



Evaluation of Early Childhood Education Services: ECE Classes, Workshops and Communication

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This evaluation was conducted by Mirthala Santizo and CiCi Hoang, under the direction of Professor Sheldon Gen, Ph.D., as part of San Francisco State University's Public Administration Program.

All findings and opinions expressed in this report are the authors' alone, and not necessarily those of San Francisco State University nor Our Second Home.

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Summary

The following report was prepared for Our Second Home (OSH) to provide constructive feedback and analysis on its Early Childhood Education (ECE) program. The purpose of the evaluation is so that OSH can establish whether the childcare providers that have participated in the program have increased their understanding of child development and also, to see if services and communication needs to be improved or sustained.

The evaluation conducted is a mixed-model design and is a single group post-test. The data collection instruments, focus group interviews and a brief survey, were implemented with twenty-five childcare providers. The participants' answers from the focus group interviews and open-ended question of the survey were categorized into common themes. Survey results were analyzed with descriptive statistics.

The findings from the focus group interviews and the open-ended survey question showed that the childcare providers were overall very pleased with the ECE program. However, they suggested that OSH should (1) communicate more about the ECE classes and workshops offered, (2) collaborate more with Skyline Community College and teachers to get class and workshop information out, (3) work with Skyline Community College on ECE classes topics the students are interested in learning, (4) offer workshops that focus on topics they are interested in learning, (5) try to incorporate culture, diversity, and other languages into the workshops and (6) have workshops at different times, days, and locations. The survey findings showed that 96% of respondents felt that they increased their understanding of child development by taking ECE classes, and 100% of respondents that have taken workshops felt that they increased their understanding of child development. However, not many childcare providers have participated in the workshops.

Introduction

The overall mission of Our Second Home (OSH) is to increase the number of children who are born healthy and give them the physical and emotional nurturing they need during the first five years of life by increasing the knowledge and experience of childcare providers and families. OSH accomplishes its mission by using its Family Resource Center to deliver integrated services to people involved in early childhood care: parents, guardians, teachers, and childcare providers. The organization is in its 6th year and serves Daly City and surrounding communities through direct service, referrals, and partnerships. OSH grew out of the Daly City Peninsula Partnership Collaborative and uses collaboration and comprehensive support as key strategies in addressing its mission and goals (OSH, 2007).

Although OSH has several components of their organization available for the community involved in early childhood care, the program that was evaluated is catered specifically for childcare providers – the Early Childhood Education program (ECE). The purpose of the ECE program is to expand and increase the childcare providers' knowledge of child development, so they can ultimately help improve the growth and development of children during the first 5 years of life and serve children and families better (Table 1).

OSH provides four primary services for childcare providers: ECE classes, workshops, mental health education and consultation, and a childcare provider network. The two that were evaluated here are the ECE classes and workshops.

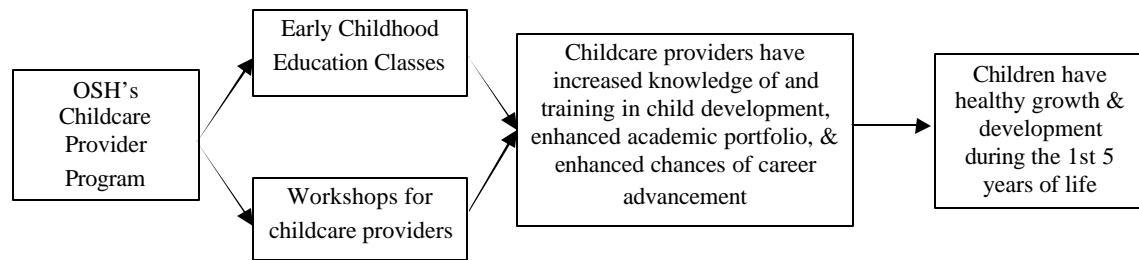
OSH partners with local community colleges to offer ECE courses in early childhood development topics at an alternative community location. The goal is to make it easier for childcare providers to take the required continuing education classes for state certification. The program has operated since 2002 and offers 1-2 classes per semester at OSH's Family Resource Center. OSH coordinates logistics for the classes, while professors from community college partners develop curricula and teach the courses (OSH, 2007).

