



WGBH: Peep's World / El Mundo de Peep Final Evaluation Report

Study of the Use of Online Professional Development Modules and Curriculum Units with Family Child Care Providers

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Executive Summary

Introduction

WGBH received funding from the National Science Foundation to create Peep's World / El Mundo de Peep, a web-based "Digital Hub," in both English and Spanish that maximizes the extensive collection of proven and award-winning preschool science and math assets from *PEEP and the Big Wide World*[®]. Capitalizing on NSF's prior investments, Peep's World / El Mundo de Peep proposed to (1) redesign the *PEEP* website, creating integrated, interactive media experiences that will contextualize existing content and take advantage of new technologies and web design; (2) provide professional development for preschool educators; and (3) reach a new audience of family child care educators,¹ one that is woefully underserved when it comes to educational resources, especially science.

The UMass Donahue Institute (UMDI) was contracted to provide formative evaluation services for WGBH's *PEEP and the Big Wide World* project development of curriculum units and instructional modules for use by family child care providers (FCCPs). This formative study piloted three 3-week curriculum units focused on three science content areas, integrated with media and professional development materials for family child care settings (videos and a *Facilitator's Guide* for trainers) in English and in Spanish.

This report describes the methodology used to implement this study and the findings from the piloting of the *PEEP* website and materials by the organizations and family child care providers.

Methodology

This study of the *PEEP and the Big Wide World* piloting employed a mixed methods research design encompassing quantitative and qualitative methods that provide a systematic and nuanced understanding of FCCPs' and sponsoring organizations' perspectives on the success and opportunities for enhancement of *PEEP and the Big Wide World*.

The goals of the formative evaluation were to:

- Provide insight into the experiences and needs of family child care educators, representing a diverse range of backgrounds.
- Assess the effectiveness and impact of face-to-face trainings utilizing the professional development videos, as well as the self-directed use of the videos by family child care educators.
- Support data-driven decisions relative to revisions of the curriculum units, professional development videos, and *Facilitator's Guide* prior to their national rollout.

The evaluation was designed to accomplish these goals through recruitment of a sample of family child care providers to pilot the curriculum units and professional development materials (half as a self-paced learning experience and half facilitated by a trainer). The FCCPs were recruited from eight sponsoring child care resource

¹ A family child care educator is someone who cares for children in her private residence, which is licensed for infants, toddlers, preschoolers, and school aged children.

and referral organizations (four from Massachusetts and four from California). Trainers at each of the organizations piloted the *Facilitator's Guide* in both English and Spanish.

The study was designed to collect data about factors critical to completion of the professional development modules; barriers to use; support needed; effectiveness of video-delivered professional development; and impact on educators' confidence in, inclination toward, and implementation of science exploration in their work with young children. Data collection methods in support of these activities included two surveys (pre-survey and post-survey) of providers participating in the study, as well as two interviews with organization trainers, and focus groups with selected family child care providers who used at least one curriculum unit, including both English- and Spanish-speakers and those in both facilitated and self-trained groups. A site visit was conducted at each partner organization in Massachusetts and California. During these site visits, the second interview with organization trainers and focus groups with FCCPs were conducted.

Analysis for quantitative closed-ended responses included the use of descriptive statistics to determine frequencies and percentages in all response categories to all questions. To determine any statistically significant differences, chi-square analysis was used to test the differences in proportions of responses in categories between subgroups (e.g. facilitated vs. self-trained, English vs. Spanish speaking). Analyses of qualitative data were completed for responses from open-ended survey questions, as well as interview and focus group data. Open-ended survey responses were coded to identify themes. Interview and focus group data were analyzed through an iterative process of multiple close readings of the interview and focus group notes and listening to recordings to identify emergent categories and themes.

Findings

Of the 329 family child care providers who registered for the study, 258 (78%) completed the pre-survey. Of those who completed the pre-survey, 140 (54%) completed the post-survey. Two additional providers completed the post-survey but not the pre-survey. Focus groups were attended by 47 providers. Interview 1 included 14 organization trainers and Interview 2 included 16 organization trainers.

Family child care provider participants had been childcare providers anywhere from 1 to 35 years. Most providers had a combination of infants, toddlers, and preschool-aged children in their care. Most providers work alone and can have up to six children of varying ages and abilities. Most have limited resources and space in which to set up activities and learning centers. Children come in at various times throughout the day. Many providers pick up and drop off children, and drive parents to and from work. Approximately 55% completed high school or had some high school, while 45% had an associate's, bachelor's, or master's degree or higher. Just over half of respondents had a Child Development Associate (CDA) credential. Most providers completed some formal education and/or training in early childhood education through undergraduate- or graduate-level courses or other professional development.

More than three-quarters of providers were not familiar with *PEEP and the Big Wide World* before this study and most had never used an online preschool curriculum previously. Of those who did use an online curriculum, the most common type was language and literature, followed by math, social-emotional development, and science. However, nearly half of providers had done professional development work on their own, with an online source.

Overall, organizations and providers were very positive about their experiences using the *PEEP and the Big Wide World* online professional development modules and curriculum units. They enjoyed the teaching strategies, the activities, the videos, and that the activities were structured to be consistent with best practices in the early education field.

For the most part there were not statistically significant differences on the surveys between facilitated and self-trained intervention groups, between English and Spanish speakers, or by state. The few instances of statistically significant differences in these groups were not meaningful differences and did not contribute any new understanding of the data.

Some meaningful differences emerged from the qualitative data. Within intervention modality, self-trained providers tended to seek out more assistance to navigate the website from other providers, family members, or friends. Many of these self-trained providers did not use the professional development materials on the website at all. They often expressed that they would have liked training because it was difficult to navigate the website. They did not know where to start.

With language, on the post-survey Spanish speakers reported they learned more from teaching strategies than their English-speaking counterparts and they reported larger child gains. During the focus groups the largest difference was the limited exposure, access, and knowledge of computers among Spanish-speaking providers. Those who did use the website shared that they needed considerable assistance navigating it.

Professional Development

When asked about their level of satisfaction with the presentation of the teaching strategies in the videos, the information in the PDFs, and the overall organization of the materials, providers and trainers were very or extremely satisfied.

- Almost all providers rated the individual teaching strategies as helpful, with more than two-thirds rating them as very or extremely helpful.
- Almost all providers reported learning at least one new teaching strategy.
- Providers who already knew the strategies noted that the professional development information helped them discover language to describe these strategies they may have used previously with children.
- Providers enjoyed the concrete examples shown in PD videos. However, they suggested the videos be more realistic for family child care settings and with more age, ability, and ethnic diversity. (Note: The four teaching strategies videos for a given unit feature the same provider and setting. Participants only training for one curriculum unit wouldn't have seen the range of settings filmed.)

Trainers felt that the *Facilitator's Guide* included all of the information they needed to run a training workshop, but they would have liked additional materials beyond the teaching strategies, such as orientation to the website, PowerPoints, hands-on activities, and gifts to help with implementing the unit.

- Overall, the guide was considered by trainers to contain very good materials that were step-by-step, detailed, and clear.
- Trainers in all organizations indicated that the *Facilitator's Guide* does not stand alone. They created additional materials to use in the trainings and give to providers, such as PowerPoints and hands-on activities for the trainings, printed *PEEP* online materials (teaching strategies and curriculum) for providers, and gave an online orientation to the website and the particular curriculum the organization was assigned.
- Trainers at all the organizations gave providers a small gift of appreciation for participating in the PD session such as a small plants, seeds, and other materials that were needed for the activities of their assigned unit.

Providers in the facilitated training groups expressed satisfaction with all aspects of the professional development training.

- Almost all were satisfied with their workshop leader's understanding of the topic and with the various parts of the training.
- Almost all were satisfied with the presentation of the teaching strategies on the videos and subsequent discussion of the teaching strategies.
- Almost all were satisfied with the *Workshop Notebook* handouts, and the *Try It!* exercise with a partner.

Self-trained providers who used the professional development materials found them useful for teaching science to preschoolers and were satisfied with the range of material covered in the teaching strategies.

- They thought the teaching strategies were useful and liked the videos.
- Most were satisfied with the presentation of the teaching strategies in the videos.
- Most were satisfied with the information in the *Teaching Strategies* PDFs.
- Most were satisfied with the overall organization of the professional development materials on the website.

Curriculum

The curriculum was very popular with both trainers and providers, as well as with children and their families. Everyone loved the colorful website and the videos and games that were included with the curriculum.

- The curriculum is well structured and easy to use.
- Providers loved the activities and children requested to do many of the activities over and over.
- Approximately two-thirds of providers could quite easily or very easily adapt morning circle time, learning centers, and the guided activity.
- They liked that required materials in the curriculum were things found around the house or easily accessible (one provider went to a recycling center to obtain materials for the children). They understood and appreciated that they could replace activity materials as needed and most did.

All organizations would do training again, and perhaps training with a different curriculum unit.

- Most felt that providers who attended the original training would not need a full training, but maybe a refresher or orientation to the curriculum itself.
- In future training workshops they would plan to use the materials they developed for this study, such as PowerPoint presentations, notes or agendas for their trainings, binders of material they had prepared for the providers in the facilitated groups, materials for hands-on activities related to the curriculum unit, and resources such as books or other gifts for their programs.

The schedule laid out on the Curriculum Planner does not fit the realities of family child care providers.

- They had children coming in at various times. Many providers pick up and drop off children, and drive parents to and from work.
- While providers reported doing most of the activities in the Curriculum Planner, they did not follow the suggested three-week time frame because it does not fit the realities of family child care programs. The providers did most of the activities but not within the three-week time frame of the curriculum. They would prefer that the Planner anticipate the need for more flexibility in the timing of the implementation of the curriculum.
- Although providers shared during the focus groups that they did not follow the Curriculum Planner exactly as presented, they did many of the activities over a longer period of time.

Navigating the Website

Both trainers and providers were appreciative of the wealth and volume of information available on the website. However, without an adequate orientation to the website, many reported initial difficulty navigating the website.

- Most providers (82%) planned to access the internet to get the PEEP curriculum from a home computer, while 31% had access through tablet, 17% through smartphone, and 2% using a computer outside the home. Nearly three-quarters of providers reported using computers with children in their family childcare. Almost all (95%) had high-speed internet access at home.
- Because the website contains so much material, it was often an overwhelming task to discover what its contents were and if they were related to the professional development materials or the curriculum.
- Trainers and providers expressed the need for an introductory page on the website with a description of what is on the site and a guide for going through it.
- Most of the providers who used the website relied on links and information in the Curriculum Planner.
- Almost all of the focus group participants including trainers and providers preferred to have professional development and curriculum materials from the *PEEP* website in printed form.
- According to organization trainers, many providers, although they had computers and email addresses, are not very computer literate. They did, however, understand the importance of having access to their email and the internet. Thus, most providers have identified resources (e.g., friends, neighbors, adult children, spouses, staff at partner organizations) who facilitate their online work. Some providers have email addresses because staff from partner organizations created them on their behalf.

Accessibility

Most organization trainers and family child care providers thought the materials in the PEEP website were very clear and understandable.

- Although not intuitive, once providers understood the layout of the website, they were able to find most of the materials they needed.
- Many felt that the Curriculum Planner was the ideal path to navigate the website. They particularly liked the active links to activities.
- According to bilingual organization trainers, the Spanish was also well translated and understandable to all subgroups of Spanish-speaking providers and trainers. Overall, the language, English or Spanish, did not seem to pose any problem.

Language

Both trainers and providers were appreciative that everything is in Spanish.

- They noted that most curricula they had used previously were mainly available in English, with only some aspects translated. Thus, they had to do the translation themselves in order to use the curricula.
- According to organization trainers and providers who were bilingual, the professional development modules and curriculum units were well translated into Spanish and easily understood by all Spanish-speaking providers.

Trainers report that Spanish-speaking providers are less experienced with computers than their English-speaking counterparts.

Impact

Providers reported that children benefitted from the curriculum unit.

- Approximately three-quarters indicated their skills in language and literacy, as well as early math, increased to a great extent.

There was a statistically significant increase in providers who reported that their skills as a science educator increased over time. In addition, providers reported a statistically significant increase both in doing science activities with children and in their comfort level with these activities.

- Incorporating science into circle time activities
- Incorporating science into small group activities
- Incorporating science into the *indoor* free play options
- Incorporating science into the *outdoor* free play options
- Teaching language and literacy during science activities
- Teaching math during science activities
- Using related video when teaching a science topic
- Encouraging children to narrate what they are doing during a hands-on science activity
- Asking children to share their discoveries with each other during science activities
- Responding when a child asks a science-related question and you don't know the answer
- Incorporating different age/ability level activities for the same topic
- Recording science explorations (charts, photos, etc.) to help children reflect on their experiences
- Designing areas for science exploration that motivate and engage children
- Asking questions, making comparisons, discussing results, and sharing new vocabulary while teaching science

Concluding Remarks

Providers were very appreciative that WGBH would focus their work on the *PEEP* curriculum on family child care settings. These providers understood the need for children to be exposed to science topics and appreciated the resource. They also appreciated that they were recognized as educators teaching children and that they were given the same opportunity as day care center staff for training and to expand their practice. The providers were pleased that the curriculum developers understood child development and learning (visual, auditory, sensory), allowing them to teach science topics in an effective manner using a curriculum that includes integrated materials, books, and activities.

Recommendations

Based on the findings from this study, the following recommendations can be made:

- Create web assets that orient the user to the website.
- Create a webinar for training organizations and/or providers.
- Include training on the contents and implementation of the curriculum, as well as on the science teaching strategies.
- Develop a training workshop agenda to balance presentation, discussion, and group activity time-frames. This agenda should also include hands-on activities.

- Ensure videos are realistic for family child care settings by embracing different cultures, ages, and ability levels.
- Ensure professional development modules and curriculum units reflect more thoroughly different ages and ability levels throughout.

Introduction

WGBH received funding from the National Science Foundation to create Peep's World / El Mundo de Peep, a web-based "Digital Hub," in both English and Spanish that maximizes the extensive collection of proven and award-winning preschool science and math assets from *PEEP and the Big Wide World*[®]. Capitalizing on NSF's prior investments, Peep's World / El Mundo de Peep proposed to (1) redesign the *PEEP* website, creating integrated, interactive media experiences that will contextualize existing content and take advantage of new technologies and web design; (2) provide professional development for preschool educators; and (3) reach a new audience of family child care educators,² one that is woefully underserved when it comes to educational resources, especially science. The ultimate goal of the grant is getting *PEEP* materials into the hands of hundreds of thousands more Spanish- and English-speaking families, while positioning *PEEP* as a major player in the growing educational movement to bring emergent science and math to preschoolers—both at home and in more formal settings.

The UMass Donahue Institute (UMDI) was contracted to provide formative evaluation services for WGBH's *PEEP and the Big Wide World* project development of curriculum units and instructional modules for use by family child care providers (FCCPs). This study of the *PEEP and the Big Wide World* piloting employed a mixed methods research design encompassing quantitative and qualitative methods to provide a systematic and nuanced understanding of FCCPs and sponsoring organizations' perspectives on the success and opportunities for enhancement of *PEEP and the Big Wide World* online.

This formative study piloted three 3-week curriculum units focused on three science content areas, integrated with media and professional development materials for family child care settings (videos and a *Facilitator's Guide* for trainers) in English and in Spanish. UMDI identified eight partner organizations, four in MA and four in CA, which serve FCCPs with English or Spanish as the primary language. Once cooperation of eight appropriate organizations was secured, WGBH and UMDI co-developed a participant recruitment strategy appropriate to each organization. Each organization was asked to pilot at least one curriculum unit with English-speaking and Spanish-speaking providers, some of whom would be self-trained and some of whom would be placed in a facilitated training led by organization staff trainers.

Data collection methods in support of these activities included two surveys (pre-survey and post-survey) of providers participating in the study, as well as two interviews with organization trainers, and focus groups with selected family child care providers who used at least one curriculum unit, including both English- and Spanish-speakers and those in both facilitated and self-trained groups.

This report describes the methodology used to implement this study and the findings from the piloting of the *PEEP* website and materials by the organizations and family child care providers.

² A family child care educator is someone who cares for children in her private residence, which is licensed for infants, toddlers, preschoolers, and school aged children.

Methodology

This section discusses all aspects of the methodology for the study, including the evaluation design, the evolution of the participant sample, procedures, instruments and data collection, site visits, and the analysis of data.

Evaluation Design

The UMass Donahue Institute (UMDI) provided formative evaluation services for WGBH's Peep's World / El Mundo de Peep project development of curriculum unit and instructional modules for use by family child care providers (FCCPs). This study of the *PEEP and the Big Wide World* piloting employed a mixed methods research design encompassing quantitative and qualitative methods that provide a systematic and nuanced understanding of FCCPs' and sponsoring organizations' perspectives on the success and opportunities for enhancement of *PEEP and the Big Wide World*.

The goals of the formative evaluation were to:

- Provide insight into the experiences and needs of family child care educators, representing a diverse range of backgrounds.
- Assess the effectiveness and impact of face-to-face trainings utilizing the professional development videos, as well as the self-directed use of the videos by family child care educators.
- Support data-driven decisions relative to revisions of the curriculum units, professional development videos, and *Facilitator's Guide* prior to their national rollout.

The evaluation was designed to accomplish these goals through recruitment of a sample of family child care providers (200 Spanish speaking and 200 English speaking) to pilot the curriculum units and professional development materials (half as a self-paced learning experience and half facilitated by a trainer). The FCCPs were recruited from eight sponsoring child care resource and referral organizations (four from Massachusetts and four from California). Trainers at each of the organizations piloted the *Facilitator's Guide* in both English and Spanish.

Surveys and interviews were designed to collect data about factors critical to completion of the professional development modules; barriers to use; support needed; effectiveness of video-delivered professional development; and impact on educators' confidence in, inclination toward, and implementation of science exploration in their work with young children. The results are intended to inform the revision of the curriculum units, professional development materials and videos, as well as the *Facilitator's Guide* prior to a national rollout.

The project went through Institutional Review Board review by the New England Institutional Review Board. Exemption from full review was requested and granted (October 3, 2013) on the basis that the project meets the exemption category: research conducted in established or commonly accepted educational settings, involving normal educational practices.

Participants

This discussion of study participants includes (1) the original sampling plan, (2) the recruitment process for both organizations and family child care providers, and (3) the final sample of participants in the study.

Sampling Plan

The original sampling plan was designed to engage 400 FCCPs, ideally including 200 primarily English-speaking participants and 200 primarily Spanish-speaking participants. Each of these subgroups would include 100 participants who would receive training facilitated by a sponsoring organization and 100 self-directed learners, who would be exposed through web-based information and video assets. A sampling plan, shown in Appendix A, was submitted to WGBH in March 2013. Table 1 shows the proposed sample size for the study.

