

COMMUNITY CHANGEMAKERS IN EARLY  
CHILDHOOD EDUCATION  
PILOT TRAINING EVALUATION FINAL REPORT

PREPARED BY: NOELLE WIGGINS, YESI CASTRO AND ANGIE KUZMA



COMMUNITY  
EDUCATION  
WORKERS



**ORCHWA**  
Oregon Community Health Workers Association

**Acknowledgements:** The authors and the Oregon Community Health Workers Association would like to thank the facilitators, the participants, and the stakeholders for their time, their ideas and opinions, and their commitment to improving educational equity in our community. We would like to thank the Portland Children’s Levy for funding the CCECE Training Series, and the Latino Network for funding this evaluation. Any merit found here is owed to our contributors and participants; any flaws are the responsibility of the authors.

Suggested Citation: Wiggins, N., Castro, Y., & Kuzma, A. (2019). Community Changemakers in Early Childhood Education: Pilot Training Evaluation Final Report. Portland, OR: Oregon Community Health Workers Association.

## Table of Contents

---

Executive Summary.....	3
Introduction.....	4
Theory of Change.....	4
Evaluation Paradigm and Evaluators’ Positionality.....	6
Evaluation Questions and Data Sources.....	7
Methods.....	8
Findings.....	9
Level of Facilitators.....	9
Level of Participants.....	14
Level of Stakeholders/Decision-Makers.....	26
Limitations of the Evaluation.....	31
Recommendations.....	31
Conclusion.....	32
References.....	33
Appendices.....	34
Appendix A. Focus Group Guide for Facilitators.....	34
Appendix B. Participant Evaluation of Session.....	36
Appendix C. Community Changemakers Pre-Post Questionnaire.....	38
Appendix D. Focus Group Guide for Participants.....	42
Appendix E. Interview Guide for Decision-Makers.....	43

## **Executive Summary**

### **Background**

The Community Changemakers in Early Childhood Education (CCECE) Training Series is a capacity-building training for people committed to increasing equity in early childhood education. The CCECE training series grew out of and builds on the previously existing Community Education Worker (CEW) Program. In January and February of 2019, a total of 24 people participated in some or all sessions of the pilot CCECE Training Series.

### **Methods**

We evaluated the training series using both qualitative and quantitative methods. We measured change at three levels: 1) facilitators (experienced CEWs), 2) training participants, and 3) early childhood system decision-makers. Quantitative data collection tools included a participant database, a written evaluation after each session, and a pre-post questionnaire. Qualitative methods included open-ended questions on the written evaluations, focus groups with facilitators and participants, and interviews with decision-makers. We triangulated data gained with different methods and audiences to reach findings.

### **Results**

#### ***Facilitators:***

- CEW facilitators experienced increased confidence in their abilities, and satisfaction and pride in their accomplishments.
- Facilitators came to believe their knowledge gained through experience was as valuable as the knowledge gained through formal education.

#### ***Participants***

- Participants gave high marks to the course, both qualitatively and quantitatively, and made useful suggestions for improvement.
- Participants gave concrete examples of how knowledge gained in the course was leading them to interact in different ways with families and systems. Changes in knowledge were not supported by the quantitative results, but this is likely a problem with the questions.
- Both quantitative and qualitative data supported the finding that participants experienced increases in empowerment, and were passing that on to community members.
- In comparison to other ECE trainings, participants felt the CCECE training was more diverse, participatory and applicable to their daily work.

#### ***Stakeholders/Decision-Makers***

- Stakeholders' interviews validated changes in awareness, empowerment and willingness to speak up identified by facilitators and participants.
- Stakeholders were unanimous in their belief that the CCECE training could help to create a more inclusive ECE system and more culturally-responsive programs.

## **Introduction**

---

The Community Changemakers in Early Childhood Education (CCECE) Training Series is a capacity-building training for people committed to improving early childhood education with a focus on popular/people's education, decolonization, equity, systems change, multiculturalism, parent-child interaction, and kindergarten readiness. In January and February of 2019, parents, Community Health Workers (CHWs), early childhood providers, home visitors, and others who support children in Oregon participated in the pilot CCECE Training Series with the ultimate goal of improving early childhood learning, development, and kindergarten readiness in the communities they serve. CCECE Training is intended to empower professionals who work with children to advance their learning and professional development outside the college setting. What follows is a report on the evaluation of the pilot series. The CCECE training series grew out of and builds on the previously existing Community Education Worker (CEW) Program. For more information about that program, see reports and publications at [ORCHWA.org](http://ORCHWA.org).

## **Theory of Change**

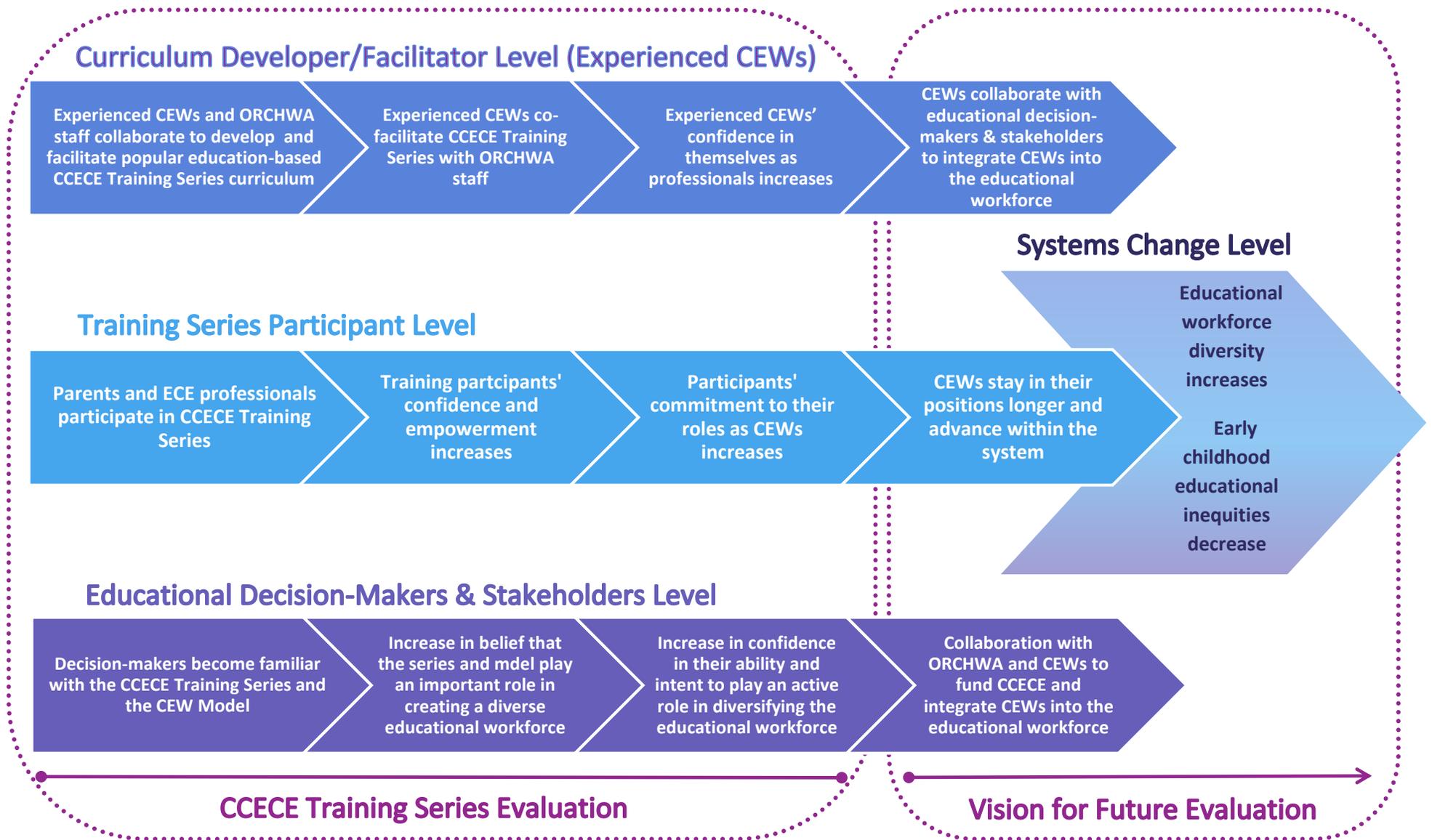
---

The CCECE training series is informed by our belief that educational inequities exist due to complex and overlapping historical, economic, and social forces that systematically apportion power and privilege to white communities while impeding access to power and privilege among communities of color. Amidst many other structural backdrops, one context in which this inequitable distribution of power and privilege surfaces is in the lack of representation of communities of color and immigrant and refugee communities among school staff and the broader education system. This lack of diversity creates educational environments – beginning in early childhood -- which are not as culturally and linguistically relevant to people of color as they are to their white counterparts, which in turn produces educational inequities. According to Life Course Theory researchers, educational inequities are connected to higher rates of incarceration and health disparities among communities of color (Cheng & Solomon, 2014; Pettit & Western, 2004).

By participating in the CCECE Training Series, community members are trained as Community Changemakers so they can partner with parents and caregivers of babies and young children from low income communities of color to remove structural and social barriers facing families. Among other activities, Changemakers work in concert with community-based organizations (CBOs) to promote and build family stability; support healthy prenatal and early childhood development and access to culturally responsive and culturally-centered services; provide system navigation; and increase advocacy skills among parents and caregivers.

According to our theory of change (Figure 1), experienced CEWs collaborate with staff at the Oregon Community Health Workers Association (ORCHWA) to develop and facilitate a CCECE training curriculum based in popular/people's education and decolonizing philosophy and methodology. Parents, early childhood professionals, and others with a commitment to equitable early childhood education are recruited to participate in the certification series. The philosophy and methodology of the training creates an atmosphere where participants feel comfortable sharing their knowledge and perspectives. After participating in the CCECE Training

Figure 1. CCECE Training Series Evaluation Theory of Change



Series, participants' capacity and knowledge increases, and their belief that they are able to bring about change in themselves and their communities is enhanced. They also experience an increase in appreciation for the expertise they bring to the early childhood system; this is especially true for participants who are members of the communities they serve. Accordingly, they experience an increase in confidence in themselves as professionals with unique knowledge, wisdom, and skills that merit commensurate compensation, which increases their commitment to continue working on the frontlines as Changemakers. It is intended that early childhood professionals will experience more professional development, receive higher wages, and ultimately remain in Changemaker positions long term, though those outcomes are beyond the scope of this evaluation.

