



# ***EatPlayGrow™***

## **FULL FINDINGS: SYNTHESIS + PHASES I-V**

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Prepared for: The Children's Museum of Manhattan (CMOM)

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# Introduction: CMOM EPG

- In 2009, the Children's Museum of Manhattan (CMOM) launched its Health Initiative, with the goal of bringing about documented behavioral changes that form the building blocks of healthier lives, and ultimately reduce children's risk of obesity. As part of this Initiative, CMOM developed *EatPlayGrow* (EPG)—an early childhood anti-obesity curriculum—in partnership with the National Institutes of Health (NIH).
- To further the impact of this program and create a cost-effective, scalable model, the W.K. Kellogg Foundation provided a two-year grant to CMOM in 2012. The purpose of the grant was to test the efficacy of CMOM's place-based train-the-trainer model: a six-hour professional development training and complimentary web resource.
  - In this model, Head Start educators in low-income communities in New York City—including the South Bronx and Harlem—receive a six-hour training, access to the *EPG* website, and weekly push emails that link them back to the *EPG* curriculum and other resources on the website.
  - Subsequent to this, these teachers create a one-hour workshop for parents in their communities to educate them on core topics in early childhood anti-obesity health.
- In order to meet the evaluative needs for their *EPG* train-the-trainer program, CMOM contracted *BLiP Research*—a New York-based research firm specializing in children, education, media, and technology—to conduct a multi-phase research protocol.
- This document includes the totality of the findings from all five phases of this project.

# Evaluation Protocol

Phase #	Methodology	Description
1 <i>Exploratory</i>	<ul style="list-style-type: none"> <li>- Review</li> <li>- Pre-Participation IDIs</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze training model and extant research prior to implementation for context, familiarization, and hypothesizing</li> <li>• Examine preconceptions, expectations, and concerns, to be addressed in the subsequent phases of the research</li> </ul>
2 <i>Qualitative Insight</i>	<ul style="list-style-type: none"> <li>- Training Observation</li> <li>- Mini FGIs</li> </ul>	<ul style="list-style-type: none"> <li>• Observing and analyzing implementation of six-hour the training model</li> <li>• Small focus group interviews immediately subsequent to training model implementation</li> </ul>
3 <i>Quantitative Testing</i>	<ul style="list-style-type: none"> <li>- Post-Participation Surveys</li> <li>- Online Surveys</li> <li>- Online Tracking</li> </ul>	<ul style="list-style-type: none"> <li>• Requisite written surveys delivered to all training participants</li> <li>• Requisite online surveys for all users of the web platform</li> <li>• Statistical online data tracking for site use, time on task, browsing, etc.</li> </ul>
4 <i>Qualitative Reflection</i>	<ul style="list-style-type: none"> <li>- Workshop Observation</li> <li>- Mini FGIs</li> <li>- Follow-Up IDIs</li> </ul>	<ul style="list-style-type: none"> <li>• Observing and analyzing the one-hour workshop events</li> <li>• Small focus group interviews immediately subsequent to workshops</li> <li>• Long-term post-participation interviews examining subsequent behavior</li> </ul>
5 <i>Quantitative Refection</i>	<ul style="list-style-type: none"> <li>- Online Tracking</li> <li>- Post-Participation Surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Statistical analysis of post-participation web portal/platform use</li> <li>• Requisite written surveys delivered to workshop participants</li> </ul>

# Summary of the Research

Phase	Methodology	Scope	Sample
1 <i>Exploratory</i>	<ul style="list-style-type: none"> <li>- Review</li> <li>- Pre-Participation IDIs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Examination of all materials</li> <li>▪ 6 20-minute IDIs</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>2 BLiP</b> researchers</li> <li>▪ <b>6</b> Teachers and Administrators from participating Head Start sites</li> </ul>
2 <i>Qualitative Insight</i>	<ul style="list-style-type: none"> <li>- Training Observation</li> <li>- Mini FGIs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observation of 2 trainings</li> <li>▪ 4 15-minute Group Interviews</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>2</b> 6-hour Trainings observed by 2 <b>BLiP</b> researchers</li> <li>▪ <b>16</b> Teachers who attend the trainings</li> </ul>
3 <i>Quantitative Testing</i>	<ul style="list-style-type: none"> <li>- Post-Participation Surveys</li> <li>- Online Surveys</li> <li>- Online Tracking</li> </ul>	<ul style="list-style-type: none"> <li>▪ All training participants</li> <li>▪ EPG site users</li> <li>▪ All EPG site visitors</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>124</b> completed surveys</li> <li>▪ <b>44</b> completed surveys</li> <li>▪ <b>300+</b> users</li> </ul>
4 <i>Qualitative Reflection</i>	<ul style="list-style-type: none"> <li>- Workshop Observation</li> <li>- Mini FGIs</li> <li>- Follow-Up IDIs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observation of 2 workshops</li> <li>▪ 4 15-minute group interviews</li> <li>▪ 7 20-minute IDIs</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>2</b> 1.5-hour parent/caregiver workshops</li> <li>▪ <b>13</b> Parents/Caregivers</li> <li>▪ <b>7</b> Teachers 4-6 months post-participation</li> </ul>
5 <i>Quantitative Reflection</i>	<ul style="list-style-type: none"> <li>- Online Tracking</li> <li>- Post-Participation Surveys</li> </ul>	<ul style="list-style-type: none"> <li>▪ All EPG site visitors</li> <li>▪ All workshop attendees</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>500+</b> users</li> <li>▪ <b>46</b> completed surveys</li> </ul>

# Previous Reports/Instruments

- This presentation contains *all* findings from the totality of the *EatPlayGrow* research.
  - A full report was assembled and presented following each phase of the research. Each of these reports can be found in this document.
- A synthesis summary of the overall findings is also included up front.
- Individual reports from each phase of the research can also be downloaded via the links below:
  - **PHASE I** - <https://www.hightail.com/download/UIRTYnV5OC9kMnVHR3NUQw>
  - **PHASE II** - <https://www.hightail.com/download/UIRTYnV5OC9nYU1VV01UQw>
  - **PHASE III** - <https://www.hightail.com/download/UIRTYnV5OC93NUILSk5Vag>
  - **PHASE IV** - <https://www.hightail.com/download/UIRTYnV5OC9laFNwSHNUQw>
  - **PHASE V** - <https://www.hightail.com/download/UIRTYnV5OC9CTW40WjhUQw>
- All instruments used in all areas of the research—surveys, interview guidelines, observation worksheets, etc.—are contained in these reports.
- All statistical analysis, charts, and quantitative data, as well as qualitative findings and verbatim quotes, are also included.

# Synthesis Findings

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## Overall Headline:

### *EatPlayGrow* Trainings/Site Empower Teachers, Communities

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- The *EatPlayGrow* program of trainings and workshops has been shown to be successful in educating participants and empowering them to creatively and compellingly disseminate the information learned in the communities they serve via community workshops—informing and positively affecting behaviors.
- There is also indication that connection to the *EatPlayGrow* curriculum flows out further from there, with people trained in/exposed to the content sharing information, activities, and the website with others in their spheres of influence.
- The core resource for this further dissemination is the *EatPlayGrow* website, which contains a wealth of information, activities, extensions, etc. The website is witnessing a steady and growing rollout, with many original participants in the trainings and workshops visiting or returning or referring others to do so.



## Participants Had Positive Anticipation of Trainings

- Prior to their participation, teachers who were scheduled to attend the original six-hour trainings looked forward to the opportunity.
  - They recognized the importance of the subject of early childhood obesity—for the students they teach, for the parents/caregivers of these students, for themselves, for their communities—and wanted to learn what they could do to help.
- Teachers expected the training to cover conventional areas like healthy eating habits, proper portions, and physical activity, but did not anticipate the relevance of proper sleep or bone growth.
  - Counterintuitive, surprising, and illustrative information was noted as being of key importance in creating a compelling training.
  - The EPG training was well aligned here.
- Dynamic, participatory, interactive in-person trainings are favored by teachers.
  - The EPG training was also very well aligned here.

## Teachers' Concerns were Relevant, Mediated

- Prior to their participation, teachers were concerned about a number of notable areas connected to the six-hour *EatPlayGrow* training. The *EatPlayGrow* training successfully resolved many of these areas.
  - **Length:** Full-day trainings are often overly detailed and connected to bureaucratic topics like proper methods of official documentation.
    - Teachers felt like the training was fun and engaging and passed by quickly and pleasantly.
  - **Format:** Full-day trainings like these are often didactic and bland.
    - A great majority of the training—and the most enjoyable elements—were interactive, participatory, hands-on, and intriguing, and contained many fresh discoveries or “ah-ha” moments.
  - **Tech:** The “digital divide” remains. Access to and comfort with the internet is frequently irregular in the schools and communities targeted for the *EatPlayGrow* training. This extends to participating teachers.
    - Introduction to and registration for the EPG website via iPads and internet service provided at the trainings by CMOM diminished this issue. However, some ongoing concern/discomfort remained.
  - **Translating Engagement to Behavior:** Even if the topic is compelling, teachers had concerns that the information presented would be difficult to adapt to their lives and the lives of the communities they serve.
    - The *EatPlayGrow* workshop provided many simple incentives, encouragements, activities, and “tricks” that were easily and readily applicable to teachers’ lives and those of their constituencies.

# Survey Proves Training Was Extremely Successful

Statistical analysis of post-participation surveys demonstrated the training's success:

- **96%** of participants felt that the training successfully informed them of many key issues surrounding early childhood obesity prevention.
- **97%** of participants felt prepared to share what they learned with members of their community—students, parents, caregivers, and others.
- **91%** of participants felt prepared to use the *EatPlayGrow* website.
  - **88%** of participants felt that it was likely that they would visit, or still be visiting, the site six months after the training.
- **91%** of participants (on average) found highly useful the various elements that made up the training.
  - The most compelling and memorable portions of the training were those that were interactive, participatory, and/or surprising.
  - The least compelling were those that were didactic and unidirectional.
- **88%** of participants felt that there was a strong likelihood that, six months subsequent to the training, they would be implementing some element of the training in their classrooms.

## *EatPlayGrow* Website Hosts Many, Increasing Visits

- According to the most recent Google Analytics data, the *EatPlayGrow* website has been host to well over 1000 (human) sessions since its introduction in the first quarter of 2014.
- About half of these sessions come from new users, half from returning users, indicating that the site continues to grow and attract new users while retaining prior visitors.
- Users stay on the site for an average of nearly five minutes (4:48) during each visit, and visit an average of nearly four different pages (3.74) during their time on the site, indicating a depth and breadth of use.
- iPads were used for access during the initial trainings and workshops. Yet access to the *EatPlayGrow* website via desktop computers and mobile devices accounts for over 80% of total visits, indicating that the vast majority of new and returning users are coming to the site subsequent to their participation in the trainings.
- Lesson plans remain the most popular destination on the site, indicating an ongoing interest in accessing and delivering valid and engaging educational content regarding early childhood obesity prevention.

## *EatPlayGrow* Website Users Satisfied, Sharing

- Our directional survey data indicates that Visitors to the *EatPlayGrow* site were generally satisfied with their engagement
- Based on survey data, a large majority (**68%**) of respondents reported very positive overall interaction with the *EatPlayGrow* website.
  - The most popular motivators for visiting the site included the sourcing of interactive games, activities, lessons, songs, and videos.
- A similarly large majority (**70%**) found themselves able to navigate the site, and find readily what they were looking for, during each visit.
- The aforementioned digital divide may have impacted on visitors' ability to access, navigate, and interact with the site readily and successfully.
- **80%** of visitors noted that they had shared the site with friends, family members, and other people in their community.

## *EatPlayGrow* Trainings Enjoyable, Educational, Motivating

- Follow-up conversations with teachers—six months after their participation in the six hour *EatPlayGrow* training—indicated that these trainings were highly:
  - **Memorable:** Teachers had strong recall of many aspects of the trainings, especially segments that were interactive and allowed opportunities for themselves and their students to connect directly with information and materials.
  - **Compelling:** Teachers remembered fondly many of the activities presented. More important, they often found the information personally relevant and made changes in their own behavior based on their learning.
  - **Elucidating:** Teachers felt that they garnered a good deal of new and germane information about healthy foods and beverages, the importance of activity, the relevance of sleep, and the effect of food and beverage consumption on kids' bones.
  - **Utilizable:** Teachers implemented a great deal of the information and activities in their classrooms, particularly those interactive elements based in songs, movement, games, sorting, arts and crafts, demonstrations, and books.
  - **Extendible:** Teachers found myriad ways to personalize and extend these activities to suit the specific needs of their students and classrooms.
  - **Shareable:** Where possible, teachers shared the information they learned in the trainings with the parents/caregivers of their students and/or noted students sharing this information with their parents/caregivers. They also shared with their friends and family.

## *EatPlayGrow* Training Meets Goals in Workshops

- Teachers who participated in the six-hour *EatPlayGrow* training did so in part in order to prepare to share and further disseminate—via parent/caregiver workshops in their schools—the information gleaned here.
  - A series of six of these workshops were held in the fall and winter of 2014.
- Survey data proved that these workshops were highly successful, indicating the success of the program.
  - **96%** of workshop participants felt that the workshops informed them successfully of some of the key issues surrounding early childhood obesity prevention.
  - **98%** of workshop participants felt successfully prepared to share the information they learned at the workshops.
  - **78%** of participants (on average) found the various elements of the workshop to be highly useful.
  - **85%** of workshop participants found their introduction to the *EatPlayGrow* website highly satisfactory, and sufficient to allow subsequent navigation.
  - **75%** of participants felt it was highly likely that they would use the *EatPlayGrow* website subsequent to the training.
  - **82%** of participants felt that they would be very likely to still be sharing—six months after the training—the information they learned at the workshops.