	MA	CA	Total
English Speakers			
Facilitated Training	50	50	100
Self-Directed Learning	50	50	100
Spanish Speakers			
Facilitated Training	50	50	100
Self-Directed Learning	50	50	100
Total Participants	200	200	400

With a cell size of 100 in each of these four subgroups, the study design ensured the ability for meaningful sub-analyses of the end of year survey, accounting for variables such as FCCPs' educational attainment, and past experience with science exploration.

Recruitment Activities

UMDI contacted sponsoring organizations in MA and CA that serve FCCPs. In MA, the former Commissioner of the Department of Early Education and Care, Dr. Sherri Killins, provided WGBH with a list of potential organizations and sent an email to the organizations to introduce the *PEEP* project to them with encouragement to participate in the pilot study. In CA, the Childcare Resource & Referral Network provided WGBH with a list of resource and referral organizations and sent some *PEEP* informational flyers to targeted organizations. UMDI was able to follow up with these organizations.

Beginning in February 2013 multiple emails were sent and phone calls made to potential partner organizations in both MA and CA. Many organizations turned down the opportunity to participate in the *PEEP* pilot study, mainly due to lack of time or staffing resources to complete the requested work. Between May and July 2013, UMDI increased recruitment efforts and conducted phone interviews/information sessions with a number of interested organizations in MA and CA. During the phone interviews/information sessions, organizations provided information about characteristics of the FCCPs affiliated with their organization such as, English and Spanish as the primary language of instruction, organizational resources to support recruitment of FCCPs and conduct two 3-hour-long trainings in English and in Spanish, and FCCPs' willingness to participate in directed or self-directed training. Eight sponsoring organizations, four in MA and four in CA, agreed to participate in the study. Their cooperation was secured to assist UMDI in the recruitment of FCCP participants and to train, in both English and Spanish, the participants from their organization who were randomly assigned to facilitated training. In August and September 2013 each organization signed a Memorandum of Agreement, shown in Appendix B, which outlines the responsibilities of UMDI, the partner organization, and the providers for this evaluation. Each organization would receive \$300 (\$600 for organizations with larger sample sizes), ten 10-book collections to use as they see fit, plus a curated selection of online family resources in English and Spanish from a variety of PBS

Kids programs, to be delivered in a zip file. The books and online resources were sent upon receipt of the Memorandum of Agreement.

Meanwhile, WGBH and UMDI co-developed an FCCP participant recruitment strategy appropriate to the cooperating organizations. FCCPs would receive financial incentives from WGBH equivalent to \$25 per provider supplemented by a set of ten books and six magnifiers.

In September 2013 UMDI conducted a webinar with the leaders of the eight organizations who completed the Memorandum of Agreement to provide an orientation about *PEEP and the Big Wide World*, the pilot study, and the timelines for completing activities. A major topic of the webinar was the process of recruiting FCCPs to pilot the *PEEP* professional development modules and curriculum units. The agenda and PowerPoint presentation from the webinar are included in Appendix C.

In October 2013 organizations began recruiting from their pool of associated FCCPs. Organizations were asked to invite all appropriate providers from their network. Appropriate providers included those who speak English or Spanish, have at least some preschool-aged children in their care, and have access to a computer. On October 4, 2013, an email was sent to all organizations with recruitment flyers about the study in both English and Spanish, along with a link to the Qualtrics registration site, the online survey platform, for interested providers to register for the study. Providers were asked to complete a short registration form available that gathered contact information such as name, physical and email address, partner organization, and primary language. The recruitment process extended from October 2013 through January 2014. Recruitment flyers are included in Appendix D.

Study Sample

UMDI recruited the following partner organizations from California and Massachusetts. The trainers from each organization served as informants for the two interviews (described in the next section) and helped organize the focus groups for providers.

California

Community Resources for Children
Family Resource & Referral Center
Kings Community Action Organization
YMCA Childcare Resource Service

Area Serviced (Office Location)

Napa County (Napa)
San Joaquin County (Stockton)
Kings County (Hanford)
San Diego County (San Diego)

Massachusetts

Catholic Charities of Boston
Children's Services of Roxbury
Clarendon Early Education Services, Inc.
Child Development and Education, Inc.

Metro Boston (Somerville)
Statewide (Roxbury)
Statewide (Bedford)
Statewide (Medford)

Once providers were recruited (as described above) from the selected partner organizations, FCCPs within each partner organization were randomly assigned to (1) receive training from their partner organization based on the *PEEP* professional development modules, or (2) train themselves using the *PEEP* self-training professional development modules. By randomly assigning providers to different training modalities, it can be assumed that the providers in each modality have similar distributions of the demographic characteristics of interest.

The final study sample of registered FCCP participants after random assignment to facilitated training or self-directed learning is shown in Table 2 by state and by language.

	MA	CA	Total
English Speakers	66	91	157
Facilitated Training	33	39	72
Self-directed Learning	33	52	85
Spanish Speakers	104	68	172
Facilitated Training	51	37	88
Self-directed Learning	53	31	84
Total Participants	170	159	329

The breakdown of registered participants by partner organization is shown in Table 3.

Organization	Facilitator Trained	Self Trained	Total
Community Resources for Children	6	5	11
Family Resource and Referral Center	26	30	56
Kings Community Action Organization	7	9	16
YMCA Child Care Resource Service	37	39	76
Catholic Charities of Boston	22	27	49
Child Development and Education	46	44	90
Children's Services of Roxbury	6	4	10
Clarendon Early Education Resources, Inc.	10	11	21
Column Total	160	169	329

Procedures

After participants registered, each partner organization was assigned one of three curricula (Plants, Sound, and Color) units to pilot. The assignment ensured that each unit would be piloted by a similar number of FCCPs. Organizations focused facilitated training on their assigned unit, and all providers (facilitator-trained and self-trained) associated with that organization would pilot the same unit. Table 4 shows these curriculum unit assignments.

Organization	Assigned Unit
Community Resources for Children	Color
Family Resource and Referral Center	Sound
Kings Community Action Organization	Color
YMCA Child Care Resource Service	Plants
Catholic Charities of Boston	Sound
Child Development and Education	Plants
Children's Services of Roxbury	Plants
Clarendon Early Education Resources, Inc.	Color

All registered providers were sent a link to the pre-survey in Qualtrics using email addresses provided by participants during registration. Multiple notices were sent to providers and their related organizations to notify them to take the pre-survey. After being notified by their organizations, many registered providers said they did not receive the link. Links were sent multiple times to providers by UMDI and the organizations.

Once a pre-survey was received from providers, the partner organization trainers were notified that the facilitator-training group could be trained. Only FCCPs who had completed the pre-survey were eligible to participate in the training. Therefore, all trainers were also given a PDF version of the pre-survey that they could administer to any providers who came to the training but had not completed the pre-survey. Facilitated-training providers were asked by the trainers to let them know when they completed the 3-week curriculum unit. The provider could then be sent the post-survey link by UMDI or their partner organization.

Upon receipt of the pre-survey from the self-training group participants, these providers were sent the electronic link to the *PEEP* website and informed of their partner organization's curriculum unit assignment. They were asked to confirm receipt of the website link and inform UMDI researchers when they completed the 3-week curriculum unit, so that they could be sent the post-survey.

Instruments and Data Collection

A number of instruments were developed to collect data related to the piloting of the *PEEP* professional development modules and curriculum units, as described below.

Registration Form

A registration form for family child care providers was created in Qualtrics by UMDI to allow providers to register for participation in the study. The form asked for provider name, name and address of the provider's family child care site, the provider's primary language (English or Spanish), an email address, and the partner organization with which they were associated. Providers were also asked for informed consent to participate in the study. This registration form is shown in Appendix E.

The link to the form was sent by UMDI to partner organizations, who were asked to include the link with information about the *PEEP* study to their provider population. Providers could then access the form online directly. The registration form was open to providers from October 4, 2013 to January 31, 2014. Provider responses were downloaded to an Excel spreadsheet for further processing.

Pre-Survey

The pre-survey, shown in Appendix F, asked FCCPs about their familiarity or experience with *PEEP and the Big Wide World*, computers, online curricula, introducing science concepts to young children, and activities they may have done with young children and their comfort level with doing them. The survey also gathered demographic information such as preferred language (English or Spanish), educational level, number of years in family child care, formal education and/or training in early childhood education, and whether or not they have a Child Development Associate (CDA) credential. The pre-survey was developed collaboratively by UMDI and WGBH. It was then pilot tested with five FCCPs who had inquired about participating in the *PEEP* study (but were not affiliated with the study) and revised based on feedback.

The survey link was sent via email through Qualtrics to all FCCPs who registered to be part of the study. All providers were asked to complete the pre-survey immediately, before attending any organization trainings or starting self-training. The survey was available from February 7 through May 1, 2014. Organizations were also sent a PDF version of the pre-survey in case any provider came to facilitated training without having completed it. Providers in the self-training group were sent multiple reminders from UMDI to complete the pre-survey, letting them know that they would receive the link to the *PEEP* website upon completion.

Post-Survey

The post-survey, shown in Appendix G, was sent to all providers who completed a curriculum unit. The survey asked FCCPs about factors critical to completion of the modules; barriers to use; support needed; effectiveness of video-delivered professional development; and impact on educators' confidence in, inclination towards, and implementation of science exploration in their work with young children. The survey was developed collaboratively by UMDI and WGBH.

Providers who were trained by the partner organizations were asked to let the trainer or the UMDI researchers know when they completed the 3-week *PEEP* curriculum. Upon notification, they were sent an email link to the post-survey through Qualtrics. Self-trained providers were asked to contact UMDI when they completed the post-survey so they could receive the thank you gifts. Providers who did not complete the post-survey were sent multiple reminders that they must complete it to receive the thank you gifts from WGBH.

Interview 1

Interview 1 was designed to collect some initial data about the status of the facilitated-training sessions at each site, including initial challenges or barriers accessing and using curriculum units and professional development materials on the website, and to begin preparation for the site visit. Specifically, the interview asked how many trainers from the organization participated in the study, how many training sessions were held in English and Spanish, how many participants were trained, preparation time for the training, adequacy of training time, technical issues, and improvements that could be made to the *Facilitator's Guide*. Each interview lasted approximately 30 minutes. Calls were digitally recorded when consent was given. The protocol for this interview is shown in Appendix H.

This first set of interviews with trainers from each partner organization in CA and MA were conducted by phone during April 2014.

Interview 2

Interview 2 was designed to collect data about the adequacy of the *Facilitator's Guide* and professional development materials in preparing the trainers to present workshops to the FCCPs in the facilitated training

groups, their preparation for the trainings, the accessibility and understandability of the materials, and their reflections on the curriculum. Trainers were asked for any suggestions for improvement of these professional development materials, including the videos, the *Facilitator's Guide*, and the website and its navigation. The protocol and interview guide for the organization trainers is shown in Appendix I.

Interview 2 data were collected in May and June 2014 during site visits to partner organizations in CA and MA. These individual or group interviews with the organization trainers lasted approximately 1.5 hours.

Focus Group

Focus group participants were asked for their reflections on the professional development materials that were made available to them, whether self-trained or facilitator trained. They were asked which materials worked and which need improvement. Their reflections were also solicited in regard to the curriculum, the understandability of all materials, and whether they had technical problems accessing or navigating the website. The protocol and focus group guide for the family child care provider focus groups is found in Appendix J.

Focus groups with family child care providers were held in May and June 2014 during site visits to partner organizations in CA and MA. At each site, separate groups were held in English and Spanish. In some cases the groups were mixed—facilitator trained and self-trained providers; in other cases the groups contained only facilitator-trained or only self-trained providers. The organization and recruitment of focus group members was done by the partner organization trainers. UMDI requested 8–12 participants per group, however most groups were considerably smaller. The focus groups were held from 6:30 to 8:00 in the evening to allow providers to come after the children in their care left for the day. Pizza and soda were provided by UMDI.

Site Visits

A site visit was conducted at each partner organization in Massachusetts and California. During these site visits, the second interview with organization trainers and focus groups with FCCPs were conducted. All site visits to CA organizations took place May 12 through 16, 2014. MA site visits were scheduled during the second half of May and the beginning of June 2014. The trainer individual or group interview at each site was held in the late afternoon, and focus groups with FCCPs were generally held from 6:30 to 8:00 in the evening.

During the site visits, UMDI researchers received many artifacts from both organization trainers and family child care providers. Trainers shared PowerPoint presentations; notes or agendas for their trainings; binders of material they had prepared for the providers in the facilitated groups; and some photos of the trainings, materials, or other souvenirs. Many FCCPs brought photos taken in their family child care during the time they implemented the *PEEP* curriculum. A catalog of these artifacts is found in Appendix K.

Analysis of Data

Pre-survey and post-survey data were downloaded from the Qualtrics platform to SPSS, a statistical package, for analysis. Analysis for quantitative closed-ended responses included the use of descriptive statistics to determine frequencies and percentages in all response categories to all questions. To determine any statistically significant differences, chi-square analysis was used to test the differences in proportions of responses in categories between subgroups (e.g. facilitated vs. self-trained, English vs. Spanish speaking).

Non-parametric Wilcoxon signed-ranks test was used to analyze differences at the individual level to determine the direction of changes from pre-survey to post-survey (for items that were asked on both the pre-survey and the post-survey).

Statistical significance refers to the probability that differences between groups from pre-survey to post-survey are probably not due to chance, and may be real differences. Statistically significant differences in the distributions are indicated by a probability level of significance (p) that is equal to or less than .05. All statistically significant differences are shown in the tables in bolded italics.

Analyses of qualitative data were completed for responses from open-ended survey questions, as well as interview and focus group data. Open-ended survey responses were coded to identify themes. Interview and focus group data were analyzed through an iterative process of multiple close readings of the interview and focus group notes and listening to recordings to identify emergent categories and themes. Standard qualitative research conventions were followed to ensure reliability and trustworthiness of findings. Through triangulation, or the use of multiple data sources, such as surveys, interviews, and focus groups with trainers and/or providers, the reliability and trustworthiness of findings are enhanced.

Findings

This section reports on the number of survey, interview, and focus group participants in the study; characteristics of participating family child care providers; and study outcomes from both quantitative and qualitative data collection. It should be noted that there are at times seemingly contradictory findings from quantitative versus qualitative data that centers on website navigation and access to materials, as well as around reported fidelity to the Curriculum Planner.

Participation in the Study

In this section the number of participants for surveys, interviews, and focus groups are presented by facilitated/self-trained and English/Spanish. A discussion of study attrition is also included.

Pre-Surveys

Table 5 shows the number of providers who completed the pre-survey by organization. This group (n=258) represents 78% of the total number of registered providers (n=329).

Table 5. Participants who Completed the Pre-Survey by Organization					
Organization	Facilitator-Trained		Self-Trained		Row Total
	English	Spanish	English	Spanish	
OVERALL	58	69	69	62	258
California	30	28	46	22	126
Community Resources for Children	0	4	3	2	9
Family Resource and Referral Center	13	2	20	2	37
Kings Community Action Organization	4	3	6	1	14
YMCA Child Care Resource Service	13	19	17	17	66
Massachusetts	28	41	23	40	132
Catholic Charities of Boston	13	6	11	9	39
Child Development and Education	10	27	6	24	67
Children's Services of Roxbury	3	0	2	1	6
Clarendon Early Education Resources, Inc.	2	8	4	6	20
Column Total	127		131		258

Focus Groups

Focus group participation is shown in Table 6. To be eligible to participate in the focus groups providers had to complete the *PEEP and the Big Wide World* study training. Specifically, providers in the facilitated training group had to complete the facilitated-training sessions at their organizations and self-trainers had to confirm receipt of the website link. Organizations were instructed to invite all eligible providers affiliated with their organization to participate in the focus groups. Focus groups were conducted in English and Spanish at the organizations' regional offices.

Table 6. Focus Group Participants by Organization					
Organization	Facilitator-Trained		Self-Trained		Row Total
	English	Spanish	English	Spanish	
OVERALL	18	11	7	11	47
California	7	5	4	7	23
Community Resources for Children	0	0	0	0	0
Family Resource and Referral Center	4	0	0	3	7
Kings Community Action Organization	2	2	2	0	6
YMCA Child Care Resource Service	1	3	2	4	10
Massachusetts	11	6	3	4	24
Catholic Charities of Boston	10	3	1	0	14
Child Development and Education	1	3	1	1	6
Children's Services of Roxbury	0	0	0	0	0
Clarendon Early Education Resources, Inc.	0	0	1	3	4
Column Total	29		18		47

While there were fewer participants in the focus groups than originally proposed, evidence suggests that the findings are nonetheless valid and trustworthy. While the *number* of participants was smaller than proposed, there was no reduction in the *kinds* of participation we were able to secure, arguably the more salient concern with this type of qualitative inquiry. The range of informants the evaluators were able to engage was rich and diverse, as planned, including both English- and Spanish-speaking providers, facilitator-trained and self-trained providers (some together in groups and some separate), and providers on a continuum of high to low engagement with computers and the *PEEP* professional development modules and curriculum units. Protocols were followed as intended, engaging constituencies from across the planned spectrum. Finally, the themes identified from the focus group data were common and consistent across sites, showing little variation with respect to context or participant characteristics. Overall, these factors suggest that the data collection cycle achieved its purpose of exploring stakeholder perceptions of the *PEEP* material and providing feedback and recommendations grounded in the experiences of field-based practitioners.

Interviews

Two interviews were conducted with organization trainers in MA and CA. Interview 1 was held in April 2014, while Interview 2 was held during the site visits in May and June 2014. Table 7 shows the number of trainers interviewed by organization. For seven out of eight organizations, the primary contact person participated in both interviews along with team members who were available and had worked on the project. Since most organizations that participated in the phone interview were in the process of training providers or had just completed their training, the phone interview provided a real-time assessment of the *Facilitator's Guide* and curriculum by staff at each organization. However, the in-person interview delved deeper into the primary themes of the study.

Table 7. Number of Trainers Interviewed		
Organization	Interview 1	Interview 2
OVERALL	14	16
California	8	9
Community Resources for Children	1	1
Family Resource and Referral Center	1	4
Kings Community Action Organization	4	2
YMCA Child Care Resource Service	2	2
Massachusetts	6	7
Catholic Charities of Boston	1	2
Child Development and Education	2	3
Children's Services of Roxbury	1	0
Clarendon Early Education Resources, Inc.	2	2

Post-Survey

The number of FCCPs who completed the post-survey is reflected in Table 8. Of the 142 providers who completed the post-survey, 2 did not complete the pre-survey.

