Appendix I

Project Director's Interview, Project Characteristics Form, and Evaluation Description Form

Project Director Interview
(90 minutes)
May 9, 2007

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1875-NEW**. The time required to complete this information collection is estimated to average **90** minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, D.C. 20202-4700. **If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** Policy and Program Studies Service, U.S. Department of Education, 400 Maryland Avenue, SW, Room 6W259, Washington, D.C. 20202.

Introduction (2 minutes)

Thank you for taking the time to talk with me. My name is _____ and I work for Child Trends, an independent research organization. We are conducting a study for the U.S. Department of Education to understand better the implementation and outcomes of the Early Childhood Educator Professional Development Program (ECEPD) projects. As part of this study, we are calling all of the Project Directors of the ECEPD grantees in the 2003 – 2005 cohorts to learn more about the project structure and activities, as well as to identify successes, challenges, and promising practices that have emerged from the projects.

I want to assure you that the information you provide today will be kept anonymous. Specific comments will not be attributed to individuals or programs, nor will we share your comments with anybody outside the research team. However, given the small number of sites (18 in total), it is possible that some of the information summarized based on the interviews will be recognized by those who know the sites. The information we gather from the ECEPD programs across the country will be used to write a report for the U.S. Department of Education. Our report will describe the range of program and evaluation activities being implemented through the ECEPD grants as well as the outcomes across programs.

We would like to record our interview with you so that we can transcribe your responses and capture accurately the information you share with us. Do we have your permission to record this interview? [Interviewer: Confirm respondent's permission]

Do you have any questions before we get started?

Project Goals (5 minutes)

1. In preparation for this call, we have thoroughly reviewed your project's materials, including your grant application and annual performance report(s). So, we are aware of your program's stated goals and activities. However, we would like to start by asking what you consider to be the most important goals you are seeking to accomplish through this project?

   Rationale: Offers an Icebreaker; re-iterates Child Trends' familiarity with the grantees project

Project Structure (10 minutes)

2. One of the goals in our study of the ECEPD programs is to understand better the state and local context that may have influenced the formation of the ECEPD partnerships and the eventual outcomes of the project. Could you please describe the circumstances and local context that led to the formation of your ECEPD partnership?

   Probe: What existing programs, policies, or initiative in your state or locality have influenced your program?

   Rationale: Provides insight into the state and local policy context component of ECEPD conceptual model

3. Let's talk now about the organizations working together on this project. We know that partnerships are often a blend of partners formally identified in the application and other community partners who may not be officially associated with the grant. We are interested in understanding the roles that different partners play in your project and how they contribute to the overall functioning of the project.

   Probe: [Note to interviewer: please probe for which partner or partners work on different aspects of the project such as program or coursework development, selection of faculty, outreach to program participants, program monitoring, program management, evaluation, etc.?]

   Rationale: Provides insight into the structure and functioning of ECEPD partnerships with a specific focus on how projects are allocating various roles and responsibilities. Who does what?   Are number of partners and definition of roles related to functioning?

4. What, if anything, would you like to see change about the type and level of involvement of any of your ECEPD partners as you move forward in implementing the project? [Alternative phrasing for programs that are finished: What, if anything, would you like to have seen changed about the type and level of involvement of any of your ECEPD partners as you moved forward in implementing the project?]

5. Some ECEPD grantees have described the process of securing matching funds as challenging. Could you describe the process you used to secure matching funds for your grant and any difficulties or challenges you may have experienced?

6. In what ways, if any, has the evaluation component of your project affected the program component?

Program Implementation (10 minutes)

7. How has/did your ECEPD program evolve/d over time as you have implemented it?

Probe: How has it changed?

Probe: Why do you think these changes have occurred?

8. One of the key issues in program implementation is recruitment of staff to provide professional development. Could you describe your experience finding staff for your program with the qualifications you were looking for?

Probe: Is that the case for all the different professional development staff positions that you have?
Note to interviewer: Make sure that you ask about all skills and characteristics of all types of staff (mentors, workshop leaders, course instructors, etc.)

9. What steps, if any, do you take to retain staff members in your ECEPD project?

10. Let's talk now about the early childhood educators who are seeking to improve their professional development by participating in your ECEPD program. We'd like to know how the participants in your program are recruited and selected. It may help to think about a typical participant in your program. Please walk us through how a typical participant would find out about your program and sign up to be involved.