## *EatPlayGrow* Parent Workshops Entice, Activate Participants

- Observations of and follow-up conversations with parents during and subsequent to their participation in the one-hour, teacher-led *EatPlayGrow* workshops indicate that these community events were highly:
  - **Enjoyable:** Attendees exhibited keen focus and interest. Engagement was physically and verbally demonstrated.
  - **Accessible:** Attendees were able to take in and comprehend the information presented. This was particularly true of moments and areas in which they were induced to make new discoveries (e.g. the number of teaspoons of sugar in various beverages, how serving size can conflict with package size, experimenting with new healthier foods, etc.)
  - **Compelling:** Interactive segments, as well as the trainers'/teachers' energy and interest was motivating—particularly their stories of personal connection to the topic (in terms of challenges and changes they had made in their own lives).
  - **Motivating:** After participating, workshop attendees felt certain that they would want, and be prepared, to share information they learned, as well as to gather and disseminate other information on the subject—including on the *EatPlayGrow* website.
  - **Extendible:** Attendees were very intrigued by connecting with community groups, organizations, and institutions that could help them to access information on healthier food options, as well as directly to healthier foods.
    - Healthier food options—like fresh, local produce—and straightforward information on the true (and even basic) nutritional value of foods seemed like rich areas for further exploration. (Some of this is intended to be integrated into a Community Mapping section on the *EatPlayGrow* website.)



## Implications/Recommendations: Digital Divide

- Yet this research indicates that a Digital Divide persists in the schools and communities targeted by this program.
- Teachers in these communities often do not have consistent online access, skills, or updated hardware in their schools, and parents/caregivers often do not have consistent online access, skills, or updated hardware at home or via their mobile devices.
- In order to further the reach of the curriculum, it would seem relevant to analyze this situation and seek out tech or other partnerships to ensure broader access. CMOM is doing just that:
  - CMOM also has future plans to allow further access to *EatPlayGrow.com* by providing public access through their popular CMOM.org website.

## Implications/Recommendations: Further Roll Out

- As evidenced throughout the five phases of this research study, this pilot program was extremely successful in delivering a “train the trainer” model, providing teacher trainings that could serve as a foundation for teachers to deliver community workshops,
- Given that it was a pilot program, the participating centers relied on CMOM’s participation in coordinating and assisting with attendance and logistical support—but not content—at the initial trainings as well as the subsequent workshops.
- As the program rolls out further, the creation of templates for a more self-supporting enterprise will be useful.
  - If these materials are to be available solely on the *EatPlayGrow* website, the aforementioned Digital Divide will also need to be addressed in this area.
- Fortunately, partnerships and means to assist in this broader dissemination are already being explored by CMOM.
  - CMOM has been working with local and national agencies to extend access to this training model. These include: Administration Children’s Services, New York City Department of Education, New York City Department of Health, Department of Homeless Services, National Association for the Education of Young Children, Family Place Libraries, First Book, Association of Children’s Museum, Let’s Move!, Faith and Communities.



# ***EatPlayGrow™*** Training Evaluation **REPORT Phase I**

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Prepared for: The Children's Museum of Manhattan (CMOM)

Prepared by: ***BLiP research***

January, 2014

# Phase I of V

- In the interest of meeting these evaluative needs CMOM has asked *BLiP Research*—a New York-based research firm specializing in children, education, media, and technology—to conduct a multi-phase research protocol.
- This document is the top-line summary report from Phase 1 of this 5-Phase project.

Phase #	Methodology	Description
1 <i>Exploratory</i> January 2014	<ul style="list-style-type: none"> <li>- Review</li> <li>- Pre-Participation IDIs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Analyze training model and extant research prior to implementation for context, familiarization, and hypothesizing</li> <li>▪ Examine preconceptions, expectations, and concerns, to be addressed in the subsequent phases of the research</li> </ul>
2 <i>Qualitative Insight</i>	<ul style="list-style-type: none"> <li>- Program Observation</li> <li>- Mini FGIs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observing and analyzing implementation of the training model</li> <li>▪ Small focus group interviews immediately subsequent to training model implementation</li> </ul>
3 <i>Quantitative Testing</i>	<ul style="list-style-type: none"> <li>- Post-Participation Surveys</li> <li>- Online Surveys</li> <li>- Online Tracking</li> </ul>	<ul style="list-style-type: none"> <li>▪ Requisite written surveys delivered to all participants/trainers</li> <li>▪ Requisite online surveys for all users of the web platform</li> <li>▪ Statistical online data tracking for site use, time on task, browsing, etc.</li> </ul>
4 <i>Qualitative Reflection</i>	<ul style="list-style-type: none"> <li>- Post-Participation IDIs</li> <li>- Networking Observation</li> <li>- Mini FGIs</li> <li>- Follow-Up IDIs</li> </ul>	<ul style="list-style-type: none"> <li>▪ In-depth interviews with members of relevant constituencies</li> <li>▪ Observing and analyzing the networking events</li> <li>▪ Small focus group interviews immediately subsequent to program</li> <li>▪ Long-term post-participation interviews examining subsequent behavior</li> </ul>
5 <i>Quantitative Reflection</i>	<ul style="list-style-type: none"> <li>- Online Tracking</li> <li>- Online Survey</li> <li>- Post-Participation Surveys</li> </ul>	<ul style="list-style-type: none"> <li>▪ Statistical analysis of post-participation web portal/platform use</li> <li>▪ Online survey sent to all participants, long-term post-participation</li> <li>▪ Requisite written surveys delivered to networking participants/trainers</li> </ul>

# Methodology: Review

- **BLiP research** experts will review the training model materials and supporting prior research materials.
  - This contextual analysis will help us to familiarize ourselves with the program's content, as well as its goals, and its methods.
  - It will also allow us, in conversation with CMOM, to note any areas we hypothesize may be in need of specific and/or additional investigation and exploration during the research.
- Materials analyzed will include, but not be limited to, the following:
  - Program summary
  - Work-plan
  - Pilot program evaluations
  - Training model materials
  - Lessons
  - Demographic/program background on training sites

# Methodology: Pre-Participation IDIs

- Prior to the program, a series of six 15-20 minute telephone interviews were conducted with pre-identified participants from various constituencies. These included:
  - Teachers
  - Administrators
- The interviewees discussed their expectations of the training model, indicating concerns, questions, preconceptions, and desired outcomes.
  - These interviews were audio recorded for archiving/transcribing, and use in presentations.
- The interviews allowed us to examine the links and disparities between expectations and actualities with regard to the training, and thus to inform our research questions so that we can be certain that we are investigating these issues and touch-points to the fullest possible extent.

# Discussion Guideline: Pre-Participation IDIs

## Pre-Participation IDI Guideline – CMOM: Eat/Sleep/Play

*Objective: Explore expectations of the training model, indicating concerns, questions, preconceptions, and desired outcomes.*

### I. Introduction

- You are going to be participating in an upcoming training at [Name of Head Start/Social Service Organization] sponsored by the Children's Museum of Manhattan. This training is meant to help familiarize participants with an early childhood anti-obesity curriculum.
- I am an independent researcher. That means I don't work directly for any of the groups involved in creating or disseminating this curriculum. My job is simply to find out what you think. So, the way you can help me do my job best is to give me your honest and unvarnished opinions.
- There are no right or wrong answers to any of the questions I will be asking.
- I am asking these questions so that I can help the people who are creating this training to optimize it—to make it the best it can be, and to best serve your needs. So, again, the more honest you are with me, the more likely that I'll be able to accomplish this goal.
- I will be audio recording this conversation so I can remember everything you tell me. These audio recordings will be confidential and will only be used by myself, and the colleagues who are working on this project with me.

### II. Background

- As I mentioned, the training is intended to familiarize you with an early childhood anti-obesity curriculum. This program is called Eat/Sleep/Play. Have you heard anything about this program?
  - If so, what do you know about it? Be as specific as possible.
  - If not, what do you expect it to be?
- Have you ever participated in a training like this before?
  - If so, what was the subject matter?
  - Can you tell me a little about your experience with that training?
    - What worked well? Why?
    - What didn't work so well? Why?
    - What would you have changed, added, or removed? What else?
- What motivated you to participate in this training?
  - Is there a particular reason why you chose to be a part of it?
- Have you ever participated in a training session of any kind in which web-based computer technology was used—where you were expected to engage with some element of the training online?
  - If so, please tell me about that experience. What worked/didn't for you?
  - If not, was the fact that technology was part of the training one of the reasons that you did not participate? Explain...
- Do you have any concerns about participating in technology-based training?

### III. Expectations

- Now that you are aware of the subject matter—early childhood anti-obesity—what are your expectations of the content of the training?
  - What subjects do you think will be covered?
  - How do you expect that they will be covered?
  - What forms of instruction do you think the training will use?
    - What forms would you want it to use, ideally?
      - Allow respondent to answer, then PROBE on the following:
        - Didactic
        - Interactive
        - Computer aided
        - Multimedia
- This training will include introduction to a web-based component that will be an ongoing part of the training moving forward—with required weekly visits.
  - What are your expectations of that component? Your concerns?
  - If visits are supposed to happen weekly, how would you want to receive alerts or reminders? To access the site? (Text, Email, etc.)
  - Are there any challenges to this weekly use of technology?
- Do you have any idea how long the training will be?
  - Does this seem like the right amount of time to cover this subject and prepare you to educate others on it?
  - Should it ideally be longer? Shorter? Broken up in another way?
- Given your previous experience (or lack thereof) with trainings like this, what do you expect will be the element that you will most enjoy? Why?
- Given your previous experience (or lack thereof) with trainings like this, what do you expect will be the most difficult part? Why?
- Is there anything you really hope won't happen during this training?
  - Is there anything you're dreading having to do/see/attend to? Why?
- Do you have any other preconceptions about this training, things you believe or perceive, that make you excited about participating? Be honest!
- Do you have any other preconceptions about this training, thing that make you nervous or concerned about participating? Please be honest!

# Interviewees

Name	Title	Interview Date
1. Dorcas Colon	Director of Family Services, East Side House Settlement	December 9, 2013
2. Mickey Ronan	Administrative Director, ACE Integration Head Start	December 11, 2013
3. Gerlande Morle	Classroom Teacher 3/4 Year Olds, ACE Integration Head Start	December 11, 2013
4. Helena Bradley	Education Director, East Side House Settlement	December 12, 2013
5. Maria Garcia	Head Start Administrative Director, Union Johnson Early Learning Center	January 08, 2013
6. Dawn White	Director, World of Creative Experiences Police Athletic League, Inc.	January 09, 2013



# Findings

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# Participants Are Looking Forward to the Training

- All of the participants with whom we spoke are very much looking forward to being a part of this project. Their interest is based on a variety of factors:
  - Perception that the subject matter is highly relevant (nearly requisite)
  - Holding a personal and professional connection to the topic
  - The expectation of learning something new, useful, and applicable
  - Quality experiences with CMOM or similar trainings in the past

*“I’m interested. I realize that I could bring these things into my classroom.”*

*“I have a personal interest [in the subject], but it started before. We’ve had staff-wide conversations: if they model positive behaviors for the children, the children will be interested.”*

*“It is part of our educational philosophy. We almost have a professional obligation to be trained on topics like this, in order to serve our population.”*

*“We’ve been working with the Children’s Museum of Manhattan for more than twenty years. You know the training they provide is good.”*

# Participants Expect the Training to Cover Broad Subject Matter—But Not Sleep/Rest

- Given the title of the project, and their past experience with like trainings, participants expect the program to cover a broad range of topics related to health and wellness:
  - Proper eating habits
  - Portion/Serving size
  - Physical activity
  - Food ingredients/additives
  - Songs/music connected to the subject
  - Connection to required State Curriculum content and standards
- Intriguingly, none of the participants noted the primacy of proper rest and sleep patterns as a key portion of obesity prevention.
  - This may indicate that these are key “a-ha” areas for participants, and for broader dissemination.
  - Neither was the art/creative component mentioned.

*“In other trainings, they provide handouts for teachers that links the information presented with activities that meet the NYState Common Core Standards so they can use that in their lesson plans.”*

*“I expect it will include some physical activities, some healthy meals, maybe menu ideas for parents.”*

*“We’ve done a lot of types of nutrition training with our staff.”*

# Participants Respond Best to Dynamic Trainings

- Teachers, administrators, and social-service workers participate in large number of requisite trainings, and are thus familiar with what works well for them in these settings. This includes:
  - A highly knowledgeable trainer
  - A trainer who can disseminate information in a plain-spoken, accessible manner
  - A limited amount of pedantic, direct instruction
  - A focus on group participation, engagement, discussion, and hands-on activities
  - The ability to speak to participants across learning styles and modalities (aural, hands-on, visual, etc.)
  - Real-world examples, particularly proactive ones that include direction and useful substitution
  - Relevance to the target audience and the populations they serve
  - The ability to include all relevant constituencies in a training

- There was also a great appreciation for privileging information that is surprising or counterintuitive, or makes the invisible visible, as these items tend to be memorable.

*"So often, I find that, regardless of content, if the presenter is dynamic, that she can make the most inane policies seem really interesting."*

*I get bored very easily. I need something to be made fun and to be involved. Motivation and hands-on activities. Less of the lecture. Similar to a preschool teacher in a classroom!"*

*"I did a training where they demonstrated the facts about sugar intake—the amount of sugar that is in juices. Showing things visibly is very helpful."*

*"It's great if we can get head teachers and assistant teachers at the same training so everyone is on the same page and no one is out of the loop on the information."*

*"My big concern would be after the lunch break: how are you going to make sure that people are still with you until the end. You have to get people involved, engaged, something that wakes the mind up."*

# Participants Respond Best to In-Person Trainings

- Additionally, all of the participants had had wide experience with trainings delivered via various platforms—in person, written, telephonic, online, etc. Despite the known and appreciated viability of other formats, they all expressed a preference for in-person trainings. This was based on their being:
  - More engaging
  - Less distracting/less distract-able
  - More interactive
  - Offering greater and more immediate support
  - Allowing for all stakeholders to participate together and as a unit, increasing group coherence
- In addition, in-person trainings were seen as being more discrete: they take place during an allotted time and do not bleed over beyond this into participants' personal or professional lives.

