the Endorsement. The majority of administrators reported that they hoped to improve the language and literacy practices at their program. As one administrator said, "I saw the potential benefits as increasing the conversations in the center, more meaningful interactions between the staff and the children, and just helping the children build a stronger vocabulary." Administrators hoped the Endorsement would help them foster a love for reading in their children and improve children's language development skills. Several center administrators mentioned their desire to help children become school-ready. For some center administrators who had previously participated in LITTLE,⁷ they wanted to further build upon the skills learned through that program. Several center administrators also expressed that they hoped the Endorsement would better prepare them for their Quality Rated rating. Finally, some center administrators discussed how they hoped the Endorsement would benefit their community as a whole. One center administrator shared, "It's important to give these kids a

⁶ In partnership with DECAL, we made the decision not to survey family child care providers before or after the Endorsement, so we did not collect demographic information from that group. DECAL attempted outreach to the providers in fall 2023 to gather some of the missing information, but only heard back from two family child care providers. We do not have enough information about the demographics of the family child care providers who participated in the pilot to share in this report.

⁷ Lifting Infants and Toddlers through Language-rich Environments (LITTLE) was a grant to support child care providers in building children's language and literacy skills.

solid foundation for school. There are incarceration rates related to reading, so it's important to the community we're a part of to support the children.”

Center administrators' hopes for the Endorsement⁸

During the pre-Endorsement interview, center administrators spoke about what they hoped their program would gain from the Endorsement. Specific language and literacy practices that administrators wanted their teachers to learn included engaging in meaningful, two-way conversations with children; reading stories to children effectively; using open-ended questions; and incorporating language practices into all aspects of a program. As one administrator noted, “We participated in the LITTLE grant, and they used this phrase ‘tuning in,’ where they’re really tuning into the children just to hear their first responses, but also to help them increase their vocabulary through conversation...Those areas are very important in addition to those interactions they’re having with children. Just the back-and-forth exchanges of conversations, but also making sure that it’s meaningful and making sure they know how to dig deeper into the conversation versus just surface-type conversations.”

Center administrators also saw the importance of these language and literacy practices for other aspects of the classroom. One center administrator reflected, “I want to build up that talking so that when children are frustrated or just [unable] to get their emotions out, I want teachers to be able to communicate effectively. Billy’s screaming—well why? Did you ask those good questions to ask why, instead of just walking away? I want them to be able to get that out of them.”

Center administrators also anticipated that there were leadership practices that they could learn throughout the Endorsement. Several administrators reported that they were open to learning any practices that would make them a better leader, but did not have specific practices they were looking for. Others noted that they wanted to be able to better support their staff, both throughout the Endorsement and beyond. One administrator specifically noted that she hoped to learn to encourage her teachers to embrace these leadership practices. Some administrators expressed that they thought it would be beneficial to learn what the teachers were learning, so they could support teachers in implementing these language and literacy practices and so they would know what practices to look for when observing teachers.

Whether the Endorsement met expectations

After completing the Endorsement, we asked both center administrators and family child care providers whether the Endorsement had met their expectations; across both groups, nearly everyone we interviewed agreed that it had. Center administrators noted that their teachers were implementing new language and literacy practices, that the leadership training helped them better support their staff, and that the Endorsement provided valuable resources for their program. Family child care providers shared that they had improved in their ability to communicate with children and engage them in reading. One family child care provider noted, “Before the Endorsement, I struggled with communicating with the kids. I couldn’t engage them for a long time. The Endorsement taught a lot about how to keep the kids engaged, so that was great.” However, several center administrators did note that the process was stressful, with some mentioning that staff turnover meant that they would have to train new teachers on the practices learned from the Endorsement. Additionally, one family child care provider noted that the requirements for the Endorsement were not always clear. Overall, both center administrators and family child care providers felt that the Endorsement had allowed them to meet their program goals.

⁸ FCCLH providers did not complete a pre-Endorsement interview and thus are not included in this section.

Benefits of the Endorsement

Benefits to children, family, and staff

In the post-Endorsement interviews, we asked administrators and family child care providers to describe the benefits of the Endorsement for the children and families enrolled in their program. Several administrators described how children were more engaged and excited to read, how children were using more language, and how these changes were extending into their home lives. As one center director said, “The kids are engaged and excited. We hear a lot of feedback from parents about all the things their kids know, or are interested in. It’s made the kids more eager, now they want to read stories.” One director noticed that their staff were also more engaged in reading. The center administrator detailed, “They’re enjoying the kids, the kids are enjoying the books. I can see the smiles on some of the teachers’ faces.” Family child care providers also noticed that children’s reading had improved, and that children were more excited to read. As one family child care provider noted, “I think it did help, and it did improve their reading. They come in, they want to read a book.”