Probe: From whom and in what ways would a typical participant find out about your program?
Probe: What particular groups of educators are targeted?
[Try to ascertain the specific characteristics of the educator or the setting that are important for targeting (for example, English language learners, home based child care providers, or those working in Head Start)?]

Rationale: Addresses implementation and recruitment of participants. Also sheds light on characteristics of the participants in the program

11. How does your program target early childhood educators for enrollment?

Probe: Note to interviewer: Try to ascertain the specific characteristics of the educator or the setting that are important for targeting (for example, English language learners, home based child care providers, or those working in Head Start)?

Rationale: Addresses educator characteristics in the conceptual model

12. What types of challenges do you face in recruiting participants?

Rationale: Addresses implementation challenges

13. What approaches do you use to encourage participation in professional development activities?

Note to interview: If target groups are identified above, probe to find out what incentives/supports are offered to those groups

Rationale: Addresses implementation, access to professional development, and educator characteristics in the conceptual model

Program Activities (15 minutes)

I would like now to ask you for a brief overview of the main professional development activities offered in your program.

14. What formats are used to deliver professional development through your program? For example, do you provide college courses that are credit-bearing,

workshops, individualized consultation, distance learning, or rely on other formats such as on-site consultation or coaching?

Rationale: Elicits a complete picture of the program's offerings and how they fit together. This addresses the format and intensity of professional development activities which is a component of the conceptual model.

15. Could you please walk us through the activities a typical participant would have available to them in your program?

Note to interviewer: Pay attention to mention of different PD formats, such as coursework, mentoring, and workshops and probe and ask about each in the subsequent questions

Rationale: Addresses the package of activities that are available to participants. To what extent do individual participants participate in different parts of what is offered across the various offerings? This addresses the professional development activities component of the conceptual model.

16. [For those who indicate that non-credit bearing workshops are offered:]

   a. What is the structure of a typical workshop?

   b. What different teaching strategies are used? [by teaching strategies we mean things such as lectures, group discussions, collaborative activities, use of video demonstrations, modeling of activities, role playing, homework between sessions, one-on-one discussion, or other approaches]

   c. What are some typical topics discussed or covered in a workshop?

17. [For those who indicate mentoring or consultation:]

   a. What is the structure of a typical consultation session?

   b. What different teaching strategies are used to deliver the on-site consultation? [by teaching strategies we mean lectures, group discussions, collaborative activities, use of video demonstrations, modeling of activities, role playing, homework between sessions, one-on-one discussion, or other approaches]

   c. What are some typical topics discussed or covered in a consultation session?

18. [For those who indicate credit-bearing coursework:]

   a. What is the structure of a typical course?

b. What different teaching strategies are used in the courses? [by teaching strategies we mean lectures, group discussions, collaborative activities, use of video demonstrations, modeling of activities, role playing, homework between sessions, one-on-one discussion, or other approaches]

c. What are some typical topics discussed or covered in a credit-bearing course?

Rationale: Elicits details about the specific format, content, and instructional strategies used in professional development activities

19. What degrees or certificates are offered through your program? For example, do you offer a CDA, Associate's Degree, Bachelor's Degree, Master's Degree, Doctorate, Certification to teach young children, or Certification in a particular curriculum or approach

Rationale: Addresses professional status which is within the Educator Outcomes component of the conceptual model.

20. What content areas would you say are best covered in the professional development your program provides?

Rationale: Addresses content of professional development activities.

21. You've described a number of options for activities for participants in your program. To what extent were these activities available prior to your receipt of the ECEPD grant? Or, would you say they were newly developed as a result of the ECEPD funding?

Probe: What gap, if any, was your program filling with regard to professional development offerings in the areas you serve?

Rationale: How is this program innovative? Does it fill a gap for PD in your area? Addresses state and local policy context within the conceptual model as well as characteristics of the partnership (for example, ability to respond to the needs of the community)

Characteristics of Participants (10 minutes)

22. What demographic information did/do you collect about the participants in your ECEPD program? And, how did/do you collect it?

Rationale: Addresses Educator Characteristics in the conceptual model.

23. How does your program accommodate educators with different levels of experience or prior professional development exposure?

Rationale: Addresses access and educator characteristics within the conceptual model.

Supports and Incentives (10 minutes)

24. What are the major challenges that participants in your program have to grapple with in moving forward with their professional development?