Concurrently, having been exposed to the CCECE Training Series and the CEW Model, educational decision-makers' and stakeholders' belief that the CCECE Training Series can play an important role in creating a diverse educational workforce increases. In turn, their confidence in their ability and intention to play an active role in working toward diversifying the educational workforce increases. Community Changemakers develop social support networks with other Changemakers and with training facilitators and further establish themselves as a professional workforce. These Changemaker support networks collaborate with educational decision-makers and other stakeholders to promote greater recognition of the Changemaker designation and integrate them into the educational workforce. Finally, diversity of the educational workforce increases. This ultimately results in decreasing educational inequities. Again, measuring these outcomes is beyond the scope of this evaluation.

### **Evaluation paradigm and evaluator positionality**

The paradigm (worldview) guiding this evaluation was community based participatory evaluation (CBPE). CBPE makes a number of assumptions, including: 1) our view of "truth" is affected by our experience and our positions in social hierarchies; 2) people most affected by inequities are the experts about their own experience; 3) researchers and evaluators need to practice critical reflexivity, meaning they need to be constantly aware of and constantly questioning how their perceptions are affected by their social position, and 4) people closest to the phenomena being investigated need to be involved at every stage of the evaluation process, from identifying the evaluation questions to disseminating the findings.

Due to the fact that this evaluation explores a pilot program, we did not adhere to the final principle. We plan to adhere much more closely to this principle when the curriculum is fully implemented, by involving the Program Steering Team in the evaluation design and implementation. However, we did attempt to follow the other principles.

Regarding our roles (Wiggins, Castro and Kuzma), we are both evaluators and members of the ORCHWA program staff. Noelle was involved with the initial development of the CEW Program, and facilitated two sessions during the training. Yesi was hired after the training, but currently participates in the CEW Steering Team. Angie has facilitated activities for the Steering Team.

Our connections to the program had several positive aspects. Our knowledge of the program and relationships with participants allowed us to understand context and learn things that an outside evaluator would probably have found it difficult to understand or learn. However, our relationship to the program also introduced potential challenges. Our commitment to the program could have made us resistant to accepting ways in which the CCECE training needs to change. Our relationship to all the CEWs and some participants and stakeholders could have made them resistant to telling us things they perceived we did not want to hear.

We attempted to allay these challenges and practice critical reflexivity in several ways. First, we searched especially hard for discrepant examples of positive phenomena. Two of the authors coded the majority of the focus group and interview transcripts and came to consensus on the findings. We perceive that in most cases respondents were honest, though there can be no doubt that a true “outsider” would have perceived things that remain hidden to us.

## Evaluation Questions and Data Sources

Our overarching evaluation questions and the data sources used to answer those questions are outlined in Table 1, below.

**Table 1: Evaluation Questions and Data Sources**

Evaluation Question	Data Source
<b>Process Evaluation</b>	
a. Who is involved in creating and facilitating the curriculum?	Document Review
b. Who participates in the training?	Participant Database
c. What is the participants’ experience of the series? Do they experience it as more relevant and meaningful to the work they do, compared to training they have experienced in the past? If yes, how?	Participant Evaluation of Session Forms Group Evaluations Final Series Evaluation
<b>Outcome Evaluation</b>	
a. Do facilitators change as a result of being involved in the creation and facilitation of the series, and if so, how?	Pre-post Questionnaire In-depth Interviews
b. Do participants change as a result of their participation in the training series and if so, how?	In-depth Interviews
c. Are any changes in the participants or the facilitators related to the use of popular/people’s education and decolonizing methodologies and if so, how?	In-depth Interviews
d. To what extent can the CCECE Training Series contribute to increasing diversity and creating educational equity in the ECE system?	In-depth Interviews

## Methods

---

This evaluation employed a sequential mixed methods case study design. This means that both quantitative (numeric) and qualitative (word-based) methods were used. In this case, quantitative data was collected first and qualitative data was collected later.

Our evaluation looked at both the process and the outcomes of the CCECE training. Process evaluation documents what is done or what occurs in a program. Outcome evaluation seeks to measure changes that are associated with the program. We sought to measure change at three levels: the level of the curriculum developers/facilitators (experienced CEWs), the level of training participants, and the level of early childhood system decision-makers. These levels correspond to the levels at which change has traditionally been measured in Community Health Worker (CHW) programs, the model on which CEW is based. The approach to evaluation is based on the idea that in a CHW/CEW project, changes begin with the CHW/CEW and radiate out from there to the broader community. Levels of change and associated measurement tools are outlined below.

### Curriculum Developer/Facilitator Level (Experienced CEWs)

1. **Document Review:** We tracked participation in meetings to understand the demographics of who was involved in creating and facilitating the training curriculum.
2. **Focus Group with CEWs:** A focus group lasting 67 minutes was conducted approximately two months after the series ended with five of the six CEWs who participated in the creation and facilitation of the training curriculum. This focus group was conducted and analyzed by research and evaluation staff at ORCHWA. The focus group was conducted primarily in English; ORCHWA staff interpreted comments made in Spanish into English for the benefit of the other participants and the transcriptionist, and occasionally probed for more information or elicited confirmation of their understanding in Spanish. This situation was not ideal as the transcript did not include the Spanish-speaking participants' own words. In the future, we will be sure to request bilingual transcription. A copy of the Facilitator Focus Group Guide is included as Appendix A.

### Participant Level

3. **Participant Database:** Training participants signed in at the beginning of each session. The number of training participants and the intensity at which they participated (i.e. number of sessions attended) was recorded in the participant database.
4. **Participant Evaluation of Session (PES):** Training participants completed a PES Form after each training session. PES's measure satisfaction with the training using a variety of Likert scale statements and open-ended questions. PES data was entered into a Google database by ORCHWA staff. A copy of this form is included as Appendix B.
5. **Pre-Post Questionnaire:** Participants completed a questionnaire before beginning and after completing the training series. This survey was based on the validated pre-post training questionnaire developed for the *La Palabra es Salud* Study (Wiggins et al., 2014). The survey measured changes in four variables: knowledge about topics included in the curriculum, perceived ability to promote kindergarten readiness and educational equity, psychological

empowerment, and professional commitment and confidence. The pre-post questionnaire is included as Appendix C.

- 6. Focus Group with Training Participants:** A focus group lasting 92 minutes was conducted with a convenience sample of nine participants approximately two months after the training series. Participants were invited to share their perspectives on the training in which they participated and any changes in themselves as a result of the training. This focus group was conducted and analyzed by research and evaluation staff at ORCHWA. A copy of the Focus Group Guide is included as Appendix D.

## **Educational Decision-Maker/Stakeholder Level**

- 7. In-depth Interviews with Stakeholders:** In-depth interviews were conducted with four key stakeholders in the educational and CEW communities approximately three months after the training to determine their perceptions of: strengths and way to improve the training; changes in facilitators and participants; and systems-level changes that have been or could be associated with the training. Interviews lasted between 26 and 50 minutes. Not all stakeholders were in a position to answer all questions. A copy of the Interview Guide is included as Appendix E.

## **Findings**

---

### **Curriculum Developer/Facilitator Level (Experienced CEWs)**

#### ***Facilitator Profile***

As mentioned above, the majority of the facilitators of the CCECE course were experienced Community Education Workers (CEWs) and they will be the focus of this section of the evaluation. Other facilitators included the Program Director, other ORCHWA staff, and supervisors from the community-based organizations that participate in the CEW Program. A major objective of the CCECE training was to promote the professional development of the facilitators by providing them with an opportunity to develop and facilitate the training course based on their lived experience. Having experienced CEWs facilitate the course is also consistent with the popular education and decolonizing framework of the CEW Program, and was supported by both experience and the literature, which suggest that CHWs (or in this case, CEWs) are the most effective trainers for new CEWs (Wiggins, Kaan, et al., 2013).

All six of the experienced CEWs co-facilitated at least one session, including one CEW who had left the program to return to school before the training. The group was diverse; it included CEWs who identify as African American, Latinx, Native/American Indian, Somali, and Zomi (an ethnic group from Myanmar/Burma). They had between three and five years of experience as CEWs.

#### ***Results of the Training from the Perspective of the Facilitators***

In the focus group, training facilitators reflected on many aspects of the course and its impact on themselves and the participants. Major themes are discussed below.

## The Planning Process

Facilitators identified many positive aspects of the process of planning for the training. Aspects they appreciated included working cross-culturally, which made it possible for the training to make sense for participants. The cross-cultural process also allowed them to bring a variety of ideas and opinions “into one place.” They enjoyed the collaborative nature of the process, which provided the freedom to choose a topic and a desired role on the facilitation team, and create the lesson plan. They appreciated that they were trusted to design the curriculum and to acquire needed materials. They reported that the process was not micro-managed.

“I like the fact that it was a resume-builder for the program, creating something that is potentially going to be used statewide, nationwide like, all over the world, something that we had a part in.”

CEW Facilitator

Facilitators also appreciated how the process reflected the program’s underlying theory of change, that experienced CEWs can effectively train new Changemakers and it will radiate out from there, and felt it could be applied to other sectors. In the words of one CEW:

I also liked ... the capacity that we were teaching in ... the train the trainer type capacity, and I thought that was a good perspective to kind of think about reiterating what we’re doing in a way that I can think can carry over into different – like, funding sectors ...

Finally, facilitators appreciated being able to participate in creating something that may be used statewide, and which increases the profile of the CEW Program.

Facilitators had many suggestions for ways to improve the planning process, most of which involved having more time. Almost unanimously, the CEW facilitators reported that they needed more time to prepare for the training. A short period for planning a 60-hour training (11 months in all with much of the work occurring in the final five months) was made more intense by the fact that facilitators were, at the same time, attempting to keep up with their responsibilities as CEWs serving their communities. One CEW reported neglecting home visits in order to attend planning meetings. Competing demands on time created a situation where a lot had to get done in a short time near the end of the planning period, and CEWs had to work overtime to do it. This caused stress.