Center administrators and family child care providers also discussed the benefits they noticed for themselves, if a family child care provider, and to their staff, if a center administrator. One family child care provider felt that she was better able to connect with the children, and that the Endorsement had given her new ideas. Another provider said that she had improved her practices to make them more interactive. Center directors also changed some of their practices as a result of the Endorsement. One center director mentioned that she had set aside time to meet with each teacher once a week to review language and literacy practices, as well as the five Rs that were covered in the leadership trainings. Other center administrators reported that their teachers had more confidence in their abilities and were proud of themselves for completing the Endorsement.

On post-Endorsement surveys, center-based teachers discussed the benefits of the Endorsement and the applicability of the trainings to their teaching practices. In general, center-based teachers had positive perceptions of the Endorsement after participating in the trainings. For example, almost all center-based teachers who responded to the question agreed or strongly agreed that the Endorsement helped improve their classroom environment (93%) and their teaching practices (96%). Similarly, most center-based teachers agreed or strongly agreed that their program would be of higher quality after participating (84%) and that the Endorsement would benefit children and families (93%).

Additionally, on the post-Endorsement survey center-based teachers were asked to share an example of something they learned from the trainings that they are using (or plan to use) in their classroom. Of the 70 center-based teachers who shared a response, about half (51%) shared an example about making stories more engaging for children—such as using props or sound effects, acting out the stories, inserting children’s names, and asking open-ended questions. Center-based teachers also shared examples of improving and increasing their interactions with children (20%) and reading stories more than once (14%).

Benefits to program quality

Family child care providers and center administrators also shared that the Endorsement improved the quality of their program overall, and most believed that it helped prepare their program to go through Quality Rated. Some center directors reported using the materials they received to create an early learning library, and that having the resources from the Endorsement allowed teachers to be better prepared for the Quality Rated observation process. Center directors also shared that teachers were more confident and that they were implementing many of the language and literacy practices that Quality Rated assessors look for when observing a program. Family child care providers also discussed an increase in confidence in themselves and believed that their language and literacy practices had improved.

Future plans

Plans for marketing and outreach

Nearly all of the center administrators we spoke to reported that they would be using the Endorsement in the marketing of their program, while only one family child care provider planned to use it in marketing. This may reflect differences in the need for marketing between center- and home-based programs. Center directors planned to announce the award through their social media channels and newsletters to parents, and some planned to incorporate it into their orientation with new parents. One family child care provider sent letters to their parents informing them of the Endorsement. Family child care providers were happy to have the Endorsement listed on the DECAL site, and both family child care providers and center administrators believed that having the Endorsement would help them stand out from other programs.

However, center administrators expressed concern that parents and the community may not be familiar with the Endorsement, and thus they did not anticipate that the Endorsement would have benefits for their center's enrollment. As one center administrator noted, "I think no one understands the marketing. If I put something out there that we have this Endorsement, I don't know if people understand it and if it matters." On the other hand, some administrators indicated that the Endorsement would have a positive impact on their enrollment, with one administrator saying, "I had a new family to enroll today, and they enrolled based on one of the parents that I currently have in my school who told them about the changes." Several family child care providers agreed that the Endorsement would have a positive impact on their program's enrollment.

Plans to maintain changes

Center administrators intended to employ a variety of methods to maintain what they and their staff learned during the Endorsement. The most common method was to continue to find and engage in trainings that built upon the Endorsement. Some center directors planned to incorporate language and literacy practices into their orientation for new teachers, while others planned to set aside time during staff meetings to discuss these practices and offer support. A few programs planned to use a coach or curriculum coordinator to help maintain language and literacy practices by conducting observations in classrooms and providing feedback. However, there were multiple administrators who were still considering how they would maintain these changes. One administrator expressed a desire for ongoing support in developing and implementing a plan.

Experiences with the Endorsement

Capacity to participate

During the pre-Endorsement interviews, we asked center administrators if they had any concerns about their program's capacity to participate in the Endorsement. Most were not concerned about the capacity or ability of their staff to participate, although some did report concerns that staff, particularly new staff or staff without an advanced degree, might find the process overwhelming. Other center administrators were concerned that the timing of the virtual trainings would not work for their teachers. Overall, though, most center administrators had discussed the Endorsement with their staff and felt confident in their ability to participate.

Timing and duration

The Endorsement took place between June 2022 and May 2023. Virtual trainings for center-based teachers occurred between August and October 2022, and for family child care providers trainings occurred

between August 2022 and February 2023. We asked both center administrators and family child care providers for feedback about the timing and duration of the Endorsement. We received mixed feedback from both groups about the number of months over which the Endorsement took place. While some participants felt that the duration was just right, others expressed that the training could have been condensed over a shorter amount of time.

Both groups also had mixed reactions to the time of year the Endorsement took place. Some center administrators felt that the time of year worked well for them and their program, while others felt that the time of year could have been adjusted. Some center administrators noted that the time of year did not matter, but that other factors (e.g., coinciding with Quality Rated; having a vacancy for a support position, such as curriculum coordinator) were more important. Several family child providers agreed that the timing could be adjusted. There was no consensus in either group about what time of year would be best to hold the Endorsement, and specifically the trainings. One center administrator would have preferred the Endorsement to have taken place over the summer, while another thought it could have started earlier in the fall. One family child care provider thought that February through the end of the school year was a good time of year; another family child care provider wished that the Endorsement had not coincided with tax season.