Table 8. FCCPs Completing the Post-Survey					
Organization	Facilitator-Trained		Self-Trained		Row Total
	English	Spanish	English	Spanish	
OVERALL	35	41	34	32	142
California	15	12	22	7	56
Community Resources for Children	0	1	1	1	3
Family Resource and Referral Center	4	0	9	0	13
Kings Community Action Organization	2	2	2	0	6
YMCA Child Care Resource Service	9	9	10	6	34
Massachusetts	20	29	12	25	86
Catholic Charities of Boston	13	4	4	5	26
Child Development and Education	6	18	3	14	41
Children's Services of Roxbury	0	0	2	0	2
Clarendon Early Education Resources, Inc.	1	7	3	6	17
Column Total	76		66		142

Study Attrition

Of the 329 providers who registered for the study, 258 (78%) completed the pre-survey. Of those who completed the pre-survey, 140 (54%) completed the post-survey. Two additional providers completed the post-survey, but not the pre-survey. In the end 118 providers registered for the study, completed the pre-survey, and received the *PEEP* website link, but did not complete the post survey. It is unknown if any of these 118 providers accessed the website or used the curriculum. Overall, 43% of the original 329 registered providers participated and completed the study.

Of the 71 providers who registered for the study but did not participate, more than half did not provide a reason for their lack of participation. Reasons providers did not complete the study were varied but most providers expressed a lack of time to devote to implementing a new curriculum and/or attending the trainings. Providers expressed that the timing of the study, late spring, was a busy time for them since many were in school or taking classes after work, making it difficult to attend trainings or self-train since their free time was so limited. A few providers who were interested in participating did not since the curriculum was “too much” for them to implement. Others had family emergencies to deal with, such as an ill parent or adopted child, or some undisclosed personal issue. One provider expressed that the children in her care were too young for this curriculum. Lack of computer or computer problems kept at least two providers from participating. Organizations shared that due to the lag between recruitment and the launch of the study (due to a delay in the full launch of three curriculum units and professional development modules on the website as well as the need for the pre-surveys to be completed) momentum was lost, which made it harder to keep providers engaged in the study.

Once providers were selected to receive facilitated training or self-train with the curriculum, organizations were sent lists informing them of the providers who made up each group. Organizations identified many providers who needed to be switched from facilitated to self-training and vice-versa due to inability to attend training or inability to access the online materials themselves. A number of changes were made in the facilitated and self-training assignments due to these issues and the unwillingness of participants to remain in the study if they could not be in one or the other groups. Approximately 16% of providers were changed from UMDI's original random assignment. At the request of the organization or the individual providers, twenty providers who had been originally assigned to facilitated training were changed to self-training, while seven providers who were originally assigned to self-training were changed to facilitated training.

Profile of Study Participants

Demographic data for the family child care provider participants were self-reported in the pre-survey (n=258).

Participants had been childcare providers anywhere from 1 to 35 years. Most providers had a combination of infants, toddlers, and preschool-aged children in their care. Most providers work alone and can have up to six children of varying ages and abilities. Most have limited resources and space in which to set up activities and learning centers. Children come in at various times throughout the day. Many providers pick up and drop off children, and drive parents to and from work.

For those who reported their highest level of education, approximately 55% completed high school or had some high school, while 45% had an associate's, bachelor's, or master's degree or higher. Table 9 shows education levels of providers.

	N	%
Some high school	24	9%
High school diploma or GED	115	45%
Associate's (2 year) college degree	61	24%
Bachelor's (4 year) college degree	44	17%
Master's degree or higher	9	3%
No response	5	2%

For those with an associate's degree or higher, the most commonly mentioned field of study was early childhood education. Just over half (52%) of respondents had a Child Development Associate (CDA) credential. Most providers completed some formal education and/or training in early childhood education through undergraduate- or graduate-level courses (51%), or other professional development (67%). Only 12% did not have any formal education or training in early childhood education.

Most providers were not familiar with *PEEP and the Big Wide World* (77%) before this study and most had never used an online preschool curriculum previously (83%). Of those who did use an online curriculum, the most common type was language and literature, followed by math, social-emotional development, and science. However, nearly half (48%) of providers had done professional development work on their own, with an online source.

Most providers (82%) planned to access the internet to get the *PEEP* curriculum from a home computer, while 31% had access through tablet, 17% through smartphone, and 2% using a computer outside the home. Nearly three-quarters of providers reported using computers with children in their home childcare. Almost all (95%) had high-speed internet access at home.

Initially, there were problems on the part of some organizations and providers in accessing the *PEEP* website or specific items on the website. Not all providers, or organizations, have the most up-to-date computers. In some instances, these problems were worked out; in other instances, accommodations were made by organizations, such as viewing videos from a different site or bringing in personal laptop computers to use. Some providers were not able to access the website or get the videos to work.

According to organization trainers, many providers, although they had computers and email addresses, are not very computer literate. Some providers have email addresses because staff from partner organizations created them on their behalf; since they understand the importance of having access to their email and the internet. Most providers have identified resources (e.g., friends, neighbors, adult children, spouses, staff at partner organizations) who facilitate their online work. In some cases, however, providers simply did not use the website since they were provided printed materials from the organization trainers. It is not clear whether the providers did not use the website because they were provided printed materials or whether they were provided the printed materials because they could not or would not access the website. In addition, trainers report that Spanish-speaking providers are less experienced with computers than their English-speaking counterparts.

Approximately 80% of providers had taught science topics in their childcare program, and most felt comfortable doing so. Most providers (94%) reported using at least some hands-on exploration, with many focused entirely on hands-on exploration.

When teaching a science topic, 73% reported using books and 42% videos. Nearly three-quarters (71%) used demonstrations using hands-on exploration, and 12% brought in visitors to teach science. Most providers said

they offered science activities between one and three days per week, while a smaller number (15%) offered them every day.

Navigating the Website

This section presents the experiences of trainers and providers in using the *PEEP* website. While the individual materials included in the website are discussed in the separate sections Professional Development and Curriculum, this section includes only the navigational aspects of their experiences.

Most organization trainers and family child care providers thought the materials in the *PEEP* website were very clear and understandable. However, in focus groups, organization trainers and providers reported that initially they were overwhelmed by the amount of material on the website. They found it challenging to navigate, often “got lost,” and had to keep going back to look for what they wanted. Many expressed the need for an introductory page of the website with a description of what is on the site and a guide for going through it, such as a clear site map and instructions about where to start and where to go next.

Nevertheless, although not initially intuitive, once providers understood the layout of the website, they were able to find most of the materials they needed. Many felt that the Curriculum Planner was the ideal path to navigate the website. They particularly liked the active links to activities. According to bilingual organization trainers, the Spanish was also well translated and understandable to all subgroups of Spanish-speaking providers and trainers. Overall, the language, English or Spanish, did not seem to pose any problem.

Providers were asked whether they worked from the online version or a print version of the Curriculum Planner. As shown in Table 10, about two-thirds of the providers used printed versions.

Table 10. Online or Print—Curriculum Planner		
Did you work from the online or print version of the Curriculum Planner?	Number	Percent
Online	45	35%
Printed	84	65%

Providers were also asked whether they worked from the online version or a print version of activities. As shown in Table 11, 22% worked completely with the online version, almost half printed some of the materials for activities, while the remaining providers printed all of these materials.

Table 11. Online or Print—Activities		
Did you work from the online or print version of the activities?	Number	Percent
Printed them all	38	30%
Printed some	62	48%
Worked completely with the online version	29	22%

Professional Development

This section describes feedback from organization trainers and family child care providers about the quality and accessibility of *PEEP* professional development materials.

Teaching Strategies

Trainers felt that the teaching strategies presented were clear, concrete, and made sense to providers. Many providers already knew the teaching strategies. A number of providers said that although they were familiar with the strategies, these materials helped by NAMING the strategies. They particularly noted learnings around science talk, asking open-ended questions, and documentation and reflection. The providers realized in some cases that they had been doing science already, but had not previously recognized their activities as science.

Providers were also asked on the post-survey about their satisfaction with the teaching strategies, their organization and presentation on the website, and their helpfulness in implementing the *PEEP* curriculum. Although there are no statistically significant differences between the ratings of facilitated versus self-trained groups, the subgroup ratings are presented. A few statistically significant differences were found when analyzing by curriculum unit piloted; these differences will be noted.

When asked about their level of satisfaction with the presentation of the teaching strategies in the videos, the information in the PDFs, and the overall organization of the materials, most were satisfied, with over one-half being very or extremely satisfied. These ratings are shown in Table 12.

How satisfied were you with the...	Not at All Satisfied		A Little Satisfied		Satisfied		Very Satisfied		Extremely Satisfied	
	Facil	Self	Facil	Self	Facil	Self	Facil	Self	Facil	Self
[n=53]										
Presentation of teaching strategies in the videos?	0%	0%	0%	0%	60%	48%	0%	27%	40%	25%
Information in the <i>Teaching Strategies</i> PDFs?	0%	0%	0%	4%	40%	40%	20%	31%	40%	25%
Overall organization of the professional development materials on the website?	0%	0%	0%	5%	40%	35%	20%	35%	40%	25%

Interestingly, providers who piloted the sound curriculum seemed slightly more satisfied ($p < .05$) with the presentation of teaching strategies in the videos than those who piloted the other units. In this case, more providers indicated they were very satisfied rather than satisfied.

Most providers rated the individual teaching strategies as helpful, with more than two-thirds rating them as very or extremely helpful. These ratings are shown in Table 13.

How satisfied were you with the...	Not at All Helpful		A Little Helpful		Helpful		Very Helpful		Extremely Helpful	
	Facil	Self	Facil	Self	Facil	Self	Facil	Self	Facil	Self
[n=130]										
Science Talk	0%	0%	4%	2%	21%	23%	38%	54%	37%	21%
Learning Environment	0%	0%	3%	0%	25%	31%	38%	44%	34%	25%
Individualized Instruction	1%	0%	1%	2%	27%	30%	43%	45%	28%	23%
Documentation and Reflection	1%	0%	4%	0%	24%	30%	42%	44%	30%	26%

In any case, almost all providers felt they learned some new strategies through the professional development provided. Table 14 includes ratings for the four teaching strategies. The area in which the fewest felt they learned new strategies was in individualized instruction. This finding is consistent with the providers' perception that the professional development videos did not present enough examples of individualizing instruction across age and ability levels. Nevertheless, between 89% and 94% of all providers learned at least one new teaching strategy.

Table 14. New Teaching Strategies for FCCPs					
Did you learn any new strategies...	Yes		No		Total
[n=130]	Facil	Self	Facil	Self	
Science Talk	97%	89%	3%	11%	94%
Learning Environment	95%	88%	5%	12%	92%
Individualized Instruction	92%	86%	8%	14%	89%
Documentation and Reflection	93%	93%	7%	7%	93%

Facilitator's Guide

The *Facilitator's Guide* was used by organization trainers to prepare trainings for the facilitated training group of providers. Feedback about use of the guide was shared by trainers in two interviews at two different time points over the phone and in person. Overall, the guide was considered by trainers to contain very good materials that were step by step, detailed, and clear.

Most trainers used the training materials provided, but made adaptations based on what they perceived to be shortcomings. Overall, most did not think that two 3-hour sessions recommended by UMDI and WGBH for this study was an adequate amount of time for training. It should be noted that WGBH's original design recommended two 4-hour PD trainings. However, organizations engaged in the recruitment phase of the study shared that participating in a study that required two 4-hour sessions was too burdensome for their trainers. After study participation, though, trainers felt there was not enough time to do all the recommended activities. In addition, they felt that materials and discussion questions were very repetitive. Likewise, discussion time for all the different, but related, questions took longer than specified in the guide. Some trainers dealt with the inadequate time allotted to the questions by grouping providers differently (e.g., groups of 4 or 5 instead of 2) and/or distributing different questions to different small groups in an effort to cover all the questions suggested in the training materials.

Most trainers indicated that the PD sessions should include hands-on activities. Trainers explained that their usual professional development schedule for providers includes about 20 minutes per hour of lecture materials, with the remainder for discussion and hands-on activities.

Trainers in all organizations indicated that the *Facilitator's Guide* does not stand alone. They created additional materials to use in the trainings and give to providers, such as PowerPoints and hands-on activities for the trainings, gave gifts of books and/or curriculum materials from *PEEP's* website that would be needed, printed *PEEP* online materials (teaching strategies and curriculum) for providers, and gave an online orientation to the website and the particular curriculum the organization was assigned. Most organizations provided this online orientation using their own laptop and a projector. Trainers encouraged providers to bring their personal laptop to the training so they could follow along during the presentation. One organization held their training in a computer lab allowing all the providers in the training to receive a live introduction to the website; however, having this resource at an organization seems to be somewhat anomalous in these kinds of organizations.

Most organizations indicated that they would have liked a webinar/orientation to help familiarize themselves with the PD and curriculum materials prior to providing the training to the providers. Trainers reported requiring a lot of preparation time including time to familiarize themselves with the website, the materials available in the website, and the content area. Trainers expressed skepticism in the providers' ability to access the materials and implement the curriculum. One organization printed all the materials available in the website, including the website windows themselves where you could find the materials to share with providers.

Facilitated Training

Training varied greatly by organization. A few organizations followed all the recommended training protocols including time frames, topics covered, and videos shown. On the other hand, some organizations provided considerably less training than recommended. One organization even appeared to include self-trainers in their vastly abbreviated version of the facilitated training.

All organization trainers indicated that they felt the providers needed printed materials to successfully implement the curriculum because the providers did not have total mastery of the computer. There was a wide spectrum of the amount of printed professional development and curriculum materials that organizations shared with providers. Some organizations who conducted the training printed the online Curriculum Planner only, while others printed everything in the website to share with their providers. Different factors contributed to the organizations' decisions to print curriculum materials such as an acknowledgement of the limited capacity of providers in using computers and what they deemed most important or useful.

Trainers at all the organizations gave providers a small gift of appreciation for participating in the PD session such as a small plants, seeds, and other materials that were needed for the activities of their assigned unit.

Providers in the facilitated training groups were satisfied overall with their training. Almost all were satisfied with their workshop leader's understanding of the topic and with the various parts of the training, including the presentation of the teaching strategies on the videos and subsequent discussion of the teaching strategies, the *Workshop Notebook* handouts, and the *Try It!* exercise with a partner. These results are shown in Table 15.

How satisfied were you with the... [n=77]	Not at All Satisfied	A Little Satisfied	Satisfied	Very Satisfied	Extremely Satisfied
Workshop leader's understanding of the topic?	1%	1%	22%	34%	42%
Presentation of teaching strategies on the videos?	4%	0%	25%	32%	39%
Discussion of specific teaching strategies?	1%	4%	23%	39%	33%
<i>Workshop Notebook</i> handouts?	1%	3%	29%	33%	34%
<i>Try It!</i> exercise with a partner?	1%	4%	30%	36%	29%

Providers noted that there should be better representation of instruction for mixed-age groups and special needs children. There could be less redundancy in the manner the training was conducted, greater variety in hands-on activities, and more time for discussion. Further, it would be helpful to distribute information and/or materials to providers in advance of the training session.

Trainers noted that the professional development for providers consists exclusively of the teaching strategy materials which provide an approach to teaching science. These strategies use examples from the curriculum units, but do not contain any guidance or training about the contents of the curriculum or how to implement it. There was an expectation on the part of the organization trainers and providers that the professional development training workshops would include information about the curriculum itself in addition to how to teach science.

Trainers compensated for this by exploring the website with the providers during the training and providing the Curriculum Planner, as well as a list of books and other materials they would need.

Self-Training Materials

Self-trainers were asked on the post-survey about how easily they could navigate the website. Results are shown in Table 16. Most providers could easily navigate the website to find videos related to the assigned curriculum unit and the chosen language, and could find and understand the *Teaching Strategies* PDFs.

How easily could you... [n=54]	Not at All Easily	Somewhat Easily	Quite Easily	Very Easily
Navigate the website to find the PD videos related to your chosen curriculum unit?	4%	33%	26%	37%
Navigate the website to find the PD videos in your chosen language?	2%	26%	33%	39%
Find the <i>Teaching Strategies</i> PDFs?	6%	33%	28%	33%
Understand the approaches presented in the <i>Teaching Strategies</i> PDF?	4%	20%	33%	43%

However, during the focus groups, it quickly became apparent that many of the providers in the self-trained intervention did not look at the professional development materials on the website, but rather went directly to the curriculum they were assigned. The providers who actually looked at the self-training PD materials liked them. They thought the teaching strategies were useful and liked the videos, although most providers reported that they did not watch all the PD videos. Some providers in the self-training group were given printed copies of the facilitators guide. These providers also found the PD materials useful in using the curriculum.

Table 17 shows that almost all of the self-trained providers were satisfied with the presentation of the teaching strategies in the videos, the information in the *Teaching Strategies* PDFs, and the overall organization of the professional development materials on the website.

How satisfied were you with the... [n=54]	Not at All Satisfied	A Little Satisfied	Satisfied	Very Satisfied	Extremely Satisfied
The presentation of teaching strategies in the videos?	0%	0%	49%	25%	26%
Information in the <i>Teaching Strategies</i> PDFs?	0%	4%	40%	30%	26%
The overall organization of the professional development materials on the website?	0%	4%	36%	34%	26%

Although self-trained providers indicated a high level of satisfaction with the website and ease of navigating it on the closed-ended questions, in the open-ended section providers indicated that better orientation, training, and/or guides for how to self-train would make the self-training a better experience. Improved website navigation and better access to videos and activities, along with better technical support, would improve the experience. The providers also noted that videos should better represent “real” family childcare settings.

PD Videos

Although most providers reported that they did not watch all the PD videos related to their assigned curriculum unit, overall, the videos were considered good, even though in focus groups respondents shared their feeling that

the videos reflected “too perfect” conditions that looked more like center-based care (e.g., having real learning centers). Most providers care for children ranging from infants to preschoolers and with different ability levels, but they noted that working with these multiple levels was reflected in only one video (Individualized Instruction). In addition, most providers with six children do not have an assistant. Most of the videos showed two adults involved in the activities. Further, some providers live in small apartments/houses with restricted physical space for setting up the activities and learning centers. Providers liked the concrete examples for teaching strategies that the videos provided, however, and would like even more ideas and examples to be included. (Note: Providers viewed one or more PD videos for one curriculum unit.)

Curriculum

Both organization trainers and FCCPs were extremely positive about the curriculum units. Family child care providers commented on the colorfulness of the website and materials, and the organization of the materials. The activities and organization of the curricula, such as morning circle time, indoor and outdoor activities, and hands-on exploratory activities, reflect good practice in early childhood classrooms. Likewise, both trainers and providers were appreciative that everything is in Spanish. They noted that most curricula they had used previously were mainly available in English, with only some aspects translated. Thus, they had to do the translation themselves in order to use the curricula.