*"I've participated in webinars and personal computer trainings. I appreciate a training more when it's live, especially versus a webinar in an office—there are interruptions. That, and I like the human contact. Someone is available. I don't have to prompt a website."*

*"The amount of time that the training takes up, that is key. We don't pay overtime, so that can be a worry."*

*"I can look at things online when I'm home. But even at home, I have other things to do."*

*"You can get better buy-in when the training is interactive within a whole group."*

# Impediments to Participation

- Participants had a wide, but relatively consistent, range of issues they had experienced in previous trainings that had acted as impediments to their engagement with the topic or material (outside of the content being deemed uninteresting or tedious):
  - Enduring a duration of over 90 minutes at a stretch
  - Being called on or put on the spot regarding a topic on which they are not expert
  - Not being compelled or drawn in right at the start of the training
  - Technical glitches in online trainings
  - Being spoken to or at, instead of being made a part of an interactive dialogue

*“I would say an hour to an hour-and-a-half maximum. And refreshments are key.”*

*“I used to be afraid to perform in front of people—I am shy. But when I’m motivated, I’m able to do it. Still, I don’t enjoy it when a presenter tries to catch someone off guard.”*

*“It is most difficult to engage people early on in the training. If you engage them, they’ll tell you that they find the topic interesting no matter what it is.”*

*“Each classroom has a computer. Do they work every day? That’s a different story.”*

*“What doesn’t work is when you’re being lectured in a big room. When you’re standing in the front, and there are people are in the back, you’re going to lose them. Everyone need to be involved at on the front lines, so to speak.”*

# Technology-Based Components Offer Challenges

- As the *EatPlayGrow™* training protocol is intended to include consistent and directed (perhaps daily) prompts delivered to trainees via technology, participants were asked pointedly about their feelings regarding such a delivery system—for themselves, and for the constituencies they serve.
  - Participants were asked specifically about their (and their constituents') preferences for receiving such alerts via email, phone, or text.
- Both the technology and the frequency of these alerts raised red flags. Participants were concerned that it would be difficult for them, and their clients, to not only engage with, but simply to access these reminders on a regular basis.
  - Administrators worried that teachers were already overwhelmed with online data entry and would have limited bandwidth for accommodating additional inputs or outputs.
  - Teachers were concerned about their own technological capabilities, and their ability to access these messages regardless of the device on which they are delivered.
  - Teachers and administrators were very concerned that parents or community members did not have ready internet access at home or on mobile devices, and that their mobile devices may not feature unlimited (or any) text or data plans, creating a burden that could be both technological and financial.

*“To be honest, I don’t think the staff would access it daily or weekly. They would do so maybe monthly. They already have a huge amount of paperwork to accomplish every week.”*

*“My level of computer proficiency? What’s the highest, ten? I consider myself about a six.”*

*“Parents, to save money, will only have cellular, but minutes are expensive, which is an obstacle. If they have TracFone from the government, they only have 250 minutes, monthly.”*

# Participants Prefer Email-Based Alerts

- When offered a forced-choice between text-based and email-based alerts, participants favored email-based alerts. This was due to a variety of factors:
  - A daily protocol existed for teachers to regularly check their email on-site at work.
  - Email is generally viewed as free whereas texting is not.
  - Text was seen as more “personal” and thus not conducive to professional or information based content.
  - At some sites, teachers are not allowed to use cell phones in the classroom
- Participants also discussed other dissemination strategies, such as:
  - Paper handouts (though these were seen as imperfect, but effective when read)
  - In-person (though these were seen as difficult for groups that weren’t cohesive)
  - Weekly email blasts

*“Everybody is supposed to check their email account every day. There’s a structure in place.”*

*“When you text, people have personal texts in the mix as well, and they pay for their own texting plan, where email is set up by the organization. Texting is more personal.”*

*“I could get the email, and then I could verbally remind all of the teachers on my staff. That way, I can stay in the loop and help them problem solve for any glitches.”*

*“Maybe you could do a weekly email with a header, or a table of contents of what’s available that week. An email blast.”*

*“Teachers are not to be seen using cell phones in the classroom. If I saw a teacher using a phone in the classroom, that teacher would be written up.”*



# Translating Engagement Into Behavior

- When discussing the value of any training protocol, participants came to a very similar conclusion: a training can be extremely compelling, but the hardest part comes in translating that engagement into adapted or modified behavior.
- There was hope that this training would include some incentives or simple encouragements—even in the form of extremely compelling information or sticky “tricks”—to help participants and the clients they serve to address this very important topic.

*“The hardest part is in remembering to incorporate what you’ve learned.”*

*“When you have to implement something, usually there is an obstacle. Implementation is not easy, but it’s not impossible!”*



# ***EatPlayGrow™***

## Training Evaluation

### **REPORT: PHASE II**

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Prepared for: The Children's Museum of Manhattan (CMOM)

Prepared by: ***BLiP research***

June, 2014

# Phase II of V

- In the interest of meeting these evaluative needs CMOM has asked *BLiP Research*—a New York-based research firm specializing in children, education, media, and technology—to conduct a multi-phase research protocol.
- This document is the top-line summary report from Phase 2 of this 5-Phase project.

Phase #	Methodology	Description
1 <i>Exploratory</i>	<ul style="list-style-type: none"> <li>- Review</li> <li>- Pre-Participation IDIs</li> </ul>	<ul style="list-style-type: none"> <li>Analyze training model and extant research prior to implementation for context, familiarization, and hypothesizing</li> <li>Examine preconceptions, expectations, and concerns, to be addressed in the subsequent phases of the research</li> </ul>
2 <i>Qualitative Insight</i>	<ul style="list-style-type: none"> <li>- Program Observation</li> <li>- Mini FGIs</li> </ul>	<ul style="list-style-type: none"> <li>Observing and analyzing implementation of the training model</li> <li>Small focus group interviews immediately subsequent to training model implementation</li> </ul>
3 <i>Quantitative Testing</i>	<ul style="list-style-type: none"> <li>- Post-Participation Surveys</li> <li>- Online Surveys</li> <li>- Online Tracking</li> </ul>	<ul style="list-style-type: none"> <li>Requisite written surveys delivered to all participants/trainers</li> <li>Requisite online surveys for all users of the web platform</li> <li>Statistical online data tracking for site use, time on task, browsing, etc.</li> </ul>
4 <i>Qualitative Reflection</i>	<ul style="list-style-type: none"> <li>- Post-Participation IDIs</li> <li>- Networking Observation</li> <li>- Mini FGIs</li> <li>- Follow-Up IDIs</li> </ul>	<ul style="list-style-type: none"> <li>In-depth interviews with members of relevant constituencies</li> <li>Observing and analyzing the networking events</li> <li>Small focus group interviews immediately subsequent to program</li> <li>Long-term post-participation interviews examining subsequent behavior</li> </ul>
5 <i>Quantitative Reflection</i>	<ul style="list-style-type: none"> <li>- Online Tracking</li> <li>- Online Survey</li> <li>- Post-Participation Surveys</li> </ul>	<ul style="list-style-type: none"> <li>Statistical analysis of post-participation web portal/platform use</li> <li>Online survey sent to all participants, long-term post-participation</li> <li>Requisite written surveys delivered to networking participants/trainers</li> </ul>

# Our Qualitative Approach

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- Traditional qualitative research (e.g. a focus group held in a focus group facility) can be useful in many contexts. But we have found that this methodology often creates unnecessary barriers for participants, particularly for low-income participants (transportation, timing, childcare, etc.)
- It also holds diminished relevance for exploring the interactive, interconnected, networked world at the center of modern life.
- We have had great success in past projects with a more informal qualitative approach, one that reflects the openness and honesty of extant forums—online chats, parent/peer groups, informal neighborhood discussions, social get-togethers.

# Methodology: Program Observation

- Observation is one of our key methodologies, as it affords an in-depth contextualization of the interaction between program and participants.
- It also allows our researchers the ability to witness engagement, externally and objectively, as it occurs in real time, adding a layer to participant surveys, which are subjective and self-reported.
- Two **BLiP** researchers were present to observe the entirety of two training sessions.
  - The expert researchers made wide-ranging notes but also worked from an observation checklist form to ensure that all areas deemed particularly relevant by CMOM are covered fully.

# Methodology: Mini Focus Groups

- Subsequent to the trainings, a pair of 15 minute discussions were held with participating teachers at each site.
- The groups discussed their reactions to the training model, responding in a more in-depth and discursive fashion than that afforded by multiple choice or short-answer surveys, adding a greater understanding of themes and references to our interpretation of the program's efficacy and appeal.
- The groups convened on site, and were drawn from volunteers amongst the gathered participants.
  - Participants in these discussions were incentivized with books and art materials provided by CMOM.

# Observation Worksheet

FOR OFFICIAL USE ONLY: Site #: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

ELEMENT	PHYSICAL ENGAGEMENT (Note behavior)	COMPREHENSION (Note questions)	VERBAL ENGAGEMENT (Note comments)
a) Ice Breaker			
b) Presentation of <i>Eat Play Grow</i> Website			
c) Stoplight Collage Mural			
d) Healthy Beverage Demonstration			
e) Setting Personal Health Goals			
f) Healthy Lunches			
g) Energy Balance			
h) Building Healthy Bones			
i) Making Changes			
j) Action Steps			
k) Communicating Wellness Policy Plan			
l) Snack Break			
m) Team Building: Balancing Tasks			
n) Exploring Partnerships			
o) Portion Plates Art Activity			
p) Smart Sleep			

# Mini Focus Groups Discussion Guide

## Post-Participation Discussion Guide

### I. Welcome/Introduction

- Disclosure re: research process
- Main reason for attending training

### II. Engagement/Content Acquisition [15 minutes]

- What were your favorite parts of the training?
  - What made these particularly compelling?
- What did you feel were the most “educational” portions of the training?
  - What made these particularly effective?
  - Engaging?
- What lessons do you think you would be most likely to share with the people with whom you work (students, caregivers, colleagues, etc.)
  - Why these?
  - Why not others?
- What did you feel were your least favorite/least effective portions of the training?
  - What made these less compelling?
- How would you improve on these least favorite portions of the exhibit?
- We hear a lot about the role of technology in education. How would you define that term? What does it mean to you?
- Given this definition, what was the role of technology in the following:
  - Your favorite/least favored portions of the training
  - The most effective/clear portions of the training
  - The most “educational” portions of the training
- Would you make any changes to the technology involved in the training?
  - If so, what and why?
- Having participated in the training, how confident would you feel in training other people—students, caregivers, colleagues, etc.—in what you’ve learned?
  - What would you need more of in order to feel more confident?
  - How would this best be provided? (More in-person training? Follow-up? Online content? Etc.?)

### III. Training Design [5 minutes]

We’re going to talk about the organization of the training a bit now.

- How was the flow/duration of the training?
  - Were there changes you would make to ensure that the training flowed more smoothly throughout its duration?
  - What, if anything, did the training need more or less of?



# Sites Visited

Date	Name	Location	Total Number of Participants	Number of Mini FGIs Conducted * Number of Participants
February 14, 2014	Union Johnson Early Learning Center	CMOM 212 West 83 <sup>rd</sup> Street New York, NY 10024	39	2 Groups • 4 members • 5 members
May 30, 2014	East Side House Settlement	Mott Haven Community Center 375 East 143 <sup>rd</sup> Street Bronx, NY 10454	23	2 Groups • 4 members • 3 members

# General Findings

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# Training Was Very Well Received

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- Participants generally remained highly engaged throughout the training.
- Participants found the information presented to be accessible, appropriate, and useful.
- Participants were impressed with the trainers' energy, knowledge, and ability to connect with and motivate the group using a variety of techniques.

*"We attend one of these trainings every month, and this was one of my favorites we've done, ever."*

*"The workshop was great. I wouldn't change a thing."*

*"The trainers had good energy and a connection to us."*

# Favored Segments: Interactivity

- Portions of the training that included the following were especially compelling:
  - Hands-on activities
  - Arts and crafts activities
  - Movement
  - Music
  - Small group collaboration
  - Group presentation
  - Group discussion
  - Visual/Concrete demonstrations
  - Actionable advice

*“We like the same things as the kids we teach—to get up, to get involved, to get active.”*

*“It was all educational. There were lots of things that we could pass on to our students, that could transfer to the classroom very easily.”*

# Favored Segments: “Ah-Ha” Moments

- Many of the favored (and most memorable) moments of the training included surprising facts presented in a creative and compelling way.
  - The amount of sugar in beverages
    - Concrete visual demonstration
  - The amount of sleep needed by children/adults
    - Chart/Guessing game
  - The number of bones in a child’s/adult’s body
    - X-ray
    - Music/Movement activity
  - Whoa, Slow, Go foods
    - Guessing game/Group collage
  - Team Building
    - Ball passing game
  - Creative Recipes
    - Substitutions of healthy foods for less healthy foods

*“I didn’t know that there was so much sugar in a natural thing.”*

*“We came to learn about kids and we learned about us.”*

# Less Compelling: Didactic Segments

- The less favored portions of the training were those that were more didactic and unidirectional, where participants felt they were being lectured to.
- Participants were also less compelled by segments that lacked an interactive means of involvement.
  - Some of the difficulties of including interactivity can be pegged to spatial limitations of the sites used based on unforeseen, last minute rescheduling based on mandatory New York City change in training schedule.

*““There were some parts when I felt like they were just talking and we weren’t involved.”*

*They need to hold our attention, and make sure they talk at the proper volume so we can hear.”*

# Additional Areas for Remediation

- Participants had a number of additional suggestions for improving the training.
  - Include Parents: Participants felt that the efficacy of the training would be enhanced if it included the caregivers of the children they serve.
    - This situation will be addressed in subsequent phases of the program, where parent workshops will be held at the participating sites, with instruction provided by the teachers.
  - Secure Logistics: Due to unavoidable circumstances, there were limitations in the size, shape, and acoustics of some of the rooms used.
    - The timing of the trainings also had to be shortened at the last minute, due to schedule changes on the part of the participating research sites based around a State mandate.
  - Deepen Opportunities for Connection to Technology: Provide further callback to the *EatPlayGrow.com* site.
  - Guarantee Function of Technology: Technological glitches seem nearly unavoidable in large group gatherings, but cause frustration nonetheless.

*“If you really want to make a difference, do this training with parents.”*

*“The room was crowded. We needed to be able to move around.”*

*“We couldn’t see or hear the monitors.”*

*“The iPad on our table didn’t work.”*

# Implementation Seemed Possible

- Participants had generally very positive feelings about the training, and overall, felt that they would be able to bring aspects of this training into their classroom.
  - Participants enjoyed and immediately recalled much of what they'd learned.
- Participants felt that the *Eat Play Grow* website would be an excellent resource for reminding them of what they'd learned.
  - They also felt that it would be a repository for interactive pedagogy and materials they could implement in their classrooms.
- Participants generally felt prepared to implement portions of this in their classrooms and/or deliver it to parents.
  - Some portions—the more memorable ones—felt more accessible, teachable, and replicable than others.
- Some participants felt that they would require some additional time and/or training in order to be prepared to disseminate this information.