Facilitators felt that the abbreviated planning period had particularly negative effects on the overall coherence of the curriculum. They reported needing more time to review the whole curriculum together near the end to assess how things were flowing and to make necessary changes. Their inability to review the series together and to really understand what was happening in all sessions made it impossible to link material that was being taught in one session to material that had been or would be taught in another.

In other suggestions for changes to the planning process, facilitator requested more control over the scheduling of the series. Concerns that the style and production value of educational materials should have been more similar, and that not all materials were complete at the start of the training, were related to concerns that some aspects of the training did not reach “professional” standards, and a desire that they should. Finally, facilitators pointed out that sometimes supplies for snacks were lacking, which could have been a result of flaws in either the planning or the implementation or both.

## **The Facilitation Process**

Several factors that facilitators appreciated about the process of facilitating the training were related to things they liked about the planning process (above) and to the changes they reported in themselves and one another (below). These included facilitators “vibing” (working together well) and participants having fun. Facilitators agreed that while they were aware of problems with facilitation, these problems were not apparent to participants.

Nevertheless, facilitators did have multiple suggestions about ways to improve the facilitation of the training. Chief among these was a need to clarify roles and make sure it was a true co-facilitation situation instead of a situation where some people felt like assistants. According to one CEW, some facilitators appeared to doubt whether their co-facilitators were really going to be able to play their roles; this especially impacted facilitators whose first language is not English. These issues, given that they are so related to the underlying philosophy of the program, deserve particular attention.

Almost unanimously, facilitators wanted better coordination of logistical aspects of the training, especially having someone(s) to attend to participants’ needs for materials and food. Possible solutions included having a logistics person who is responsible for making sure participants have the things they need, so that facilitators don’t have to do this. When facilitators had to do this, they felt like they were being disruptive. If having a logistics person was impossible, facilitators could take turns sitting in the back and addressing logistical issues, or “hosts” could be recruited at the same time facilitators were recruited. Finally, one CEW suggested assigning roles among facilitation team members in the same way it is done for cooperative learning activities: “Maybe doing something along the lines of assigning roles like we do in collaborative groups ... So, when you’re not actually speaking, can you please be a time-keeper and/or a notetaker, and scribe, just having those laid out.”

The final theme related to possible improvements in facilitation was the need for more connection and communication among facilitators, both before and during the training. Facilitators expressed a strong desire for a way to communicate what comes out in the evaluation from one day to the next, so that needs expressed by participants can be met. A possible solution offered was having an email thread where facilitators could inform one another about participant dynamics and needs. One CEW expressed that all facilitators should be present for first and last sessions of training. A final concern was related to the concern with professionalism mentioned above. Facilitators stated that they should all have access to each

other's lesson plans and the team should have a "plan b" so that sessions were not cancelled, as this reflected badly on the team and the program.

While acknowledging fully ways the training could be improved, CEWs also acknowledged that overall, they felt quite satisfied. In the words of one CEW, "I'm quite satisfied with what we did, and I'm not worried about the second one."

### Changes in the Facilitators

This theme of satisfaction was echoed when the CEWs described changes in themselves and their colleagues that resulted from planning and facilitating the training. As the theory of change predicts, the biggest change reported by facilitators was a collective sense of pride and accomplishment, and increased confidence in their abilities. Facilitators expressed that they had proved to themselves the skills they have.

And to hear [CEW name] say that she was nervous, and she thought that she couldn't do it, and she's been – this is like, her life; this is what she's been doing. I've gotten so many ideals from [my colleagues], like, "Yeah, I'm taking that one. I'm doing this. This is what I'm going to do." They're so amazing. They're just so amazing.

CEW Facilitator

CEWs also expressed an overwhelming feeling of appreciation for one another:

... the facilitators that sit in this room were really good, especially the really, sometimes, quiet ones that don't say much. And it was amazing for me, and I'm just going to put [CEW name] out there, it was amazing to see what she had put together. And I know that in a little bit of time, she was somewhat struggling, and I couldn't believe it. Not that I didn't believe that she can do it, but I was amazed of the content that came out of her that was down in her that we would've never seen if we did not have an opportunity to be able to share this and see the lesson plans.

In a very palpable way, facilitators realized they were capable—as individuals and as a group. As the theory of change predicts, CEWs' confidence in themselves increased.

According to the popular/people's education (PE) and decolonizing philosophies that underlie the CEW Program and the CCECE training, the knowledge that people gain through life experience is just as important as (and sometimes more important than) the knowledge that is gained through formal education. PE and decolonizing methodologies state clearly that this knowledge has been devalued through the process of colonialism. So PE puts in place particular practices (such as starting with and validating what people already know) to counteract and overturn the false messages that members of marginalized communities have received about their own capacity.

It was very easy to see this process at work when facilitators went on to talk about how their increased confidence in themselves counteracted beliefs they had previously had about their knowledge and capacity in relation to that of others. For example, it meant a lot to one facilitator that she could connect with participants and keep them engaged, even though they were not parents in the community but professionals like herself who she perceived might know more than she did about some things. While recognizing fear in herself and others, another CEW expressed an awareness that they knew things that people with degrees didn't know, and that errors were not evident to them:

And especially ... with people that have these degrees, and feel like they already know everything; there's nothing you can tell them. But they didn't know our stuff, and we knew our stuff.

CEW Facilitator

So, what I see in all of my colleagues is that we were all experiencing some sort of fear or uncertainty, and we all went up there and we did it ... and it was fine. And the participants didn't notice and it flowed well.

Having these experiences led to increased confidence among the facilitators in the fact that academic degrees do not equal expertise.

So, I don't have to worry about if I have a piece of paper that says I have a master's degree, or a doctor's degree, or whatever. We are well-versed in what we've been doing for these years and so forth. And people want to do it like we do it.

Just as CEWs' confidence increased, so too did their knowledge. Facilitators expressed both a general increase in knowledge, as well as specific things they had learned. For example, one facilitator learned that sometime it's better to give a short answer to a participant's question. Saying more can shut participants down or change the dynamic. Facilitators also learned a lot from participants, who shared from their own experience (because of the PE methodology).

Other changes in themselves identified by facilitators included feeling an additional level of accountability to members of their community because they have set a standard of what is expected and now they have to live up to it. Being able to facilitate with people who had been mentors and role models and being trusted by them meant a lot. Facilitators reported they were both humbled and experienced increased confidence.

### **Feedback from Participants**

Facilitators also reflected on feedback from participants. According to one facilitator, at first, some participants not already employed in the early childhood field didn't feel they belonged, but by the end of the training they forgot about this barrier and enjoyed the training. On a less positive note, participants reported they were disappointed they did not have a graduation.

Facilitators felt they should have taken more responsibility to plan the graduation. Also, there was a lack of communication about the session that was cancelled.

In summary, facilitators appreciated having the freedom to design the curriculum and work cross-culturally, within a planning process that reflected the core values of the program. Next time, they would like to have more time for planning so that the curriculum as a whole can be more coherent and so that the final product can appear more professional. In terms of facilitation, they emphasized the need for true equality among facilitators, better logistical coordination, and more day to day communication among facilitators. Effects of the training on the facilitators included increased confidence and knowledge and a deep sense of appreciation for one another. The process of successfully facilitating training affirmed for them that while others may have more academic degrees, “they didn’t know our stuff, and we knew our stuff.”

## **Participant Level**

### ***Participant Profile***

A total of 24 people participated in some or all sessions of the series, excluding the facilitators. Of these, two dropped out after the first class, one attended only two sessions, one started late and attended only three sessions, and two were funders who only attended a few sessions, leaving a total of 18 actual participants. Of these, three attended less than half the sessions and one attended only slightly more than half the sessions. Reasons for the low and variable attendance and heavy attrition from the series will be discussed below, when we review the findings from the Participants’ and Stakeholders’ Focus Groups.

Because demographics were not collected in the participant registration forms, the best demographic profile of the participants can be constructed from information collected in the pre-questionnaire (n=19). Two participants who dropped out did complete a baseline evaluation whereas two that started late and attended few sessions did not. This should be kept in mind when considering the baseline demographics.

Table 1 provides a demographic profile of participants. The participants were racially/ethnically diverse, with the largest single group of participants identifying as Hispanic/Latinx. Participants were also diverse in terms of age, though none identified as under 20 or over 59. While 10 of 19 participants had 15 years of schooling or more, five had 12 years of schooling or less. The largest primary linguistic groups were English, Spanish & English, and some combination of Karen/Burmese/Kachin (all languages spoken in Burma/Myanmar).

Table 1. Participant Demographics

Race/ethnicity *	No.	Percent
Asian (all)	5	
Vietnamese	1	
Communities of Myanmar	4	
Black/African American	3	
African American	2	
Somali	1	
Hispanic	7	NA
Hispanic Mexican	7	
White	1	
Western European	1	
Multi-racial		
African American & Western European	1	
Caribbean & Hispanic Central American	1	
Total	18	
<b>Age</b>		
20-29	6	35.3
30-39	4	23.5
40-49	2	11.8
50-59	5	29.4
Total	17	100
<b>Formal Education</b>		
Grade 11 or less	3	15.8
Grade 12	2	10.5
Grade 13-14	4	21.1
Grade 15-16	7	36.8
Grade 17	3	15.8
Total	19	100
<b>Primary Language **</b>		
English	5	31.3
Karen and/or Burmese and/or Kachin	3	18.8
Somali/Arabic	1	6.3
Spanish	1	6.3
Spanish/English	4	25.0
Vietnamese	1	6.3
Zomi	1	6.3
Total	16	100

\* Of the 19 total respondents, 1 declined to answer. Participants could choose multiple race/ethnicity categories; therefore, percentages are not reported.

\*\* Three people chose not to answer.

### ***Participant Evaluation of the Training Series***

Participants assessed the training series in three ways: through their numeric ratings of particular characteristics on the Participant Evaluation of Session Form; through qualitative comments about each session on the same form; and through their responses in the Participant Focus Group. Summary responses with frequencies (raw numbers) and percentages for the Participant Evaluation of Session Forms are provided in Tables 2-3.