OSH also provides workshops of different topics for childcare providers with the focus on building an understanding of a child and family's needs. OSH recruits subject experts to lead workshop sessions that give childcare providers knowledge, skills, and training that complement what is learned in the ECE classes. Workshop sessions are several hours long and may occur just once or be part of a multi-week series. The workshops are generally reserved for childcare providers, but are open to parents when space is available (OSH, 2007).

Another childcare provider service that is not evaluated here is mental health education and consultation. One-on-one sessions give childcare providers the ability to cater their classroom management and curriculum needs. OSH also keeps a network of childcare provider professionals as a resource for the program so that new and veteran childcare providers have a group of individuals helping with curriculums and other topics (OSH, 2007).

By creating a multipurpose resource center that caters to childcare providers, Our Second Home is able to help improve their knowledge and education to better serve children (OSH, 2007).

Table 1 – Impact Theory Flowchart



Communication between OSH and childcare providers is also evaluated. OSH felt that in order to understand the needs of the childcare providers that they should to learn the best and easiest ways to provide them with ECE information.

The evaluative questions were the following:

- Do the ECE classes and workshops increase the childcare providers' knowledge and understanding of child development?
- How accessible are the ECE classes and workshops? What can OSH do to help increase accessibility?
- What will make childcare providers attend future ECE classes and workshops?
- What's the best way for OSH to communicate with childcare providers? What kind of information do they want to receive?

The main purpose of this evaluation of the ECE classes, workshops and OSH communication is to provide OSH with childcare providers' feedback and experiences of its ECE program so they can establish whether the child care providers have increased their understanding of child development and see what program services need to be improved. In addition, the evaluation will enable OSH to see if they achieved the goal in Years 4-6 Evaluation Plan where 95% of the childcare providers demonstrated increased knowledge of child development by being a part of their ECE program (OSH, 2007).

Review

Prior to this evaluation, the ECE program had two sets of evaluations conducted by a consultant from the University of San Francisco and a team of Master of Public Administration students from San Francisco State University.

Kathleen Fletcher, Ed.D. – University of San Francisco

In 2004, Dr. Fletcher used quantitative surveys to evaluate five ECE classes: 264, 272, 275, 384, and 386. ECE 264 was evaluated using two methods: analyzing course grades and conducting six-month follow-up phone surveys. Because the follow-up calls were not successful in reaching

all of the students in the class, they were replaced by written surveys handed out during the last class. The surveys asked for students to identify three important things learned in the course, whether and how they had used information learned in class, and how often they expected to use the information. Because the surveys were handed out on the last day of class, there was a high rate of return. A review of class grades received show that the majority of the students in all classes received grades of A and B, implying a high level of engagement and learning (Fletcher, 2004).

The surveys contained a large amount of positive feedback on the ECE classes. Students claimed that they learned a lot and that they were incorporating what they had learned into their work. OSH was somewhat skeptical of the generally uncritical feedback because the staff had received criticism through informal conversations that the courses were too easy and that the professors did not expect much from the students. This informal feedback suggested that the surveys did not provide a complete and accurate picture of students' experiences and opinions of the classes. OSH was concerned that the feedback process was being distorted by unfamiliarity and cultural miscommunication. In general, OSH suspected that class feedback had been skewed towards the positive by unaccounted for factors (Fletcher, 2004).

In April 2005, OSH and Dr. Fletcher decided to try a new method of evaluation: focus groups. The decision to change methods was made for several reasons: 1) a lack of constructive criticism from the surveys, 2) a desire for more in-depth information about behavioral changes that resulted from information learned in the classes, and 3) focus groups could be an a better methodology to use with a fairly disenfranchised population. Dr. Fletcher conducted a focus group that consisted of 14 participants who had taken one or more ECE classes through OSH. The ECE classes that had been taken were: 201, 211, 212, 242, 262, 264, 384, and 386. Again, the findings were mostly positive with just a few participants willing to offer constructive criticism. This may have been the result of language barriers – half of the participants had taken an ECE course taught in Spanish and were not native English speakers (Fletcher, 2005).

Brian Benson, Sai Seigel, & Jesse Wolovoy – San Francisco State University (SFSU)

In December 2005, the SFSU team conducted an evaluation of OSH's ECE and mental health consultation services. The team followed in Dr. Fletcher's footsteps by using the focus group method. The ECE focus group was conducted on October 29, 2005 and consisted of 10 childcare providers enrolled in ECE 264: *The Lifecycle of the Family* (Benson, Seigel and Wolovoy, 2006).