*“I could definitely see using some of this in my classroom, right away.”*

*“I could go to the website to refresh my memory as to what we learned.”*

*“I would love another training like this to give me more information to share with parents and kids.”*



# Technology Felt Relevant, Accessible

- Participants felt very positive about the ability to access online all of the information from the curriculum.
  - They were particularly happy that all of the information there was presented in both English and Spanish. (Though they also suggested including materials in Chinese.)
- Participants very much valued the idea that they could find music, art, literature, movement, recipes, standards-based objectives, etc. here—a repository for what they'd learned during the training, as well as a means of furthering it and refreshing their memories.
- Teachers also thought that using technology in the classroom to support the lessons would help garner kids' attention.

*"I'm always looking for something different to use in my classroom."*

*"I'm excited about the site. It's an easy access, real quick resource for ideas to do more activities with kids."*

*"Using computers in the class for lessons helps keep kids interested. That's for sure."*

# Yet, Technological Barriers Persist

- A number of teachers still felt that barriers exist—albeit not insurmountable ones—to engaging with technology, or fostering this engagement among the families they serve.
  - Lack of access within or outside of the classroom.
  - Low computer literacy skills.
- Recognizing these limitations, many teachers requested additional information about *EatPlayGrow* be disseminated, via paper handouts, in addition to online or via email or text.
  - These hard copies were made available to participants onsite and can be requested as well.

*“I would go to the website-but I would need help getting there. If she [assistant teacher] will help me get on, then I’ll use it.”*

*“A lot of the families here don’t have internet access at home, or on their phone. Colorful paper handouts are best.”*

# Activity-By-Activity Findings

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# Ice Breaker

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- Participants were highly engaged in guessing the answers to the various food/health-based questions posed during this section.
- They also enjoyed the in-seat movement activities associated with the answers.
- Participants were immersed in the activity, and expressed a desire for a greater opportunity to engage with answering—and comprehending the answers to—some of the questions.
  - They understood that time was tight, but they really wanted an opportunity to register and interact with the interesting new information being presented.

# Presentation of EPG Website

- Participants enjoyed having the ability to actually engage with the *EatPlayGrow* website first hand.
- The ability to access the site in person, hands-on, on tabletop iPads—and to view the ease in signing up—added to this experience and seemed to foster the likelihood that participants would engage again in the future on their own.
- The “Muffins are Cupcakes in Disguise” lesson embedded into this online presentation resonated with participants, revealing as it did the remarkable similarities between muffins and treats.
  - As mentioned previously, and in prior phases of this research, activities like this that elucidate unexpected connections or expose something new in the everyday are highly effective in motivating recall, encouraging sharing, and potentially impacting behavior.

# Go, Slow, Whoa Collage

- This activity was highly enjoyable for a number of reasons:
  - It was interactive—participants' answers *and* questions were elicited, and time was allotted to go over their conjecture and responses as a group.
  - It allowed for participants to interact in smaller sub-groups
  - It was hands-on
  - It included an arts and crafts component
  - It included a song and movement component
- Again, the reveal of surprises here were very effective in motivating recall, encouraging sharing, and potentially impacting behavior.
  - The calcium content vs. fat content in milk fell into this category
  - As did the categorization as slow or whoa of many of the other foods:
    - Yogurt
    - Peanut butter
    - Fruit drink
    - Baked potato
- This activity was among those most often cited as readily implementable in the classroom, and able to be disseminated to families.

# Healthy Beverage Demonstration

- This was perhaps the most memorable and impactful of the activities presented.
- Participants were quite stunned at the amount of sugar present in soda, and in the analogue amount of sugar present in juices.
- They also found compelling the idea of reducing their sugar intake by simply limiting—as opposed to eliminating—their intake of these liquids.
  - This concept of limit vs. eliminate felt very extendible to other health choices.
- Participants also felt they could use this information to enact change:
  - To set an example for the children in their care
  - To disseminate this information to the families they serve
  - To use it to make change in the beverages consumed in their schools and classrooms
- The *Peel a Fruit* song that was included was on target in terms of learning presented, and highly compelling to participants.
  - It was often mentioned as one participants would use readily in their classrooms.

# Setting Personal Health Goals

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- Participants were generally quite engaged with this portion of the training, and took seriously the evaluation of their health in various realms of their life.
- They also seemed interested in looking at means—even incremental ones—by which they could make positive changes in their health.
- Some participants strained a bit at the switch from a focus on child- or family-centered teachable activities, to one of self-analysis.
- Participants enjoyed the breathing activity that followed it.



# Healthy Lunches

- Participants relished the opportunity to be introduced to and try new foods. Everyone took advantage of the presence of these items.
  - In one of the sites, a “traditional” lunch was offered in a different room, but none of the participants elected to partake of it.
  - Respondents appreciated that “every choice offered was a good, healthy choice”
- Participants expressed their interest in a variety of ways:
  - Tasting/Mixing foods
  - Sharing foods
  - Examining/Photographing labels (for future at home/work recall)
  - Requesting information regarding product names or availability
  - Discussing recipes they made using similar foods
  - Volunteering to take home leftovers
- Participants were so interested in these new foods, that they desired additional, actionable prompts to further extended this experience:
  - An ongoing portion of the *EatPlayGrow* project includes a community mapping initiative to help participants chart healthy options (stores, green markets, etc.) in their neighborhoods and assist in just this type of exploration.
  - Participants also suggested including:
    - A coupon/gift card to purchase some of the products sampled
    - Substitutions for including the products in their everyday lives—particularly at work

# Energy Balance

- The concept of this segment—that intake and energy output should align—was very compelling to participants: for themselves, and the children and families they serve.
- However, the presentation did not resonate as clearly as other activities.
  - The energy balance “see-saw” used as a demonstration object malfunctioned
  - The “units” of food input and energy output used in the “see-saw” were not well defined
  - The activity was highly didactic
- This activity could have been improved by
  - Eliciting experiences from participants on their own food intake and energy output
  - Providing “see-saws” or worksheets at each table to experiment with this intake/output
  - Clearly defining the “units” utilized
    - e.g. X number of minutes of exercise to Y number of calories consumed
  - Incorporating movement/music
- It should be noted that this activity was conducted right after lunch, a lag time, which may have impacted on participants’ capacity to connect.

# Building Healthy Bones

- This was among the most memorable and best received segments in the training. Once again, the reasoning behind this was consistent:
  - It presented seemingly familiar facts and information in a new way
    - Particularly the visually-led (via x-ray) idea that children have more bones than adults.
  - It offered options and substitutions for familiar concepts, such as using leafy green vegetables, lower fat dairy, and nut milks as a means to supplement calcium.
    - These substitutions were seen as both innovative, and easily distributable
  - It featured enriching music, literary, and arts-and-crafts activities that furthered the learning for participants and offered appropriate and teachable opportunities for the students and families they serve.
- This segment also succeeded in calling participants back to the iPads and *EatPlayGrow.com* website, and giving them another opportunity to investigate and explore here, furthering their familiarity and thus likely enhancing the likelihood that they would visit again in the future.

# Action Steps/Wellness Policy Plan

- Participants relished the opportunity to examine the way in which health issues were institutionalized in the sites in which they work.
- Though much of the teachers' scrutiny was directed outward—at the administration, at the kitchen staff, etc.—there was some internal examination as well: of what they could do personally to make change.
  - A wide variety of systems and structures came in for evaluation.
    - Snack menus
    - Lunch menus
    - Beverages
    - Water supply
- Participants liked that the examination was solution-oriented: that their thoughts and suggestions would be delivered to administrators.
- They also enjoyed working together to create their image/idea collages.
- Following this activity, teachers suggested that kitchen staff, nutritionists, and administrators be included in *EPG* training.
  - This was seen as a means to involve all relevant stakeholders in the important information presented, and increase the chances for making positive change.

# Exploring Partnerships

- Participants were intrigued by the possibilities of eliciting assistance in making healthier change from local organizations like farmers' markets, supermarkets, and local businesses.
  - Participants talked of teaching being a solitary activity, and appreciated being reminded that assistance can be requested or garnered simply by reaching out.
- They were particularly interested in the idea of creating mutuality in these partnerships: how they could receive *and* give back in this process.
- Forthcoming, follow-up *EatPlayGrow* workshops—which will be led by teachers/participants in this round of trainings—will help to develop a community mapping program for each locale, and assist participants in locating and disseminating this information.

# Portion Plate Art Activity

- This activity succeeded in communicating its core message and was highly engaging for participants as well.
- Participants saw it as an opportunity not only to communicate what they had learned about portion size and portioning ratio of the various food groups, they also felt that it would make a great arts/learning activity for their students and families.
  - Teachers' ability to personalize the choice of foods created a direct sense of ownership over the activity and its message.
- Participants also singled out the art activity—and its use of color-able Model Magic—as a great means by which to communicate to their constituencies the importance of eating foods of a variety of colors.

# Smart Sleep

- This segment was very successful in communicating its core messages
  - That young children and teenagers need more sleep than adults
    - Delineating the number of hours required for each age group
  - That missed sleep cannot be made up
  - That getting proper sleep requires a routine.
- This information was often cited by respondents as being memorable, relevant, and novel.
- The accompanying art activity (creating a mobile) was enjoyed greatly by participants.
  - It was meant to reinforce the core messages outlined above—through the creation of a sleep routine schedule, and the fostering of parent child communication.

# Snack Break

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- Participants enjoyed having another opportunity to sample healthy foods that could be utilized as a substitute or replacement for less healthy foods (yogurt and berries for ice cream and candy.)
- More than this, they were highly motivated by the display of pictures featuring the creative use of fruits and vegetables to create child-friendly snacks.
  - Again, this speaks to participants' consistent desire for, and interest in, concrete, doable, palatable suggestions for making change in what is consumed, and for making healthy food fun.
- A number of participants asked if these fun fruit and vegetable-based snacks were on the *EatPlayGrow.com* website.
  - Many recipes are currently included on the website. Others are being—and can be—added and updated as the program is further activated.



# Team Building

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- This activity was extremely well received by participants, not only for its physicality, but for the laughter and hilarity that ensued from participation in its slapstick set up.
- Participants spoke very openly about focus and teamwork following participation.
- Participants were also good natured in their discussion of adaptation and making change within the context of the activity.
- The timing of this activity—which involved gross motor activity—seemed well suited to a slot in the training when energy is likely to flag.



# ***EatPlayGrow™*** Training Evaluation **REPORT: PHASE III**

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Prepared for: The Children's Museum of Manhattan (CMOM)

Prepared by: ***BLiP research***

January, 2015

# Phase III of V

- In the interest of meeting evaluative needs of its *EatPlayGrow* train-the-trainer model, CMOM engaged *BLiP Research*—a New York-based research firm specializing in children, education, media, and technology—to conduct a multi-phase research protocol.
- This document is the top-line summary report from Phase 3 of this 5-Phase project.

Phase #	Methodology	Description
1 <i>Exploratory</i>	<ul style="list-style-type: none"> <li>- Review</li> <li>- Pre-Participation IDIs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Analyze training model and extant research prior to implementation for context, familiarization, and hypothesizing</li> <li>▪ Examine preconceptions, expectations, and concerns, to be addressed in the subsequent phases of the research</li> </ul>
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# Quantitative Instruments

- Following their participation in the training, all participants completed a quantitative questionnaire.
- We also asked visitors to the website to fill out an online quantitative survey.
  - Because of challenges in receiving responses, some of the responses to this survey were also completed in a hard copy format.
  - Our overall response rate for this segment was lower than anticipated.
- We also utilized the website's detailed use data derived from Google Metrics.

Quantitative Questionnaire

BLiP Research  
EPG Website Questions

1. Have you visited the EasPlayGrow website?  
☐ Yes  
☐ No

2. If you have not visited the EasPlayGrow website, why not?  
☐ I have no time  
☐ I have no internet access  
☐ I am using the printed EasPlayGrow curriculum  
☐ I am attending other health programs  
☐ I forgot the URL  
☐ I am not interested  
☐ I have not found a reason to visit yet

3. When you visit the EasPlayGrow website, what information are you looking for?  
☐ The homepage to the EasPlayGrow website  
☐ A lesson plan  
☐ Videos  
☐ Art activity  
☐ Books  
☐ Wellness Leaders information  
☐ Lesson materials  
☐ Discussion Forum  
☐ I do not access the EasPlayGrow website

4. When you visit EasPlayGrow, how often do you find what you are looking for?  
☐ Never  
☐ Sometimes  
☐ Every time  
☐ I do not access the EasPlayGrow website

5. Have you shared the EasPlayGrow website with friends, family, co-workers, or other members of your community?  
☐ Yes  
☐ No  
☐ I do not access the EasPlayGrow website

6. How would you rate your experience with the EasPlayGrow website, overall?  
☐ Poor  
☐ Fair  
☐ Good  
☐ Great  
☐ Outstanding