**Table 2. Summary of Responses to Facilitator-Related Questions on the Participant Evaluation Form**

Session	#*	% / Mean	The facilitator ...						
			valued what I knew	knows a lot about topic	used a variety of methods	included info about diverse cultures	enhanced understanding of relationship inequality/ed	appreciates role of CEWs	provided enough time for breaks
Intro to Series	18	%**	88.2	100.0	94.4	88.9	81.3	100.0	100.0
		Mean	1.9	1.6	1.6	1.7	2.0	1.5	1.6
CEW Assessment	14	%	92.9	100.0	100.0	92.9	92.3	100.0	92.9
		Mean	1.4	1.1	1.3	1.4	1.6	1.2	1.4
Intro to Popular Ed.	14	%	92.3	92.9	92.9	92.9	91.7	92.9	85.7
		Mean	1.3	1.4	1.4	1.4	1.6	1.3	1.9
Social Deter. of Health	15	%	93.3	93.3	93.3	93.3	93.3	93.3	93.3
		Mean	1.5	1.5	1.7	1.6	1.6	1.6	1.7
SDOH Equity	12	%	90.9	91.7	90.9	83.3	91.7	90.9	75.0
		Mean	1.5	1.6	1.7	1.8	1.6	1.6	2.1
Inter-cultural Comm.	15	%	100.0	100.0	100.0	93.3	100.0	100.0	93.3
		Mean	1.3	1.4	1.5	1.5	1.4	1.3	1.5
Decolonizing Parent.	11	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0
		Mean	1.1	1.2	1.3	1.2	1.3	1.2	1.4
Home-visiting Skills	14	%	92.9	92.9	92.9	92.9	92.3	92.9	92.9
		Mean	1.5	1.5	1.5	1.6	1.6	1.6	1.6
Comm. Organizing	11	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0
		Mean	1.2	1.2	1.3	1.3	1.3	1.3	1.4
Child. Exp. Viol. 1	15	%	100.0	100.0	100.0	80.0	92.9	100.0	92.9
		Mean	1.1	1.1	1.3	1.8	1.4	1.2	1.5
CEV 2	14	%	100.0	100.0	100.0	100.0	100.0	100.0	92.9
		Mean	1.3	1.3	1.2	1.3	1.3	1.2	1.5
Child Development	11	%	100.0	100.0	100.0	100.0	90.9	100.0	100.0
		Mean	1.3	1.1	1.1	1.2	1.4	1.3	1.5
Self-Care	14	%	92.9	100.0	100.0	100.0	100.0	100.0	100.0
		Mean	1.2	1.1	1.1	1.2	1.2	1.0	1.2
Av across sessions (n=13)		%	95.6	97.7	97.3	93.7	94.3	97.7	93.8
		Mean	1.4	1.3	1.4	1.5	1.5	1.3	1.6

**Table 3. Summary of Responses to Other Questions on the Participant Evaluation Form**

Session	#*	% / Mean (M)	I felt involved and included	Most part. actively involved	I feel + able to promote ed.	These factors made it easy to learn...			Average across questions
						Temp.	Food	Seating	
Intro to Series	18	%	100.0	94.4	86.7	94.4	88.9	77.8	91.9
		Mean	1.7	1.8	1.9	1.6	1.7	2.1	1.7
CEW Assessment	14	%	100.0	92.9	92.9	92.3	100.0	69.2	93.7
		Mean	1.3	1.4	1.6	1.5	1.4	2.2	1.5
Intro to Popular Ed.	14	%	92.9	92.9	85.7	85.7	71.4	85.7	88.9
		Mean	1.3	1.4	1.6	1.6	2.1	1.6	1.5
SDOH	15	%	93.3	92.9	86.7	71.4	93.3	93.3	91.1
		Mean	1.3	1.5	1.6	2.0	1.6	1.5	1.6
SDOH Equity	12	%	91.7	91.7	90.9	54.5	83.3	90.0	85.9
		Mean	1.6	1.7	1.7	2.5	1.8	1.6	1.8
Intercultural Comm.	15	%	100.0	86.7	93.3	93.3	100.0	93.3	96.4
		Mean	1.3	1.5	1.5	1.5	1.5	1.6	1.4
Decolonizing Parent.	11	%	100.0	100.0	90.9	100.0	100.0	100.0	99.3
		Mean	1.3	1.1	1.5	1.5	1.5	1.3	1.3
Home-visiting Skills	14	%	92.9	92.9	92.9	92.9	92.9	92.9	92.8
		Mean	1.6	1.6	1.6	1.4	1.4	1.4	1.5
Comm. Organizing	11	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0
		Mean	1.2	1.3	1.4	1.2	1.3	1.3	1.3
CEV 1	15	%	100.0	100.0	92.9	86.7	100.0	93.3	95.3
		Mean	1.3	1.3	1.4	1.5	1.4	1.7	1.4
CEV 2	14	%	100.0	100.0	85.7	100.0	92.9	100.0	97.8
		Mean	1.3	1.4	1.6	1.3	1.5	1.4	1.3
Child Development	11	%	100.0	100.0	90.9	100.0	90.9	100.0	97.9
		Mean	1.2	1.2	1.4	1.4	1.5	1.4	1.3
Self-Care	14	%	100.0	100.0	92.9	100.0	92.9	100.0	98.4
		Mean	1.1	1.1	1.3	1.3	1.3	1.1	1.2
Av across sessions (n =13)		%	97.7	95.7	90.9	90.1	92.8	92.0	94.6
		Mean	1.3	1.4	1.5	1.6	1.5	1.5	1.4

\*Number responding to the total survey, not to each question. \*\*Percent responding 1 or 2 (favorable rating.)

## Quantitative (Numeric) Results

On the PES Form, participants rate statements on a scale of 1 to 4 where 1 is the most positive; therefore, the lower the number, the more positive the response from participants.

Percentages in the tables refer to the percent of respondents answering 1 or 2, i.e. giving a favorable rating. With this explained, it is possible to see that overall, ratings of sessions were quite high. On the facilitator-facing questions (Table 5), the lowest ratings, on average, tended to be given on questions about including information about diverse cultures, enhancing understanding of the relationship between inequality and health, and providing enough time for breaks, but even these responses were still in the favorable range (<2.5).

On the questions that did not relate directly to the facilitator (Table 6), ratings were relatively lower earlier in the course and tended to become more positive over time. This was especially the case with some of the lowest ratings, for things like the seating arrangement, which went from 2.1 in the first session to 1.1 in the last session. (Some tables were eventually provided but participants sat in front of, rather than behind them.) Based on the average score across questions (Table 6), most popular sessions included Community Organizing (100% favorable), Decolonizing Parenting (99.3%), Self-Care (98.4%), Child Development (97.9%), and Children's Exposure to Violence 2 (97.8%). Less popular sessions included Social Determinants of Health II (85.9%) and Introduction to Popular Education (88.9%). However, when making assessments, it is important to keep in mind the low numbers of participants. One or two participants who tended to score especially high or low could pull the average (the mean) up or down on any given day.

## Qualitative Results from PES Form

In line with the quantitative results, qualitative comments on the PES Form were overwhelmingly positive, though there were distinct suggestions for improvements, some repeated multiple times. It was not always easy to see why some sessions would have received lower quantitative scores than others, based on the qualitative comments.

However, some sessions which received high numeric ratings (such as the Child Development session) also received uniformly positive qualitative comments.

I feel happy and accepted in the group. I think everyone here respects each other's opinions and experiences. I've enjoyed learning about others' life lessons that they have learned in the past.

Training Participant

Figure 2 presents a Word Cloud constructed from the most commonly used words in the qualitative comments. While not scientific, the Word Cloud does emphasize some of the things participants liked best about the sessions including: interaction among participants, facilitation, openness to different opinions, recording opinions and observations on flip chart, the fact that lunch was provided, small group work, dinámicas, artistic/creative activities, and personal sharing and the fact that people felt comfortable sharing from their own experiences. The Word

Cloud also reflects some of the most common suggestions for ways to improve, including: providing the option to sit at tables (a very strong suggestion from multiple participants, especially early on); providing more time for participants to talk about what they do and more time to get to know one another; providing more information about the CEW Program up front; and having water available in the room, more healthy snacks, and more time for in-depth discussion.

**Figure 2. Qualitative Comments Word Cloud**



Several comments specific to particular sessions are worth noting because of their frequency:

- In the Children’s Exposure to Violence class, many participants would have liked to explore all of the nine multiple intelligences.
- These aspects were particularly appreciated: the wheel of identity in the Intercultural Communication session, the dance dinámica in the Decolonizing session, the story in the CEV session, and the pair work (where more experienced home visitors worked with less experienced home visitors) in the Home Visiting session.

One comment from the PES Form was notable for how it summed up the positive experience of the participants: “The way we are all very so kind to one another, makes me feel like I have gained a new family.” Overall, participants gave the courses and the facilitation high ratings, and made useful suggestions for improvement.

## Responses in the Participant Focus Group

### Evaluation of the Training

Opinions expressed about the training in the Participant Focus Group reinforced the qualitative comments on the PES Form, as well as providing new information. Participants in the focus group reported learning many new things, including how they can help their children in different ways, different approaches to home visiting, and the information about Decolonizing Parenting, which was particularly valued. Particularly for those who already facilitate this way, participants liked learning from one another, in popular education fashion. Other aspects of the training that participants appreciated included: the tools, the topics, the notebook, the flexibility, being exposed to other cultures, and that the class was open and multiple viewpoints were shared.

Echoing a theme from the facilitators' focus group, many participants felt squeezed between the need to attend to their day jobs while also attending the training. They were tired by the time the series ended. For home visitors who are accustomed to being on the go, having to sit for a long day was challenging and participants struggled to focus in the afternoon. The full-day schedule was also difficult for several participants who attended the training as volunteers. Because they couldn't pay someone to do childcare, they had to leave early from each session to pick up children. Finally, participants disliked the uncertainty caused by the bad weather.

Participants identified a number of ways to improve. They requested half-day (instead of full day) sessions, better communication about the snow day, having the option to sit behind tables, more frequent and/or longer breaks, ways to do make-up if they missed a class, and more time to learn about other agencies present and resources they offer. Participants suggested integrating information about self-care into every session and focusing on self-care for men, as they felt this information was very applicable for the families with whom they work.