Preparing to Use the Curriculum

Providers reported on the post-survey their ease preparing for use of the curriculum unit with the children. They were able to find the assigned curriculum unit, materials for activities, and the recommended books needed, as well as access and use the Curriculum Planner, review activity how-tos, and determine the learning goals. These results are shown in Table 18.

Table 18. Ease of Preparing to Implement the Curriculum				
<i>Before using the curriculum unit with children, how EASY was it to...</i>	Not at All Easy	Somewhat Easy	Quite Easy	Very Easy
Navigate the website to find the curriculum unit assigned?	4%	22%	37%	37%
Obtain the materials needed for activities?	2%	27%	41%	30%
Find the recommended books?	14%	26%	36%	24%
Find the Curriculum Planner PDF?	7%	23%	39%	31%
Follow the format of the Curriculum Planner PDF?	5%	23%	36%	36%
Review activity how-tos?	2%	18%	45%	35%
Determine the learning goals (what you want children to learn) ahead of time?	3%	17%	46%	34%

However, when given the option to give feedback on these areas in an open-ended format, providers noted that they would have liked help finding books and materials, and more consideration of infants, toddlers, mixed-age groups, and children with special needs. They would also like an improved website navigation with better technical support. Many of the providers received printed copies of many parts of the curriculum; however, those who did not, mentioned that they would like hard copies or an easy way to print out the curriculum (e.g., having all curriculum materials in one PDF file).

Following the Curriculum

Post-survey data show that about three-quarters of respondents reported following the Curriculum Planner all or most of the time for morning circle time, learning centers, and guided activities. Somewhat fewer (61%) were able to follow closing time activities. The post-survey responses are shown in Table 19.

How closely did you follow the 3-week curriculum planner?	None of the Time	Some of the Time	Most of the Time	All of the Time	No Response
Morning circle time	2%	14%	35%	41%	8%
Learning Centers	3%	14%	35%	34%	14%
Guided Activity	1%	11%	37%	39%	12%
Closing Circle	4%	22%	32%	29%	13%

Based on post-survey open-ended responses, when asked how to make the curriculum easier to use, most of the providers who reported using the curriculum none or some of the time suggested making the curriculum more adaptable to pre-existing schedules and/or environments (including mixed-age groups, allow spontaneous learning opportunities, and better technical support). Often closing circle time did not work well for the children. Many providers could not implement closing circle as recommended due to children being picked up at various times and/or the need to drive students and parents home.

Providers were also asked the extent to which they covered each day's activities over the three-week curriculum. For each week, more than half of respondents reported that they completed five days of the curriculum. Responses are shown in Table 20.

How much of the curriculum unit did you complete?	0 Days	1 Day	2 Days	3 Days	4 Days	5 Days	No Response
Week 1	1%	5%	4%	10%	8%	58%	14%
Week 2	2%	3%	6%	11%	10%	53%	15%
Week 3	1%	3%	2%	11%	9%	62%	12%

In the open-ended post-survey data, providers noted time/schedule conflicts as their primary reason for not completing more of the curriculum unit. Other reasons for not completing more of the curriculum included: personal reasons, unforeseen circumstances, holidays, lack of materials, and inability to sustain the interest of the children.

Based on focus group data, providers liked the curriculum very much, but most did not follow the Curriculum Planner. They felt that there are too many activities for a three-week period in a family child care setting, given all the competing demands. The schedule laid out on the Curriculum Planner does not fit the realities of family child care providers such as children coming in at various times throughout the day. Many providers pick up and drop off children, and drive parents to and from work.

Although providers shared during the focus groups that they did not follow the Curriculum Planner exactly as presented, they did many of the activities over a longer period of time. In addition, they repeated children's favorite activities at the children's request and with adaptations (e.g., adding math and/or language arts components), as well as included activities they had used in the past or recently researched. Further, providers liked that required materials in the curriculum were things found around the house or easily accessible (one provider went to a recycling center to obtain materials for the children). They understood and appreciated that

they could replace activity materials as needed and most did. Providers reported that they were mostly unable to find the books listed but replaced them from books they owned or were able to find at the library. One provider who used YouTube on a regular basis found some of the books on video to share with the children.

Curriculum Videos

Providers and children liked the *PEEP* curriculum videos, but many could not find or did not watch them. An orientation page would help with this issue as some providers did not know that the children's videos were available. Some did not show the videos as they did not believe in any screen time while children are in their care.

Adapting Activities

Providers were asked on the post-survey how easily they could adapt particular activities to different age and ability levels. Approximately two-thirds of providers could quite easily or very easily adapt morning circle time (64%), learning centers (62%), and the guided activity (66%); somewhat fewer (54%) could quite easily or very easily adapt the closing circle. As previous noted, many could not implement the closing circle as recommended due to children being picked up at various times and/or the need to drive students and parents home.

Table 21. Ease Adapting Activities to Different Age and Ability Levels					
How easily were you able to adapt the following activities to different age and ability levels?	Not at All Easily	Somewhat Easily	Quite Easily	Very Easily	No Response
Morning circle time	4%	23%	42%	22%	10%
Learning Centers	2%	24%	42%	20%	12%
Guided Activity	2%	21%	47%	19%	11%
Closing Circle	6%	26%	34%	20%	14%

The most commonly mentioned challenges providers encountered doing any of the activities in Table 21 were working with mixed-age groups of children (15%) and sustaining children's interest and attention (8%). One provider also mentioned that finding materials was a challenge, while another provider reported that family participation was a challenge to adapting the activities.

Most Successful Activities

Providers were asked which activities were most successful and why. Commonly mentioned activities across all units included outdoor activities, indoor activities, videos, books, hands-on activities, and opening/closing circle time. Some providers liked all activities within their unit. The most commonly mentioned activities were unique to the individual units. Some provider comments include the following.

"All the hands on activities were successful because the children were free to engage in them and had the most fun interacting and learning together. However, I think they especially liked seeing the colors change when we combined them. The collage was a close second because they liked cutting and pasting from magazines, acknowledging the different shades of green."

"Circle time because it was the beginning of the day and all the children were there to participate."

“Growing of seeds and bulbs...The children loved planting the seeds, making charts and taking pictures of the seedlings as they grew. We now have a children's garden with peas, beans, squash, tomatoes and strawberries and cukes growing so far.”

“Shake and listen was a good one. I had items from before that the children could compare. They enjoyed comparing other items later without being prompted, and that was nice to see them using their skills in an unguided way.”

“They loved making instruments, loved the maracas especially. They were really interested in the books! Using videos and sounds with the children was surprisingly good. I have never used technology with the children before; they loved using my ipad to watch the little clips.”

“By making different shades of the same color, because they interacted with their hands while they developed their skills with paint.” [translated from Spanish]

“All activities captured the interest of the children because the video presentations and online activities, attracted the interest of children to learn and participate in all of them.” [translated from Spanish]

Providers identified color-related, plant-related, or sound-related activities, depending on the particular unit to which they were assigned. These results are provided by unit below.

Color

The most commonly mentioned Color activity was mixing color / painting (n=22). Also popular activities were food coloring and water (n=8), Many Kinds of Green / Shades of Colors (n=7), collage (n=3), Bug Hunt/ Camouflage (n=4), Colored Lights (n=2), Exploring Skin Colors (n=1), using shapes (n=1), and collecting objects outside (n=1).

Plants

Plants activities mentioned were planting beans/sunflowers/broccoli (n=31), plant journal (n=7), Fruits/Vegetables/Food (n=7), leaf rubbing/comparisons (n=2), exploring/collecting (n=4), exploring dirt (n=2), Flower Shop/Dramatic Play (n=1).

Sound

Sound activities mentioned were Listening Walk (n=5), Make Maracas (n=4), Sound Detectives (n=4), Shake and Listen (n=2), Listening/Talking through Tubes (n=2), Mystery Alarm (n=1), and using actual instruments (n=1).

Least Successful Activities

The least successful activities were circle time, technology-related / videos, discussion/documentation, books, indoor activities, and outdoor activities. Some provider comments include the following.

“I didn't have any of the books. I tried searching for online versions of the books, so we were able to see some of them that way. I didn't want to waste any food, so I didn't do many of the fruit/sprouts/salad kind of activities (I know my kids wouldn't eat the salad). Anything that had a bunch of supplies that I would have had to go out and buy just for the activity, I didn't do. I only like to spend money on things that will get used over and over without being specific to one theme from one lesson plan.”

“The activity that was least successful for my group was closing circle. My kids get picked up at varied times and some of them are also napping at this time. I moved up this activity to be inclusive with our guided activity to be able to have everyone participate. The younger children enjoyed our guided activities but were not really aware of what they were learning to discuss it but it opened their world to new experiences and I think that is the most important part of exploration.”

“Growing sprouts, salad and salad leaves, and roots were less successful because children are not very fond of vegetables, especially leaves; they began to say that they did not like it, and the interest was lost.” [translated from Spanish]

“Almost all the activities that included movement were successful; the less successful activities were when we read the books, not everyone paid attention.” [translated from Spanish]

Unit-specific activities are listed by unit.

Color

The Color activities that were least successful were each mentioned by one provider. These include mixing colors, painting hands and feet, collage, exploring color and light, hiding behind colorful objects, painting on paper, and shades of color.

Plants

The Plants activities mentioned as least successful were growing seeds/beans/grass (n=7), gardening (n=5), Bark Art (n=3) exploring/collecting (n=3), and seed in the box (n=1).

Sound

The only Sound activity mentioned was Imitating Other Sounds (n=1). That activity was least successful due to the young age of the children.

Subgroup Analyses

For the most part there were not statistically significant differences on the surveys between facilitated and self-trained intervention groups, between English and Spanish speakers, or by state. The few instances of statistically significant differences in these groups were not meaningful differences and did not contribute any new understanding of the data. Some of the differences that might be meaningful are included in the report.

Some meaningful differences emerged from the qualitative data. Within intervention modality, self-trained providers tended to seek out more assistance to navigate the website from other providers, family members, or friends. Many of these self-trained providers did not use the professional development materials on the website at all. They often expressed that they would have liked training because it was difficult to navigate the website. They did not know where to start.

With language, on the post-survey Spanish speakers reported they learned more from teaching strategies than their English-speaking counterparts and they reported larger child gains. During the focus groups the largest difference was the limited exposure, access, and knowledge of computers among Spanish-speaking providers. Those who did use the website shared that they needed considerable assistance navigating it.

Impacts

Children

Providers reported that children definitely benefitted from the curriculum unit. Approximately three-quarters indicated their skills in language and literacy, as well as early math, increased to a great extent. There were no differences by providers' training modality, facilitated or self-trained. These results are shown in Table 22.

Table 22. Children's Improvement on Skills				
By doing these activities, do you think that children improved their skills in...	Not at All	To Some Extent	To a Great Extent	Not Sure
Language and Literacy				
Vocabulary	0%	26%	71%	3%
Book experience	3%	26%	68%	3%
Early Math				
Classify and sort	2%	32%	63%	3%
Compare	2%	31%	64%	3%

Family Child Care Providers

Providers were asked to rate their skills as a science educator on the pre-survey and again on the post-survey. The increase in provider ratings from the weaker end of the continuum on the pre-survey to the stronger end on the post-survey is statistically significant ($p < .01$) based on the chi-square analysis of proportions.

Table 23. Skills as a Science Educator Pre and Post		
How would you rate your skills as a science educator? [n=140]	Pre	Post
Very Weak	1%	1%
Weak	15%	4%
Average	59%	48%
Strong	19%	34%
Very Strong	6%	13%

Table 24 shows that over a third of providers reported that their skills as a science educator increased over time. However, just over half of providers felt their skills as science educator remained the same over the duration of the study.

Table 24. Skills as a Science Educator Pre and Post		
[n=136]	Number	Percent
Skill rating increased from pre to post	52	38%
Skill rating is the same from pre to post	72	53%
Skill decreased from pre to post	12	9%

Table 25 shows pre-post comparisons for the additional survey questions asked at both data points. The increased percentage of providers who reported doing each activity from pre-survey to post-survey, and the shift along the continuum from less comfortable doing the activity at pre-survey to more comfortable at post-survey, were statistically significant for all activities, except trying new materials or activities yourself before using them with children. This practice is least related to teaching science exclusively since providers tend to try new materials before using them with children as part of their regular practice.

Table 25. Comfort Level Doing Science Activities Pre and Post

Activity	Did you do this?		IF YES... HOW COMFORTABLE?										ChiSq Signif (p)
	Yes		Not At All Comfortable		A Little Comfortable		Comfortable		Very Comfortable		Extremely Comfortable		
[n=140]	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	
Trying new materials or activities yourself before using them with children	91%	89%	1%	0%	1%	2%	49%	34%	32%	42%	17%	22%	.150
Incorporating science into circle time activities	76%	98%	3%	0%	9%	4%	47%	27%	25%	46%	16%	23%	.001
Incorporating science into small group activities	86%	98%	3%	1%	4%	1%	46%	28%	34%	44%	13%	26%	.005
Incorporating science into the <i>indoor</i> free play options	83%	94%	4%	0%	7%	4%	42%	28%	35%	38%	12%	30%	.002
Incorporating science into the <i>outdoor</i> free play options	86%	98%	4%	1%	3%	2%	38%	21%	36%	44%	19%	32%	.017
Teaching language and literacy during science activities	85%	98%	2%	0%	4%	3%	41%	26%	37%	36%	16%	35%	.006
Teaching math during science activities	90%	97%	1%	0%	2%	1%	48%	29%	35%	40%	14%	30%	.010
Using related video when teaching a science topic	60%	81%	7%	3%	5%	4%	42%	29%	32%	33%	14%	31%	.022
Encouraging children to narrate what they're doing during a hands-on science activity	83%	97%	2%	0%	3%	4%	50%	28%	30%	40%	15%	28%	.005
Asking children to share their discoveries with each other during science activities	79%	97%	2%	0%	4%	5%	53%	28%	26%	41%	15%	26%	.001
Responding when a child asks a science-related question and you don't know the answer	81%	92%	8%	5%	13%	11%	52%	24%	17%	39%	10%	21%	.000
Incorporating different age/ability level activities for the same topic	83%	97%	4%	2%	4%	6%	52%	33%	28%	38%	12%	21%	.030
Recording science explorations (charts, photos, etc.) to help children reflect on their experiences	69%	86%	5%	1%	5%	8%	49%	26%	24%	38%	17%	27%	.002
Designing areas for science exploration that motivate and engage children	78%	93%	3%	0%	11%	5%	43%	29%	30%	44%	13%	22%	.009
Asking questions, making comparisons, discussing results, and sharing new vocabulary while teaching science	81%	97%	3%	2%	3%	4%	51%	30%	26%	38%	17%	26%	.021

Table 26 shows the providers' change in comfort level from pre-survey to post-survey using the Wilcoxon Signed Ranks Test which analyzes individual providers from pre-survey to post-survey. It includes percentages of providers being more comfortable at post-survey than pre-survey, equally comfortable at pre-survey and post-survey, and less comfortable at post-survey than pre-survey.

Table 26. Comfort Level Doing Science Activities: Pre and Post Paired. Wilcoxon Signed Ranks				
	N	More Comfortable from Pre to Post	No change from Pre to Post	Less Comfortable from Pre to Post
Trying new materials or activities yourself before using them with children	90	36%	44%	20%
Incorporating science into circle time activities	92	48%	40%	12%
Incorporating science into small group activities	95	47%	41%	12%
Incorporating science into the <i>indoor</i> free play options	89	49%	31%	20%
Incorporating science into the <i>outdoor</i> free play options	92	46%	43%	11%
Teaching language and literacy during science activities	94	48%	37%	15%
Teaching math during science activities	93	44%	44%	12%
Using related video when teaching a science topic	72	46%	43%	11%
Encouraging children to narrate what they're doing during a hands-on science activity	91	38%	48%	14%
Asking children to share their discoveries with each other during science activities	84	40%	49%	11%
Responding when a child asks a science-related question and you don't know the answer	89	54%	33%	13%
Incorporating different age/ability level activities for the same topic	90	39%	49%	12%
Recording science explorations (charts, photos, etc.) to help children reflect on their experiences	76	48%	34%	18%
Designing areas for science exploration that motivate and engage children	82	44%	44%	12%
Asking questions, making comparisons, discussing results, and sharing new vocabulary while teaching science	90	41%	43%	16%

Conclusion

Both organizations and providers were very positive about their experiences using the *PEEP and the Big Wide World* online professional development modules and curriculum units. They enjoyed the teaching strategies, the activities, the videos, and that the activities were structured to be consistent with best practices in the early education field.

Within the professional development modules, providers particularly liked the teaching strategies because they either learned something new or discovered language to describe these strategies they may have used previously with children. They enjoyed the concrete examples shown in PD videos and wanted more examples. They wanted the videos to be more realistic for family child care settings and with more age, ability, and ethnic diversity.

Organization trainers also enjoyed the PD materials, including the teaching strategies. They felt everything they needed to run a training workshop was included. However, they felt the *Facilitator's Guide* would benefit from an overview to guide the training. Organizations compensated by creating PowerPoint presentations and an overview agenda. Timing, repetition of discussion topics, and the lack of hands-on activities for the provider training workshops were other areas that trainers felt could be improved.

The professional development for providers consists exclusively of the teaching strategy materials which provide an approach to teaching science. These strategies use examples from the curriculum units, but do not contain any guidance or training about the contents of the curriculum or how to implement it. There was an expectation on the part of the organization trainers and providers that the professional development training workshops would include information about the curriculum itself in addition to how to teach science. Organizations again compensated by exploring the website with the providers during the training and providing the Curriculum Planner, as well as a list books and other materials they would need.

The curriculum was very popular with both trainers and providers, as well as with children and their families. Everyone loved the colorful website and the videos and games that were included with the curriculum. Providers loved the activities and children requested to do many of the activities over and over. The providers also liked the curriculum because it is well structured and easy to use. Although providers liked the curriculum very much, most did not follow the Curriculum Planner. They felt that there are too many activities for a three-week period in a family child care setting, given all the competing demands. The schedule laid out on the Curriculum Planner does not fit the realities of family child care providers. The providers did most of the activities but not within the three-week time frame of the curriculum. They would prefer that the Planner anticipate the need for more flexibility in the timing of the implementation of the curriculum.

Navigating the website was initially difficult for both trainers and providers. The website contains so much material that it was often an overwhelming task to discover what its contents were and if they were related to the professional development materials or the curriculum. Trainers reported that they spent many, many hours and days finding and making sense of everything. Providers often could not find anything. Most of those who used the website relied on links and information in the Curriculum Planner. Many expressed the need for an introductory page on the website with a description of what is on the site and a guide for going through it, such as a clear site map and instructions about where to start and where to go next. Ultimately, many trainers and providers preferred to have all materials in printed form.