# Sites Visited

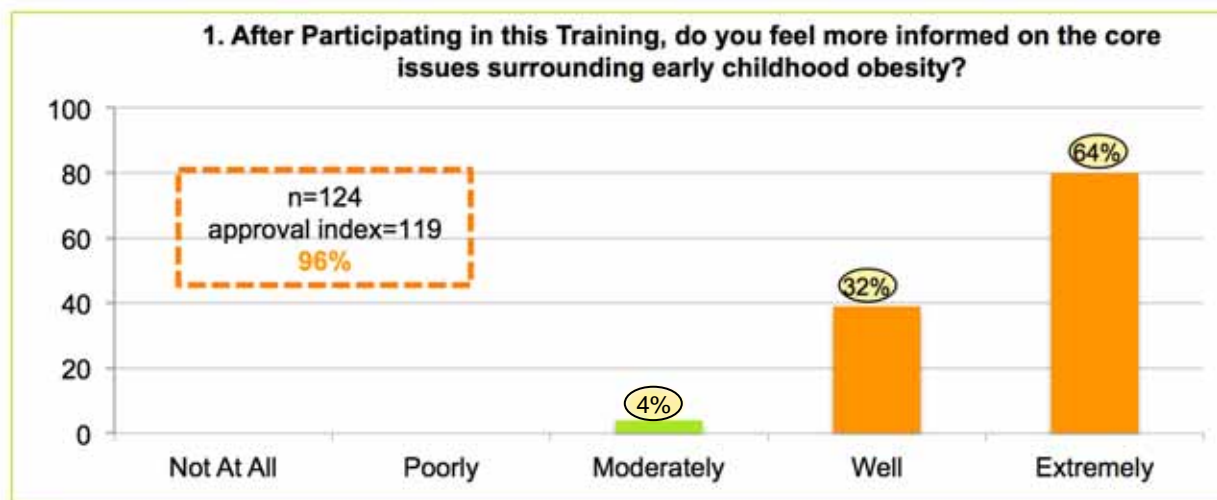
Date of Training	Center Name	Location	# of Respondents
February 14, 2014	Union Johnson Early Learning Center	1829 Lexington Ave. NY, NY 10035	39
March 14, 2014	Union Johnson Early Learning Center	1829 Lexington Ave. NY, NY 10035	26
April 11, 2014 May 09, 2014	ACE Integration Head Start	1419 Broadway Brooklyn, NY 11221	12
May 23, 2014	World of Creative Experiences (PAL)	280 Livonia Avenue Brooklyn, NY 11212	15
May 30, 2014	Mott Haven Community Center	375 East 143 <sup>rd</sup> St. Bronx, NY 10454	22
July 23, 2014	ACE Integration Head Start	1419 Broadway Brooklyn, NY 11221	10
TOTAL			124

# Findings

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# Training Was Extremely Informative

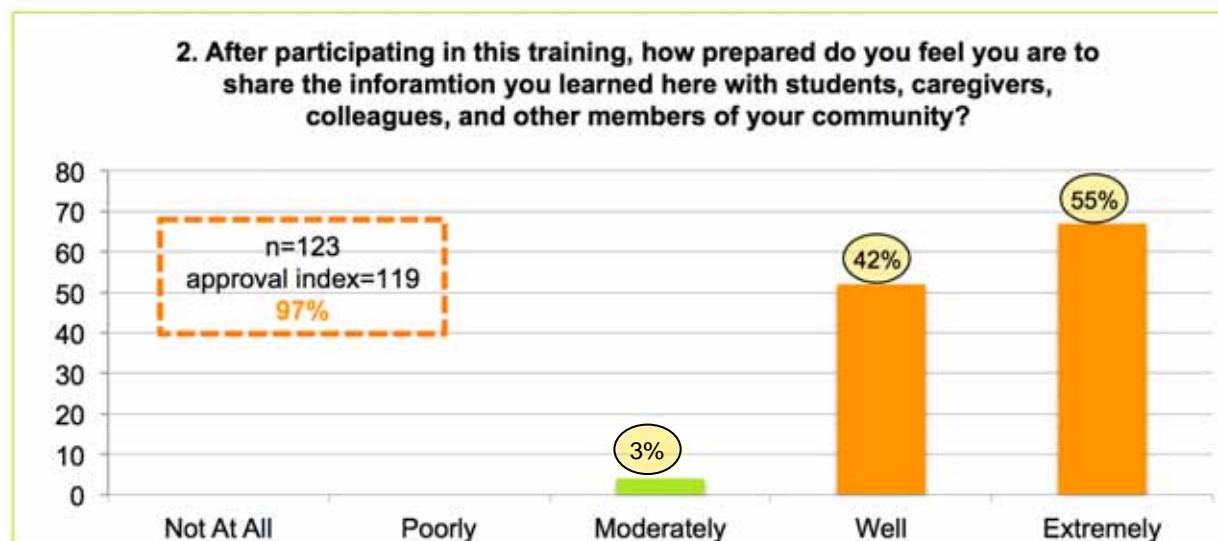
- An overwhelming majority of participants felt that the training did an excellent job of informing them of the issues surrounding early childhood obesity prevention.
  - **96 % of participants** felt “well” or “extremely” informed subsequent to participation.\*
- \* This and all other quantitative data analysis utilizes our Approval Index, which sums the number of respondents who answered questions in the two highest positive response categories.





# Training Was Extremely Useful

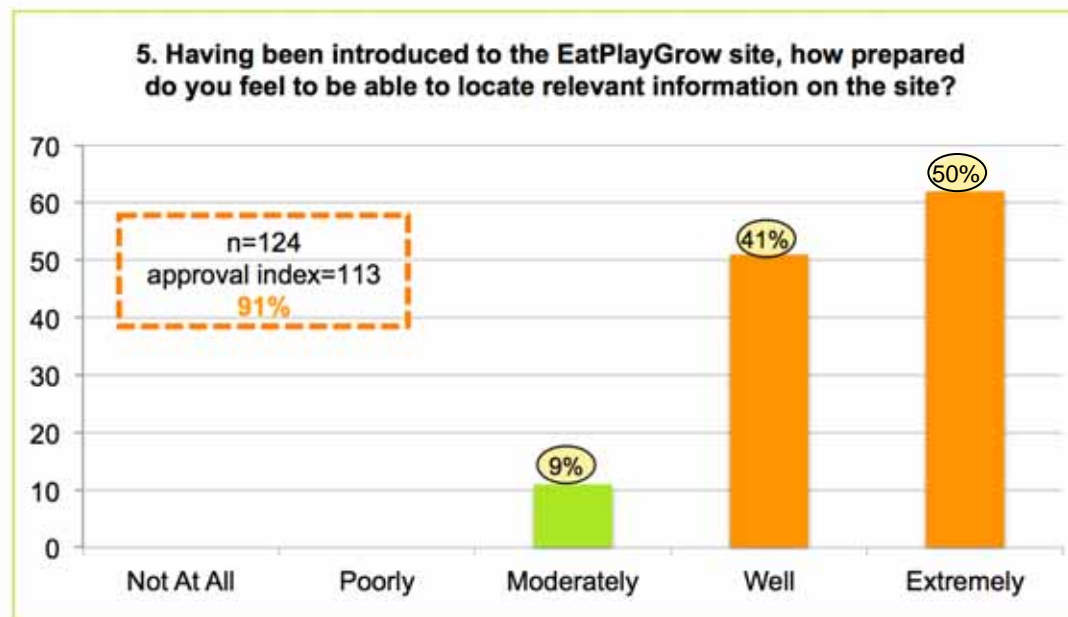
- Similarly, an overwhelming majority of participants felt that the training prepared them well to share the subject information they gleaned from the training.
  - 97% of participants** felt “well” or “extremely” prepared to share what they learned with members of their community and the constituencies they serve.





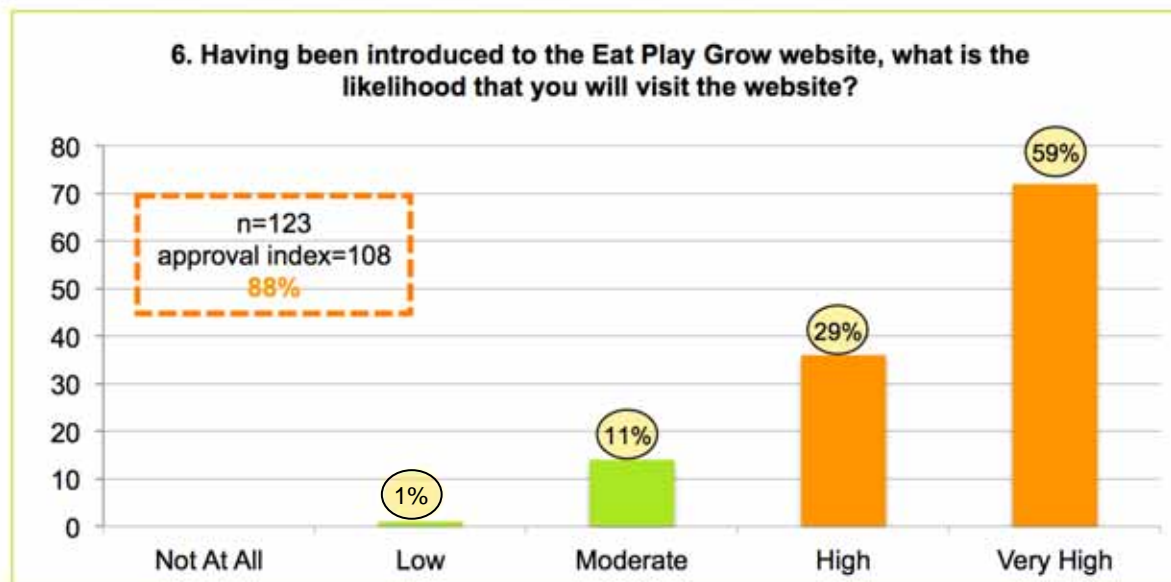
# EatPlayGrow Website Easy to Use

- After being exposed to the EPG Website, an overwhelming majority of participants felt highly confident that they would be able to find relevant information here.
  - 91% of participants** felt “well” or “extremely” prepared to use the website following the training.



# EatPlayGrow Website Appealing

- A great majority of participants also felt that it was extremely likely that they would use the website subsequent to participating in the training.
  - **88% of participants** felt that the likelihood of their visiting the EPG website was “high” or “very high,” subsequent to participation in the training.



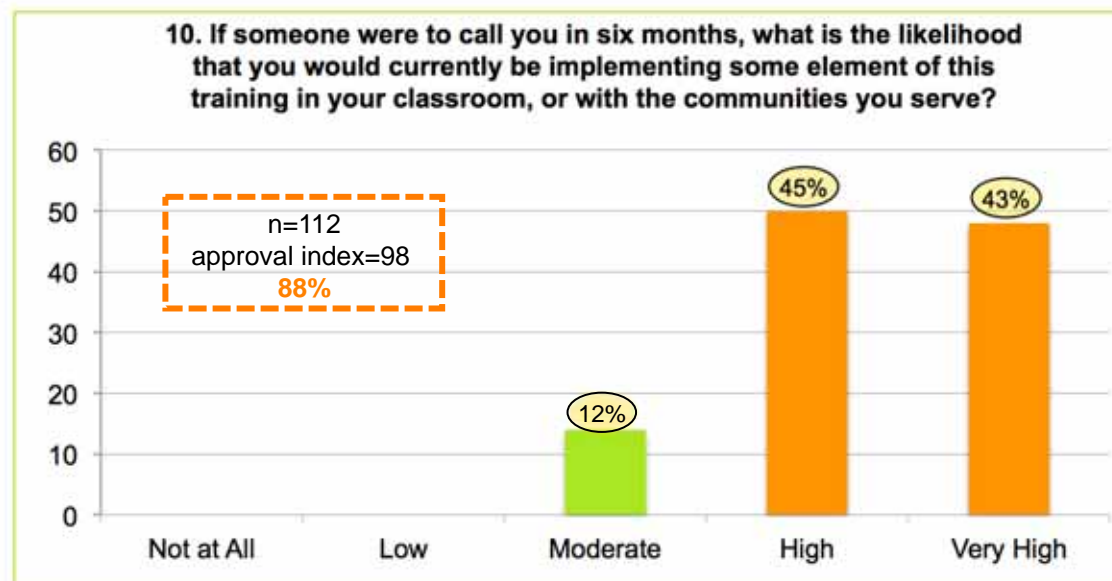
# Training Was Extremely Well Received

- Participants had a very high opinion of the EatPlayGrow training, with **91% of participants** finding the training elements to be highly useful.
- The aspects of the training with the highest approval ratings included:
  - Go, Slow, Whoa Stoplight Collage (**96%**)
  - Healthy Beverage Demonstration (**96%**)
  - Portion Plates Art Activity (**95%**)
  - Presentation of the EPG Website (**94%**)
  - Team Building (**94%**)
  - Smart Sleep (**94%**)
  - Exploring Partnerships (**93%**)
  - Snack Break (**92%**)
- Even the least popular portions of the program had an approval rating of well above 80%.



# Training Likely to Motivate Long Term Use

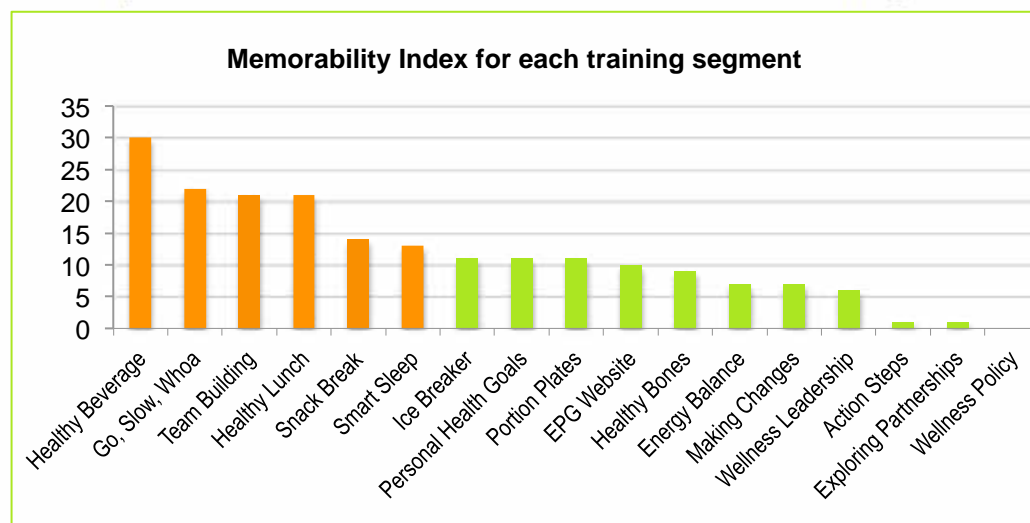
- A great majority of participants felt that the training would be likely to result in their long-term implementation of some element of the program in their classroom or the communities they serve.
  - **88% of participants** felt that the likelihood of their implementation of some aspect of the training six months from participation was “high” or “very high.”