### Comparison of CCECE to Other Early Childhood Trainings

In the focus group, participants were asked how this training was different from others they had attended, and specifically how it was different from the Parents as Teachers Training, a commonly-used training to prepare home visitors in the Portland area. In general, participants expressed that this training was more diverse in terms of race/ethnicity and gender, that everyone participated, and that it was very relaxed. Participants credited the facilitators for their intent, how they organized the training, their positive attitude and their willingness to help and be there for people. After some probing, participants also identified the fact that almost all facilitators were people of color who were currently doing similar work.

A commonly-mentioned theme was appreciation for the space that facilitators made for the interpreters. Participants commented that in other trainings, space is not made for interpreters to catch up. Even though some people were working through translators, everyone felt comfortable and were willing to speak up. In the words of one participant:

But even though there was translators, our families or the – everybody that participated felt very comfortable and it wasn't like they were trying to be very

quiet. They were willing to put themselves out there to speak even though there were translators.

Another common theme, related to the theme of inclusion, was the theme of community. Participants reported that over the time they were together, they became a community:

I noticed that yes, there were long days, but they had us engaged all the time and yeah, the language thing I really liked that it was – even though there was multiple languages going on, everybody [had] a chance to express their thoughts and at the end of the training, we became a community, a close community because at the beginning we were just looking at each other but then at the end we would just embrace everyone. That's how we felt.

Another participant related the trust that was built by using dinámicas to the creation of a sense of community, which in turn enhanced learning:

Yes, when I first started the group, I was – I was nervous coming in. I was quiet and I didn't talk to everyone. But after a while ... we all became one community because it was always a trust that was built before the group and that's the one thing I liked with the dinámicas and everything, we got to really loosen up and show our true person inside ... and when you do that, you really just open up and learn.

When asked why this training was so different, a participant concluded that facilitators were applying popular education, meaning they valued participants' knowledge and created a safe space so participants could share their knowledge with the group. In turn, participants brought their own experiences to the group.

#### CCECE vs. PAT

Regarding the comparison with the Parents as Teachers (PAT) Training, participants related that PAT has a lot of paperwork and outcomes and goals:

And so with the [CCECE] training, you got the flexibility and that you can adapt it to families instead of having to go by a strict curriculum with Parents as Teachers because there's a lot of paperwork and outcomes and goals and so it becomes overwhelming to me.

According to participants, PAT doesn't take into account cultural differences, and what is presented in PAT training is very different from real life.

I got the [PAT] training ... 21 years ago and I was so excited after I got it and then I thought it was gonna be like that and when it came to real life it was totally different because I mean it's a tool and I got presented that this is gonna be how it's gonna go and lalala and when I ... went to the community meeting and I tried to apply it, I was in a shock.

Participants shared that PAT is not geared for the populations they serve, where moms are not stay at home moms. Other outdated aspects make the PAT training less useful.

Parents as Teachers is geared for stay at home moms. It's not geared towards the population that we serve at all ... The videos they have are from the 1960s and '70s and have absolutely nothing to do with life as it is now. So – and then you're sitting for these stretched long periods and so I know after the second day my brain was just on overload and I was just like okay, I checked out by 11:00. I was checked out.

Finally, a participant concluded that PAT is focused entirely on home visiting and there are no dinámicas, whereas in CCECE “we are more open.” In PAT, content is “shoved at” participants and not broken down into steps and there are no activities, whereas in the Child Development class in CCECE the participant learned a lot and content was broken down into small steps. Notably, no one in the participant focus group shared anything positive about PAT.

### ***Effects of the Training on Participants, Their Families, and The Communities They Serve***

Changes in participants that could be associated with their participation in the series were assessed in two ways: quantitatively, via a pre-post survey, and qualitatively, in the participant focus group.

#### **Pre-Post Survey**

Changes in knowledge were assessed via 10 true-false questions. Notably, of the 12 participants who completed both the pre- and the post-questionnaires, only four people did better at follow-up than at baseline, and seven people did worse. Although this is certainly not the result organizers hoped to see, it is the opinion of the evaluator that the negative change probably has more to do with 1) ambiguously worded questions, and 2) failure to emphasize “correct” answers in the classes, than with an actual decrease in participants’ knowledge. The knowledge questions need to be revamped before the series is presented again.

Changes in perceived ability to promote kindergarten readiness and educational equity, psychological empowerment, and professional commitment and confidence were assessed via 12 Likert scale items. Questions were all phrased positively so that an answer of “strongly agree” was always the most positive response.

Perhaps because this group included many experienced home visitors and other early childhood professionals, scores on the Likert scale items were generally high at baseline. For this reason, it was more meaningful to dichotomize responses between those answering somewhere in the range of “strongly disagree” to “agree,” from those who answered “strongly agree” (the most positive response.) Results of this analysis are presented in Table 4. In this table, it is possible to see the percentage of respondents answering “strongly agree” increased on every question except two. In some cases, the increase was marked. For example, on Q17, “I have control over decisions that affect my life,” the percentage answering “strongly agree” increased from 33.3% to 90.9%. Similarly, on Q21 and Q22, which concern understanding how individual problems are connected to problems at the state, national and global level, and being able to explain this to others (critical consciousness), percentages answering “strongly agree” went from 18.2% to 60% and 16.7% to 60%, respectively.

Because of the small numbers of respondents, it would not be meaningful to conduct tests of statistical significance with these data to determine the likelihood that these results could have occurred by chance. Data like these, with such small numbers, always need to be interpreted with caution. However, these results do seem to suggest that participants who completed both the pre- and the post-questionnaire did experience changes in variables associated with psychological empowerment, especially perceived control at the personal level, and critical consciousness.

**Table 4. Pre-Post Comparisons**

	Pre		Post	
	No.	%	No.	%
<b>Q11</b>				
<b>Agree/Disagree</b>	4	33.3	5	41.7
<b>Strongly Agree</b>	8	66.7	7	58.3
<b>Total</b>	12	100	12	100
<b>Q12</b>				
<b>Agree/Disagree</b>	8	66.7	5	41.7
<b>Strongly Agree</b>	4	33.3	7	58.3
<b>Total</b>	12	100	12	100
<b>Q13</b>				
<b>Agree/Disagree</b>	2	16.7	2	16.7
<b>Strongly Agree</b>	10	83.3	10	83.3
<b>Total</b>	12	100	12	100
<b>Q14</b>				
<b>Agree/Disagree</b>	4	33.3	3	27.3
<b>Strongly Agree</b>	8	66.7	8	72.7
<b>Total</b>	12	100	11	100
<b>Q15</b>				
<b>Agree/Disagree</b>	5	41.7	3	25
<b>Strongly Agree</b>	7	58.3	9	75
<b>Total</b>	12	100	12	100
<b>Q16</b>				
<b>Agree/Disagree</b>	7	58.3	4	33.3
<b>Strongly Agree</b>	5	41.7	8	66.7
<b>Total</b>	12	100	12	100
<b>Q17</b>				
<b>Agree/Disagree</b>	8	66.7	1	9.1
<b>Strongly Agree</b>	4	33.3	10	90.9
<b>Total</b>	12	100	11	100
<b>Q18</b>				
<b>Agree/Disagree</b>	9	75	4	33.3
<b>Strongly Agree</b>	3	25	8	66.7
<b>Total</b>	12	100	12	100
<b>Q19</b>				
<b>Agree/Disagree</b>	7	63.6	6	50
<b>Strongly Agree</b>	4	36.4	6	50
<b>Total</b>	11	100	12	100
<b>Q20</b>				
<b>Agree/Disagree</b>	6	50	4	33.3
<b>Strongly Agree</b>	6	50	8	66.7
<b>Total</b>	12	100	12	100
<b>Q21</b>				
<b>Agree/Disagree</b>	9	81.8	4	40
<b>Strongly Agree</b>	2	18.2	6	60
<b>Total</b>	11	100	10	100
<b>Q22</b>				
<b>Agree/Disagree</b>	10	83.3	4	40
<b>Strongly Agree</b>	2	16.7	6	60
<b>Total</b>	12	100	10	100

### Focus Group

While understanding the effects of the training on the participants and those in their circle of influence from a quantitative perspective is important, a different kind of information can be gained from listening to participants' own reflections about how the training affected them. Participant comments in the focus group both reinforce and extend what was learned through the pre-post questionnaire.

Participants in the focus group were unanimous in feeling that the training had affected them in positive ways. At a basic level, they expressed they had *learned new knowledge*, which had inspired them to think more critically and be more open-minded and more willing to talk about their feelings and express their emotions.

Participants reported *specific examples of increased awareness*, as well as exploring how increased awareness was changing their interactions with families and systems. Newly aware that the way questions are asked on questionnaires often does not match how participants think or feel about things, one participant now assesses evaluation tools for cultural appropriateness: “I find myself looking at a lot of the tools that we use like the ASQ and the DECA and the BYRS ... for cultural appropriateness. There’s not a lot.” The same participant is also more aware of the mismatch between curricula built for Anglos, and non-Anglo communities.

The training validated another participant’s belief that people need and want more than they receive but often are scared to say that because they have always been told who they are:

The training helped me a lot with that and opened me up and ensured me ... that a person needs and wants more but they’re really scared to even say because they’re used to everybody telling them what they are instead of them telling everybody what they are.

Participants also became more aware of the variation in experience among families, including the experience of trauma. One participant reported understanding that each person has their own experience and will learn new things at their own rate, so you can’t just tell them to “get with the program.” This increased awareness of variation is leading one participant to practice and model advocacy:

I think I’ve learned that parenting looks different for everyone. And so when I go into these court hearings ... for my clients and speaking up for them because a lot of clients won’t say nothing because they’re scared of the pushback. But I’m not, so I feel like I’m their voice and so I will go there because every parent is not gonna bounce the way DHA says bounce and they’re not gonna parent the way they feel like they should ... So when I come in there and say this, and the client is kind of looking at me like, “whoa, she really went there,” but I feel like you should be able to have that voice and not be scared to use it. And so, by ... them seeing me do it, they’re not scared to advocate for themselves ...