The SFSU team's evaluation of ECE classes looked at four variables: accessibility, course feedback, behaviors, and OSH awareness.

- Accessibility questions were constructed to look at convenience factors for class attendance. The collected responses were unanimous about the convenience, specifically citing: location, parking, and scheduling.
- Course feedback questions were constructed to look at students' classroom experiences and opinions about ECE classes. The collected responses were generally very positive, specifically citing: relevance, inter-personal sharing, applicability, self-reflection, and instructor attention. The constructive criticism that was offered covered changes in class

format, specifically recommending more hands-on instruction and less use of in-class videos.

- Behavior questions were constructed to look at whether and how ECE classes are helpful in changing work practices. The collected responses were unanimous about the helpfulness, specifically citing: family relationships, child interaction, insights into specific behavior, interpersonal communication, community involvement, agency referrals, environment and curriculum changes, and greater respect. The classes helped all the focus group participants in getting a higher-level permit, though just a few received a new position or educational stipend.
- OSH awareness questions were constructed to look at familiarity with Our Second Home and the various services it provides. The collected responses were unanimous about being very familiar with OSH, citing the mental health services and childcare provider workshops. Sources of awareness of OSH included co-workers and children at their schools (Benson, Seigel and Wolovoy, 2006).

The two evaluations conducted allowed OSH to gain insight into the participants' views of the ECE classes. Fletcher's evaluation results allowed Benson, Seigel and Wolovoy to gain deeper insight of early childcare providers' views of ECE classes.

Method

Evaluation Design, Data Collection Methods and Analytical Methods

The current evaluation effort has a somewhat different mandate than the ones that preceded it. The ECE classes continue to be an evaluative focus, but now the scope has broadened to include the childcare provider workshops, which are also a part of OSH's ECE program. While the preceding evaluation by the SFSU team included mention of the workshops, there were only a few brief instances and were not intentionally solicited. In this evaluation, the workshops are one of the major targets of inquiry. Lastly, in the interest of improving not just the content of the classes and workshops but also the delivery of the ECE services, OSH decided that it wanted to ask about how it communicates with its clients about the services it provides.

In order to evaluate the program variables, a qualitative and quantitative research design was used. Since the evaluation does not have pre-test or control group it is a single group post-test. The data collection instruments used for the evaluation are a focus group protocol and a brief survey. Originally, only focus group interviews were going to be conducted, however OSH requested that a "straw poll" be conducted in order to determine if the goal of 95% of the childcare providers increasing their knowledge of child development had been satisfied. Because the evaluators were afraid that an open poll might coerce a positive answer or create peer pressure from the participants, it was changed to a brief anonymous survey. The survey asked about the helpfulness of the classes and workshops, and had an open-ended question for the participants to include additional comments that had not shared or was easier to share anonymously. The participants' answers from the focus group interviews and open-ended question of the survey were categorized into common themes. The survey results were entered into SPSS to calculate descriptive statistics (Appendix C). The final draft of the focus group

interview and survey (Appendix A) was reviewed and approved by OSH and the evaluators' supervisor, Sheldon Gen, before it was used.

The evaluators and OSH decided to recruit the participants with invitational letters (Appendix B) from a pool of childcare providers that have taken classes and workshops. The focus group interview was held on Saturday morning, April 21, 2007, at OSH's Family Resource Center. In order to facilitate group control and ease of conversation, the participants were split into 2 groups of approximately 10 – 15 people each. The focus group was held in the 1st hour of the last ECE 264 class session. Each evaluator conducted and moderated one of the two focus groups, which were scribed by Naima Jamison and Melyora Trujillo, both of San Francisco State University's Master of Public Administration program. An incentive of a \$10 Target gift card provided by OSH was handed out to all the participants at the end of the session.

Data and Analysis

The data gathered and analyzed were separated into three topics – ECE classes, workshops and communication. Within the ECE classes and workshop the following variables were evaluated: accessibility, knowledge and skills learned and future attendance. The evaluation of communication inquired about what type of information should be exchanged between OSH and childcare providers and the best ways that could be conducted.