We also asked center administrators and family child care providers what they thought about the total amount of time they spent on the Endorsement. The majority felt that the time they spent was reasonable and necessary. As one center director noted, “I did complain about the time up front, but looking back and understanding that they wanted lasting change, then change sometimes comes slow...I think they need that time to help transform us rather than thinking people who have been in this industry for 10 or 20 years are going to change overnight.” One family child care provider agreed, saying, “We had time to focus on each training and everything we wanted to do.”

Some interview participants had a different perspective, however. Several center administrators believed that the time commitment was too much, and that it was more work than receiving a Quality Rated rating. Similarly, one family child care provider felt that their training could have been sped up.

Center-based teacher trainings

During interviews, we asked center administrators to share any feedback about the teacher trainings that they had heard from their staff. Overall, center administrators shared that teachers had a positive experience. Center directors reported that teachers had learned something through the trainings and that the trainings were engaging and interesting. Center-based teachers found the flexibility of the training sessions beneficial and shared that the instructors were upbeat and engaging. One center director said, “[The teachers] did connect with me and tell me that it was exciting, [and] they weren’t expecting for it to be exciting. They learned a lot and the best thing they enjoyed was the books that went along with their lessons.”

Center administrators did report that teachers experienced some challenges, however. Center administrators most commonly reported that teachers had challenges with technology, such as issues logging in to virtual platforms or with the audio quality during trainings. Other challenges shared by center administrators included trainings being cancelled and rescheduled, the quality of the trainings varying depending on who was leading it, and the process of getting credited for attending a training session. However, center administrators shared that teachers generally had very positive responses to the trainings.

A few center administrators wished that the teachers’ training had been a little more intensive. One center director shared, “I would like there to be more extensive training for them, they’re the ones in the room with the children and I’m in the office.” However, the center director also recognized the challenges with staff turnover, explaining, “I also realize that they’re going to be the least cooperative. They’re tired, I get it. I was

hoping that they would have the amount of time in the grant that we did, but I also realize that they probably were going to drop out of it.”

Child Trends also gathered feedback about the trainings directly from center-based teachers through a series of surveys. Almost all center-based teachers who responded to the post-Endorsement survey had a very positive impression of the Endorsement (93%). When asked to explain their positive impressions, center-based teachers wrote about the new skills and information they had learned, their positive opinions of the instructors, and the positive environment of the trainings. For example, one center-based teacher wrote, “It was a very welcoming, nonjudgmental environment. I enjoyed learning from the trainers and other teachers.” Most center-based teachers who responded to the post-Endorsement survey said that the trainings had the right number of opportunities to interact with other teachers (87%) and practice new skills (87%). In addition, most center-based teachers said there were the right number of opportunities to ask questions (83%) and to plan for and reflect on classroom practices (84%).

Center-based teachers also shared what helped them participate in, and complete, Endorsement activities, selecting from a list of eight potential options. The three most common supports were, “I saw the value of participating in the Endorsement” (71%), “My center was supportive of me participating in the Endorsement” (60%), and “The trainings were offered at convenient times for me” (54%).

Similarly, center-based teachers were asked what they enjoyed the most about the Endorsement. Responses centered around three main themes, including opportunities for peer learning with other teachers; the content of the trainings, such as the new ideas and practices; and how informative and helpful the instructors were. See Table 1 for more details.

Table 1. Positive center-based teacher feedback on training sessions (n = 81)

Theme	Examples
Training sessions included valuable opportunities for peer learning. n = 37, 46%	“What I enjoyed the most about the Endorsement was the interaction among other teachers on Zoom.” “Getting to share with other group members what worked well in my class and learn[ing] some teaching techniques from my peers in the class.”
Training sessions provided new and useful information that center-based teachers could apply to their classrooms. n = 25, 31%	“What I enjoyed the most about the Endorsement is that I was able to learn how to be more engaged with my students.” “Being able to gain new knowledge for my classroom that I never would have thought of before.”
Instructors were engaging, helpful, and knowledgeable. n = 13, 16%	“The trainers were amazing! Very helpful and informative.” “What I enjoyed most about the Endorsement was the professionalism of the presenters and the knowledge they shared with us.”

Source: Center-Based Teacher Post-Endorsement Survey, 2023

The post-Endorsement survey also asked center-based teachers what they liked the least about the Endorsement, and whether they had any feedback on what could be improved. Of the 34 center-based teachers who shared a response about what they liked least, about half talked about the timing or duration of the training sessions (53%), while a smaller number shared challenges with technology (29%), such as internet issues and missing links to Zoom sessions. As with the pilot cohort in 2021, some center-based teachers also shared frustrations with the interactive format (26%), noting that not every participant would engage or talk during breakout sessions.