The session on Decolonizing Parenting helped another participant realize that not all people within the same community are the same and that communities have their own distinct experience of colonization. At the same time, this participant developed more appreciation of similarities based on colonization, specifically between the African American and Latinx communities. This caused the participant to be less judgmental and less likely to reinforce white supremacy:

I would say [I have changed] as far as like the decolonizing of parenting or parenthood, while working with the community I work with to not go in and wanna like modify and change their family dynamic ... and if something works for them and if it's not harming themselves or their child, then that's what it is to not be condemning, judging or overbearing on people's households. Because that's exactly what American global white supremacy it stands from, that's what it does on a consistent basis, so ... I'm more mindful to not be an entity, [and instead] to be a part of that household.

Another clear implication of the variation in families' experience was the need to spend more time *listening to families*, which participants reported they were doing in order to understand what's important to them, what they want to teach their children, and what they want to get out of activities.

As well as having increased awareness, participants also reported feeling more empowered, which was leading them to work in more empowering ways with participants, and to choose their battles. In the words of one participant:

Going through this training, I felt empowered, so I've empowered my fam – the community that I work with. And I also think that now I'm choosing more of my battles instead of just fighting over everything. Now I feel like I use my energy in battles that really matter. The other ones I just leave them alone.

Participants in the focus group reported increased awareness and empowerment, which was leading them to listen more to families, extend empowerment, and model advocacy.

Consistent with the theory of change, many CEWs had also begun to apply their new learnings within their own families. For example, one participant reported having more open communication and working together more as a family to parent her two youngest children. Another participant is allowing her 13-year-old to come up with his own punishment. Prepared with new knowledge of how brain development impacts younger parents, a third participant is helping her daughter to parent her child in a more trauma-informed way. Finally, after having watched the "Inside Out" video shown in the training, a participant found new and better ways of dealing with her six-year-old's tantrums by talking to him instead of yelling.

In addition to changes in interactions with community members mentioned above, the training is producing concrete effects in the communities where participants work. Participants reported using the PE techniques learned in the series, and especially the *dinámicas*, to involve participants more. The training has been helpful in the efforts of one agency to work more with fathers, specifically by validating that there are different appropriate ways to interact with kids.

## **Stakeholder/Decision-Maker Level**

One of the objectives of this evaluation was to explore the potential of the CCECE Training Series, informed by popular education and decolonizing methodologies, to bring about long-term change in the Early Childhood system by creating more culturally responsive programs and promoting professional development for members of marginalized communities. We wanted to know what type of training or certification structure could best promote these outcomes. We felt that those best placed to answer these questions, at this stage of the process, are early childhood decision-makers with knowledge of the CCECE series, so we conducted four semi-structured interviews with these individuals. Different respondents were able to comment meaningfully about different questions, based on their positionality and whether they had participated in any sessions of the training series. The main themes that emerged from these interviews are recorded below.

### ***Evaluation of the Training Series***

Three respondents were able to comment on strengths and areas for improvement in the training based on their participation in some sessions. Aspects of the training that stakeholders appreciated aligned closely with aspects appreciated by other participants. Stakeholders liked the participatory nature of the training and that everyone was welcomed to “bring their unique self.” They appreciated how it built on knowledge and experiences in the room, and “scaffolded” what participants knew to build new skills. They enjoyed gaining a deeper understanding of popular education, which one stakeholder said “is so much more catered to meeting people where they are, not trying to impart the thing, not holding fidelity to the script, but sort of holding fidelity to the relationship.” Stakeholders experienced the curriculum as “very robust” and the facilitation as mindful and engaging. Training approaches were seen as varied, trauma-informed and culturally-responsive, which made it possible for diverse participants to participate meaningfully. Stakeholders appreciated learning particular popular education tools, especially the learning loom lesson plan format, which one respondent felt could also be applied to planning home visits.

Confirming that community was built during the training, a stakeholder commented that when some participants got emotional during more sensitive topics, other participants supported them and trainers checked in to make sure they were okay.

The only specific aspects of the training that stakeholders disliked were that they were not able to attend the entire training, that some food was not culturally appropriate or nutritious, and that participation was low relative to what was intended, which the speaker attributed to the timing and the way the training rolled out.

Stakeholders offered many useful suggestions for improving the training. The strongest suggestion, consistent across all respondent groups, was to shift the schedule to half-day sessions spread out over a longer period of time. To deal with the low participation, one stakeholder suggested communicating more clearly to funded partners that it’s more important to attend the training than report high home visiting numbers during that period. The stakeholder also hypothesized that the notion of having to complete an “application” for the

training may have suggested people could be rejected. Commenting that some facilitators appeared nervous, one stakeholder suggestion providing practice sessions and/or coaching, especially for people who are newer to the work.

In terms of specific changes to the curriculum, stakeholders suggested adding additional topics that people need to feel equipped to do their jobs, which could include more on child brain development and parenting, and possibly school system navigation and the transition into kindergarten. One stakeholder felt the Community Organizing session needs better case studies that are more localized.

Other suggestions for change included a larger facility and more food options, starting with less sensitive topics while facilitators build trust, and providing different options for people who already know how to use the learning loom tool.

### ***Effects of the training on facilitators, participants, and stakeholders***

The effects on facilitators that stakeholder perceived aligned closely with the changes facilitators identified in themselves. These included growing and learning from each other and becoming more comfortable in a leadership role. As one stakeholder stated, “I’ve seen a lot of them definitely have to step out of their comfort zones and step into both a facilitator role but also more of a leadership role. I’ve seen a lot of them become more comfortable with that.” One stakeholder predicted that facilitating the training may promote growth in the facilitators as they have had a chance to listen and get input from specific ethnic communities in which they have not worked before.

Stakeholders’ statements about changes in participants also validated changes cited by the participants. One stakeholder had heard from other participants at her agency that the training was “very, very rewarding” and they wished they could take more and that they can apply it personally and professionally and replicate it in communities where they work. In a clear indication of the success of the training in promoting participants’ professional development, one participant is being encouraged to apply for a job at a partner agency based on her experience in the training. Several stakeholders mentioned seeing participants using techniques presented in the training. Even more, they had witnessed participants’ increased ability and willingness to stand up and advocate for community members. As one stakeholder stated:

I’ve definitely seen [their] ability to speak more pointedly to certain things, to be more boisterous and speak up and use their voice ... the tables that I’ve seen them sit in, they’re coming to speak on behalf of parents, and I could see that they were a little bit more apt to, like I said, speak up on their behalf and advocate, whereas before, they may have just kinda listened.

Finally, stakeholders identified ways they had changed as a result of the training. In one case, this consisted in using the dinámicas learned in staff meetings. In another, the stakeholder reflected how learning about popular education caused her to recognize how inured she had become to a European, linear way of doing things:

One of the other things I want to mention is even for me ... just the curriculum around

just popular education -- and I wasn't real familiar with what that was -- and seeing how enculturated and indoctrinated we can be into this European culture. And so, even just for myself, just seeing some things that it helped re-tweak my thinking and processes in how things can work, and they don't have to be in this linear way, and they don't have to subscribe to this particular way.

Stakeholders' interviews validated changes in awareness, empowerment and willingness to speak up identified by facilitators and participants, as well as highlighting similar changes in stakeholders themselves.

### ***CCECE vs. PAT***

Stakeholders also agreed with participants about the differences between the PAT training and the CCECE training. Stakeholders described PAT training as being "all lecture" with trainees' attention focused on computer screens in front of them. They stated PAT doesn't build on the expertise in the room and there is less focus on child development and good home visiting practices than in the CCECE training. This is typical of early childhood training, they said, which pays little attention to questions of diversity and culture. According to a stakeholder:

My experience of typical early childhood trainings is lecture format, little attention paid to the questions of diversity and culture coming into the room, stumbling around that at the margins at best, and hopefully the participants take out of it what they need without harm.

The CCECE training, according to stakeholders, centers who is in the room and tries to build on what they know. It has deeper content, a different approach to each topic, and uses popular education. PAT is evidence-based but not culturally sensitive, whereas CCECE provides many opportunities for modification for different audiences. It is community driven and the community is training the community.

When asked how likely they were to recommend the CCECE training to others, stakeholders unanimously responded, "very likely," for the following reasons:

- It provided people with a lot of key tools to do their work and a systems level understanding of why the work is hard.
- It built community. Hopefully people will see each other as sources of support. This is more likely to happen than in a typical training where relationship-building is not emphasized.
- Two to three participants have gone on to obtain employment in this field and that was the objective.
- It models how to teach topics for home visitors and other who work with diverse communities.
- This program is run by the community for the community and there are few other programs out there like that.

### ***Potential Contributions of the CCECE Training***

Stakeholders made various observations about the potential contributions of the CCECE training. They expressed that the training itself provided an important entry point into early childhood careers for recently arrived immigrants and refugees. The training can empower people (including workers) to know that their way of parenting is also correct instead of being told they are wrong. As a result of having their knowledge and parenting style validated, Early Childhood Education (ECE) workers are more likely to stay in the workforce. For administrators, the training can help them to better support a diverse workforce. One stakeholder felt several trainings would be valuable for staff at her agency, which provides training and makes policy in the ECE field. This could lead the ECE system to provide more culturally relevant and responsive trainings. Finally, the pilot series has now positioned ORCHWA as a provider of recognized ECE trainings.

Stakeholders felt the popular education and decolonizing methodologies used in the training could have a major impact on the ECE system. They suggested that, if used as a North Star to keep on track, popular education can help to bring about a cultural shift within the education system by promoting the idea that one size does not fit all.

According to stakeholders, there is resistance to PE because people have been trained to believe they don't have information and need to sit down and get it. The hope is that PE can show people the knowledge they have and provide a setting where they can examine their beliefs about knowledge in a way that's comfortable. The proof of the methodology is in people being able to advocate for themselves more and stakeholders hope that at some point, systems will recognize that they need this.

One stakeholder pointed out that PE is very consistent with the supposedly reflective nature of the ECE field. Ideally, PE consciousness should carry back to the ECE classroom so that people recognize the knowledge that everyone has there, "even the assistant teacher who just started." Most important, PE training should carry over to how people work with kids. One stakeholder envisioned what would happen if PE and decolonizing methodology were used throughout early childhood and the school system:

I think if they chose to do that, like in an ideal world, I mean, I think we would have way more very well-adjusted children and families. I think the stigma and the anxiety that comes with our public school education system would decrease, and you would find more families being engaged because they would feel safer to do so. They would have a better understanding of what the education system is, and they ... wouldn't be made to feel like they were inferior or that they were uneducated. I think it would create a very level playing field for everyone, educators and parents alike.