Accessibility - Classes

How convenient did you find the ECE classes? OR: How convenient were the ECE classes for you to attend?

The focus groups participants overall found the ECE classes convenient to attend. Some had specific reasons why they found the classes inconvenient. The participants' answers can be sorted into three common themes: **location, amenities/services** and **scheduling**.

- **Location:** The majority of the participants found the location of OSH to be close to where they live and easier to commute to than going to Skyline college. They also enjoyed that parking is convenient and easy to find. However, some felt that the OSH location is too far for them and a majority of them had trouble finding OSH for the first time. Some said that the sign for OSH was not very easy to see from the street. They also discussed further that when they performed a web search, the directions were incorrect.
- **Amenities/Services:** The majority of the participants found that the amenities offered by OSH helped make attending classes convenient. They liked that OSH had an onsite kitchen and a comfortable warm environment. Also, the participants liked that OSH provides childcare. Having childcare available to the participants made attending classes more convenient even if they did not need it at the time.
- **Scheduling:** The participants had different preferences to when the ECE classes should be scheduled. Some felt that it was more convenient to have the classes during weekday nights, while others felt that it was more convenient to have the classes on Saturday. The evaluators gathered that the participants needed to have options in scheduling to make attending classes more convenient. There were some

participants that found that both alternative class times were hard to schedule into their lives.

What could OSH do to make attending classes more convenient?

The focus groups participants' answers can be sorted into three common themes: **location logistics, class schedule** and **class information**.

- **Location Logistics:** The majority of the participants felt that the Skyline City College does not give enough location information when the classes are held at OSH. They would like OSH to provide additional information (either by sending directions to the ECE students or working with Skyline City College to get the location information in their class schedule book), and to tell the students to search the web for JFK Elementary School's address instead. Also, while the majority of the class liked having the classes at OSH, a good part of the group felt that having these classes at Skyline is more convenient.
- **Class Schedule:** Since the participants felt differently about what time and day the classes should be held on, it seemed that providing classes with various times and days is the best compromise for the ECE students.
- **Class information:** Some of the participants felt that OSH could make learning about the classes more convenient by posting class information flyers at OSH, child care centers and Skyline City College.

Knowledge and Skills used – Classes

For those of you that have taken classes, what did you learn? How are you using what you learned in ECE classes?

The focus groups participants overall found that they learned a lot about early childcare education by attending the classes. The group's answers can be sorted into the two areas the questions inquired: **knowledge learned** and **using knowledge learned**. In addition to focus group questions, a small survey was conducted to see how many participants felt that the classes increased their ECE knowledge.

There was one participant that did not feel that she learned anything from the ECE class. However, this participant was an outlier because she was not a childcare provider and took the ECE 264 class to complete a General Education requirement. The participant's responses were not part of the general consensus of the group responses.

- **Knowledge Learned:** The majority of the participants learned a lot about Early Childcare Education. Some of the topics that they learned about ECE are the following:
 - Family difference and cultures (i.e. family day to day living, importance of family in different cultures, educating children with different family structures and cultures, etc.)
 - How to teach infants (i.e. teaching their own children and other children, etc.)
 - Different perspective in child care (i.e. different practices among teachers and parents, etc.)

- How to understand children better (i.e. dealing and working with their noticeable and hidden emotions, understanding their brain development, etc.)
- Child development
- **Using Knowledge Learned:** The majority of the participants were able to use what they learned in class directly in their work or life. The ways that they were able to directly use what they learned in class are the following:
 - Helped them understand their own and other children better.
 - Made them more conscientious about how they work with families and other children. They learned that each family and child is different.
 - Gave them a better idea of what to expect when they have a baby
 - Taught them how to work with family member’s children
 - Understood that there are cultural differences between families and made them more conscientious about the dynamics that played in providing childcare.
 - With the Child Development classes, they found better ways to run their pre-school class.
 - Gave them a good resource for getting useful childcare information - Childhood Matters radio show.

In Table 1, some of the participants’ open ended responses to the survey question are quoted to show how their views and experiences in ECE classes increased their understanding of child development.

