

Appendix V

Evaluation Construct Matrix

Study Questions to be Addressed in the Evaluation of the ECEPD Program

Topic	Study Questions	Addressed to all grantees or subset?	Data Sources							
			Project Directors' Interview	Project and Evaluation Description Forms	Grantee Applications	Grantee Performance Reports	Grantee Evaluation Reports	In-depth interviews with Project Teams	In-Depth interviews with Evaluation Teams	Review of Project Materials
Proj. Goals	What are the major goals of the ECEPD projects?	All	1		X					
Proj. Structure	What partners are included in ECEPD projects, and what are their roles?	All	2,3		X					
Proj. Structure	What are the infrastructures for delivering professional development that have been extended or created by the ECEPD projects?	Subset	21		X					
Proj. Structure	How are ECEPD projects monitoring and evaluating the impact of their projects?	All	29		X	X	X			
Proj. Structure	What strategies are ECEPD grantees using to sustain their projects after the end of the grant?	All	36,37							
Proj. Implement.	What state and/or local policies that need to be taken into account to understand implementation and outcomes for ECEPD grantees?	All	2					7		
Proj. Structure	How are relationships across ECEPD partnerships structured? What structural factors contribute to successful partnerships?	All	4,5					2,4		
Proj. Structure	Which evaluation designs are most feasible and informative?	Subset	6	X			X		5,10,12,13	
Proj. Implement.	How do ECEPD projects adapt over time? What common issues arise that require adaptations or modifications?	Subset	7					11,12		
Proj. Implement.	What strategies do ECEPD projects use to recruit educators? Which strategies are most successful?	All	10,11,12			X				X
Project Implement.	How do ECEPD projects recruit and retain staff to deliver professional development?	All	8,9			X				X
Proj. Implement.	What factors are linked to successful implementation of ECEPD projects?	Subset	33,34					3, 11,16		

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Proj. Activities	What sets of professional development activities are offered by ECEPD grantees? Can the various sets of activities be grouped to identify distinct types of professional development strategies?	All	14-18		X	X				
Proj. Activities	What supports are ECEPD grantees including in their projects to help educators enroll and progress in their programs?	Subset	13,25,26		X	X		13,15		
Proj. Activities	How are the professional development activities chosen or developed? How do projects access the research in making their choices?	Subset	21		X			6,7		X
Proj. Activities	What is the content of professional development activities being implemented by ECEPD grantees? How is content monitored?	Subset	20			X		8	6,7	X
Proj. Activities	Who provides professional development in ECEPD projects? What is their level of training and education? To what extent is their teaching/training monitored by the ECEPD project?	Subset	8			X		9,10	6,7	X
Charac. of Participants	What is the age, education, and experience level of participants in ECEPD projects?	All	10,22,24	X	X	X	X			X
Charac. of Participants	In what types of early education and care settings do the educators work? What are the characteristics of the children they serve?	All	10	X	X	X	X			
Charac. of Participants	How does the program track/document individual participants' progress through the program?	All	30			X				
Charac. of Participants/ Supports and Incentives	What are the major challenges educators face? How do ECEPD projects address and support educators with particular challenges?	Subset	13,25,26			X		13,15		

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Educator Outcomes	Do ECEPD projects change educators' understanding of the terminology and concepts in specific content areas and of children's development within these content areas?	Subset		X		X	X	17	8,9	
Educator Outcomes	Do ECEPD projects change educators' practices within the classroom or group, including implementation of curriculum activities, making changes in the physical environment and routines, and changes in the quality of interactions?	Subset		X		X	X	17	8	
Educator Outcomes	Do ECEPD projects change educators' enjoyment of and sense of competence in teaching specific content areas as well as understanding of the importance of children's learning in a particular area?	Subset		X		X	X		8	
Educator Outcomes	Do ECEPD projects change educator's professional development status, including changes in the hours or credits of education attained, degrees and certification achieved, wages and/or benefits received, and professional recognition in terms of levels on a career lattice, a quality rating system, or system of tiered reimbursement?	Subset	19	X		X	X		8	
Educator Outcomes	Are changes in educators' knowledge and/or practice sustained over time?	Subset		X		X	X		8	
Educator Outcomes	Which educators are most likely to improve their knowledge, skills and/or professional development status?	Subset		X		X	X	14	8	
Child Outcomes	Do ECEPD projects improve children's outcomes? Are certain child outcomes more likely than others to be affected by educator' professional development?	Subset		X		X	X	17	9	
Child Outcomes	Which children are most likely to experience improvements in their outcomes?	Subset		X		X	X		9	

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Promising Practices	What are the emerging patterns in the existing literature regarding the professional development practices that have positive outcomes for educators' knowledge and skills and child outcomes?	(lit review)								
Promising Practices	How can the evidence from ECEPD grantee evaluations be integrated with the existing literature in professional development for early childhood educators to extend our knowledge? What promising directions are emerging?	Subset						18	15	x
Promising Practices	Are certain professional development strategies more likely than others to be linked to improved educator and/or child outcomes?	All	39				x	17	14,15	x