Stakeholders predicted it would take time for people to make the switch to PE and decolonizing methodologies, which one speaker characterized as "non-violent resistance against the current culture of education."

More specifically, stakeholders believe that PE and decolonizing methodologies can help to create more culturally-responsive programs. As one stakeholder pointed out, culturally responsive practice comes from asking people what's important to them and finding out what's at the root of why they do what they do. Teachers and administrators need a methodology to get to culturally responsive teaching. Popular education provides this methodology by positioning families in the room as teachers, so that it is easier to find out their values and why they do what they do. When staff from partner agencies are at the table (as they were in the CCECE training), they are able to hear directly from participants about needs in their communities. As well as operationalizing inclusion, PE and decolonizing methodologies also reinforce its importance. As one stakeholder concluded:

I think the education system has a very bad habit of thinking that they know what's best. And so, I think the popular education and decolonization methodology helps support the idea that families need to be brought into the process at the beginning.

Stakeholders were unanimous in their belief that the CCECE training could help to create a more inclusive ECE system and more culturally-responsive programs.

### ***Structure of a System to Support CCECE Training***

What sort of structure can best support the CCECE training to achieve its potential? Starting with the curriculum itself, stakeholders identified a need to revise the curriculum and make it as robust as possible, within the confines of the desired length. Regarding length, one stakeholder said the curriculum should be as long as it needs to be to preserve the integrity of the program and stand up to scrutiny. They advised going through the curriculum with direct service providers to see what needs to be added or taken away. They pointed out the curriculum will need to change over time as situations change and that it will look different in different counties. They suggested following the practice established at Early Learning Multnomah of getting input from each community about how to implement in that community.

Stakeholders endorsed partnering with the Childcare Resource and Referral (CCR&R) system because it reaches providers who work with kids before they start school. The current CCR&R structure could work well except that that system excludes people who don't meet a certain level of formal education from becoming master trainers. Ideally, the training would exist in both the ECE system and also the Traditional Health Worker (THW) system within the Oregon Health Authority. However, one stakeholder observed that the THW system seems more bureaucratic.

Finally, stakeholders emphasized the importance of creating or adapting a structure that clearly spells out pathways for advancement. There is a need to determine, in advance, how credits will lead to advancement within the profession, both in terms of pay and status. It would be valuable, according to stakeholders, to have a system where people can participate in training and see it "banked" in an account.

To sum up, stakeholders enjoyed the participatory nature of the training, how it built on knowledge and skills in the room and invited all participants to bring their unique selves, the

use of trauma-informed and culturally appropriate strategies, and the popular education tools shared. They validated changes in awareness, empowerment and willingness to speak up identified by facilitators and participants, as well as highlighting similar changes in stakeholders themselves. They believe that the CCECE training could help to create a more inclusive ECE system and more culturally-responsive programs, and are generally in favor of taking the curriculum statewide, assuming needed improvements have been made and that the training is adapted for local situations.

## **Limitations of the Evaluation**

---

This evaluation has a number of limitations. First and foremost, all quantitative results are based on a very small sample and the conclusions from the participant focus group are based on a convenience sample. There was considerable loss to follow up from the pre to the post questionnaire, and though numbers are too small to draw any firm conclusions, it is not unlikely that those who did not complete the post questionnaire may have differed systematically from those who did. The means the results from the pre-post questionnaire may falsely inflate the changes in participants that can be linked to the training. In addition, the evaluation is a single group case study. Because we did not employ a comparison group, quantitative changes in participants may have been linked to factors outside the training.

The greatest strengths of this evaluation are the use of mixed methods and triangulation of various source of data. Data from qualitative interviews and focus groups help to validate and explain the “why” of results suggested by the quantitative data. The repetition of key themes across various levels (participants, facilitators, and stakeholders) and data sources creates trustworthiness and can counteract claims of evaluator bias in qualitative studies.

## **Recommendations**

---

### **Training Format and Structure**

- Switch to a half-day format over a longer period of time. This will help to accommodate participants who work as volunteers/have young children/carry a caseload.
- Improve communication and registration processes for the training so that more people will attend.
- Revise the curriculum to include other necessary topics, within a manageable timeframe.
- Rearrange sessions and put more sensitive topics later in the schedule.
- Provide more healthy food options.
- Consider partnering with the Childcare Resource and Referral (CC&R) Network, PSU and the Traditional Health Worker Commission.
- Find a larger training space.

### **Training Materials and Evaluation**

- Ensure that training materials are consistent and high quality.
- Provide more materials in notebooks.

- Provide pre-post evaluation in Spanish.
- Request bilingual transcription of any bilingual data collection activities.
- Revamp the knowledge questions on the pre-post questionnaire.

### **Facilitation Processes**

- Improve communication between facilitators, both before and during the training.
- Allow more time for planning, including time to review the entire curriculum with all the facilitators to reduce repetition and increase connections between concepts.
- Help facilitators balance their training responsibilities with their “day jobs.”
- Create a role for a “session host,” someone to open front door, get more water, etc.
- Improve communication to participants about cancelled classes, other changes in the schedule.
- Provide support (some parameters, a template) to participants to plan their graduation.
- Assure that all facilitators are equally and equitably involved in the facilitation process.
- Provide seating options (including tables) so that all participants can be comfortable.
- Provide more time for participants to network with each other and learn about each other’s programs.
- Assure that all needed supplies, including snacks, are ready by the beginning of the training.
- Provide more information about the CEW program at the beginning of the training.
- Provide more frequent and/or longer breaks.

### **Conclusion**

---

The Community Changemakers in Early Childhood Education pilot series aimed to promote the professional development of the facilitators by increasing their confidence in their knowledge and their ability to share that knowledge. Among the participants, it aimed to increase awareness and empowerment to speak up for themselves and their community members. Finally, it aimed to enhance support among decision-makers in the early childhood field and be viewed as a viable option for increasing equity, diversity and cultural responsiveness in the early childhood field. This evaluation supports the idea that all these objectives were achieved. It also provides concrete data about how to improve the series as it moves from the pilot stage to the stage of full implementation. If the program can apply the lessons learned, it shows great promise for making a substantial contribution to achieving educational equity for the communities, the families, and the children it is intended to serve.

## References

---

- Cheng, T. L., & Solomon, B. S. (2014). Translating Life Course Theory to clinical practice to address health disparities. *Maternal and child health journal*, *18*(2), 389-95.
- Pettit, B., & Western, B. (2004). Mass imprisonment and the life course: Race and class inequality in U.S. incarceration. *American Sociological Review*, *69*(2), 151–169. doi: <https://doi.org/10.1177/000312240406900201>
- Wiggins, N., Hughes, A., Rios-Campos, T., Rodriguez, A., and Potter, C. (2014). *La Palabra es Salud* (The Word is Health): combining mixed methods and CBPR to understand the comparative effectiveness of popular and conventional education. *Journal of Mixed Methods Research*, *8*, 278-298. doi: 10.1177/1558689813510785.
- Wiggins, N., Kaan, S., Rios-Campos, T., Gaonkar, R., Rees-Morgan, E., and Robinson, J. (2013). Preparing community health workers for their role as agents of social change.: experience of the Community Capacitation Center. *Journal of Community Practice*, *21* (3).

## Appendix A: Community Changemakers in Early Childhood Education Training Series Facilitator Focus Group Guide

### **Introduction**

Thank you for agreeing to participate in this focus group.

The purpose of this focus group is to find out more about your experience as a planner and facilitator in the CCECE Training. We are interested to hear your thoughts about this experience and whether it changed you in any way. We are also interested to hear about how future training series could be improved, from the perspective of the facilitators.

We would like to tape this focus group. That way, we will have a record of exactly what you said. A trained transcriptionist will type up the focus group. They are covered by the same confidentiality requirements as we are. We will not share any of your individual opinions or ideas. We will only share the general findings from the whole group with no names attached. Is it okay if we turn on the tape recorder? [If yes, turn on tape recorder.]

### **Planning the training**

Okay, first we would like to ask you some questions about your experience with planning the training.

1. What did you like about the process of *planning* the training? [Probe: Did you feel included? Was everyone equally included? Were meetings set at times you could attend?]
2. What did you NOT like about the process of *planning* the training?
3. In your opinion, how could the process of *planning* the training be improved?

### **Facilitating/conducting the training**

4. What did you like about the process of *facilitating or conducting* the training?
5. What did you NOT like about the process of *facilitating or conducting* the training?
6. In your opinion, how could the process of *facilitating or conducting* the training be improved?

### **Effects of the training**

Now, we'd like to find out about any effects the experience of planning and facilitating training might have had.

7. Did your experience planning and facilitating the training affect you in any way? If so, how? [Probe: Did it change the way you think about yourself? Did it change the way you think about your abilities? Did it affect your aspirations for the future?]

8. Did your experience planning and facilitating the training affect your ability to serve your community? If so, how?
9. Do you feel differently about yourself now than you did before the training? If so, how?

**Anything else you want to say**

Before we end, I'd like to ask you one last, very important question.

10. Is there anything else about the training that you would like to tell me?

**Conclusion**

We have asked you a lot of questions. Do you have any questions for us, about this evaluation or anything else?

Thank you very much for sharing your time and your opinions with us. We want to remind you again that we will protect your confidentiality, so you don't need to worry about anything you have told us here. Your answers will be very important for us and others as we try to improve future trainings for Community Health Workers and Community Education Workers. Please feel free to call us if you think of anything else you want to say or have any other questions.