All organizations would do training again, and perhaps training with a different curriculum. Most felt that providers who attended the original training would not need a full training, but maybe a refresher or orientation to the curriculum itself.

Providers were very appreciative that WGBH would focus their work on the *PEEP* curriculum on family child care settings. These providers understood the need for children to be exposed to science topics and appreciated the resource. They also appreciated that they were recognized as educators teaching children and that they were given the same opportunity as day care center staff for training and to expand their practice. The providers were pleased that the curriculum developers understood child development and learning (visual, auditory, sensory), allowing them to teach science topics in an effective manner using a curriculum that includes integrated materials, books, and activities.

All trainers said that they would provide training workshops on the professional development modules and curriculum units again. However, they acknowledged that neither the PD modules nor the curriculum units stand alone. In future training workshops they would use the materials they developed for this study, including notes or agendas for their trainings, binders of material they had prepared for the providers in the facilitated groups, materials for hands-on activities related to the curriculum unit, and resources such as books or other gifts for their programs. They would extend the length of the training workshops and also be willing to train providers on a different unit.

Recommendations

Based on the findings from this study, the following recommendations can be made:

- Create web assets that orient the user to the website.
- Create a webinar for training organizations and/or providers.
- Include training on the contents and implementation of the curriculum, as well as on the science teaching strategies.
- Develop a training workshop agenda to balance presentation, discussion, and group activity time-frames. This agenda should also include hands-on activities.
- Ensure videos are realistic for family child care settings by embracing different cultures, ages, and ability levels.
- Ensure professional development modules and curriculum units reflect more thoroughly different ages and ability levels throughout.

Appendix A

Sampling Plan



A. Background

The UMass Donahue Institute (UMDI) will provide formative evaluation services for WGBH’s PEEP and the Big Wide World/El Mundo de PEEP project development of curriculum and instructional modules for use by family child care providers (FCCPs). This study of the PEEP and the Big Wide World piloting will employ a mixed methods research design encompassing quantitative and qualitative methods that provide a systematic and nuanced understanding of FCCPs and sponsoring organizations’ perspectives on the success and opportunities for enhancement of PEEP and the Big Wide World.

The first activity and deliverable for this evaluation is the development of a sampling plan to address how family child care providers will be recruited and selected. UMDI agreed to research the characteristics of child-care-provider-supporting organizations (sponsors or partners) in both Massachusetts (MA) and California (CA) to assess the feasibility of all aspects of the proposed sampling plan, and to assess sponsors’ suitability for inclusion in the study, given the desired parameters of the sampling plan. Selection of FCCPs will include English-speaking and Spanish-speaking providers. Participants will then be randomly assigned to one of two training modalities, facilitated versus self-directed training. As defined in the table below, the pilot will seek to engage 400 FCCPs, ideally including 200 participants whose primary language is English and 200 whose primary language is Spanish. Each of these subgroups includes 100 participants who will receive training facilitated by a sponsoring organization and 100 “self-directed” learners, who are exposed through web-based video assets.

Population	Family Child Care Provider Sample Size		
	MA	CA	Total
English Speakers			
Facilitated Training	50	50	100
Self-Directed Learning	50	50	100
Spanish Speakers			
Facilitated Training	50	50	100
Self-Directed Learning	50	50	100
<i>Total Participants</i>	<i>200</i>	<i>200</i>	<i>400</i>

With a cell size of 100 in each of these four subgroups, the study design ensures the ability for meaningful sub-analyses of the end of year survey, accounting for variables such as FCCPs’ educational attainment, past experience with science exploration, and socioeconomic status, as well as for variations in the socioeconomic status of the children they serve in their home child care practice. It will also account for participants’ varying degrees of engagement with each of the six distinct curriculum modules.

B. Sampling Activities

UMDI will identify at least eight sponsoring organizations, four in MA and four in CA, which serve FCCPs likely to have the characteristics required: namely, English and Spanish as the primary language of instruction and a willingness to participate in directed or self-directed training. Once cooperation of eight appropriate sponsors is secured, WGBH and UMDI will co-develop a participant recruitment strategy appropriate to each of the cooperating sponsors. Financial incentives equivalent to \$25 per provider participant (\$10,000 total) will be supplemented by other incentives (free educational program materials) available from WGBH.

Massachusetts

WGBH sent UMDI a database with names of organizations that sponsor family child care providers. These organizations are known as umbrella or partner organizations.

The following activities have been developed to begin the process of determining the feasibility of the proposed plan.

- The former Commissioner of Early Childhood Education, Dr. Sherri Killins, sent an email to the partner organizations to introduce the PEEP project to them with encouragement to participate in the pilot study.
- In February 2013, UMDI sent an email to all partner organizations to request data on the providers' contact information and primary language (English or Spanish). An Excel sheet was included for the organizations to record the providers and their demographics. (Only one partner group has responded.)
- Using EEC information on the number of FCCPs served by individual partner organizations, four to six partner organizations will be chosen to represent the demographics of interest. These partner organizations will be contacted with details of the project and their participation in the study. They will have to agree to participate as trainers, with half of the providers using the instructional modules developed by WGBH.
- If the partner organization agrees to participate in the study, they will be asked to give UMDI a list of FCCPs associated with their organization, primary language of instruction, and the age, SES, and ethnicity of the children they serve.
- UMDI and WGBH will recruit FCCPs to participate in the study.

It is estimated that the outlined procedure will begin in the period of May to July 2013 with the recruitment of the sponsor/partner organizations. Individual providers will then be recruited beginning in September 2013 when the new school year begins. A total of 200 providers will be needed in Massachusetts.

California

WGBH will establish contacts to work with organizations and FCCPs in California. There is presently no information about the organization of family child care providers in that state. UMDI will assess the process when information is available to determine if the organization and process are similar to Massachusetts. If there is similarity, the same process will be used in California; otherwise, an appropriate process will be developed.

C. Assigning the Sample to Different Interventions

Once providers have been recruited from the selected partner organizations, it is proposed to randomly assign FCCPs to (1) receive training from their partner organization based on the WGBH training modules, or (2) train themselves using the same WGBH training modules. If the numbers of recruited English-speaking and Spanish-speaking participants are disproportionate, a stratified random sample will be selected to ensure that there are appropriate numbers in each group. Each partner organization will be responsible for training their associated providers, and training will take place in both English and Spanish.

By randomly assigning providers to different training modalities, it can be assumed that the providers in each modality have similar distributions of the demographic characteristics of interest.

Appendix B

Memorandum of Agreement

PEEP'S WORLD/EL MUNDO DE PEEP
Memorandum of Agreement (MOA)

between
UMass Donahue Institute
and
The Partner/R&R Organization (MA or CA)

Purpose

This Memorandum of Agreement describes how the research group, UMass Donahue Institute (UMDI), and your organization will work together to pilot-test online STEM curriculum and online STEM professional development developed by the public television series, Peep and the Big Wide World. It outlines the pilot's parameters and the responsibilities of each participating party.

Duration of the Agreement

This agreement will be in effect from September 1, 2013 to June 30, 2014 and may be updated at any time through written agreement of each partner.

Project Timeline:

- 1) Summer 2013: UMDI recruits partner/R&R organizations to participate. Memorandum of Agreement to be signed by each organization by September 13, 2013
- 2) Sep-Dec 2013: Partner/R&R organizations recruit family child care providers to pilot curriculum/professional development modules
- 3) Jan-May 2014: Curriculum/professional development modules are piloted
 - a. Subset of family child care providers are trained by the organization/R&R; another subset uses the online resources on their own
 - b. Family child care providers use STEM curriculum modules with 3-5 year old children and complete the online survey at the end of each module?
- 4) Apr or May 2014: UMass Donahue Institute Researchers visits sites for interviews with trainers and focus groups with a select group of family child care providers

Roles and Responsibilities

UMass Donahue Institute will:

- 1) Manage the pilot timeline and keep the organization apprised on same;
- 2) Conduct a September 2013 Webinar to fully explain the pilot to participating R&R organizations, addressing timeframes, incentives, responsibilities, etc.
- 3) Support the organizations in recruiting family care providers;
- 4) Provide the STEM curriculum modules, and the professional development videos and accompanying Facilitator's Guide developed by Peep and the Big Wide World;
- 5) Conduct interviews with the organization's trainer/s and a focus group with selected family child care providers who piloted the materials, both organization-trained and self-trained.

PEEP'S WORLD/EL MUNDO DE PEEP
Memorandum of Agreement (MOA)

Your organization's responsibilities:

- 1) Take the lead in recruiting family child care providers;
- 2) Identify trainer(s) from your organization who will lead workshop(s) for select providers on the STEM curriculum—guided by professional development videos and a workshop Facilitator's Guide. We expect the trainers will, on average, spend 4-6 hours reviewing the *PEEP and the Big Wide World* training materials and another 6 hours conducting the group training for family child care providers;
- 3) Trainer(s) will participate in 2 interviews with UMDI researchers, one by phone and one in person to discuss the training process. We expect these interviews to take about 1 hour scheduled at their convenience;
- 4) Help organize two focus groups with select family child care providers, one for those trained by your organization and one for self-trained providers, respectively. Each focus group will include 8-12 providers;
- 5) Participate in a kick-off webinar September 2013 for participating partner/R&R organizations.

Individual Family Childcare Provider's responsibilities:

- 1) Register for the study;
- 2) Attend a training organized by the R&R organization or self-train, using the online professional development videos provided by Peep and the Big Wide World;
- 3) Complete at least one curriculum module with children ages 3-5;
- 4) Answer survey questions after using the curriculum module;
- 5) If selected, participate in a one-hour focus group with UMDI researchers.

Incentives

Individual family child care providers will each receive a set of 10 popular children's picture books (in English or Spanish, as appropriate), a \$25 gift card, and a set of six age-appropriate magnifying glasses to be sent after completion of all agreed-on activities.

Partner/R&R organizations will receive \$300, ten 10-book collections to use as they see fit, plus a curated selection of online family resources in English and Spanish from a variety of PBS Kids programs, to be delivered in a zip file. These will be sent upon receipt of the Memorandum of Agreement.

Signatures

If the terms of this Memorandum of Agreement are acceptable, please sign and date both copies of this agreement letter. Keep one copy for your records and return the other to the UMass Donahue Institute.

Sue Leibowitz

August 16, 2013

Sue Leibowitz, Ph.D., Sr. Research Manager, UMDI

Date

Name, Organization

Date

Appendix C

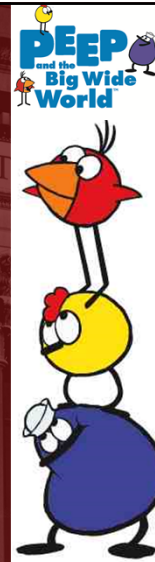
Webinar PowerPoint

Peep and the Big Wide World Study Kickoff

September 24, 2013

Mariana Gerena-Melia, Ph.D.
Research Manager

Sue Leibowitz, Ph.D.
Senior Research Manager



UMASS DONAHUE INSTITUTE • APPLIED RESEARCH AND PROGRAM EVALUATION

Peep and the Big Wide World

Agenda

- Introduction to *Peep and the Big Wide World*
 - Background
 - Screen time issues
 - Family Child Care Curriculum
 - Family Child Care Professional Development
- The *Peep* Study Overview
- Recruitment
- Registration for the Study



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Peep and the Big Wide World

Introduction to *Peep*

Gay Mohrbacher
Educational Outreach
WGBH, Boston's PBS station



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What is *Peep*?

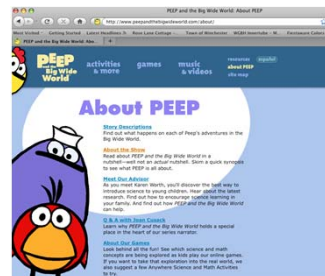
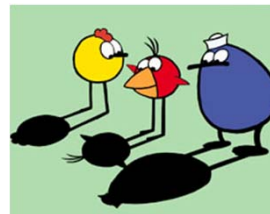
Public television series

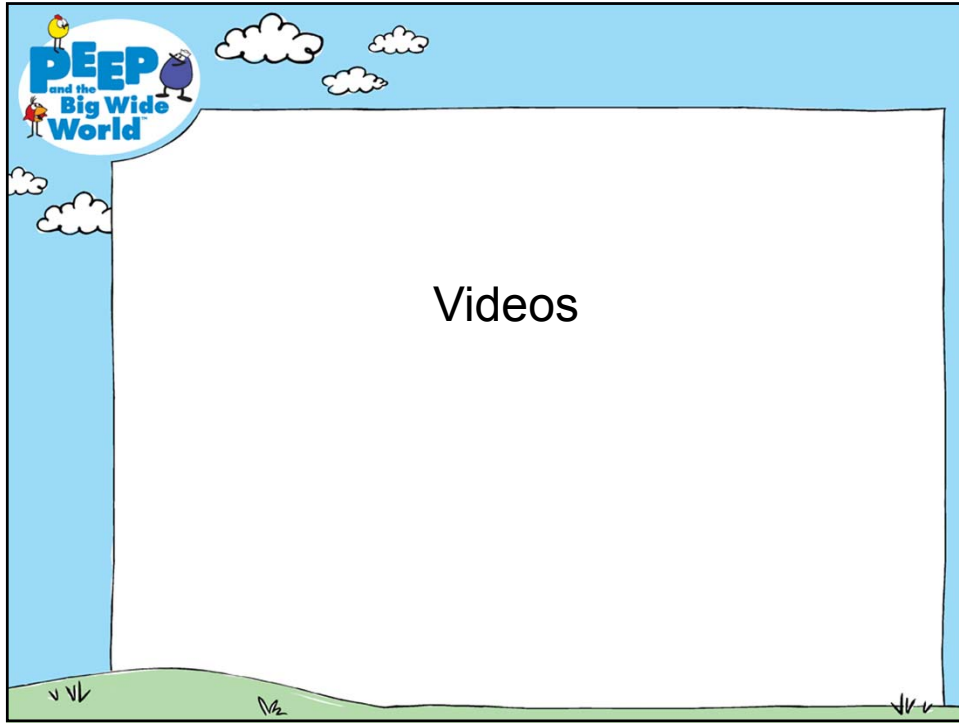
Half-hour with animated stories and live action clips

Web site

peepandthebigwideworld.org

Educational outreach





PEEP
and the
Big Wide
World

Peep approach: science as play

- Young children learn from direct, hands-on contact with objects
- Kids are immersed in their own perspectives
- They draw conclusions based on their (limited) experience
- They need/want to exert control over their environment



Independent evaluation found:

47% vs 15% kids initiated observations

76% vs 34% used **problem-solving skills**

33% vs 7% made predictions



Teachers reported:

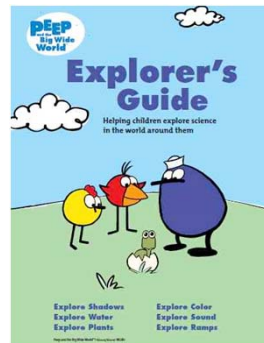
Unit topics **easily integrated** into classroom curriculum; included science activities they'd not seen

Became **more involved over time** with each ensuing unit they used

Reported **more confidence** leading science explorations

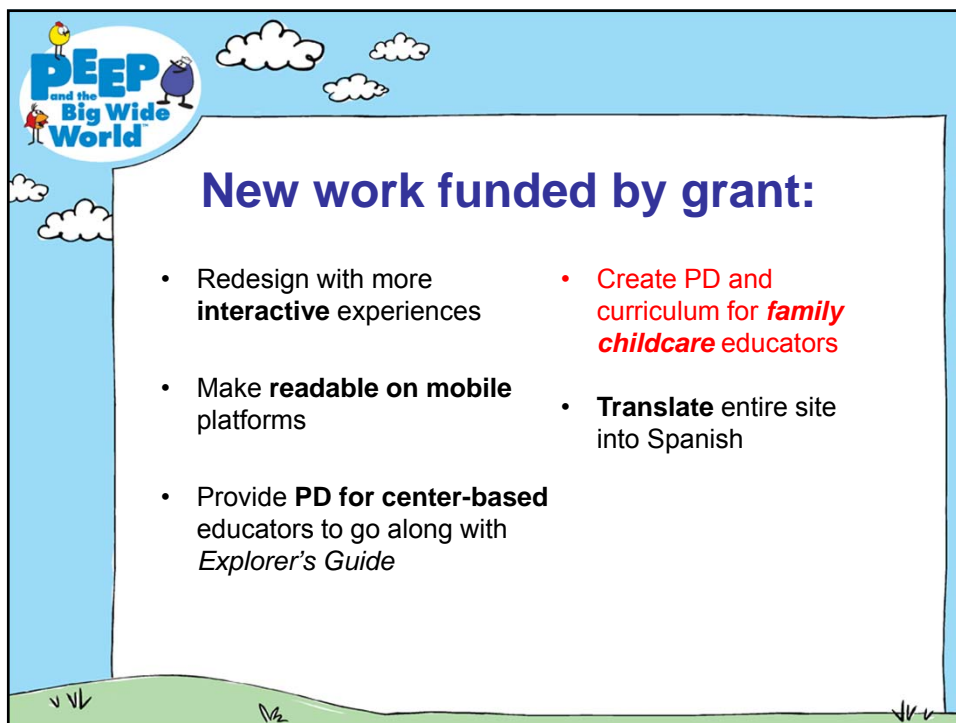
All students were doing science activities vs. choice for a few

Activities were **appealing to children**





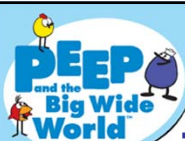
3-year grant to enhance website





NAEYC' s position on video:

- Content is **developmentally appropriate**
- Used intentionally by educators as **part of ongoing curriculum**
- Use is active, hands-on, empowering, and supports creativity and exploration
- Children have **equitable access**
- Demonstrates **positive social values**; does not harm children



Teachers' use of Peep media



- Use animated clip to **introduce** an activity
- Watch live action to **reinforce** a concept or **extend discussion**
- **Compare** what class did to what happened in live action video
- **Home/school connection**—encourage families to watch at home

Unit Curriculum Example

Explore Color


[Curriculum units are available
in English and Spanish]




Online Curriculum: Exploring Color

- Unit overview page
 - Learning Goals
 - Materials List
- Prepare to Teach page
 - Use/explore materials children will use
 - Anticipate their questions and interests
- 3 Weeks for Exploring Color






Explore COLOR




WEEK 1: Exploring Shades of Color

Discover how a single color can have many shades.