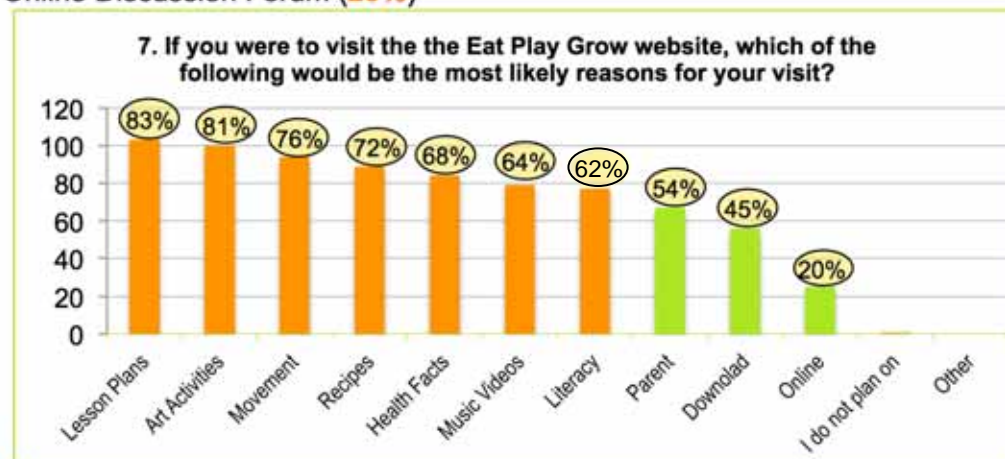
# Most Memorable Elements

- Participants were also asked to note the most memorable elements of the training. The segments were most frequently noted as most memorable:
  - Healthy Beverage Demonstration (30%)
  - Go, Slow, Whoa Stoplight Collage (22%)
  - Healthy Lunches (21%)
  - Team Building (21%)
  - Snack Break (14%)
  - Smart Sleep (13%)
- These findings validate previous (qualitative) research, which demonstrated that active, interactive, hands-on portions of the curriculum were most motivating.



# Website Content Varies in Appeal

- Following exposure to the site, participants were asked to identify the site content areas most likely to motivate their visit. These included sourcing of the following:
  - Lesson Plans (83%)
  - Art Activities (81%)
  - Movement Activities (76%)
  - Recipes (72%)
  - Health Facts (68%)
  - Music Videos (64%)
  - Literacy Activities (62%)
- Some content areas did not fare quite as well in terms of motivational appeal. These included:
  - Parent Handouts (54%)
  - Downloading Curriculum (45%) [\*Printed copies of the curriculum were provided]
  - Joining the Online Discussion Forum (20%)



# Ideas Generated for Remediation

- Participants were asked to list out\* ideas for improving or making changes to the training.
- The overwhelming majority did not have any recommendations at all—in fact, by far the most common recommendation was to change “nothing.”
- The most oft listed proposals for change included:
  - Shorten the duration of the training
  - Involve additional constituencies (parents, kitchen staff, all teachers)
  - Include more recipes
  - Enhance interactivity (in some training segments)

\* As can be viewed in the survey instrument, these responses were listed out, unprompted and qualitatively.

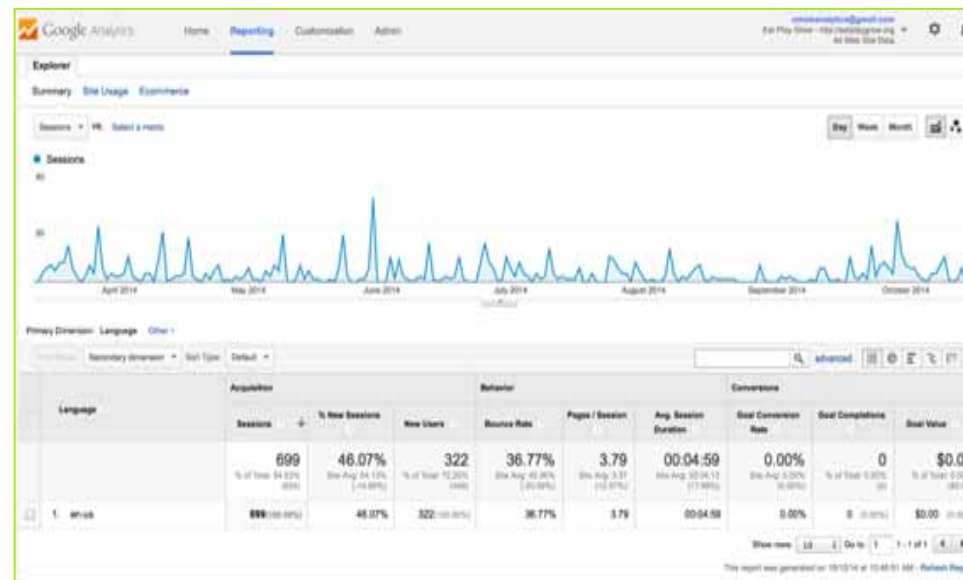
# Most Important Information Learned

- Participants were also asked to list out\* the most important pieces of information they learned during the training.
  - The most oft cited areas included:
    - Healthy and fun eating/drinking tips/recipes
    - Monitoring sugar intake in beverages
    - Being aware of intake and output of food/energy
    - The importance/amount of sleep required for children
    - Means to nourish bones (esp. outside of dairy intake)
    - Acquiring new lesson plans/ideas
    - Learning about the EPG website
- \* As can be viewed in the survey instrument, these responses were listed out, unprompted and qualitatively.



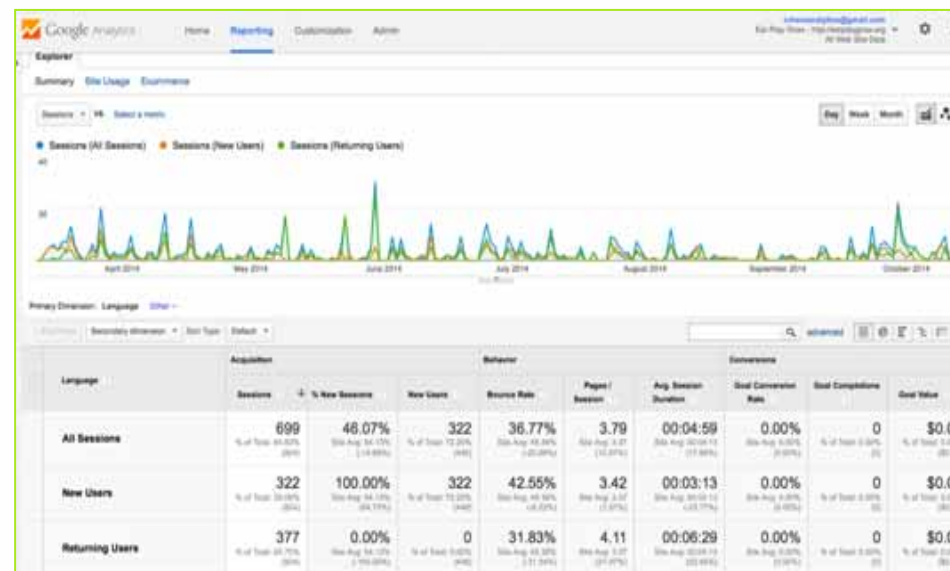
# Website Hosted Many Visitors

- In its first seven months (March 15 - October 15, 2014), 322 users\* logged onto the EatPlayGrow website.
    - These visitors viewed an average of nearly four separate pages (3.79 pages) on each visit.
    - They remained engaged on the site for an average of nearly 5:00 minutes, a significant portion of time for any site.
  - This data was backed up by our post-participation online survey which indicated that 70% of participants had visited the website subsequent to the training.
- \* 77 additional international “users” have landed on the site, but our research shows that these were not human visitors.



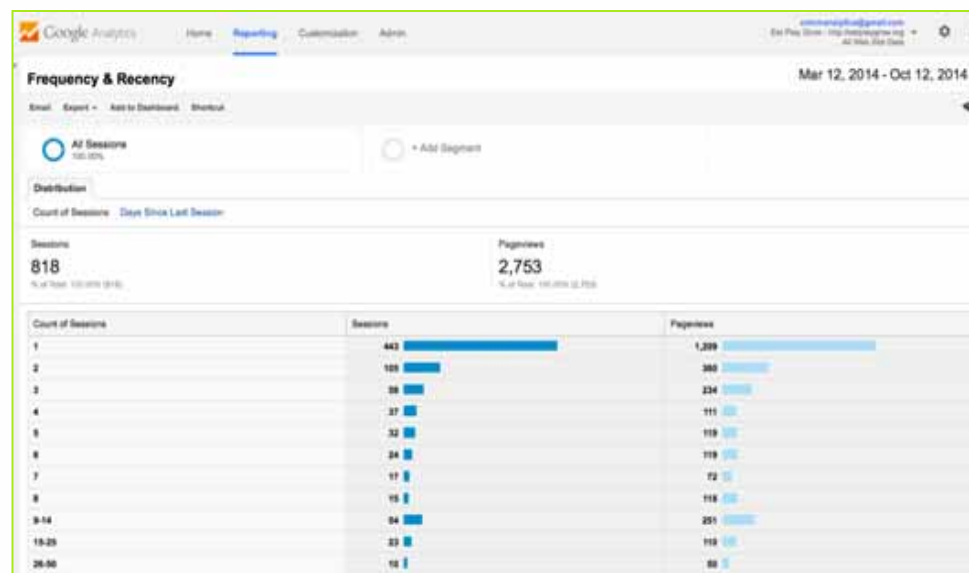
# Nearly Half of Site's Visitors Return, Engaged

- In its first seven months, the EPG site hosted nearly 700 web sessions.
- This means that 45% of visitors returned to the site for additional visits after their first visit.
  - Returning visitors viewed nearly 20% more pages per visit than new visitors.
    - 4.11 pages/session for returning visitors vs. 3.42 pages/session for new visitors.
  - Returning visitors remained engaged with the site for twice as long as new visitors.
    - 6:29 minutes/session for returning visitors vs. 3:13 minutes/session for new visitors.
- All of this indicates that the website is acting as a resource for its initial cadre of visitors (teachers), for returning visitors, as well as for people that are directed there by initial users.



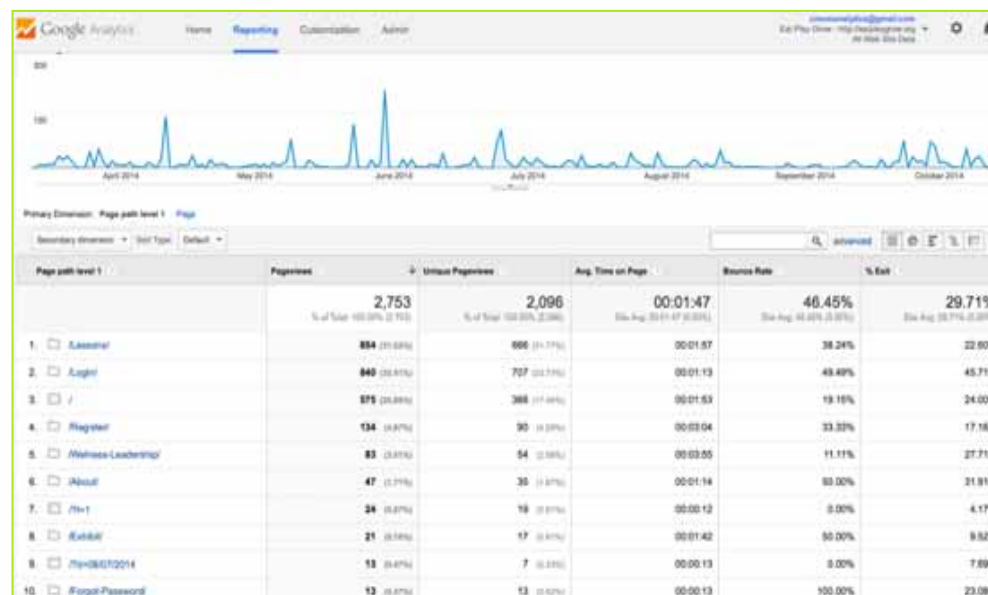
# Multiple Visits, Deep Engagement

- During the first seven months of the site's existence:
  - 33% of visitors returned to the site three or more times.
  - 10% of visitors visited the site ten or more times.
  - 37% of visitors viewed three or more pages during a given session.
- This data indicates that a significant group of visitors are returning to the site, and exploring it beyond simple one-click engagement: looking for additional information, curricula, activities, etc.



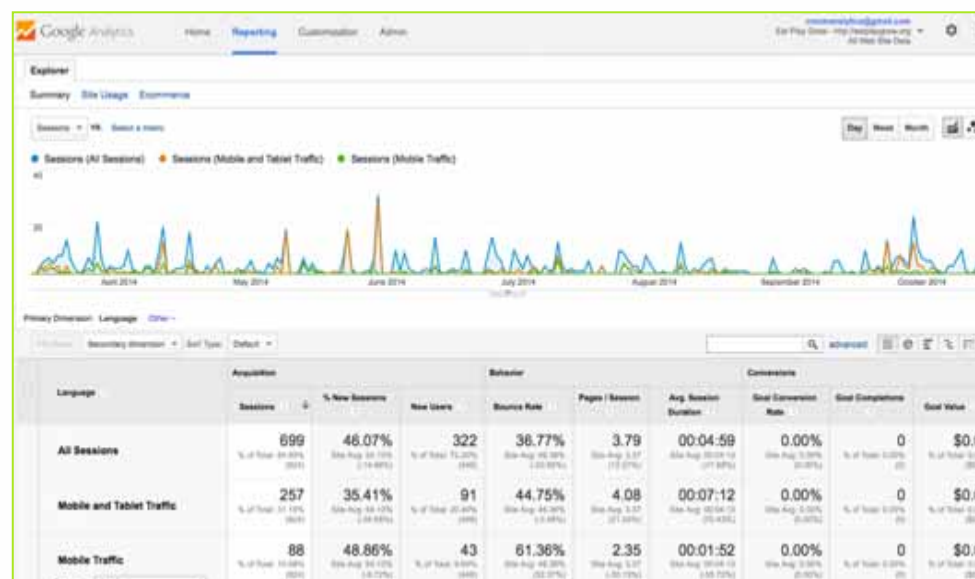
# Lesson Plans Were Most Popular

- Data from the first seven months of the site's operation shows that the Lessons pages were by far the most popular destination.
- Many of these visits track directly to the dates of the trainings. Yet many visitors returned to the site subsequent to the trainings—often multiple times—to look further at information contained in the Lessons section.