Additionally, Child Trends gathered feedback from center-based teachers after each individual training session. In all, center-based teachers submitted 378 responses across all of the virtual sessions, representing multiple responses per center-based teacher. Responses were largely similar across sessions, so they have been combined for reporting purposes.

Most center-based teachers reported positive experiences with the virtual training series. Across all trainings, almost all center-based teachers described their overall experience as positive or extremely positive (98%). Most center-based teachers agreed or strongly agreed that the trainings were easy to join using the virtual platform (91%), and that the information was presented in an understandable way (95%). Similarly, most center-based teachers agreed or strongly agreed that the information was relevant for the ages of children they worked with (95%), and that they could apply what they learned from the trainings in their classrooms (95%). Finally, most center-based teachers agreed or strongly agreed that the trainings were engaging (95%), and that they had learned something new (93%). These findings closely match what we learned from center-based teachers participating in the pilot cohort of the Endorsement in 2021-22.

Family child care trainings and group coaching

Similar to the approach used for center-based teachers, Child Trends gathered feedback from family child care providers after each individual training session. In all, family child care providers submitted 28 responses across all four of the virtual sessions, representing multiple responses per family child care provider. Responses were largely similar across sessions, so they are combined here for reporting purposes.

Family child care providers reported positive experiences with the virtual training series. Across all trainings, almost all family child care providers described their overall experience as positive or extremely positive (96%).

Nearly all of the family child care providers who completed a training survey agreed or strongly agreed that the trainings were easy to join using the virtual platform (96%), and that the information was presented in an understandable way (93%). Similarly, most family child care providers agreed or strongly agreed that the information was relevant for the ages of children they worked with (96%), and that they could apply what they learned from the trainings in their programs (96%). Finally, most family child care providers agreed or strongly agreed that the trainings were engaging (93%), and that they had learned something new (96%).

During interviews, we asked family child care providers to share more about their experiences with the virtual trainings they attended. The majority of family child care providers reported that they had applied something they learned from the trainings to their program. Several family child care providers noted that they had improved in how they read to their children. One family child care provider described, “[The training showed] me how to read to them better...It made sense, it helped. I went back and did it exactly, and I got results.”

Overall, family child care providers thought that the trainings worked well. They shared that the trainings were helpful, and that they had received useful ideas and resources to apply to their programs. One family child care provider specifically mentioned that the two trainings about story reads were useful. FCCLH

providers also mentioned that it was helpful to have an opportunity to discuss these ideas with other providers during the trainings and group coaching sessions.

Family child care providers shared challenges with the virtual trainings. These challenges mostly revolved around the timing of the trainings. The time commitment on a Saturday, as well as the number of hours over which the training took place, posed challenges for several family child care providers. One family child care provider also found some of the assignments challenging, and did not always understand what was being asked of them.

To improve the virtual trainings, one family child care provider recommended that a central website or hub that contained information about the program, such as the timeline, syllabus, and points of contact, would be helpful. Another family child care provider recommended that the first training be a little shorter, as three hours was a long time for a training.

All of the family child care providers who completed the pilot previously participated in LITTLE, where they had access to individual coaching. When asked if they preferred the group coaching in the Endorsement or the individual coaching that was part of the LITTLE grant, there were mixed responses. Of those who preferred the individual coaching, they reported that it was easier to learn and have their questions answered. For those who preferred group coaching, they enjoyed the opportunity to hear from other providers. As one family child care provider said, “It was good to hear other providers’ ideas. When you’re by yourself, you can’t come up with all the new ideas that other providers may have. It really helped open my eyes to new ideas.” However, regardless of coaching preference, all family child care providers we spoke to enjoyed the group coaching.

Learning Leaders training and leadership support sessions

During post-Endorsement interviews, center administrators were asked about the Learning Leaders trainings they attended, as well as the voluntary leadership support sessions. All of the center administrators we spoke to indicated that they had applied lessons from the Learning Leaders training to their program. Responses centered around two main themes, including relationships, where directors were able to build better relationships with their teachers, and communication, where directors were able to have more intentional and reflective conversations with their staff. One center director shared, “We can have conversations together, not because of faults or things being wrong, but areas of improvement that can be made and celebrating the successes.” Some center administrators described making more efforts to recognize their staff in their program and found that staff morale improved.

Another center administrator appreciated the opportunity she had to reflect on her own leadership style. She shared, “With the five Rs, I wasn’t aware of the things I was not doing. It gave me a chance to reflect on my leadership style and change some things up...to look back and see how I really do play a pivotal role in how my teachers feel, and I didn’t always give much consideration to that. Sometimes as a leader, some of the onus is on me to help build my teachers. I learned a lot from the program.”

The majority of center administrators enjoyed the Learning Leaders trainings and support sessions. One of the most important benefits they reported was the ability to connect with other center administrators and share experiences. As one center director described, “The small group support was vital, just like the information.” Several center administrators also felt that the information presented in the sessions was important, and that it helped them develop into better leaders. One center director shared, “The things that were shown to me, I guess made me a better person, a better team player. My listening skills were better.” Center administrators also enjoyed that the learning was self-paced and virtual, as it fit into their busy schedules and allowed them to do the work on their own time. Center administrators who were able to attend the Leadership Support sessions found them helpful. They appreciated being able to share with and hear from other center administrators, and several administrators noted that the DECAL staff who led the sessions were knowledgeable and responsive.