Monday	Tuesday	Wednesday	Thursday	Friday
MORNING CIRCLE (20–25 min.) Introduce Color (15–20 min.) Begin exploring different colors. Explore and Play: Favorite Color Gallery (5–10 min.) What's your favorite color?	MORNING CIRCLE (20–25 min.) Read and Discuss: Is It Red? Is It Yellow? Is It Blue? (15–20 min.) Discover the different colors in our world. Explore and Play: Color Hunt (5–10 min.) Match your colored circle to something in the room.	MORNING CIRCLE (20–25 min.) Read and Discuss: Colors Everywhere (15–20 min.) Notice and talk about all the colors surrounding us. Explore and Play: Shades of Green (5–10 min.) Make a collage with different shades of green.	MORNING CIRCLE (20–25 min.) Read and Discuss: Colors Everywhere (15–20 min.) Photographs capture the colors of our world. Explore and Play: Sorting Shades (5–10 min.) Sort different shades of colors.	MORNING CIRCLE (20–25 min.) Read and Discuss: The Colors of Us (15–20 min.) Lena paints a self-portrait and explores different skin tones. Explore and Play: Skin Tone Collage (5–10 min.) Make a collage with browns, tans, pinks, yellows, and beige.
LEARNING CENTERS (15–30 min.) <ul style="list-style-type: none"> • Library Center • Food Coloring • Paints • Color Sorting 	LEARNING CENTERS (15–30 min.) <ul style="list-style-type: none"> • Library Center • Food Coloring • Paints • Color Sorting 	LEARNING CENTERS (15–30 min.) <ul style="list-style-type: none"> • Library Center • Food Coloring • Paints • Color Sorting 	LEARNING CENTERS (15–30 min.) <ul style="list-style-type: none"> • Library Center • Food Coloring • Paints • Color Sorting 	LEARNING CENTERS (15–30 min.) <ul style="list-style-type: none"> • Library Center • Food Coloring • Paints • Color Sorting
GUIDED ACTIVITY (20–30 min.) Outdoor Color Walk What colors can we see outside?	GUIDED ACTIVITY (20–30 min.) Many Shades: Food Coloring Make many shades of a color using food coloring and water.	GUIDED ACTIVITY (20–30 min.) Many Kinds of Green Examine the many different shades of green found in nature.	GUIDED ACTIVITY (20–30 min.) Many Shades: Paint Make lighter shades of color using paint.	GUIDED ACTIVITY (20–30 min.) Exploring Skin Colors Choose and mix colors to match the color of your skin.
CLOSING CIRCLE (10–15 min.) Share the Day's Discoveries	CLOSING CIRCLE (10–15 min.) Share the Day's Discoveries	CLOSING CIRCLE (10–15 min.) Share the Day's Discoveries	CLOSING CIRCLE (10–15 min.) Share the Day's Discoveries	CLOSING CIRCLE (10–15 min.) Share the Week's Discoveries



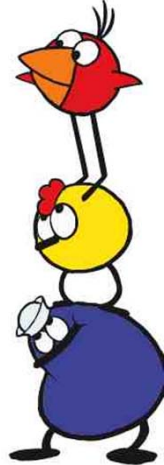



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Peep Professional Development

Professional Development


[Videos and accompanying materials are available in English and Spanish]





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PEEP
and the
Big Wide
World

Teaching Strategies

- “Science Talk”
- Learning Environments
- Individualized Instruction
- Documentation and Reflection



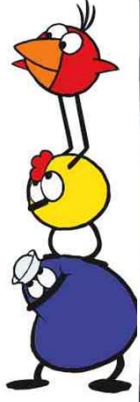
17



PEEP
and the
Big Wide
World

Professional Development

- Facilitated training by your organization
 - Facilitator’s Guide
 - Instructional videos—four 5-minute modules, one for each teaching strategy
 - Curriculum materials
- Self-training
 - Teaching strategy guides
 - Instructional videos—four 5-minute modules, one for each teaching strategy
 - Curriculum materials



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The Peep Study

Purpose of the Study:

1. To determine how the curriculum units and professional development work overall for family child care providers



The Peep Study

Purpose of the Study:

2. To determine how effective each professional development method is:
 - Training by organization
 - Self-training



The Peep Study

Purpose of the Study:

3. To determine if there are differences by language:
 - English
 - Spanish



Study Timeline

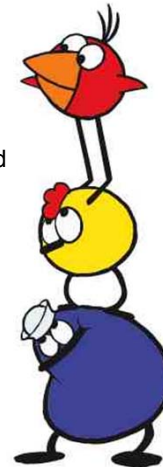
Summer 2013: UMDI recruits partner/R&R organizations

Sep-Dec 2013: Partner/R&R organizations recruit family child care providers to pilot curriculum and PD modules

Jan-May 2014: Curriculum/professional development modules piloted

- ✓ Subset of providers are trained by organization/R&R; another subset uses online resources on their own
- ✓ Family child care providers use STEM curriculum units with 3-5 year old children and complete online survey after finishing that unit

Apr or May 2014: UMass Donahue Institute researchers visit sites to interview trainers and hold focus groups with a select group of family child care providers



Instruments

- **Pre-Survey – short**
- **Survey at the end of each curriculum unit**
 - General use questions—probably the same for all units
 - Content specific questions—different for each unit
- **Interviews/Focus Groups**
 - With providers in both PD methods (self-trained and trained by organization)
 - With organizational trainers about training itself, Facilitator's Guide, etc.



Data Collection

Surveys will be accessed by a link either through e-mail or on the website itself

Interviews and focus groups will be conducted at your site next spring by Sue and Mariana



Recruitment of Providers

- Recruitment will be done by your organization with support from UMDI
 - Please let us know how we can best support you.
- Your point of contact: Mariana
- We will need *your* point of contact
 - May or may not be the person at this webinar
- Recruitment of providers should be completed by **December 9, 2013**
 - Providers should contact YOU, the organization, first with their questions



Incentives

- Incentives for each participating provider
 - \$25 gift card
 - 10 picture books (English or Spanish) will be sent after all agreed upon activities are complete
 - Set of 6 age-appropriate magnifying glasses
- Honoraria for organizations
 - \$300
 - 10 sets of books (10 books per set)
 - Zip drive containing family education materials from various PBS children's shows



Registration

We will provide your organization with an open link to **Qualtrics**, our online survey platform.

You can pass the link on to providers who register for the study.

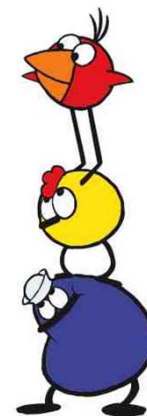
Providers can go directly to the survey and complete the form.



Preparing for Training

Title of your training:

Preschool Science in a
Family Child Care Setting



Training Schedule

Training addressing the Color unit is six hours:

1 ½ hours for each topic

- Science Talk
- Learning Environments
- Individualized Instruction
- Documentation and Reflection

Preferred: Two 3-hour sessions



Additional Questions??





For additional information, please contact:

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Appendix D

Recruitment Materials



Attention Family Child Care Providers!

Peep and the Big Wide World is the award-winning preschool science series that airs on public television. The early childhood team behind *Peep* has now developed science units and training specifically for *family* child care providers. **We hope you might be interested in testing these resources for them.** (Materials are available in both English and Spanish.)

WHO: For this pilot test of the new resources, we are recruiting family child care providers—both English and Spanish speaking—who have access to a computer and the internet.

WHAT: You will get training on using science activities with preschoolers and you will access the new science units online and then use them with the children in your care.

WHEN: The pilot study runs from January to May 2014. There are up to 3 curriculum units to test over that time period.

AS THANKS: Family child care providers who participate will each receive:

- a set of 10 children's picture books (in English or Spanish, as appropriate),
- a set of six magnifying glasses for children, and
- a \$25 gift card.

TO PARTICIPATE:

Please reach out to _____ at _____ or at # _____ as soon as possible.

The link to register online is: [Peep Registration / Registro de Peep](#).



¡Atención programas de Guardería Hogareña!

Peep and the Big Wide World es la premiada **serie preescolar de ciencias** transmitida por televisión pública. El equipo de niñez temprana responsable de *Peep* recientemente ha desarrollado unidades curriculares y entrenamiento de ciencias específicamente para proveedores de Guardería Hogareña. **Esperamos que estén interesados en probar estos recursos.** (Hay material disponible tanto en inglés como en español.)

QUIÉN: Para esta prueba piloto de los nuevos recursos estamos reclutando proveedores de Guardería Hogareña — tanto de habla inglés como español — que tengan acceso a una computadora y el internet.

QUÉ: Recibirán entrenamiento en el uso de actividades científicas con niños preescolares y podrán acceder en línea a las nuevas unidades científicas y luego usarlas con los niños bajo su cuidado.

CUÁNDO: El estudio piloto ocurre de enero a mayo de 2014. Hay hasta 3 unidades curriculares para probar durante ese periodo de tiempo.

EN AGRADECIMIENTO: Cada uno de los proveedores de Guardería Hogareña que participe recibirá:

- una colección de 10 libros ilustrados infantiles (inglés o español, según apropiado),
- una colección de seis lupas para niños, y
- una tarjeta de regalo de \$25.

PARA PARTICIPAR:

Por favor contacten a _____ al _____ o al # _____ tan pronto como sea posible.

El enlace para inscribirse por Internet es: [Peep Registration / Registro de Peep](#).



¡Atención Proveedores de Programas de Cuidado de Niños Familiar!

Peep and the Big Wide World es la premiada **serie preescolar de ciencias** transmitida por televisión pública. El equipo de niñez temprana responsable de *Peep* recientemente ha desarrollado unidades curriculares y entrenamiento de ciencias específicamente para programas de cuidado de niños familiar. **Esperamos que estén interesados en probar estos recursos.** (Hay material disponible tanto en inglés como en español.)

QUIÉN: Para esta prueba piloto de los nuevos recursos estamos reclutando proveedores de programas de cuidado de niños familiar — tanto de habla inglés como español — que tengan acceso a una computadora y el internet.

QUÉ: Recibirán entrenamiento en el uso de actividades científicas con niños preescolares y podrán acceder en línea a las nuevas unidades científicas y luego usarlas con los niños bajo su cuidado.

CUÁNDO: El estudio piloto ocurre de enero a mayo de 2014. Hay hasta 3 unidades curriculares para probar durante ese periodo de tiempo.

EN AGRADECIMIENTO: Cada uno de los proveedores de programas de cuidado de niños familiar que participe recibirá:

- una colección de 10 libros ilustrados infantiles (inglés o español, según apropiado),
- una colección de seis lupas para niños, y
- una tarjeta de regalo de \$25.

PARA PARTICIPAR:

Por favor contacten a _____ al _____ o al # _____ tan pronto como sea posible.

El enlace para inscribirse por Internet es: [Peep Registration / Registro de Peep](#).

Appendix E

Registration Form



Peep Study Registration [Downloaded from Qualtrics]

Welcome! ¡Bienvenido!



Welcome to registration for the Peep and the Big Wide World study. Please complete the questions below.

[Bienvenidos al registro de El Mundo de Peep.](#) [Por favor conteste las siguientes preguntas.](#)



Your First Name / [Nombre](#)

Your Last Name / [Apellido](#)

Family Child Care Name / [Nombre de su Cuidado Infantil Familiar](#)

Primary Language / Idioma Principal

- English
- Español

Email / Correo electrónico

Street Address / Dirección

City / Ciudad

State / Estado

- California
- Massachusetts

Answer If State California Is Selected

Which R&R are you associated with? / ¿Con que organización de R&R esta relacionado(a)?

- Community Resources for Children (Napa)
- Family Resource and Referral Center (Stockton)
- Kings Community Action Organization (Hanford)
- YMCA Childcare Resource Service (San Diego)

Answer If State Massachusetts Is Selected

Which organization are you associated with? / ¿Con que organización esta relacionado(a)?

- Catholic Charities of Boston
- Child Development and Education
- Children's Services of Roxbury
- Clarendon Early Education Resources, Inc. (Bedford)

ZipCode / Código postal

This study will provide information about the experiences of family childcare providers who have tested Peep and the Big Wide World science units and training materials. Your participation is voluntary. If you decide to take part, you may choose to stop participating in the study at any time. Anything you tell us will be held strictly confidential. Your information is private and will be safely secured so only the researchers involved in the study will have access to it. Identifying information about you will never be used in reports.

Este estudio proporcionará información sobre las experiencias de los proveedores de cuidado infantil familiar que han probado El Mundo de Peep en las unidades de ciencias y los materiales de capacitación. Su participación es voluntaria. Si decide participar en el estudio, puede optar por dejar de participar en el mismo en cualquier momento. Todo lo que usted nos diga será estrictamente confidencial. Su información es privada y se guardará de manera segura, así que solo los investigadores implicados en el estudio tendrán acceso a ella. La información identificatoria sobre usted nunca se utilizará en informes.

Do you agree to participate in this study? (If you agree to participate in the study, please select "I agree". If you do not wish to participate, please select "I do not agree")

¿Está de acuerdo en participar en este estudio? (Si consiente en participar en el estudio, por favor seleccione 'Estoy de acuerdo'. Si no desea participar, por favor seleccione 'No estoy de acuerdo')

I agree / [Estoy de acuerdo](#)

I do not agree / [No estoy de acuerdo](#)

If you have completed the registration form, click the SUBMIT button. **YOU MUST HIT THE SUBMIT BUTTON FOR YOUR REGISTRATION TO BE SUBMITTED!**

Si ha completado el formulario de registro, haga clic en el botón [Enviar](#). **¡DEBE PRESIONAR EL BOTÓN ENVIAR PARA QUE SU INSCRIPTCIÓN SEA SOMETIDA!**

Appendix F

Pre-Survey (English & Spanish)

WGBH *Peep in the Big Wide World* – Pre-survey Questions

1. Were you familiar with *Peep and the Big Wide World* before this study?
 Yes No

2. Have you ever used an online preschool curriculum?
 Yes No [if No, skip to Q4]

3. If yes, what type of curriculum was it?
 Language and Literacy
 Math
 Science
 Social/Emotional Development
 Other (please specify: _____)

4. Have you ever done professional development work on your own, with an online source?
 Yes No

5. How would you rate your skills as a science educator?
 Very Weak
 Weak
 Average
 Strong
 Very Strong

6. How comfortable are you introducing science topics to preschoolers?
 Not too comfortable
 A little comfortable
 Comfortable
 Very comfortable
 Extremely comfortable

7. In the past, have you taught science topics in your childcare program?
 Yes No [skip to Q10]

8. If so, which of the following describes how you teach science in your childcare?
 Very little hands-on exploration
 Some hands-on exploration
 Almost entirely hands-on exploration

9. Do you use any of the following when teaching a science topic? [Check all that apply]
 Books
 Videos
 Using demonstrations during hands-on exploration
 Bringing in visitors to teach science
 None of the above

10. In a typical week, how many days do you offer science activities?
 None
 1 day
 2 days
 3 days
 4 days
 Everyday

WGBH Peep in the Big Wide World – Pre-survey Questions

11. How will you access the internet to get to the PEEP curriculum?
 Home computer
 Computer outside the home (example, at the library)
 Smartphone
 Other (please specify: _____)
12. Do you have high-speed internet access at your home childcare?
 Yes No
13. Do you use computers with the children in your childcare?
 Yes No
14. How many years have you been a childcare provider? _____
15. As of today, how many children ages birth through five are enrolled in your program?
Please enter a number on each line. If none, please enter 0.

	Number of children enrolled
Infants (Birth to 14 months)	_____
Toddlers (15 months to 2 years, 8 months)	_____
Preschool-aged (2 years, 9 months to 5 years old)	_____

16. What is the highest level of education you have completed?
 Some high school [skip to Q21]
 High school diploma or GED
 Associate’s (2 year) college degree
 Bachelor’s (4 year) college degree
 Master’s degree or higher
17. If you have an associate’s degree or higher, in what field or area did you obtain your highest degree?
 Early childhood education
 Early childhood special education
 Elementary education
 Special education
 Another field of education
 Social Work
 Psychology
 Nursing
 Other (please specify: _____)
18. Do you have a Child Development Associate (CDA) credential? Yes No
19. What formal education and/or training (if any) have you completed in early education?
 [Check all that apply]
 No formal education or training
 Undergraduate courses
 Graduate courses
 Professional development
 Science curriculum training (please specify: _____)
 Other (please specify: _____)

WGBH Peep in the Big Wide World – Pre-survey Questions

20. Which activities have you done? For activities you have done, how comfortable are you doing each activity?

	IF YES... HOW COMFORTABLE?						
	Have you done this?		Not At All Comfortable	A Little Comfortable	Somewhat Comfortable	Very Comfortable	Extremely Comfortable
	Yes	No	1	2	3	4	5
Trying new materials or activities yourself before using them with children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating science into circle time activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating science into small group activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating science into the <i>indoor</i> free play options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating science into the <i>outdoor</i> free play options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching language and literacy during science activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching math during science activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using related video when teaching a science topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging children to narrate what they're doing during a hands-on science activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asking children to share their discoveries with each other during science activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responding when a child asks a science-related question and you don't know the answer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating different age/ability level activities for the same topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

WGBH Peep in the Big Wide World – Pre-survey Questions

	IF YES... HOW COMFORTABLE?						
	Have you done this?		Not At All Comfortable	A Little Comfortable	Somewhat Comfortable	Very Comfortable	Extremely Comfortable
	Yes	No	1	2	3	4	5
Recording science explorations (charts, photos, etc.) to help children reflect on their experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Designing areas for science exploration that motivate and engage children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asking questions, making comparisons, discussing results, and sharing new vocabulary while teaching science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

WGBH *Peep in the Big Wide World* – Preguntas previas a la encuesta

1. ¿Estaba usted familiarizado con *Peep and the Big Wide World* antes de este estudio?
 Sí No
2. ¿Ha usado alguna vez, un programa de estudios preescolar en línea?
 Sí No [Ir a la Pregunta 4]
3. En caso afirmativo ¿Qué tipo de programa de estudios era?
 Lenguaje y alfabetización
 Matemática
 Ciencia
 Desarrollo Social/Emocional
 Otro (por favor aclare _____)
4. ¿Ha realizado alguna vez trabajos de desarrollo profesional por su cuenta, con una fuente en línea?
 Sí No
5. ¿Cómo calificaría sus habilidades como educador de la ciencia?
 Muy Débil
 Débil
 Promedio
 Fuerte
 Muy Fuerte
6. ¿Qué tan cómodo se siente presentando temas científicos a preescolares?
 No muy cómodo
 Algo cómodo
 Bastante cómodo
 Muy cómodo
7. En el pasado ¿ha enseñado temas científicos en el programa de su guardería?
 Sí No [Ir a la Pregunta 10]
8. En caso afirmativo, ¿cuál de los siguientes describe su manera de enseñar ciencias en su guardería?
 Con muy pocas actividades prácticas
 Con algunas actividades prácticas
 Casi exclusivamente con actividades prácticas
9. ¿Usa alguno de los siguientes al enseñar temas científicos? [Marque todos los que correspondan]
 Libros
 Videos
 Demostraciones durante actividades prácticas
 Invitados para enseñar ciencias
 Ninguna de las anteriores
10. En una semana típica ¿cuántos días desarrolla actividades científicas?
 Ninguno
 1 día
 2 días
 3 días
 4 días
 Todos los días

11. ¿Cómo accederá a internet para obtener el programa de estudios PEEP?
- Computador de su hogar
 - Un computador fuera de casa (por ejemplo; en la biblioteca)
 - Smartphone
 - Otro (por favor, aclare: _____)

12. ¿Tiene acceso a internet de alta velocidad en la guardería de su casa?
- Sí No

13. ¿Usa usted computadoras con los niños en su guardería?
- Sí No [Ir a la Pregunta 16]

14. ¿Durante cuántos años ha brindado cuidados infantiles? _____

15. Al día de hoy ¿cuántos niños desde recién nacidos hasta los cinco años están inscriptos en su programa? *Por favor ingrese un número en cada línea. En caso de que no se haya inscripto ninguno, por favor ingrese 0.*

	Número de niños inscriptos
Bebés (desde el nacimiento hasta los 14 meses)	_____
Niños pequeños (desde 15 meses hasta 2 años y 8 meses)	_____
Preescolares (2 años y 9 meses hasta los 5 años)	_____

16. ¿Cuál es el nivel de educación más alto que ha completado?
- Secundaria sin finalizar [Ir a la Pregunta 21]
 - Bachiller o GED
 - Grado universitario de tecnicatura (2 años)
 - Grado universitario de licenciatura (4 años)
 - Grado de maestría o superior

17. En caso de haber obtenido un grado de tecnicatura o superior ¿en qué campo o área obtuvo su mayor grado?
- Educación en la primera infancia
 - Educación especial en la primera infancia
 - Educación primaria
 - Educación especial
 - Otro campo de la educación
 - Trabajo social
 - Psicología
 - Enfermería
 - Otro (por favor, aclare: _____)

18. ¿Tiene usted credencial de Asociado en Desarrollo Infantil (CDA, por sus siglas en inglés)?
- Sí No

WGBH Peep in the Big Wide World – Preguntas previas a la encuesta

19. ¿Qué educación formal y/o capacitación (si alguna) ha completado en educación inicial?