Rationale: Addresses educator characteristics and the challenges that may prevent them from achieving their professional development outcomes.

25. What supports, if any, are provided to educators by your program to address these challenges?

Probe: Do you provide any kind of financial assistance for participating in your program or purchasing materials like books or supplies?

Probe: Do you help with transportation, substitutes or release time to facilitate participation?

Probe: Do you provide a guidance or mentoring system?

Probe: Do you provide workshops or coursework in languages other than English?

Rationale: Addresses access under professional development activities in our conceptual model. Supports make the programs more accessible.

26. Which of these supports do you feel have been the most effective in assisting educators in reaching their professional development goals?

Note to interviewer: Make sure the supports mentioned in response to this question correspond to supports mentioned in the previous question.

Rationale: Addresses access under professional development activities in the conceptual model. Supports make the programs more accessible.

27. What supports would you like to offer to the participants in your program beyond those that your project currently provides?

Rationale: Addresses access under professional development activities in the conceptual model. Supports make the programs more accessible.

Program Outcomes (10 minutes)

I would now like to discuss your monitoring, reporting and evaluation activities for this project.

28. What do you do to monitor how well the project is meeting its goals? Are there specific pieces of information that you track on a regular basis?

Note to interviewer: Make sure you get specifics about the process or information they track.

Rationale: Addresses how evaluation and feedback loops are being used to inform and improve the program.

29. How do you track the progress of individual participants through your program?

Rationale: Addresses how evaluation and feedback loops are being used to inform and improve the program.

30. How do you use the information that you collect?

Rationale: Addresses how evaluation and feedback loops are being used to inform and improve the program.

31. Can you think of any changes to the program that you implemented because of what this information indicated?

Rationale: Addresses how evaluation and feedback loops are being used to inform and improve the program.

32. Was there any information that you wish you had collected that would have informed your program?

Rationale: Addresses evaluation activities and how they could have been improved upon to inform and improve the program.

Promising Practices (10 minutes)

My concluding questions relate to the grant's future directions.

33. How would you sum up the grant's major successes?

Rationale: Addresses sustainability and scalability of promising practices.

34. What were your most significant challenges?

Rationale: Addresses sustainability and scalability of promising practices.

35. Please describe your plans, if any, to continue your ECEPD program after Department of Education funding ends.   What other sources of funding are available to sustain your program?

Rationale: Addresses sustainability and scalability of promising practices.

36. Do you have plans for disseminating your model so that it can be replicated? What types of products will be disseminated?

Rationale: Addresses dissemination of information about promising practices.

37. If you were able to communicate one thing to future program directors to help them have successful programs, what would that be?

Rationale: Addresses key characteristics of promising practices – what works best to address particular challenges

38. Given everything you have learned thus far from your ECEPD project, what would you say are the professional development strategies that are most likely to improve early childhood educator knowledge, practice, and/or child outcomes? *Note to interviewer: Make sure you are clear on which strategy affects which outcome.*

Rationale: Addresses perceptions of promising practices and how evaluation results are informing strategies

Closing Statement (8 minutes)

I would like to thank you for taking the time from your busy schedules to provide us information about your ECEPD project. We appreciate your contributions. We would like to take another five minutes of your time to review the forms that we emailed you prior to our call today? Do you have those forms available to review?

[Confirm that the Director has the forms. Review any missing pieces of information and ask the Director to help complete the form as s/he is able. Answer any questions that the Director has about the form or the information that is requested.]

Thank you so much for your help with these details. We'd like for you to please conduct a final review of this summary and correct or complete any information as necessary.

For some grantees we would like to do additional interviews to go into further depth on specific issues. In anticipation, can you give us the names, e-mail addresses, and telephone numbers of the key members of your partnership who could participate in a conference call about the *implementation and activities* of your ECEPD Program?

_____

_____

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Could you also give us contact information for the lead members of the team conducting the evaluation of your ECEPD program? We would ask them to participate in a conference call focusing in greater detail on the *evaluation* of your program.

_____

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Again, thank you very much for your time and for your participation in the study!