We also asked center administrators about any challenges they experienced participating in the trainings or support sessions. About half of the center administrators indicated that the time commitment was a challenge because the coursework was time consuming. Additionally, for some programs, the timing of the Endorsement coincided with the timing of their next rating cycle from Quality Rated, which also presented challenges. Center administrators described having to juggle competing priorities for their time. When asked about challenges of participating in the Endorsement, one center director detailed, “The mental and physical exhaustion of running a program and finding time to dedicate to the learning of what was being taught. I would’ve loved to spend more time. The biggest barrier had nothing to do with the program itself or the content, but being an adult working and trying to complete those courses.”

A couple of center directors also shared that the content could sometimes be repetitive or redundant, and that, on occasion, the meetings felt like they were going in circles. Several center directors also reported technology issues; more specifically, they often had challenges uploading videos to the platform. However, center administrators also reported that they were granted some flexibility with extensions when this issue occurred.

Center administrators provided multiple recommendations for improving the Learning Leader training. One center administrator suggested that there be more direction about the final project early in the Endorsement, and that small steps towards finishing the project should be built in throughout, rather than everything occurring at the end of the Endorsement. While center administrators on the whole appreciated the self-paced nature of the trainings, one center director moved ahead more quickly than the rest of the class and encountered issues with the course content on the Canvas site (e.g., finding mistakes with assignments that had been posted, outdated assignments still being up on the website despite no longer being part of the course).

Other recommendations from center administrators included additional flexibility with the timing of the sessions, making some of the resources for administrators available as physical copies so that they could be referred to later, and the ability for directors to be more involved in their teachers’ trainings so that they could better provide support to their staff.

Program supports

Several supports were offered to programs to help facilitate their participation in the Endorsement. These supports included materials packages, technology grants, and stipends.

Both center administrators and family child care providers found the materials packages helpful and appreciated the books that were included. One family child care provider shared, “I love the books. The puppets and ways to give kids things that are more engaging was great. I had to get a new bookshelf to accommodate all of it.” A center administrator agreed, saying, “The books were sensational. It really filled up our center with some quality reads.” The technology grants were another helpful resource for programs. Center administrators reported that they were able to purchase iPads or laptops for their teachers, which they then used to take the trainings and continued to use once the Endorsement had ended.

Center administrators talked about the stipends, noting that they were beneficial to teachers and encouraged participation. One center administrator felt that the communication over when and how the stipends would be distributed could be improved, noting, “The stipends were confusing. The explanation was not explained in detail of how [they were going to get] the stipends and the process...with the LITTLE they got the money right away as soon as they finished training. The communication was not as intact as it should be when it came to the stipends.”

When asked what additional supports would be beneficial to programs, the most common response across both center administrators and family child care providers was some form of ongoing support in maintaining language and literacy practices. Multiple interviewees suggested that there be additional trainings or a

check-in with a coach to provide a refresher on the course content. One center director suggested another meeting between center administrators to discuss how implementation had gone, and any challenges they were experiencing. Other recommendations were for an assigned technical assistance person to help guide programs through the process, and offering a mix of in-person and virtual meetings.

Center administrators also requested support with marketing the Endorsement and sharing their accomplishments with their communities. Several center directors expressed that their families and broader community had little context for what the Endorsement—or even Quality Rated—was, and thus it would be helpful to have support from DECAL in educating parents about these programs.

We spoke to one center administrator from a program that was not awarded the Endorsement. During this interview we asked what supports could have helped them complete the Endorsement. The center administrator shared that staffing was the most significant challenge her program faced, and that support around this area could have been helpful.

Recommending the Endorsement to other child care programs

In the post-Endorsement interviews, we asked both center administrators and family child care providers if they would recommend that other programs participate in the Endorsement. The majority of interviewees said that they would recommend the Endorsement.

All of the family child care providers we spoke to said that they would recommend the Endorsement. As one family child care provider elaborated, “I would say so, it gave me a lot of information on how to be successful in a classroom setting.” Another provider said, “Yes definitely, especially newer programs. I think some of this should be part of the Quality Rated program. I think some of this stuff should be a standard for childcare programs.”

Nearly all of the center administrators said they would recommend the Endorsement to other programs. Center administrators felt that the information was important, and that it was beneficial for the children that they served. One center director commented, “Language and literacy is a foundation in learning. If you can’t read, you can’t do math, you can’t do social studies. Friendships. Everything is [built upon] the foundation of literacy...So I just think that language and literacy is vital, especially when we’re educating, so I would recommend this to everyone.” Another center director remarked, “Of course, because at the end of the day it’s about the kids, and anything you can do to help the kids, to get them where they need to be, is worthwhile in my book.”