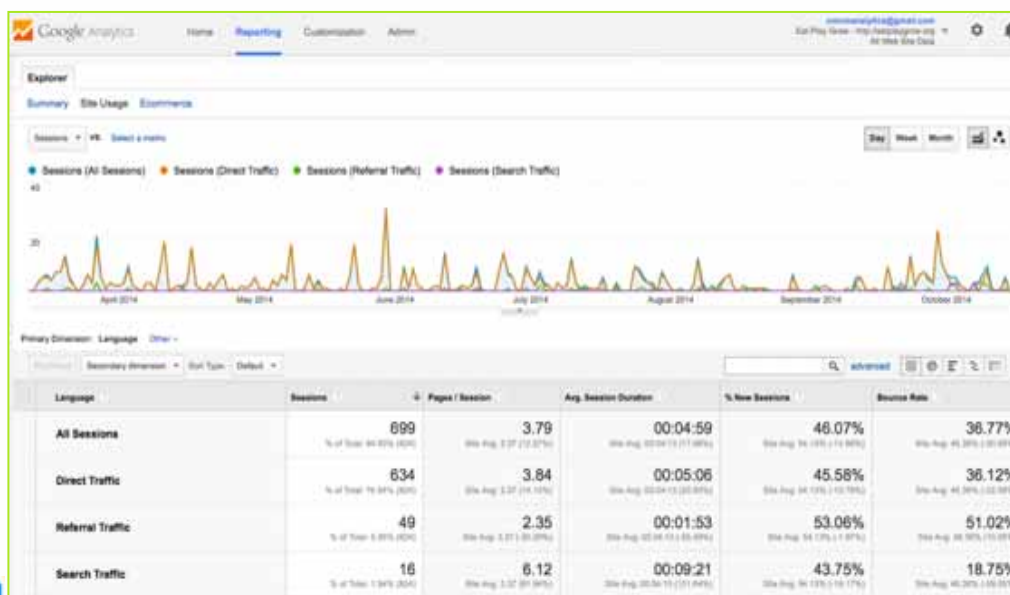
# Source of Access Shows Breadth of Access

- During the first seven months of the site's operation Nearly 65% of visits occurred on desktop computers.
- 12% of visits occurred on smart-phones and other mobile phone devices.
- Trainings on the EPG website at participating Head Starts were conducted on iPads.
  - Visits from non-iPad devices indicate that participants were motivated to return to the site from their homes, schools, classrooms, or elsewhere following the training.



# Site Has Diverse Channels of Access

- Over 90% of visits to the site were direct: visitors typed in the web address and landed on the site.
  - This indicates that the address was either provided (at trainings) or is memorable enough to engender direct visits.
- Over 7% of visits came through a link or referral.
  - This indicates that push reminders that were emailed to participants had significant effect.
    - A 7% click-through rate is quite high among direct outreach.



# Site Has Broad Geographic Reach in US

- Nearly 85% of visits to the site came from United States.\*
  - Nearly 80% of these domestic visits came from the New York City metropolitan region—the locus of the trainings.
  - However, 20% of domestic visits came from outside the New York City metropolitan region, with highest concentrations in Colorado, Illinois, New Jersey, California, and Virginia.
    - These included many repeat visitors, and visitors who spent far longer than average on the site.
- This broad geographic reach indicates that initial local visitors to the site spread the word to friends, colleagues, and family members elsewhere, or visited the site remotely.
  - This is borne out by our follow-up online survey which demonstrated that 80% of visitors to the EatPlayGrow website shared it with friends, family, co-workers, or other members of their community

\*NOTE: The 15% of visits originating outside the USA were made by non-humans; this data isn't included in these tabulations.

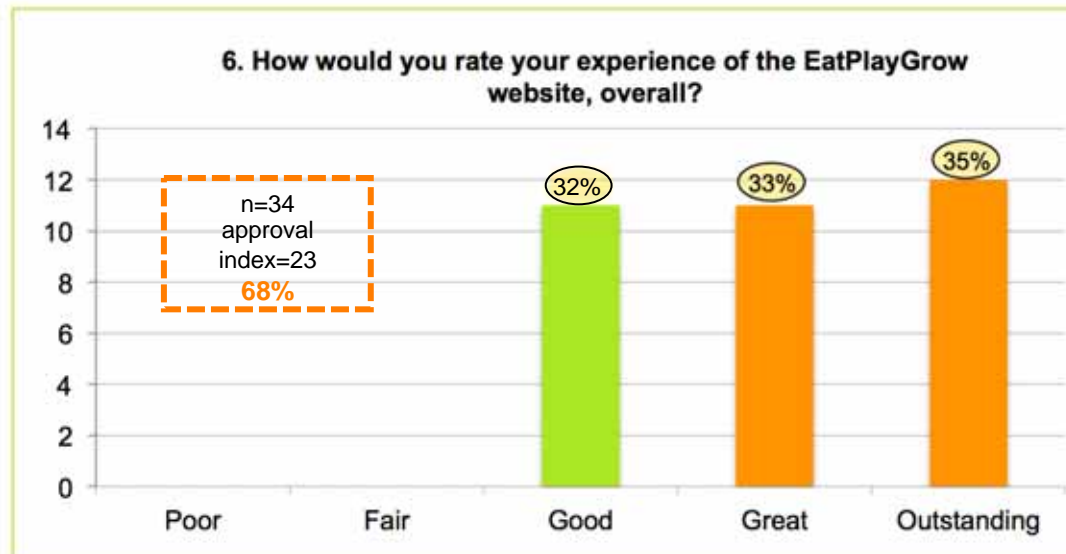
Country / Territory	Sessions	% New Sessions	New Users	Bounce Rate	Pages / Session	Avg. Session Duration	Goal Conversion Rate	Goal Completions	Goal Value
<b>Total</b>	<b>818</b>	<b>54.16%</b>	<b>443</b>	<b>46.45%</b>	<b>3.37</b>	<b>00:04:13</b>	<b>0.00%</b>	<b>0</b>	<b>\$0.00</b>
1. United States	688	44.89%	308	36.03%	3.84	00:08:02	0.00%	0	\$0.00
2. Brazil	79	100.00%	79	100.00%	1.00	00:00:00	0.00%	0	\$0.00
3. Mexico	8	100.00%	8	100.00%	1.00	00:00:00	0.00%	0	\$0.00
4. Italy	7	100.00%	7	100.00%	1.00	00:00:00	0.00%	0	\$0.00
5. Portugal	6	100.00%	6	100.00%	1.00	00:00:00	0.00%	0	\$0.00
6. India	6	100.00%	6	100.00%	1.00	00:00:00	0.00%	0	\$0.00
7. Russia	6	100.00%	6	100.00%	1.00	00:00:00	0.00%	0	\$0.00
8. Canada	3	100.00%	3	66.67%	1.33	00:00:00	0.00%	0	\$0.00
9. Chile	3	100.00%	3	100.00%	1.00	00:00:00	0.00%	0	\$0.00
10. United Kingdom	3	100.00%	3	66.67%	1.33	00:00:00	0.00%	0	\$0.00
11. Peru	3	100.00%	3	100.00%	1.00	00:00:00	0.00%	0	\$0.00
12. Argentina	2	100.00%	2	100.00%	1.00	00:00:00	0.00%	0	\$0.00
13. Barbados	2	100.00%	2	50.00%	3.50	00:11:29	0.00%	0	\$0.00
14. Switzerland	2	100.00%	2	100.00%	1.00	00:00:00	0.00%	0	\$0.00
15. Ecuador	2	100.00%	2	100.00%	1.00	00:00:00	0.00%	0	\$0.00
16. Spain	2	100.00%	2	100.00%	1.00	00:00:00	0.00%	0	\$0.00



# Site Delivers Positive Experience Overall

- A very large majority of respondents\* reported a very positive interaction with the website.
  - The Approval Rating for the site overall—those respondents who ranked their interactions as “great” or “outstanding”—was 68%.
  - The remaining respondents all ranked their response as moderately positive—the remaining 32% ranked their engagement as “good.”
  - Notably, not a single respondent rated their engagement with the EPG site as “fair” or “poor.”

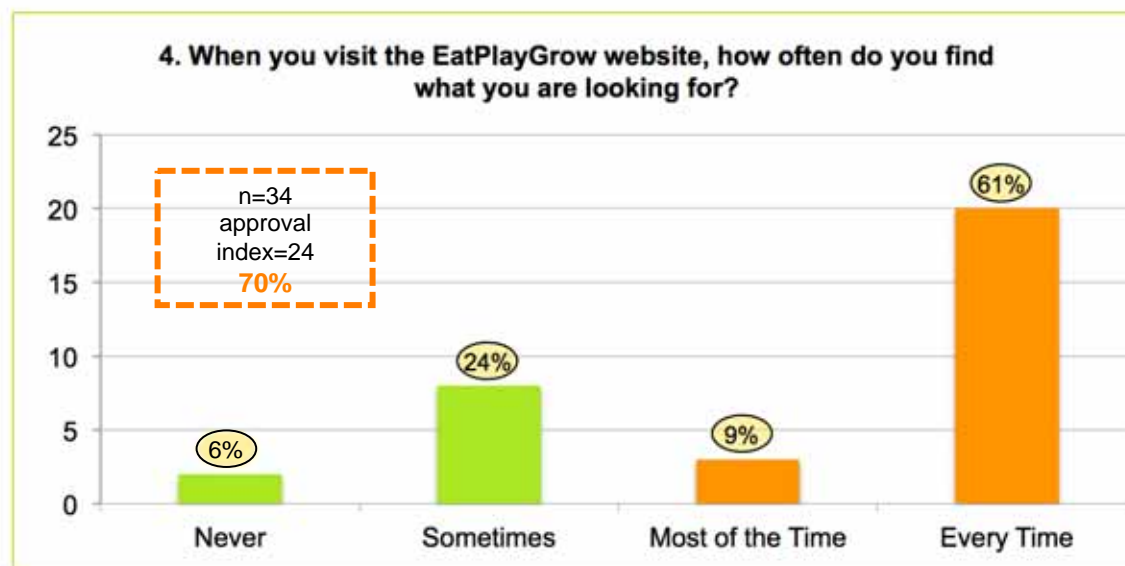
\*Our response rate for our online survey was lower than expected, so these findings are relevant, but directional.





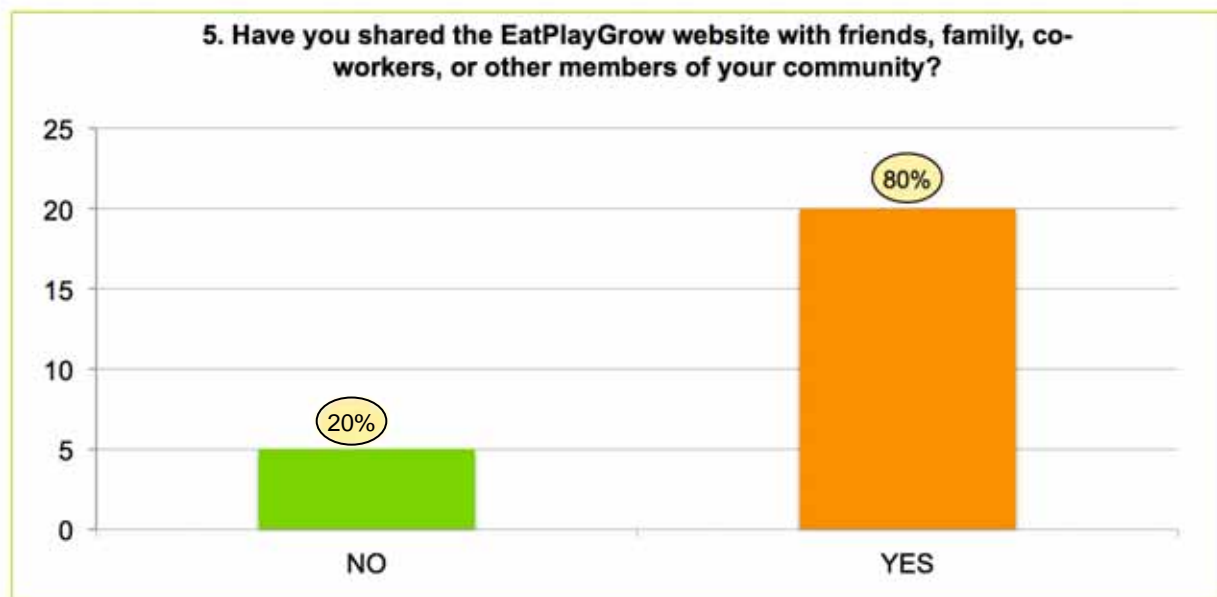
# Site Delivers Positive Navigational Experience

- A similarly large majority of respondents were able to successfully navigate the website during each of their visits.
  - The Approval Rating for the site's navigational capabilities—those respondents who claimed that they were able to find what they were looking for on “every visit” or “most of the time”—held at 70%.
  - An additional 24% of respondents were “sometimes” able to find what they were looking for.
    - Some of this difficulty could be attributed to outdated technology at the schools in which participants work, an issue that came up quite often in follow-up discussions with teachers.



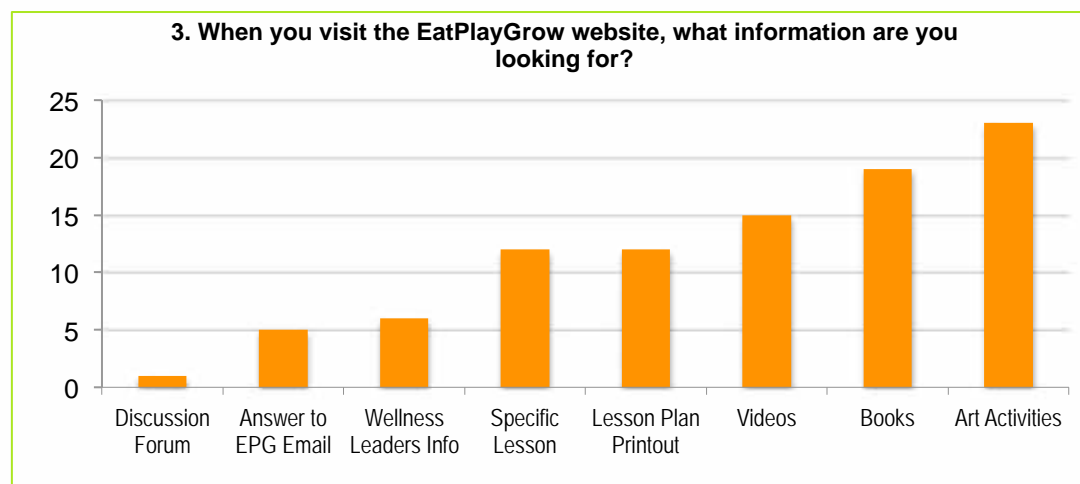
## Site Highly Shared

- An overwhelming majority of visitors to the site noted that they had also shared the site with friends, family members, and other people in their communities.
  - 80% of respondents reported that they had shared the site, thus transferring access to the knowledge gathered here.