Table 1: Responses to ECE Classes Increasing understanding of Child Development
“The ECE classes have imparted valuable knowledge regarding early childhood development and also, issues regarding families unlike my own.”
“These classes are new to me, especially since I’m not in the field and I am trying to get into, but having this much information and learning, I think I’m ready to face the children, especially the other children”
“I’ve taken ECE classes at Skyline and will be graduating in May. Some of the classes I’ve taken are for self enrichment. They’ve helped me especially since I currently do not work with children”
“This class has made it easier to understand how cultural/family concepts affect children.”
“I enjoyed the ECE courses that I have taken”

In the small survey, the participants were asked **if the ECE classes helped increase their understanding of child development.** Twenty five participants filled the survey, 24 of them said “yes,” and 1 said “no.”¹

¹ The participant that said “no” was the outlier.

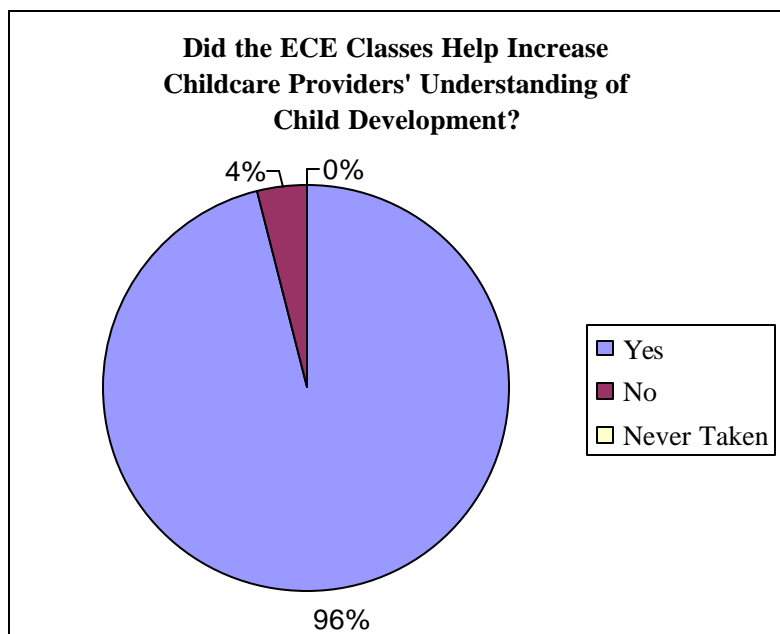


Chart 1: Percentage breakdown of Childcare Providers' view of whether ECE Classes Increased Their Understanding of Child Development

Accessibility - Workshops

How convenient did you find the workshops?

Only 10 out of 25 participants attended workshops held by OSH. For the few that have, they were able to discuss the convenience of attending the workshops. The themes gathered from the workshops were surrounded around **location, scheduling times and days and resources given**.

- The participants that have attended found the location convenient to attend.
- Some participants felt that the time and days workshops are offered were convenient, but also inconvenient. They would like to see workshops offered on Saturdays.
- They also found it convenient and useful that handouts were given out as a resource during the workshops.

What could OSH do to make attending workshops more convenient?

The participants that have attended workshops made suggestions for making them more convenient to attend in the following themes: **scheduling, class type, resources and advertisement.**

- One participant would not make any changes because she felt that the workshops were already very convenient.
- The other participants felt that the time and days workshops are offered are inconvenient and would like OSH to offer workshops at different times and during the weekends.
- Some participants wanted to see more bilingual workshops.
- Some would like to see more resources such as handouts and workshop items (poster, health kits, etc.) given.

The other participants that have not attended the workshops discussed ways OSH could make attending workshops more convenient for them.

- They felt that the workshops scheduled on different days and times were on the top of their list.
- Most claimed that they either have never heard of them or were not getting information on the workshops. They would like for OSH to advertise their workshops more often.

Knowledge and Skills Used - Workshops

For the Childcare Providers that have taken workshops, how are you using what you learned from the workshops?

The focus groups participants that have taken workshops overall found that they learned a lot about early childcare education. The group’s answers can be sorted into two categories:

Knowledge learned and **using knowledge learned**. In addition to focus group questions, a small survey was conducted to see how many participants felt that the workshops increased their ECE knowledge.