[Marque todos los que correspondan]

- Ninguna educación formal o capacitación
- Cursos de grado
- Cursos de postgrado
- Desarrollo profesional
- Capacitación en planes de estudio relacionados con la ciencia (por favor aclare: _____)
- Otro (por favor, aclare: _____)

20. ¿Qué actividades ha realizado? Para las actividades que haya realizado ¿qué tan cómodo se siente realizándola?

	EN CASO AFIRMATIVO... ¿QUÉ TAN CÓMODO?						
	¿Ha realizado esto?		Para nada cómodo	Relativamente cómodo	Algo cómodo	Muy cómodo	Extremadamente cómodo
	Sí	No	1	2	3	4	5
Probando nuevos materiales o actividades usted mismo antes de usarlas con los niños	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporando la ciencia a la hora del círculo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporando la ciencia a actividades en pequeños grupos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporando la ciencia a las opciones de tiempo libre en el aula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporando la ciencia a las opciones de tiempo libre fuera del aula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enseñando lenguaje y alfabetización durante actividades relacionadas a las ciencias	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enseñando matemática durante actividades relacionadas a las ciencias	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usando videos relacionados al enseñar temas vinculados a las ciencias	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

WGBH Peep in the Big Wide World – Preguntas previas a la encuesta

	EN CASO AFIRMATIVO... ¿QUÉ TAN CÓMODO?						
	¿Ha realizado esto?		Para nada cómodo	Relativamente cómodo	Algo cómodo	Muy cómodo	Extremadamente cómodo
	Sí	No	1	2	3	4	5
Alentando a los niños a narrar lo que hacen durante actividades prácticas relacionadas a las ciencias	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pidiendo a los niños que compartan sus descubrimientos con sus compañeros durante actividades relacionadas a las ciencias	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respondiendo cuando un niño realiza una pregunta relacionada a la ciencia y usted no conoce la respuesta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporando actividades para distintos niveles/edades sobre un mismo tema	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Llevando registro de las exploraciones científicas (gráficos, fotos, etc.) para ayudar a los niños reflexionar sobre sus experiencias	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diseñando áreas para la exploración científica que motiven y atrae a los niños	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Realizando preguntas, haciendo comparaciones, discutiendo resultados y compartiendo el nuevo vocabulario al enseñar sobre temas relacionados a las ciencias	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix G

Post-Survey (English & Spanish)

WGBH Peep – Post-survey Questions – FINAL March 6, 2014

Which language did you choose? [Force Response—Skip pattern to chosen language]

- English
- Español

Which curriculum unit did you use?

- Color
- Sound
- Plants

How did you access the internet to get to the Peep curriculum?

- Home computer
- Computer outside the home (example, at the library)
- Smartphone
- Other (please specify: _____)

How did you complete the Professional Development for this PEEP curriculum unit?

- Attended a facilitated group workshop
- Did online self-training by myself

How would you rate your skills as a science educator?

- Very Weak
- Weak
- Average
- Strong
- Very Strong

[If they attended a facilitated group workshop]

Did you attend?

- Both** of the workshops
- One** of the two workshops offered for PD on this unit

If ONE, why didn't you attend both? [open-ended]

How satisfied were you with the...	Not at All Satisfied	A Little Satisfied	Satisfied	Very Satisfied	Extremely Satisfied
Workshop leader's understanding of the topic?					
Presentation of teaching strategies on the videos?					
Discussion of specific teaching strategies?					
<i>Workshop Notebook</i> handouts?					
<i>Try It!</i> exercise with a partner?					

How could the workshops be improved for the future? [open-ended]

WGBH Peep – Post-survey Questions – FINAL March 6, 2014

[If they completed the online self-training]

About how many hours did it take you to complete the online self-training for this unit? _____

How easily could you...	Not at All Easily	Somewhat Easily	Quite Easily	Very Easily
Navigate the website to find the PD videos related to your chosen curriculum unit?				
Navigate the website to find the PD videos in your chosen language?				
Find the <i>Teaching Strategies</i> PDFs?				
Understand the approaches presented in the <i>Teaching Strategies</i> PDF?				

How satisfied were you with the...	Not at All Satisfied	A Little Satisfied	Satisfied	Very Satisfied	Extremely Satisfied
The presentation of teaching strategies in the videos?					
Information in the <i>Teaching Strategies</i> PDFs?					
The overall organization of the professional development materials on the website?					

What changes to the online self-training would make it a better experience? [open-ended]

[For All--no matter if self-paced or in workshop]

How helpful were the teaching strategies in each of these areas?	Not at All Helpful	A Little Helpful	Helpful	Very Helpful	Extremely Helpful
Science Talk					
Learning Environments					
Individualized Instruction					
Documentation and Reflection					

Did you learn any new strategies in each of these areas?	Yes	No
Science Talk		
Learning Environments		
Individualized Instruction		
Documentation and Reflection		

WGBH Peep – Post-survey Questions – FINAL March 6, 2014

Before using the curriculum unit with children, how EASY was it to...	Not at All Easily	Somewhat Easily	Quite Easily	Very Easily
Navigate the website to find the curriculum unit assigned?				
Obtain the materials needed for activities?				
Find the recommended books?				
Find the Curriculum Planner PDF?				
Follow the format of the Curriculum Planner PDF?				
Review activity how-tos?				
Determine the learning goals (what you want children to learn) ahead of time?				

[If Not at All or Somewhat]: **What would you change about any of these areas?** [open ended]

During the 3-week unit, how comfortable were you?

	IF YES... HOW COMFORTABLE?						
	Did you do this?		Not At All Comfortable	A Little Comfortable	Comfortable	Very Comfortable	Extremely Comfortable
	Yes	No	1	2	3	4	5
Trying new materials or activities yourself before using them with children							
Incorporating science into circle time activities							
Incorporating science into small group activities							
Incorporating science into the <i>indoor</i> free play options							
Incorporating science into the <i>outdoor</i> free play options							
Teaching language and literacy during science activities							
Teaching math during science activities							
Using related video when teaching a							

WGBH Peep – Post-survey Questions – FINAL March 6, 2014

	IF YES... HOW COMFORTABLE?						
	Did you do this?		Not At All Comfortable	A Little Comfortable	Comfortable	Very Comfortable	Extremely Comfortable
	Yes	No	1	2	3	4	5
science topic							
Encouraging children to narrate what they're doing during a hands-on science activity							
Asking children to share their discoveries with each other during science activities							
Responding when a child asks a science-related question and you don't know the answer							
Incorporating different age/ability level activities for the same topic							
Recording science explorations (charts, photos, etc.) to help children reflect on their experiences							
Designing areas for science exploration that motivate and engage children							
Asking questions, making comparisons, discussing results, and sharing new vocabulary while teaching science							

How much of the curriculum unit did you complete?	0 Days	1 Day	2 Days	3 Days	4 Days	5 Days
Week 1						
Week 2						
Week 3						

[If anything less than 5 days] **What kept you from completing more of the unit?** [open-ended]

WGBH Peep – Post-survey Questions – FINAL March 6, 2014

How closely did you follow the 3-week curriculum planner? Daily routine	None of the Time	Some of the Time	Most of the Time	All of the Time
Morning circle time				
Learning Centers				
Guided Activity				
Closing Circle				

[If None of the time or some of the time]:

Why? And what would you suggest to make this easier to use? [open-ended]

Did you work from the online version of the Curriculum Planner or did you print it out?

Online

Print

Did you work from the online version of the activities or did you print them?

Printed them all

Printed some

Worked completely with the online version

Which activities were most successful and why? [open-ended]

Which activities were least successful and why? [open-ended]

Did you send home the Family Activity Letter?

Yes

No

By doing these activities, do you think that children improved their skills in...	Not at All	To Some Extent	To a Great Extent	Not Sure
Language and Literacy				
Vocabulary				
Book experience				
Early Math				
Classify and sort				
Compare				

WGBH Peep – Post-survey Questions – FINAL March 6, 2014

How easily were you able to adapt the following activities to different age and ability levels?	Not at All Easily	Somewhat Easily	Quite Easily	Very Easily
Morning circle time				
Learning Centers				
Guided Activity				
Closing Circle				

[If not all or somewhat] **Why?** [Populate with the item row with Not at all or somewhat.]

What would you tell other family childcare providers about your experience with the *Peep* curriculum? (What were the challenges of using it? What were the benefits?) [open-ended]

Appendix H

Interview 1

Interview Guide

Interview 1: Questions for Check-In – April 2014

1. Has your organization used similar online curriculum trainings in the past?
2. How many trainings have you completed so far?
3. How many in English and how many in Spanish?
4. How many trainers did you use?
5. On average, how many providers attended each training?
6. About how many hours did it take you to familiarize yourself with the material prior to conducting the training?
7. We expected each teaching strategy would take 1 ½ hours to present to the providers or 2 three-hour trainings. How long were the trainings? Did you have enough time or not enough?
8. Was the facilitator's guide adequate? What could be improved?
9. Technical issues beyond those we've heard about? Questions from family providers?
10. How could you improve workshops in the future?

Appendix I

Interview 2

Protocol and Interview Guide



Background and Overview of the Study

The UMass Donahue Institute (UMDI) is contracted to provide formative evaluation services for WGBH's *PEEP and the Big Wide World* project development of curriculum and instructional modules for use by family child care providers (FCCPs). This study of the *PEEP and the Big Wide World* piloting will employ a mixed methods research design encompassing quantitative and qualitative methods that provide a systematic and nuanced understanding of FCCPs and sponsoring organizations' perspectives on the success and opportunities for enhancement of *PEEP and the Big Wide World*.

UMDI has identified eight sponsoring organizations, four in MA and four in CA, which serve FCCPs. These organizations have the characteristics required: namely, providers with English and Spanish as the primary language of instruction and a willingness to participate in directed or self-directed training. Once cooperation of eight appropriate sponsors was secured, WGBH and UMDI co-developed a participant recruitment strategy appropriate to each of the cooperating sponsors.

This formative study is piloting three, three-week curriculum modules, integrated with media, focused on three science content areas, and professional development materials for home-care settings (videos and a *Facilitator's Guide* for trainers) in English and in Spanish with family child care providers. Each organization has been asked to pilot at least one curriculum module with English-speaking and Spanish-speaking providers, some of whom will be self-trained and some who will be placed in a facilitated training led by organization staff trainers.

Data collection methods in support of these activities include two surveys (a pre-survey and post-survey) of providers participating in the study, as well as two interviews (or group interviews) with organization trainers in MA and CA, and a focus group with selected family child care providers who have used at least one curriculum module, including both English- and Spanish-speakers and those in both facilitated and self-training groups. The first interview with organization trainers was conducted by phone during April 2014. The second interview with trainers and the focus group with providers will be conducted at organization sites in both MA and CA in May 2014.

This document presents a protocol and interview guide for the organization trainers.

Protocol

An interview of approximately 1.5 hours duration will be conducted at organization sites with trainers. The rationale for a joint interview in the case of more than one trainer in an organization is that, while the trainers may work with different language groups (English or Spanish) or at different sites, their work overlaps and a conversation to engage them all will likely yield important reflections and insights.

Data management, data storage and confidentiality: For accuracy, the interview will be audio-recorded, with the interviewees' verbal permission. The audio file will be stored on UMDI's secure server and assigned a code number, with access limited to members of the research team, an in-house transcriber, and WGBH. The audio file and transcript or summary will not be made available to anyone else. All information is confidential.



Reporting: Findings from the evaluation will be presented in a summary report, triangulating the results of interviews, surveys, and focus groups. If quotes are used, identifying information will be removed to ensure confidentiality. Responses will be disaggregated by state (MA and CA), if there are statewide differences, and by English and Spanish, if there are differences in training needs or issues. The report will be targeted to WGBH, *Peep and the Big Wide World* developers, based on their interest in understanding use of the curriculum modules and professional development materials, and their desire for improvement.

Risks and benefits of participating in the research: There are no significant risks associated with participating in this study. With respect to the time commitment, UMDI has made every effort to schedule the interview at a convenient time, and will otherwise do everything we can to reduce the burden of participation. This interview was part of the Memorandum of Agreement with each organization outlining responsibilities of all parties. The potential benefits of participating in the study include the opportunity to inform planning efforts and otherwise contribute to WGBH's growing knowledge base about how best to support family child care providers in their efforts to use science curriculum materials with the children in their care.

Contact: For any questions related to participation, please contact:
Mariana Gerena Melia (MGerenaMelia@donahue.umassp.edu/413.587.2412) or
Sue Leibowitz (sleibowitz@donahue.umassp.edu/413.587.2403) at UMDI.

Interview Guide

Introduction

Explanation that this is a curriculum evaluation, designed to solicit feedback on the use of the PEEP curriculum modules and accompanying professional development materials. It is not an evaluation of individuals, organizations, or any other entity.

Invitation to reflect on the PEEP curriculum modules and professional development materials overall and also your experience to date. A chance to step back, looking at benefits and challenges; feedback on various processes; lessons learned; suggestions for change.

[Permission to record]

Training Preparation

1. Describe a bit the process of developing the training sessions.
 - Probe: Describe your experiences going online to get the materials needed for the trainings (e.g. Facilitator's Guide? Videos? Handouts)
 - Probe: Describe how you felt the materials prepared you to pull the workshop together?
 - Probe: Any modifications that were made? If so, how did they come about?



Reflections on the Professional Development Materials

2. Your reflections specifically on the effectiveness of the Facilitator's Guide) to prepare you to implement the training for the providers? What works, what needs improvement?
 - Probe: What did you think about the teaching strategies presented? Appropriate? Clearly described?
 - Probe: What could have improved the Facilitator's Guide?
 - Probe: Did the Facilitator's Guide provide you with all you needed? If not, did you supplement the materials with your own? (e.g., creation of PowerPoints)
 - Probe: Were you ready to do the trainings as outlined in the Facilitator's Guide?
 - Probe: Were the two 3-hour allocated time blocks for training adequate? If you ran out of time, what could be dropped?

3. How did the trainings you led help to prepare providers to more effectively lead science activities with children? What works, what needs improvement?
 - Probe: What were providers' reactions to the teaching strategies (science talk, documentation and reflection, individualized instruction, and learning centers)? Were they familiar with these strategies? Were they entirely new?
 - Did the providers say anything about how relevant or useful they felt these strategies were to their own work with children?
 - Probe: if applicable, compare and contrast – different groups of providers (at different sites or different languages) ...striking similarities or differences, and what they might mean for your training work and providers' experience. How did this affect your approach to the training?
 - Probe: What are the factors that seem to be most associated with the success/effectiveness of the training? And in your view what are the stumbling blocks/challenges to success/effectiveness?
 - Probe: Did you provide any additional materials of your own to the providers? (printed, books, materials, etc.)

4. Let's discuss the videos' role in the training
 - Probe: How do they relate to family child care settings?
 - Probe: Describe any discussion the videos generated
 - Probe: How was the length of the videos? Too long? Too short? Just right?
 - Probe: Describe navigating the site to access the videos. Straightforward? Easy to locate/play? Difficult?

Reflections on the Curriculum

5. Have you gotten feedback from any providers, either self-trained or facilitator-trained, about implementing the curriculum?



6. Did you use the curriculum with providers during the facilitated training? What works, what needs improvement?

Understandability of Professional Development Materials

7. Your reflections on the understandability of the PD. The language used? Feedback from providers?
 - Probe: Was the language understandable to providers
 - Probe: For those who know Spanish also, was the translation understandable to providers? Regional differences?

Issues with Accessing Professional Development Materials

8. Your reflections on the accessibility of the online PD and materials you needed for your workshop.
 - Probe: Were they easy to locate?
 - Probe: Easy to use?
 - Probe: Browser issues? If so, using Mac or PC?
 - Probe: Were you able to resolve the issues? If so, how?

Wrapping up

9. Stepping back and taking a look at all the materials, what stands out?
 - Probe: Key lessons?
 - Probe: Implications?
 - Probe: What advice would you give to others who are interested in using the professional development materials?
 - Probe: Would you offer this training again? Would you be interested in providing training on a different curriculum module? Would training be necessary if a provider has already completed one curriculum module?