However, some center administrators offered some caveats to participating. One center administrator explained, “I wouldn’t recommend it for under-resourced centers; it will be too stressful and likely make them feel inadequate. I would say it’s helpful and if you have the capacity then you should do it.” Center administrators acknowledged the amount of work that went into the Endorsement, but generally agreed that centers that could participate in it should sign up. Additionally, the center administrator whose center did not complete Endorsement agreed that they would consider participating again if they had the opportunity.

Recommendations

Center administrators and teachers who participated in the evaluation shared very positive feedback about the second center-based cohort of the Language and Literacy Endorsement. They described ways that the Endorsement had improved program quality and teacher interactions, and saw how children, families, and staff were more excited and engaged in literacy activities. Center-based teachers appreciated the opportunities to learn and apply new skills and ideas into their classrooms, and center administrators

appreciated having opportunities to reflect on and improve their leadership styles and relationships with their staff.

Similarly, family child care providers who participated in the evaluation shared very positive feedback about the pilot family child care Endorsement. They described applying the knowledge and resources from the Endorsement trainings into their programs and feeling more confident in their language and literacy practices.

Across the board, nearly all center administrators and family child care providers recommended that other programs should participate in the Endorsement. As DECAL considers whether and how to expand this initiative to reach more programs across Georgia, the following section offers recommendations for improving and sustaining the Endorsement.

1. Ensure that programs are prepared to participate in the Endorsement.

Center administrators and family child care providers found the Endorsement to be a rewarding process, but they also described challenges with the time commitment. Several participants acknowledged the difficulty of balancing competing priorities within their programs, including preparing for their Quality Rated assessments. Interestingly, there was no consensus across evaluation participants on the ideal timing or duration for the Endorsement. DECAL should consider ways to better prepare and support programs who are interested in participating in the Endorsement as they navigate these competing priorities. Additionally, having a better understanding of programs' readiness and capacity to participate could help DECAL ensure that the resources being invested are directed in the best possible way.

Specific ideas include:

- **Provide more detailed timelines and expectations for hours up front.** To ensure that programs are aware of the commitment involved in the Endorsement, it may be useful to share more detailed information—such as hours estimates or sample calendars—before programs sign up. Past participants could supply estimates of how much time they spent on each activity or give general guidance on weekly or monthly time participants should set aside.
- **Assess programs' readiness to participate.** To ensure that programs have the capacity and resources (e.g., staff, time) to complete the Endorsement, it may be helpful to develop a detailed set of readiness criteria that center administrators or family child care providers could review independently (e.g., as a self-assessment tool) or with support from someone at DECAL. This may also help minimize the number of programs who drop out or are unable to complete the Endorsement. Interested programs who are not ready to fully participate in the Endorsement would then have a better sense of the barriers they need to address, or the resources they need to garner, to become ready.
- **Consider offering the Endorsement at multiple points in the year to accommodate programs' varied scheduling commitments and preferences.** For example, DECAL could offer interested programs the choice between two Endorsement cohorts, each starting at a different time of the year. This could also allow for more intentional coordination with each program's Quality Rated timeline. Ideally, the Endorsement would happen close enough to the rating to help programs feel prepared and confident, but not so close that center administrators and family child care providers feel stretched too thin.

2. Expand and continue existing supports for programs to utilize as they complete the Endorsement.

Programs received several supports from DECAL that facilitated their participation in the Endorsement, including financial stipends, classroom materials, and grants to purchase technology for virtual learning. Participants were very appreciative of these supports, and were especially grateful for the books and other supplies that they received. As the Endorsement expands—and programs with varied capacity, resources, and experiences enroll—these supports may become even more critical for participants. DECAL should continue to offer these key supports, while also considering the additional needs that programs may have before, during, and after the Endorsement.

Specific ideas include:

- **Continue to provide financial stipends to participants.** These stipends are an important way to acknowledge and compensate individuals for the time they spend on the Endorsement outside of normal working hours. This is especially important for center-based teachers, who are otherwise not compensated for this time.
- **Continue to offer technology grants to facilitate virtual learning.** The virtual training format makes the Endorsement more accessible by reducing logistical concerns like transportation, travel time, and child care or other family obligations. At the same time, not everyone has equal access to the technology they need to participate. To ensure that participants can fully engage in the virtual learning space, DECAL should continue offering technology grants to participating programs to purchase necessary equipment. This equipment will continue to be useful for programs even after they complete the Endorsement, serving as a tool for staff to participate in additional professional development and educational opportunities.
- **Expand the accessibility of the Endorsement for participants who speak languages other than English.** With the introduction of the family child care provider pilot this year, DECAL offered the virtual trainings in both English and Spanish. As DECAL continues to expand the Endorsement, they should consider additional ways to make the Endorsement accessible to participants who do not speak English as their first language. By offering Endorsement trainings and materials in multiple languages, DECAL can also support children who are dual-language learners.
- **Offer technical assistance to programs focused on how to successfully market the Endorsement.** While center administrators and family child care providers were excited to share their achievements in being awarded the Endorsement, they were also uncertain whether families and community members would understand what it meant. DECAL should consider creating talking points or other resources for programs to use with current and prospective families, describing in simple terms what the Endorsement is and how it benefits children and families. DECAL should also consider promoting the Endorsement as part of their Quality Rated marketing to increase the public’s awareness of its value.