- **Knowledge Learned:** The participants that have attended workshops said that overall they learned a lot about Early Childcare Education. Some of the topics that they found increased their understanding of child development are the following:
 - General parenting
 - Communication with children through literacy and movements
 - Dealing with parent complaints
 - De-stressing exercises
- **Using Knowledge Learned:** The participants that have attended workshops were able to use what they learned in workshops directly in their profession or life. The ways that they were able to directly use what they learned in the workshops are the following:
 - They were more aware of their interactions with children
 - They were more aware of their interactions with co-workers
 - They used the communication/literacy workshop to understand how to communicate with children through literacy, movements and sounds
 - They had more confidence in their ability to deal with parents concerns and complaints and to figure out the best ways to help them

Some of the participants responded to the open ended survey question. Their responses are stated in Table 2.

Table 2: Responses to ECE Workshops Increasing understanding of Child Development
“(I) Can see the families cultured and socio-economic. I really like all the workshops in the past. I hope that they continue having more”
“I will like you to offer class in Spanish or workshops, because our community are large and they will like attending and learn(ing)”

In the small survey, the participants were asked **if the ECE workshops helped increase your understanding of child development**. Twenty five participants filled the survey, with 10 of

them saying “yes,” another 10 saying they had never taken a workshop, and 5 not responding. For the ones that did take the ECE workshop, **100% found the ECE workshops helped increase their understanding of child development.**

Attendance in the Future – Classes and Workshops

What would make you likely to attend future workshops? What would make you likely to attend future ECE classes?

The focus groups participants in general felt that they would very likely attend a future ECE class and/or workshop. However, they did have some suggestions that would make them more likely to attend. The group’s answers can be sorted into six themes: **class and workshop types, class offerings, information, amenities, scheduling and location.**

- ***Class and Workshops Types:***

The participants would like to see the following **types of classes:**

- a nutritional cooking class for children
- music classes for children (to get them involved and engaged)
- physical activity classes (such as yoga)
- parent/child relations class
- more classes geared towards culture
- “Communicating with Parents” city college class (a class that is offered at another school)

In terms of **the class structure**, they felt the different class structure will allow them to grow as professionals and students. They would like to see:

- more classes taught in other languages (other than just Spanish classes)
- more research-based classes so they could conduct their own research

The participants would like to see the following **types of workshops:**

- how to care for children five and over (although they know that the ECE program is generally for children under five, they would like to learn about how to care for children that are transitioning into that age group)
- Issues surrounding and understanding culture difference (this topic was commonly suggested)

- ***Class Offerings:*** The participants mentioned that they would like classes in other community colleges be offered through Skyline Community College. For example, the “Communicating with Parents” class is offered at Cañada College in San Mateo, but not offered at Skyline Community College.
- ***Information:*** The participants could not stress enough that they wanted more information about the workshops. They felt that if they knew more info about workshops topics and logistics in advance then they would be more likely to attend.
- ***Amenities:*** The participants really like the childcare services OSH provides and they hope that they stay available. However, they suggested that there should be childcare services available during Saturdays.
- ***Scheduling:*** The participants had different preferences to when the ECE classes and workshops should be scheduled. Some felt that it was more convenient to have them during weekday nights, while others felt that it was more convenient to have them on Saturday. The evaluators gathered that the participants needed to have schedule

options in order to increase the likelihood that they would attend future classes and workshop.

- **Location:** Some participants suggested that some workshops be held in Skyline Community College, public schools or community center that are south of Daly City. They said that they would more likely attend them if they were closer to some of their homes.

OSH Communication

What would you suggest as the best way for OSH to communicate with you in the future?

What types of information would you like to receive from OSH?

Overall, the majority of the participants felt that **mail and email were the best ways to communicate** with them. Communication by phone is the least effective way to get information to the participants. The focus groups participants said they **would like to receive all information pertaining to the ECE program**, especially on classes and workshops with at least two weeks notice.

They felt that OSH should do the following:

- Create an email list serve.
- Post flyers with information about events at OSH, child care centers and Skyline City College.
- Coordinating with Skyline teachers to get OSH event information out to the classes (especially about upcoming workshops).
- If possible, get workshops information in the school class catalog so that they would know ahead of time when a workshop will be available.

Conclusion

After analyzing the focus group and survey responses, it seems that the participants are overall very pleased with the ECE program at OSH. However, they did feel that there was room for improvement.