Appendix J

Protocol and Focus Group Guide (English & Spanish)



Background and Overview of the Study

The UMass Donahue Institute (UMDI) is contracted to provide formative evaluation services for WGBH's *PEEP and the Big Wide World* project development of curriculum and instructional modules for use by family child care providers (FCCPs). This study of the *PEEP and the Big Wide World* piloting will employ a mixed methods research design encompassing quantitative and qualitative methods that provide a systematic and nuanced understanding of FCCPs and sponsoring organizations' perspectives on the success and opportunities for enhancement of *PEEP and the Big Wide World*.

UMDI has identified eight sponsoring organizations, four in MA and four in CA, which serve FCCPs. These organizations have the characteristics required: namely, providers with English and Spanish as the primary language of instruction and a willingness to participate in directed or self-directed training. Once cooperation of eight appropriate sponsors was secured, WGBH and UMDI co-developed a participant recruitment strategy appropriate to each of the cooperating sponsors.

This formative study is piloting three, three-week curriculum modules, integrated with media, focused on three science content areas, and professional development materials for home-care settings (videos and a *Facilitator's Guide* for trainers) in English and in Spanish with family child care providers. Each organization has been asked to pilot at least one curriculum module with English-speaking and Spanish-speaking providers, some of whom will be self-trained and some who will be placed in a facilitated training led by organization staff trainers.

Data collection methods in support of these activities include two surveys (a pre-survey and post-survey) of providers participating in the study, as well as two interviews (or group interviews) with organization trainers in MA and CA, and a focus group with selected family child care providers who have used at least one curriculum module, including both English- and Spanish-speakers and those in both facilitated and self-training groups. The first interview with organization trainers was conducted by phone during April 2014. The second interview with trainers and the focus group with providers will be conducted at organization sites in both MA and CA in May 2014.

This document presents a protocol and interview guide for the family child care providers.

Protocol

Two focus groups, one in English and one in Spanish, of approximately 1.5 hours duration, will be conducted at organization sites with family child care providers. The groups will include providers who self-trained and also those who received facilitated training through the organizations. Pizza will be offered to participants in these groups.

Data management, data storage and anonymity: For accuracy, the interview will be audio-recorded, with the interviewees' verbal permission. The audio file will be stored on UMDI's secure server and assigned a code number, with access limited to members of the research team, an in-house transcriber, and WGBH. The audio file and transcript or summary will not be made available to anyone else. All information is confidential.



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Reporting: Findings from the evaluation will be presented in a summary report, triangulating the results of interviews, surveys, and focus groups. If quotes are used, identifying information will be removed to ensure confidentiality. Responses will be disaggregated by group: self-trained vs. facilitator-trained, and by state (MA and CA), if there are statewide differences. The report will be targeted to WGBH, *Peep and the Big Wide World* developers, based on their interest in understanding use of the curriculum modules and professional development materials, and their desire for improvement.

Risks and benefits of participating in the research: There are no significant risks associated with participating in this study. With respect to the time commitment, UMDI has made every effort to schedule the interview at a convenient time, after work hours, and will otherwise do everything we can to reduce the burden of participation. The potential benefits of participating in the study include the opportunity to inform planning efforts and otherwise contribute to WGBH's growing knowledge base about how best to support family child care providers in their efforts to use science curriculum materials with the children in their care.

Contact: For any questions related to participation, please contact:
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Interview Guide

Introduction

Explanation that this is a curriculum evaluation, designed to solicit feedback on the use of the PEEP curriculum modules and accompanying professional development materials. It is not an evaluation of individuals, organizations, or any other entity.

Invitation to reflect on the PEEP curriculum modules and professional development materials overall and also your experience to date. A chance to step back, looking at benefits and challenges; feedback on various processes; lessons learned; suggestions for change.

Focus groups are structured discussions between people, a facilitated conversation. I will ask some questions, and then I'll listen and take notes as you discuss your answers among yourselves. I won't usually ask questions of one person in particular (except to clarify), and you don't have to answer each question. And it's OK to address comments and questions to one another, not just to me. So if one person's thought or comment makes you think of something or raises a point that you want to follow up on, go ahead and do that.

The value of the group is that it's a chance for you to express your perspectives and opinions. There is no right answer. We'll have a really rich discussion if everybody speaks from your own experience and contributes thoughts about your own experience.



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Permission to record: For accuracy. Because you can talk faster than I can write. Only our transcriber will hear it. Does anybody object? I will tell you when I turn the recorder on. We can also turn it off at any point if anybody wants to.

[Permission to record]

Effective Group Process: We are a large group, and I am only one person. And we have a lot to talk about in not very much time. So the more we can all use our best group process skills the better the discussion will be. Good **listening** skills. Try to listen to **understand** what another person is saying.

Air time: If you are a person who speaks easily in a group, and if you tend to form your ideas pretty quickly, try to make sure that you are giving other people a chance. If you are a person who tends to need a little time before speaking, try to make sure that you do get your voice heard in the conversation, maybe jump in just a little more quickly than you usually would, or let people know that you have something to say.

As much as possible, try to help me make sure that **only one person is speaking at a time**. Then everyone will hear everything and the recording will be clearer.

Reporting: We will write a report that summarizes all the comments. We will not use anybody's name if we use specific comments in the report. Also, I would ask that people's privacy be respected when we leave this room tonight. If you talk with people about what our topics were tonight, please don't identify who said what. OK?

Confidentiality: WGBH will not have a list of participants in this group per se, but they will know which participants completed the post-survey (because WGBH will mail the incentives)... and you are all mostly likely part of that group. Information will be reported by group: self-trained vs. facilitator-trained, and by state (MA and CA), if there are statewide differences. Your name will not be attached to any information you share with us.

Any **questions** on the purpose or the process?

Reflections on the professional development materials

1. Your reflections on the effectiveness of the professional development materials (self-guided training or facilitated)...What works, what needs improvement? We know some of you are self-trained and some went to facilitated training. That's ok. We will ask some questions separately for each group.



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Probe: [Self-trained], Describe the usefulness of the training.

- Probe: Describe the experience of going online to get your training for this unit – finding/playing the videos, finding the teaching strategies PDF
- Probe: What might improve this self-guided PD experience?

Probe: [Facilitator-trained], Describe the usefulness of the training.

- Probe: Did it feel like you had the right amount of time to fully cover the material? Too short? Too long?
- Probe: How did you use the printed “Workshop Notebook” during the training?
- Probe: What did you take away from the “Try it” exercise with your partner?
- Probe: How could the format of the workshop be improved?

2. What did you think of the teaching strategies presented?

- Probe: What did you do with your kids as a result of learning about these strategies, if anything?
- Probe: The teaching strategies relate to Science Talk, Learning Centers, Individualized Instruction, and Documentation & Reflection. Describe how the videos helped illustrate those teaching strategies.
- Probe: What new strategies did you learn?
- Probe: What did you take away from your training that helped you to implement the curriculum more effectively?

3. Describe the impact of the videos on you

- Probe: Describe how the videos helped illustrate specific teaching strategies and what you learned
- Probe: To what extent were the videos effective in illustrating how to apply certain teaching strategies in a home childcare environment?
- Probe: Did the videos prompt you to think about how you could implement these strategies in your own environment?

Reflections on the curriculum

4. How did you familiarize yourself with the curriculum?

- Probe: Where did you start as you looked at the curriculum you were assigned?
- Probe: Describe the experience of navigating the online curriculum to find what you were looking for.
- Probe: Describe if and how you used the section called “Prepare to Teach” in learning how to use the curriculum.

5. Your reflections on the use of the curriculum unit?

- Probe: What did you like best?
- Probe: What worked best?



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- Probe: Describe any stumbling blocks/challenges/barriers to success/effectiveness
 - Probe: Did you have enough time for the recommended activities?
 - Probe: Describe any changes you made to the curriculum as you were implementing
 - Probe: Describe using the curriculum while it was up on your device's screen versus printing things out
6. Your reflections on the effectiveness of the curriculum unit
- Probe: Tell us what you think of the curriculum activities.
 - Probe: Describe what the children thought of the books
 - Probe: Describe what the children thought of the videos
 - Probe: Did you use the activities in the order they were presented in the curriculum?
 - Probe: Describe how the children benefited or didn't benefit from the unit.
7. Will you use this curriculum unit again? Are you interested in exploring additional themed units with your children? Would you recommend this curriculum to others?

Reflections on understandability

8. Your reflections on the understandability of the curriculum modules and professional development materials. The language used?
- Probe: Could you understand everything in the materials? If not, what could be improved?

Technical Issues with Access to the Website

9. Did you experience technical difficulties? How were those addressed or resolved?

Wrapping up

10. What did the developers seem to understand best about the unique experiences and needs of family childcare educators? What did they not address that is important to you?



Provider Focus Group Questions

Introducción

Explicar que esto es una evaluación de currículo, diseñada para solicitar opiniones sobre los módulos de currículo de PEEP y los materiales de desarrollo profesional que los acompañan. No se trata de una evaluación de individuos, organizaciones o cualquier otra entidad.

Invitar a reflexionar sobre los módulos de currículo de PEEP y los materiales de desarrollo profesional, tanto en general como en su experiencia hasta el día de hoy. Una oportunidad de dar un paso atrás y analizar beneficios y retos; comentarios sobre varios procesos; lecciones aprendidas; sugerencias de cambios.

Los grupos focales se tratan de discusiones estructuradas entre personas, una conversación facilitada. Haré algunas preguntas, y luego escucharé y tomaré notas mientras ustedes discuten sus respuestas entre ustedes. En general no haré preguntas a una persona en particular (excepto para clarificar), y no tienen que contestar todas las preguntas. Y está permitido dirigir comentarios y preguntas a los demás en vez de solo a mí. Así que si el pensamiento o comentario de una persona les hace pensar en algo o trae a colación algo que les gustaría seguir discutiendo, siéntanse libres para hacerlo.

Lo valioso de estar en grupo es que es una oportunidad para que ustedes expresen sus perspectivas y opiniones. No hay una respuesta correcta. Tendremos una discusión verdaderamente rica si todos hablan de sus propias experiencias y contribuyen sus pensamientos acerca de sus propias experiencias.

Permiso para grabar: Por la exactitud. Porque ustedes pueden hablar más rápido de lo que yo puedo escribir. Solo nuestro transcriptor lo escuchará. Lo borraré después que ella lo escuche. ¿Alguien tiene alguna objeción? Les avisaré cuando ponga a correr la grabadora. También la podemos apagar en cualquier momento si alguien así lo desea.

[Permiso para grabar]

Proceso Efectivo para el Grupo: Somos un grupo grande y yo soy una sola persona. Y tenemos mucho de qué hablar sin mucho tiempo para hacerlo. Así que mientras más podamos usar nuestras mejores destrezas de proceso para el grupo, mejor será nuestra discusión. Buenas destrezas para **escuchar**. Traten de escuchar y **entender** lo que la otra persona está diciendo.

Tiempo en el aire: Si usted es una persona con facilidad para hablar en grupo, y si tiende a formar sus ideas con bastante rapidez, trate de asegurarse que le está dando oportunidad para hablar a los demás. Si usted es una persona que tiende a necesitar un poco más de tiempo antes de hablar, trate de asegurarse que está siendo escuchado en la conversación, quizás



entrando en la conversación un poco más rápido de lo que está acostumbrado, o dejando saber a los demás que tiene algo que decir.

Traten hasta donde sea posible de asegurar que **solo una persona esté hablando a la vez**. Así todos podrán escuchar todo y la grabación será más fácil de entender.

Informe: Escribiremos un informe que resuma todos los comentarios. No usaremos el nombre de nadie si utilizo comentarios específicos en el informe. Además, deseo pedirles que respeten la privacidad de todos cuando dejemos este cuarto hoy. Si hablan con otras personas sobre los temas de esta noche, por favor no identifique quién dijo qué, ¿está bien?

¿Hay **preguntas** sobre el propósito o el proceso?

Reflexiones sobre los materiales de desarrollo profesional

1. Sus reflexiones sobre la eficacia de los materiales de desarrollo profesional (capacitación autoguiada)... ¿Qué funciona, que necesita mejorarse? Sabemos que algunos de ustedes se capacitaron por su cuenta y otros fueron a una capacitación facilitada. No hay problema. Haremos preguntas separadas para cada grupo.
Probe: [Self-trained], Describan la utilidad del entrenamiento.
 - Probe: ¿Describan la experiencia de ir en línea para obtener su entrenamiento para esta unidad - para encontrar/usar los videos, encontrar la estrategias de enseñanza PDF?
 - Probe (self-training): ¿Qué creen que podría mejorar esta experiencia de desarrollo profesional autoguiado?
Probe: [Facilitator-trained], Describa la utilidad de la entrenamiento.
 - Probe: ¿Sintieron que tuvieron el tiempo adecuado para cubrir la totalidad de la materia? ¿Demasiado corta? ¿Demasiado larga?
 - Probe: ¿Como usaron "cuaderno del taller" durante el entrenamiento?
 - Probe: ¿Que aprendieron del ejercicio "intentalo!" que hicieron con los otros proveedores?
 - Probe: ¿cómo podría mejorar el formato de los talleres?
2. ¿Qué piensan de las estrategias de enseñanza que se presentaron?
 - Probe: ¿qué han hecho con los niños como resultado de aprender acerca de estas estrategias de enseñanza?



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- Probe: Las estrategias de enseñanza se relacionan a Hablar de Ciencias, Ambiente de Aprendizaje, Instrucción Individualizada, y Documentación y Reflexión. Describan cómo los videos ayudaron a ilustrar esas estrategias de enseñanza.
 - Probe: ¿Que nuevas estrategias de enseñanza aprendieron?
 - Probe: ¿Qué extrajo de los entrenamientos que le ayudó a implementar el currículo más eficazmente?
3. ¿Describan el impacto que los vídeos tuvieron?
- Probe: Describan cómo los videos ayudaron a ilustrar las estrategias específicas de enseñanza y lo que aprendieron.
 - Probe: ¿Sirvieron los videos para ilustrar cómo usar las estrategias de enseñanza en un ambiente de cuidado de niños en el hogar?
 - Probe: ¿Le dieron sugerencias los videos a pensar en cómo podría implementar estas estrategias en su propio hogar?

Reflexiones sobre el currículo

4. ¿Cómo se familiarizó usted con el currículo?
- Probe: Al observar el currículo asignado a usted, ¿por dónde comenzó?
 - Probe: Describan la experiencia de navegar el currículo en línea para encontrar lo que estaba buscando.
 - Probe: Describan como y si usaron la sección “Prepárate para Enseñar” cuando estaban aprendiendo a cómo usar el currículo.
5. ¿Sus reflexiones sobre el uso de la unidad de currículo?
- Probe: ¿Qué fue lo que más le gustó?
 - Probe: ¿Qué fue lo que mejor funcionó?
 - Probe: ¿Cuáles son los obstáculos/retos/barreras contra el éxito/eficacia?
 - Probe: ¿Tuvo suficiente tiempo para las actividades recomendadas?
 - Probe: ¿Hizo algún cambio al currículo mientras lo implementaba?
 - Probe: ¿Hizo referencia al currículo en línea o imprimió los materiales?
6. Sus reflexiones sobre la eficacia de la unidad de currículo
- Probe: ¿Qué pensaron de las actividades del currículo?
 - Probe: Describan lo que los niños pensaron de los libros.
 - Probe: Describan lo que los niños pensaron de los videos.
 - Probe: ¿Usaron las actividades en el orden que fueron presentadas en currículo?
 - Probe: Describan como los niños se beneficiaron o no por la unidad?



Reflexiones sobre la comprensibilidad

7. Sus reflexiones sobre la comprensibilidad de los módulos de currículo y los materiales de desarrollo profesional. ¿El idioma usado?
 - Probe: ¿Pudo entender todo en los materiales? Si no, ¿qué podría mejorarse?

Problemas técnicos con el acceso al sitio web

8. ¿Experimentó dificultades técnicas? ¿Cómo lidió con ellas o cómo las resolvió?

En conclusión

9. ¿Qué cree que fue lo que los desarrolladores entendieron mejor sobre las experiencias y necesidades únicas de los educadores familiares de cuidado de niños? ¿Qué aspecto importante para usted no abordaron ellos?

Appendix K

Artifacts from Site Visits

Materials Received from Organizations During Site Visits

File Name (by organization)

Description / Notes

Catholic Charities of Boston (MA)	
Lesson Plan for Training	.jpg - Picture of a lesson plan used by the English trainer

Child Development and Education, Inc (MA)	
Materials for Providers (Lawrence)	.pdf - 77 pages

Family Resource and Referral Center (CA)	
Folder for Providers (left)	.pdf - 53 pages
Folder for Providers (right)	.pdf - 66 pages
Binder Reference Materials for Trainers	.pdf - 71 pages

Kings Community Action Organization (CA)	
File Box for Documents (closed)	.jpg - Picture of a box of materials for providers
File Box for Documents (open)	.jpg - Picture of a box of materials for providers
Incentives for Attending Training (1)	.jpg - Picture of materials given to providers who completed the training program
Incentives for Attending Training (2)	.jpg - Picture of materials given to providers who completed the training program
English Training Ppt - Documentation and Reflection	.pptx - 17 slides - PowerPoint presentation for English training
English Training Ppt - Individualized Instruction	.pptx - 13 slides - PowerPoint presentation for English training
English Training Ppt - Learning Environments	.pptx - 17 slides - PowerPoint presentation for English training
Explore Color intro activity	.docx - 2 pages - Instructional handout for a training activity (English and Spanish)
Facilitator's Guide for Training (1)	.jpeg - Pictures of the binder used as reference for trainers
Facilitator's Guide for Training (2)	
Facilitator's Guide for Training (3)	
Facilitator's Guide for Training (4)	
Spanish Training Ppt - Ambientes de Aprendizaje	.pptx - 17 slides - PowerPoint presentation for Spanish training
Spanish Training Ppt - Documentación y Reflexión	.pptx - 17 slides - PowerPoint presentation for Spanish training
Spanish Training Ppt - Enseñanza Individualizada	.pptx - 13 slides - PowerPoint presentation for Spanish training
Student Progress Notes	.pdf - 6 pages - These progress notes were recorded by a Spanish-speaking provider.

YMCA Childcare Resource Center (CA)	
2014 PEEP Big Wide World Eng Part 1-2	.pptx - 10 slides - PowerPoint presentation for the first English training session
2014 PEEP Big Wide World Eng Part 3-4	.pptx - 21 slides - PowerPoint presentation for the second English training session
PEEP Day 1_esp	.pptx - 20 slides - PowerPoint presentation for the first Spanish training session
PEEP Day 2_esp	.pptx - 22 slides - PowerPoint presentation for the second Spanish training session
Photo 1	.jpg - Peep curriculum photos taken by a provider
Photo 2	
Photo 3	
Photo 4	
Photo 5	
Photo 6	
Photo 7	
Photo 8	