3. Increase focus on the sustainability of the Endorsement once it has been awarded.

Center administrators and family child care providers shared many examples of the positive changes they made to their programs after participating in the Endorsement, from creating literacy-rich environments, to improving communication with children, and boosting staff morale. As part of the Endorsement, programs also developed plans to outline how they would continue and sustain these improvements moving forward. In interviews, center administrators and family child care providers both expressed the desire for more

outside support in maintaining and continuing to expand upon what they learned during their participation in the Endorsement.

Specific ideas include:

- **Create guidelines for onboarding new staff.** Several center administrators shared concerns about staff turnover and the potential for losing staff who had completed the Endorsement. Center-based programs may benefit from additional support in their hiring and onboarding processes to ensure that new staff support the same high-quality language and literacy practices as those who took part in the Endorsement trainings.
- **Offer periodic refresher courses** for center-based teachers, administrators, and family child care providers aimed at reviewing key concepts and strengthening existing skills. These refresher courses could be provided via asynchronous virtual trainings. The virtual format of these courses would make the trainings as accessible as possible to participants, while also reducing the burden on DECAL trainers and facilitators.
- **Allow center-based administrators to complete the four-part teacher training series** (or review the course materials and recordings of past trainings) to ensure that they have a deep understanding of relevant language and literacy practices and are able to support their staff on an ongoing basis.
- **Consider holding optional support sessions or peer learning communities (PLCs)** on a quarterly basis for “graduates” of the Endorsement. Across the board, Endorsement participants found the opportunities for peer learning and connection to be very valuable. While it may not be feasible (for DECAL or participants) to continue to engage at the same intensity of the Endorsement, voluntary quarterly meetings or online gatherings could be a way to foster continued connections and support for language and literacy practices.

Appendix A: Survey Response Rates

Pre- and post-endorsement center-based teacher surveys

Child Trends invited 190 center-based teachers to participate in the pre-Endorsement survey. After the virtual trainings, Child Trends sent the post-Endorsement survey to 124 center-based teachers. Because of center-based teacher turnover within programs during the time between the two surveys, the subset of teachers invited to complete the post-Endorsement survey differed from those invited to take the pre-Endorsement survey. Table A1 shows the sample of eligible center-based teachers and the corresponding response rates.

Table A1. Center-based teacher pre- and post-Endorsement survey response rates

Survey	Number of center-based teacher who received the survey	Number of center-based teachers who completed the survey	Response Rate
Pre-Endorsement Survey	190	103	54%
Post-Endorsement survey	124	106	84%
Pre- or post-Endorsement survey	195	132	68%
Pre- and post-Endorsement survey	119	77	65%

Source: Pre- and Post-Endorsement Surveys, 2022

Center-based teacher and family child care provider training surveys

Child Trends developed a brief online survey for center-based teachers and family child care providers to take following each virtual training session. To maximize the potential response rate, DECAL staff shared the survey link directly with center-based teachers and family child care providers at the end of each virtual training.

Center-based teachers had four opportunities to take a survey, corresponding to the four virtual trainings they attended. Because the topics overlapped, and the content questions were the same, there was one survey for Story Reads #1 and #2, and one survey for Responsive Caregiving #1 and #2. The survey was programmed to show different questions and response options, depending on the age group that the center-based teachers worked with (i.e., infants/toddlers or preschool/Pre-K). Family child care providers also had four opportunities to take a survey, and there were four distinct links used.

Because the survey was administered through a single link after each training (instead of through links customized to each individual respondent), the responses provided by participants were anonymous. Child Trends was unable to track who responded to each survey. This has two important implications for analysis: 1) it is not possible to analyze participant responses over time (e.g., to track whether participants' satisfaction changed over time) and 2) duplicate survey responses were possible (e.g., the same teacher could click the link and complete the survey more than once). The evaluation team considered these potential limitations in consultation with DECAL before administering the surveys. Table A2 shows the response rates from the training surveys for center-based teachers, and Table A3 shows the response rates from the training surveys for FCCLH providers.

Table A2. Center-based teacher training survey response rates, by session

Session	Response rate (n, %)
Story Reads Part 1 and 2	
<i>Infant-toddler teachers</i>	53, 28%
<i>Preschool teachers</i>	93, 49%
Responsive Caregiving Part 1 and 2	
<i>Infant-toddler teachers</i>	65, 34%
<i>Preschool teachers</i>	100, 53%

Source: Individual Center-Based Teacher Training Session Surveys, 2022

Table A3. Family child care provider training survey response rates, by session

Session	Response rate (n, %)
Story Reads session #1	8, 73%
Story Reads session #2	4, 36%
Responsive Caregiving session #1	7, 64%
Responsive Caregiving session #2	9, 82%

Source: Individual Family Childcare Licensed Home Training Session Surveys, 2022

Appendix B: Center-Based Teacher and Classroom Characteristics

Center-based teachers who participated in the Endorsement shared information about themselves and their classrooms on either the pre- or post-Endorsement survey. Because respondents were able to skip questions, the number of responses varied from question to question. The tables below display the valid percentages for each question, meaning that they are based on the number of non-missing answers.