The following points were common and repetitive suggestions and opinion that the participants stated throughout the focus group interview and in the open ended survey question:

- Communicate more about the ECE classes and workshops offered
- Collaborate more with Skyline Community College and teachers to get ECE class and workshop information out to them
- Work with Skyline Community College on ECE classes topics the childcare provider are interested in learning
- Offer workshops that focus on topics they are interested in learning
- Try to incorporate culture, diversity, and other languages into the workshops
- Have workshops at different times, days, and locations.

The survey found that OSH did achieve their Years 4-6 Evaluation Plan goal. Ninety-six percent of the participants that have taken the classes and 100% of the participants that have taken the workshops felt that these OSH services contributed to increasing their knowledge of child

development. The focus group and survey responses were overall very positive showing that the Early Childhood Education program at Our Second Home is useful and beneficial to childcare providers.

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Appendices

Appendix A: Focus Group and Survey Instrument

Appendix B: Letter Sent to Participants

Appendix C: SPSS Statistical Analysis

Appendix A: Focus Group and Survey Instrument

OSH focus group questions

Variables to measure

Classes and Workshops

- 1) Accessibility – What do the childcare providers feel about the accessibility of workshops and classes? What do they feel that OSH can do to improve accessibility?
- 2) Knowledge & Skills Learned – What are the childcare providers learning from workshops and classes? How are they using it? Variables to measure should address the evaluation outcomes for FF/CCAT that OSH needs to report: Have providers increased their understanding of child development? Are they providing better services to children and family? Expected measurable outcomes/results: (1) 95% of childcare providers participating in ECE classes demonstrate knowledge and understanding of child development. (2) Participants who attend meetings of the network of child care professionals indicate that the meetings help them better serve children and families.
- 3) Future Attendance – What will make childcare providers attend future classes and workshops?

OSH Communication

- 1) Communication – What do the childcare providers feel about overall communication with OSH?

Focus Group Protocol

Introduction: Good morning. We are graduate students at San Francisco State University who are working with Our Second Home to evaluate their Early Childhood Education program. As some of you may know, Our Second Home is a Daly City-based nonprofit organization serving children and their families. Part of the Early Childhood Education program is partnering with local community colleges to provide classes in a community setting. Another part of the program is providing workshops onsite at its Family Resource Center. We are here today to get your opinion of the Early Childhood Education classes and workshops and also, to see how they have impacted the way you work. The information gathered will be given to Our Second Home in an aggregate form meaning that no individual responses will be shown. The information gathered will be used to determine if improvements to the program are needed and to see how the program is impacting your knowledge of Early Childhood Education.

Conduct: Nothing said here will be used to evaluate you or your work. It will only be used to improve Our Second Home's services to you and give them information about the program's impact. It is very important that we treat each other with respect today so that everyone feels comfortable to participate in the conversation. If someone else is speaking and you have something to say, please raise your hand and I will call on you next. There is no right answer to any of the questions we will ask today. There may be different opinions about the answer to a question, and we want to be sure to hear all those opinions.

Our discussion will last for 1 hour straight through with no formal break time. As thanks for your participation in this discussion, each one of you will receive a \$10 gift card from Target at the end of this discussion.

Consent: We will be taking notes on what you say today, but this information will be confidential – we will not use names when we share this information. Does anyone have any questions before we begin?

Pre-interview introduction:

I will be asking you separate questions about the ECE classes and workshops that you've taken. For those of you who haven't taken both and may be confused about which group you're in, this is the difference between the two: "classes" are for a semester that take place through Skyline College for credit, while "workshops" are one or two meetings that take place in the evenings and cover a variety of topics. Recent topics have included a workshop on "Baby Signs," "KQED Math Workshop" and "Exploring Nature." Let's go around the circle and can you please state your name and how many ECE classes and workshops you've taken. We would like to see who has attended ECE classes, workshops, or both.

Interview Questions:

The next couple of questions are only for those who've taken ECE classes. If you have taken both classes and workshops, please separate and save your workshop comments for later. I will let you know when the set of workshop questions will start.

Classes

1) Accessibility

How convenient did you find the ECE classes? OR: How convenient were the ECE classes for you to attend?

Probes:

- Please tell us more why you feel _____ is convenient/inconvenient to you.
- How do you feel about the (location) of the classes?
- How do you feel about the (given schedule) for classes?

What could OSH do to make attending classes more convenient?

Probes:

- How do you feel about the way that OSH gets childcare provider classes information to you? What changes would you make, if any?