**Please answer questions on the other side.**

**Please tell us how much you agree or disagree with the following statements:**

**Number 1 = strongly agree Number 2 = agree Number 3 = disagree Number 4 = strongly disagree**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Stron Disag</b>
1. The facilitator for this session valued what I already knew and built on it.	1	2	3	4
2. I felt involved and included in this session.	1	2	3	4
3. Most participants were actively involved in this session.	1	2	3	4
4. As a result of this session, I feel more able to promote education in the community.	1	2	3	4
5. The facilitator knows a lot about the topic of this session.	1	2	3	4
6. The facilitator used a variety of teaching methods.	1	2	3	4
7. The facilitator included information about diverse cultures in this session.	1	2	3	4
8. The facilitator enhanced my understanding of the relationship between inequality and education.	1	2	3	4
9. This facilitator appreciates the role of Community Education Workers.	1	2	3	4
10. The facilitator provided enough time for breaks.	1	2	3	4
11. These physical factors made it easy for me to learn in this session:				
a) Temperature	1	2	3	4
b) Food	1	2	3	4
c) Seating arrangement	1	2	3	4

## Community Changemakers in Early Childhood Education Pre-Post Training Questionnaire

### SECTION ONE

The questions in Section 1 have to do with your knowledge about health, education and equity. Check true or false for the following statements. Please answer all questions.

Statement	True	False
1. The Ages and Stages Questionnaire can be conducted in both empowering and disempowering ways.		
2. When communicating across cultures, the effect of what you say can be different from what you intended.		
3. The three parts of cultural humility are critical self-reflection, attending undoing racism workshops, and organizational change.		
4. Vitamin deficiency is one example of a social determinant of health.		
5. Social determinants of health can affect whether children enter school ready to be successful learners.		
6. One definition of decolonization is “indigenous populations reclaiming their traditional ways and world views.”		
7. Communities that experience oppression such as colonization, enslavement, war and other forms of oppression have created ways of parenting their children to help them survive oppression.		
8. Vicarious trauma happens when someone personally experiences one or more traumatic events.		
9. The mindfulness jar is an example of a tool that can be used with children to help build emotional regulation skills.		
10. Having at least one positive relationship with an adult is very important to healthy brain development for children.		

**SECTION TWO**

The questions in Section 2 are about your ability to promote kindergarten readiness and educational equity, your professional intentions, your health, and your sense of control. Please answer all questions.

<b>Please tell us how much you agree or disagree with each statement.</b>				
	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
11. I feel quite confident that I can promote kindergarten readiness				
12. I feel quite confident that I can promote educational equity				
13. I feel very motivated to participate in further training in early childhood education.				
14. I feel very committed to working in the field of early childhood education.				
15. I feel very capable of advancing within my chosen field.				
16. I feel very capable of advocating for myself at work.				
17. I have control over the decisions that affect my life.				
18. I am satisfied with the amount of control I have over decisions that affect my life.				
19. I can influence decisions that affect my community.				
20. By working together, people in my community can influence decisions that affect the community.				
21. I understand quite well how my individual problems are connected to bigger problems at the state, national and global level				
22. I can explain to others in my community how our problems as a community are connected to bigger problems at the state, national, and global level				
23. In general, I would say my health is: (check only one)				
<input type="checkbox"/> Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor				

**SECTION THREE**

The following questions help us understand who is participating in this training and how to make it equitable for all. Remember, your answers will be kept confidential.

11. Date of Birth (mm/dd/yyyy): \_\_\_\_\_ 30. Annual Household Income: \_\_\_\_\_

12. Were you born outside the United States? Yes \_\_\_\_\_ No \_\_\_\_\_

13. Primary language(s) (language[s] you feel most comfortable using): \_\_\_\_\_

14. Are you (mark only one):

Single, never married \_\_\_\_\_ Married \_\_\_\_\_ Widowed \_\_\_\_\_  
 Partnered \_\_\_\_\_ Divorced \_\_\_\_\_ Other (specify): \_\_\_\_\_

15. Race/Ethnicity (check all that apply):

Hispanic or Latino/a

- Hispanic or Latino/a Central American
- Hispanic or Latino/a Mexican
- Hispanic or Latino/a South American
- Other Hispanic or Latino/a

Black or African-American

- African American
- Somali (Black)
- Other African (Black)
- Caribbean (Black)
- Other Black

Middle Eastern/Northern Africa

- Northern African
- Middle Eastern

White

- Eastern European
- Slavic
- Western European
- Other White

American Indian or Alaska Native

- American Indian     Alaska Native
- Canadian Inuit, Metis, or First Nation
- Indigenous Mexican, Central American, or South American

Native Hawaiian or Pacific Islander

- Guamanian or Chamorro
- Micronesian
- Native Hawaiian
- Samoan
- Tongan
- Other Pacific Islander

Other Categories

- Other: \_\_\_\_\_
- Don't know/Unknown
- Don't want to answer/Decline

Asian

- Asian Indian
- Chinese
- Filipino/a
- Hmong
- Japanese
- Korean
- Laotian
- South Asian
- Vietnamese
- Communities of Myanmar
- Other Asian

36. Please circle the highest grade of school or year of college you completed:

GRADE OF SCHOOL												COLLEGE					
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17+

Thank you for completing this questionnaire!

## **Community Changemakers in Early Childhood Education Training Series Participant Focus Group Guide**

### **Introduction**

Thank you for agreeing to participate in this focus group.

The purpose of this focus group is to find out more about your experience as a participant in the CCECE Training. We are interested in your perspective on the training – what was good about it, what was not so good, and how it can be improved. We also want to know whether and how you feel you were affected by the training. We want to learn some things we could not learn through the survey questionnaire that you filled out at the beginning and end of the training.

We would like to tape this focus group. That way, we will have a record of exactly what you said. A trained transcriptionist will type up the focus group. They are covered by the same confidentiality requirements as we are. We will not share any of your individual opinions or ideas. We will only share the general findings from the whole group with no names attached. Is it okay if we turn on the tape recorder? [If yes, turn on tape recorder.]

### **Your experience of the training**

Okay, first we would like to ask you some questions about your experience with the training.

1. What did you like about the training? [Probe: Were there particular aspects of the training that were helpful to you – that enhanced your learning, made you feel good, changed the way you think about things, etc.]
2. What did you NOT like about the training? [Probe: Were there particular aspects of the training that were NOT helpful to you – that impeded your learning, made you feel bad, made you bored, etc.]
3. In your opinion, how could the training be improved?
4. What were some of the main things you learned as a result of the training?
5. What would you have liked to know more about or spend more time on in the training?
6. Was this training different in any way from other trainings you have experienced? If so, how? [Probe: For example, how many of you have participated in the PAT training? How would you compare your experience in the PAT training to your experience in the Changemakers training? Was it different? What made it different?]

### **Effects of the training**

Now, we'd like to find out about any effects the training might have had.

7. Did your participation in the training affect you in any way? If so, how?
8. Did your participation in the training affect your family in any way? If so, how?
9. Did your participation in the training affect your ability to serve your community? If so, how?
10. Do you feel differently about yourself now than you did before the training? If so, how?

### **Anything else you want to say**

Before we end, I'd like to ask you one last, very important question.

11. Is there anything else about the training that you would like to tell me?

### **Conclusion**

I have asked you a lot of questions. Do you have any questions for me, about the study or anything else?

Thank you very much for sharing your time and your opinions with us. We want to remind you again that we will protect your confidentiality, so you don't need to worry about anything you have told us here. Your answers will be very important for us and others as we try to improve future trainings for Community Health Workers and Community Education Workers. Please feel free to call us if you think of anything else you want to say or have any other questions.

## **Community Changemakers in Early Childhood Education Training Series Decision-Maker Interview Guide**

### **Introduction**

Thank you for agreeing to participate in this interview. The purpose of this interview is to learn from your knowledge and experience regarding the CCECE Training, and its ability to contribute to diversifying and providing professional development for the early childhood workforce.

I would like to record this interview. A trained transcriptionist will type up the interview. That person is covered by the same confidentiality requirements as I am. I will not share any of your individual opinions or ideas. I will only share the general findings from all the people we interview. Is it okay if I turn on the tape recorder? [If yes, turn on tape recorder.]

### **The training**

We will begin by talking about the training.

1. Did you participate in some or all of the training sessions? [If yes, proceed to Q2. If no, proceed to Q 7.]
2. What did you like about the training?
3. What did you NOT like about the training?
4. Was this training different from other trainings commonly used in the early childhood field such as Parents as Teachers? If yes, how was it different?
5. In your opinion, how could the training be improved? What changes would you suggest making to either the content or the facilitation?
6. How likely are you to recommend this training to other decision-makers/employers, and why?

### **Effects of the training**

Next, we'd like to find out about any effects the training may have had on facilitators and/or participants.

7. Do you know anyone who either participated in or facilitated the training? [If yes, proceed to Q8. If no, proceed to Q10.]
8. From what you have observed and heard, did the training affect **facilitators** in any way? If so, how? [Probe: Did it change the way they think about themselves or their abilities? Did it affect their aspirations for the future? Did it affect their ability to serve the community? Do they feel differently about themselves?]

9. From what you have observed and heard, did the training affect **participants** in any way? If so, how? [Probe: Did it change the way they think about themselves or their abilities? Did it affect their aspirations for the future? Did it affect their ability to serve the community? Do they feel differently about themselves?]

### **Beyond the training**

Next, we will move beyond the training itself, to outcomes and outgrowths of the training.

10. Are you aware of any concrete results (beyond individual changes) that have occurred as a result of the training and if so, what are those results?
11. In your opinion, how effective was the training (or could the training be) in accomplishing the goal of increasing diversity and constructing more culturally responsive programs in the early childhood profession?
12. How on board are you with the idea of spreading this training across the state? If you are, why? If you are not, why not?
13. How do you envision structuring a CEW certification to promote professional development? What structure be most useful? [Probe: Should the structure be set up within the CCRC or the Traditional Health Worker Commission or somewhere else?]

### **The methodologies of the training**

14. [If the respondent has grounds for an answer] In what ways do you think popular education and decolonizing methodologies could affect early childhood systems, your organization, etc.?
15. How could these methodologies enable people to construct more culturally responsive programs?

### **Anything else you want to say**

Before we end, I'd like to ask you one last, very important question.

16. Is there anything else that you would like to tell me or any other questions I should have asked?

### **Conclusion**

I have asked you a lot of questions. Do you have any questions for me, about this evaluation or anything else?

Thank you very much for sharing your time and your opinions with me. I want to remind you again that I will protect your confidentiality, so you don't need to worry about anything you have told me here. Your answers will be very important for us and others as we try to improve future trainings for Community Education Workers. Please feel free to call me if you think of anything else you want to say or have any other questions.