Table B1. Center-based teacher experience and paid hours

Survey Item	Response rate (n, %)
Years in role (n = 132)	
1 – 2 years	60, 46%
3 – 5 years	33, 25%
6 – 10 years	17, 13%
11+ years	22, 17%
Hours of paid work in current role per week (n 129)	
0 – 19 hours	13, 10%
20 – 39 hours	28, 22%
40 hours	76, 59%
41+ hours	12, 9%
Hours of unpaid work in current role per week (n = 125)	
0 hours	76, 61%
1 – 5 hours	28, 22%
6 – 10 hours	13, 10%
11+ hours	8, 6%

Source: Pre- and Post-Endorsement Surveys, 2022

Table B2. Classroom characteristics

Survey Item	Response rate (n, %)
Ages of children in classroom (n = 132)*	
Infants	35, 27%
Toddlers	60, 46%
Preschoolers, not in Georgia's Pre-K	42, 32%
Georgia's Pre-K	41, 32%
School Age	7, 5%
Classroom enrollment (n = 129)	
3 – 9 children	44, 34%
10 – 14 children	37, 29%
15 – 19 children	23, 18%
20+ children	25, 19%
Language spoken in classroom (n = 132)*	
English	132, 100%
Spanish	11, 8%
Other	1, 1%
Curriculum used (n = 132)*	
Abeka Curriculum	10, 8%
Creative Curriculum	38, 29%
Frog Street Curriculum	3, 2%
High Scope Curriculum	3, 2%
High Reach Learning	4, 3%
Kaplan connect4Learning	1, 1%
Pinnacle Early Childhood	6, 5%
WINGS Curriculum	4, 3%
Locally-created/theme-based curriculum	10, 8%
Other	24, 18%

Source: Pre- and Post-Endorsement Surveys, 2022

*Respondents could select all that apply.

Table B3. Center-based teacher characteristics

Survey Item	Response rate (n, %)
Years in field (n = 123)	
1 – 5 years	45, 37%
6 – 10 years	26, 21%
11 – 15 years	20, 16%
16 – 20 years	14, 11%
21+ years	18, 15%
Level of education (n = 131)	
Some high school	4, 3%
High school diploma or GED	29, 30%
Some college	21, 16%
Technical or vocational training	21, 16%
Associate degree (AA, AS)	18, 14%
Bachelor’s degree or equivalent (BA, BS)	21, 16%
Graduate degree (MA, Med, PhD, EdD)	4, 3%
Other	3, 2%
Major (n = 64)*	
Early childhood education	31, 48%
Elementary education	5, 8%
Special education	2, 3%
Child development	7, 11%
Family and consumer sciences	1, 2%
Psychology	2, 3%
Social work	1, 2%

Survey Item	Response rate (n, %)
Other	25, 39%
Technical education	
Child Development Associate credential (n = 132)	40, 30%
Technical Certificate of Credit (n = 130)	31, 24%
Technical College Diploma (n = 130)	16, 12%
CDA area (n = 40)	
Center-based, preschool	20, 50%
Center-based, infant/toddler	19, 48%
Family Childcare Licensed Home	1, 3%
TCC area (n = 31)	
Early Childhood and Education Basics	22, 71%
Child Development Specialist	4, 13%
Early Childhood Exceptionalities	2, 7%
Early Childhood Program Administration	2, 7%
Other	1, 3%

Source: Pre- and Post-Endorsement Surveys, 2022

*Respondents could select all that apply.

Table B4. Center-based teacher demographics

Survey Item	Response rate (n, %)
Age (generational cohort; n = 125)	
Baby Boom (1946 – 1964)	17, 14%
Generation X (1965 – 1980)	42, 34%
Millennial (1981 – 1996)	52, 42%
Generation Z (1997 – 2012)	14, 11%

Survey Item	Response rate (n, %)
Gender (n = 132)	
Female	129, 98%
Male	3, 2%
Race, ethnicity, origin (n = 132)*	
American Indian or Alaska Native	1, 1%
Asian	1, 1%
Black or African American	92, 70%
Hispanic, Latino, or other Spanish Origin	6, 5%
White	28, 22%
A race, ethnicity, or origin not listed here	1, 1%
Prefer not to answer	3, 2%
Primary language used at home (n = 130)	
English	125, 96%
Spanish	4, 3%
Other	1, 1%

Source: Pre- and Post-Endorsement Surveys, 2022

* Respondents could select all that apply. Response options included in the survey but not selected by respondents include Native Hawaiian or other Pacific Islander and North African or Middle Eastern.

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