<u>**ECEPD Project Characteristics Form**</u>

Child Trends reviewer: Please review each grantee's Annual Performance Report(s) and fill out this ECEPD Project Characteristics Form to the best of your ability. The purpose of this form is to provide a record of the most current and the most comparable information from each project regarding the demographics of the staff that provide professional development to early childhood educators in each ECEPD program, the demographics of the program participants, and the demographics on the children the early childhood educators serve. Highlight in yellow any areas that need further clarification or are missing information. The ECEPD Project Director will review this form and edit or add to ensure its accuracy.

Program ID and Name of Program:_____

Staff Characteristics:
Staff refer to those ECEPD staff members who deliver professional development activities.

1. Estimate the number of staff members in the program who actually deliver professional development. [Do not count any staff member more than one time, even if he or she provided more than one course, workshop, etc.]. _____

2. Estimate the percentage of staff members who delivered professional development instruction in the ECEPD program during the past year who had the following levels of education:

_____ Less than high school

_____ High school / GED

_____ CDA certificate

_____ Associate's Degree (AA)

_____ Associate's Degree (AA) in Child Development or Early Childhood Ed.

_____ Bachelor's Degree (BA)

_____ Bachelor's Degree (BA) in Child Development or Early Childhood Ed.

_____ Master's Degree (MA)

_____ Master's Degree (MA) in Child Development or Early Childhood Ed.

_____ Doctorate (Ph.D)

_____ Doctorate (Ph.D) in Child Development or Early Childhood Ed.

_____ Professional Degree (M.B.A., J.D., M.D.)

_____ Unknown

3. Estimate the percentage of staff members actually delivering professional development in the ECEPD program with the following years of experience:

    _____   Less than 1 year

    _____   1 – 4.99 years

    _____   5 – 9.99 years

    _____   10 or more years

4. Estimate the percentage of staff members providing professional development to early childhood educators in the following languages:

    _____   English only

    _____   Spanish only

    _____   English and Spanish

    _____   Other [please describe]:

Characteristics of Participants:
Participants refer to those who are receiving professional development services/participating in activities.

1. Estimate the percentage of participants at each of the following education levels.

    _____   Less than high school

    _____   High school / GED

    _____   CDA certificate

    _____   Associate's Degree (AA)

    _____   Associate's Degree (AA) in Child Development or Early Childhood Ed.

    _____   Bachelor's Degree (BA)

    _____   Bachelor's Degree (BA) in Child Development or Early Childhood Ed.

    _____   Other:

2. Estimate of the percentage of participants in each of the following age groups.

☐ Less than 18 years old   ☐ 35 – 44 years old

☐ 18 – 24 years old   ☐ 45 or older

☐ 25 – 44 years old

3. Estimate the percentage of current participants that are English language learners?

4. Estimate the percentage of participants working in each of the following types of care:

_____ State prekindergarten program

_____ Head Start

_____ Other center-based care

_____ Licensed family child care

_____ Legally unlicensed family, friend, neighbor care

Characteristics of the Children Served by the Participants in the ECEPD Program:

1. Estimate the percentage of children in each age range:

_____ Birth – 2.99 years

_____ 3 – 5 years

2. Estimate the percentage of children who are English language learners.

ECEPD GRANTEE EVALUATION DESCRIPTION FORM

Child Trends Reviewer: This form is used to summarize information from the Annual Performance Report(s) and Evaluation Reports for an ECEPD grantee. For each construct of interest listed in the table, please indicate what measures were used to examine the construct, including any adaptations for non-English speakers; the overall results of the study's findings with regard to the construct thus far; whether the study addresses subgroup differences and if so the patterns for subgroups thus far; and, whether the study is examining sustained change over time in the construct, and if so, the patterns that are emerging thus far. Use as much space as is necessary to fully describe the research questions, research design plan, and analysis plan. Use as much space as is necessary to fully describe the information within each cell of the table. Highlight in yellow any areas that need further clarification or which are missing information. The ECEPD Project Director for this project will review this form and edit or add to ensure its accuracy.

Program ID and Name of Program:

Research Question(s):

Research Design:

Analysis Plan:

Table Summarizing Measures and Results:

Construct of Interest:	Measures used (including adaptations for non-English speakers)	Results thus far	Subgroup differences	Sustained change over time
Fidelity of Implementation of Training				
Change in Educator Knowledge				
Change in Educator Practice				
Change in Educator's sense of enjoyment and competence				
Child Outcomes – Cognitive Development				
Child Outcomes – Reading/Literacy				
Child Outcomes – Social Development				
Child Outcomes – Other (specify)				