2) Knowledge and Skills used

a. For those of you that have taken classes, what did you learn?

b. How are you using what you learned in ECE classes?

Probes:

- Where are you using what you learned?
- What are you doing differently as a result of what you learned in the classes, if anything?

We're now finished with the questions on the classes. The next set of questions I'll be asking about are for those who've taken workshops. Please remember to focus your comments on just the workshops for this portion.

Workshops

1) Accessibility

How convenient did you find the workshops?

Probes:

- Please tell us more why you feel _____ is convenient/inconvenient to you.
- How do feel about the (location) of the workshops?
- How do feel about the (given schedule) for workshops?
- How do you feel about the (length of time) of the workshops?

What could OSH do to make attending workshops more convenient?

Probes:

- How do you feel about the way that OSH gets workshop information to you? What changes would you make, if any?

2) Knowledge and Skills used

For the Childcare Providers that have taken workshops, how are you using what you learned from the workshops?

Probes:

- What did you learn?
- Where are you using what you learned?
- What are you doing differently?

Both Workshop and Classes

We're now finished with focusing only on the workshops. The next set of questions is for everyone, regardless of whether you've taken the classes, workshops, or both.

1) Attendance in the future

a. What would make you likely to attend future workshops?

b. What would make you likely to attend future ECE classes?

Probes:

- What topics are you interested in?
- What days are you interested in?
- What times are you interested in?
- What type of trainer would you like to see teach a classes?
- What type of trainer would you like to see provide a workshop?

I'm handing out a piece of paper for a quick survey. You don't need to write your name just your answers. Once you've finished answering the survey, please fold your paper in half and hand it back.

OSH Communication

We're now going to talk about way that OSH communicates with you regarding classes, workshops and any other event that are related to child development.

**What would you suggest as the best way for OSH to communicate with you in the future?
What types of information would you like to receive from OSH?**

Small Survey – Increase in Knowledge

- a. Have the ECE classes helped increase your understanding of child development?**
- b. Have the workshops helped increase your understanding of child development?**
- c. If any, please write any additional comments the classes and workshops.**

Appendix B: Letter sent to Participants

March 13, 2007

Our Second Home
725 Price St
Daly City, CA 94014

Dear Mr./Ms. _____,

You are invited to participate in a voluntary focus group to discuss the experience you have had in the on-site ECE classes and workshops at Our Second Home (OSH). We are working with Our Second Home to perform an evaluation of programming for Early Childhood Professionals. The program evaluation will help Our Second Home expand programming for Early Childhood Professionals based on your feedback about current programming.

There will be two separate focus groups conducted in a safe and private environment at Our Second Home on **Monday, April 16th at 7:00 pm** and **Saturday, April 21st at 9:00 am (Instructor Mauricio Palma has given us the opportunity to use the first hour of the ECE 264 class for the focus group)**. Each focus group will include 10-12 participants and will be about an hour long. All participants will receive a thank you gift card of \$10 from Target.

Some risks are involved by participating. Participation in this research involves some loss of privacy, but we will minimize that by not recording names. Also, all information will be recorded and analyzed in aggregate form. Therefore, no individual responses will be given and they will be confidential. Your participation is completely voluntary and you can stop at anytime.

If you are interested in participating in one of the focus groups please call Mirthala Santizo at 415-673-7339 by April 13th. Please indicate your name and the date you are interested in participating.

If you have any questions regarding the focus groups or the evaluation project please feel free to contact us at 415-673-7339 or by email at mlsantizo@yahoo.com. Thank you very much for your time.

Sincerely,
CiCi Hoang and Mirthala Santizo
San Francisco State Graduate Students

Appendix C: SPSS Statistical Analysis

Frequencies

Statistics

		ECE Classes	ECE Workshops
N	Valid	25	20
	Missing	0	5
Mean		.96	1.50
Std. Error of Mean		.040	.115
Std. Deviation		.200	.513

Frequency Table

ECE Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	1	4.0	4.0	4.0
	yes	24	96.0	96.0	100.0
Total		25	100.0	100.0	

ECE Workshops

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	10	40.0	50.0	50.0
	never taken	10	40.0	50.0	100.0
	Total	20	80.0	100.0	
Missing	99	5	20.0		
Total		25	100.0		