# Favored Reasons for Visiting Site

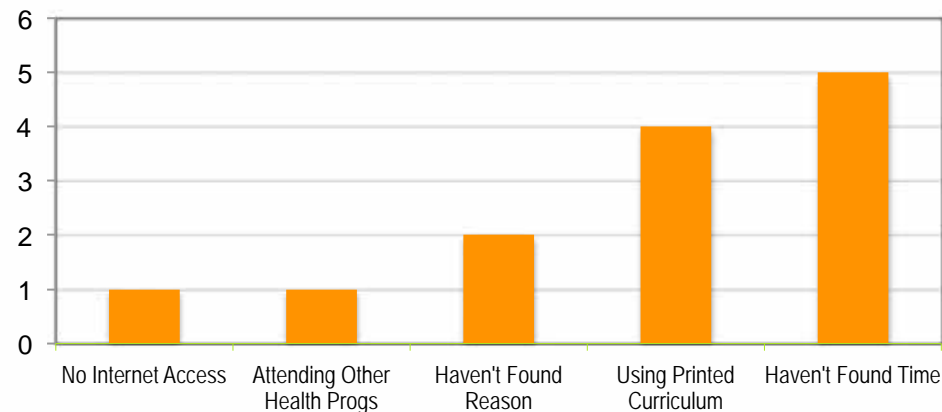
- As noted in previous reports, the most relevant, desirable, and memorable portions of the EPG website and training included:
  - Interactive games
  - Activities
  - Lessons
  - Songs
  - Videos
- Not surprisingly, these were precisely the same elements that motivated participants to visit the website.
  - Art activities, videos, songs, and lesson plans were cited as the most common motivators for visitors.
- The discussion forum and leadership training materials were seen as the least common motivators for visits.
  - This also tracks with our earlier findings in terms of the popularity of these elements from the original trainings.



# Intriguing Reasons for NOT Visiting Site

- Participants who did not visit the EatPlayGrow website subsequent to the training did not solely stay away for lack of interest.
- Our data indicates that many non-visitors were already in possession of/using the printed version of the curriculum that we provided.
- Other indicated reasons include:
  - Participants were involved in other health training initiatives.
  - Participants (unfortunately) had sporadic internet access at their work sites or homes.
- Many participants also suggested that they were unable to find the additional time necessary to visit the site.
  - This is understandable given the hectic schedules of contemporary educators.

2. If you have not visited the EatPlayGrow site, why not?





# ***EatPlayGrow™*** Training Evaluation **REPORT: PHASE IV**

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Prepared for: The Children's Museum of Manhattan (CMOM)

Prepared by: ***BLiP research***

January, 2015



# Phase IV of V

- In the interest of meeting these evaluative needs CMOM has asked *BLiP Research*—a New York-based research firm specializing in children, education, media, and technology—to conduct a multi-phase research protocol.
- This document is the top-line summary report from Phase 4 of this 5-Phase project.

Phase #	Methodology	Description
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4 <i>Qualitative Reflection</i>	<ul style="list-style-type: none"> <li>- Workshop Observation</li> <li>- Mini FGIs</li> <li>- Follow-Up IDIs</li> </ul>	<ul style="list-style-type: none"> <li>Observing and analyzing the parent workshop events</li> <li>Small focus group interviews immediately subsequent to program</li> <li>Long-term post-participation interviews examining subsequent behavior</li> </ul>
5 <i>Quantitative Refection</i>	<ul style="list-style-type: none"> <li>- Online Tracking</li> <li>- Online Survey</li> <li>- Post-Participation Surveys</li> </ul>	<ul style="list-style-type: none"> <li>Statistical analysis of post-participation web portal/platform use</li> <li>Online survey sent to all participants, long-term post-participation</li> <li>Requisite written surveys delivered to networking participants/trainers</li> </ul>

# Our Qualitative Approach

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- Traditional qualitative research (e.g. a focus group held in a focus group facility) can be useful in many contexts. But we have found that this methodology often creates unnecessary barriers for participants, particularly for low-income participants (transportation, timing, childcare, etc.)
- It also holds diminished relevance for exploring the interactive, interconnected, networked world at the center of modern life.
- We have had great success in past projects with a more informal qualitative approach, one that reflects the openness and honesty of extant forums—online chats, parent/peer groups, informal neighborhood discussions, social get-togethers.

# Methodology: Program Observation

- Observation is one of our key methodologies, as it affords an in-depth contextualization of the interaction between program and participants.
- It also allows our researchers the ability to witness engagement, externally and objectively, as it occurs in real time, adding a layer to participant surveys, which are subjective and self-reported.
- Two **BLiP** researchers were present to observe the entirety of two parent education workshops, which were held at local New York City Head Start centers and led by teachers trained by CMOM educators during the recent six-hour EPG trainings.
  - The expert researchers made wide-ranging notes but also worked from an observation checklist form to ensure that all areas deemed particularly relevant by CMOM are covered fully.



# Methodology: Mini Focus Groups

- Subsequent to the trainings, a pair of 15 minute discussions were held with participants at each site visited by *BLiP*.
- The groups discussed their reactions to the training model, responding in a more in-depth and discursive fashion than that afforded by multiple choice or short-answer surveys (which were also distributed and will be a part of the report in Phase V).
  - These discussions allow us to add a greater understanding of themes and references to our interpretation of the program's efficacy and appeal.
- The groups were convened on site, and were drawn from volunteers amongst the gathered participants.
  - Participants in these discussions were incentivized with books and art materials provided by CMOM.

# Methodology: Follow Up Interviews

- To gain the most honest understanding of comprehension, content retention, and behavioral impact, it is key to speak with participants at a time period suitably subsequent to their initial engagement with the training program.
- To this end, we conducted in-depth follow-up interviews with a select number of teachers who participated in the CMOM EPG six-hour training.
  - These took place months after the initial exposure to the training model.
- The respondents discussed their ongoing connection to the training, with a particular focus on behavioral impact, as well as effects on their engagement with others in their classroom and community vis-à-vis the core subject matter.
- The interviews allowed us to examine the links and disparities between expectations and actualities with regard to the training, and to inform our assessment and suggestions for areas of remediation.
- They also allow us to further contextualize our statistical findings.

# Observation Worksheet

ELEMENT	PHYSICAL ENGAGEMENT (Note behavior)	COMPREHENSION (Note questions)	VERBAL ENGAGEMENT (Note comments)
a) Presentation of <i>Eat Play Grow</i> Website			
b) Stoplight Collage Mural			
c) Healthy Beverage Demonstration			
d) Song			
e) Book			
f) Snack			
g) Personal Stories			
h) Building Partnerships			

# Mini Focus Group Discussion Guide

## Post-Participation Discussion Guide

### *I. Welcome/Introduction*

- Disclosure re: research process
- Main reason for attending workshop

### *II. Engagement/Content Acquisition [15 minutes]*

- What were your favorite parts of the workshop?
  - What made these particularly compelling?
  - What made these particularly effective? Engaging?
- Having participated in the workshop, how likely is it that you will pass this information on to other people you know: friends, family members, community members?
  - What would you need more of in order to feel more confident?
  - How would this best be provided? (More in-person training? Follow-up? Online content? Etc.?)
- What information you think you would be most likely to share with your friends, family members, or community members?
  - Why these?
  - Why not others?
- What did you feel were your least favorite/least effective portions of the workshop?
  - What made these less compelling?
- How would you improve on these least favorite portions?
- What, if anything, did the workshop need more or less of?
- You were shown the *EatPlayGrow* website during the workshop. Do you think you might visit that website?
  - What might motivate you to visit?
    - What would you be looking for?
    - When/where would you visit?
  - What might keep you from visiting?

# Phone Interview Discussion Guide

## BLiP Research – Follow Up IDI: Teacher EPG Participants

- You participated in the Children's Museum's EatPlayGrow training this summer. What are the things you remember most from that training?
  - What do you think made these elements the most memorable?
- Since participating in the training, have you used any of the information or activities you learned there in your classroom with your preschool students?
  - If so, which elements have you implemented in the classroom? Please be as specific as possible. Any others?
  - What made you select those elements to use?
  - What was your students' response to the information/activities?
    - o Did they enjoy it?
    - o Did they understand it?
    - o Did it seem to have any impact or effect in or outside of the classroom?
- Since participating in the training, have you used or shared any of the information or activities you learned there with the families/caregivers of your preschool students?
  - If so, which elements have you shared? Please be as specific as possible. Any others?
  - What was their response to the information/activities?
    - o Did they enjoy it?
    - o Did they understand it?
    - o Did it seem to have any impact or effect in or outside of the classroom?
- If you haven't had a chance to use or share any of this information, can you tell me a little bit about what has prevented you from doing so?
  - Have you not found time? Was the information not relevant or applicable to your students or their families? Were you already covering this information?
- Since participating in the training, have you had the occasion to visit the EatPlayGrow website?
  - If you visited, what in particular were you looking for?
    - o Why were you looking for that particular bit of information/lesson?
    - o Were you able to find what you were looking for?
  - If you haven't had a chance to visit the site, can you tell me a little bit about what has prevented you from doing so?
    - o Was it based on a lack of time? A lack of Internet access? Other?
  - if you haven't used the website yet do you see this as a valuable resource moving forward? Can you see using this to train teachers or parents or as a refresher of the information presented in the workshop?
- Has participating in this workshop had any other impact or effect on your behavior?
  - Have you shared the information you learned there with any of your own friends or family or anyone else in your community?
  - Has it had any impact or effect on the behavior of your friends and family, or of anyone in your community?

THANK YOU FOR YOUR TIME

# Sites Visited/Observed

Date	Name	Location	Total Number of Participants	Number of Mini FGIs Conducted * Number of Participants
October 17, 2014	ACE Integration Head Start	1419 Broadway Brooklyn, NY 11221	15	2 Groups • 3 members • 3 members
December 19, 2014	Union Johnson Early Learning Center	1829 Lexington Ave New York, NY 10029	23	2 Groups • 4 members • 3 members

# Participant Interviews

Date	Participant Name
December 01, 2014	Regina Skinner
December 01, 2014	Guadalupe Huertos
December 02, 2014	Alicia Oliver
December 04, 2014	Ike Odingbe
December 05, 2014	Karen Baker
December 09, 2014	Ashley Garcia
December 14, 2014	Vanessa Melendez

# Findings: Parent Workshops

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# Workshops Were Very Well Received

- Overall, participants exhibited keen focus and interest during the one-hour workshops.
  - Engagement was physically and verbally interactive, as well as aurally attentive.
- Participants found the information presented to be accessible, appropriate, and useful.
- The trainers' energy and interest—particularly their personal connection to the material—was infectious and motivating.

*"I enjoyed it all."*

*"I loved the presenter's enthusiasm."*

# Workshops Inspire Desire for Sharing

- Subsequent to their participation, workshop attendees felt certain that they would want, and be prepared, to share information that they learned.
  - This was especially true of the most motivating information garnered (see subsequent slides for specifics).
- Participants also wanted to gather and share other nutritional information, and were driven to discover further information on the subject in order to feel confident.
  - This drive seemed likely to motivate investigation of the EPG website, if access could be procured.

*“I will definitely share this with my family.”*

*“I want to know more about reading food labels, what products should be forbidden, what are the proper standards for what we should eat.”*

# Favorite Segments Featured Interaction

- Portions of the training that included interaction between the presenter and participants and/or among participants were best and most strongly recalled. These included elements such as:
  - Directed movement
  - Solicitation of information or experience
  - Small/full group discussions
  - Engaging visual demonstrations
  - Readily actionable advice/information
  - Music
  - Movement

*“It’s easier to learn when you’re involved.”*

# Favored Segments Included Discovery

- Many of the most memorable and favored segments incorporated the revelation and/or demonstration of surprising truths.
  - The number of teaspoons/grams of sugar in common beverages
  - How serving size can conflict with package size
  - How familiar (healthy seeming) foods might be categorized into Always, Sometimes, and Rarely (“Go,” “Slow,” and “Whoa”) headings
  - The relevance of balancing food intake with energy output
  - Experimenting with tasting new foods

*“Who knew there was so much sugar in juice? Seeing it physically there, piled up, was shocking.”*

*“It was a great reminder to look at the serving size in a bottle or pack.”*

*“I never heard of sunflower butter before. It was delicious, and it’s better for you than peanut butter.”*

# Personal Stories are Very Motivating

- Many participants cited as elucidating, relevant, and relatable the personal stories shared by the presenter.
  - This was especially true if the story connected to the material and message being presented, *and* demonstrated a specific and particular way in which the presenter went about solving for it or changing his/her behavior.
    - These kinds of personal prescriptions and successes were extremely motivational.

*“I liked how she [the presenter] told about how she lost weight by cutting out Taco Bell, even though she really likes it, because she found out it wasn’t good for her. She lost fifteen pounds!”*

*“It was good when she [the presenter] mentioned how she gave up soda by replacing it with seltzer and a little juice.”*

# Community Partnerships Pique Interest

- Participants were also highly motivated by notification/discussion regarding the presence of community organizations that could provide access to healthier food options.
  - Participants were often surprised to learn of the availability of fresh and healthy options in their community.
  - Participants expressed an interest in creating and disseminating more information about these organizations, including location, proximity, hours of operation, etc.
    - This fits well into the idea of a “community mapping” section expected to be rolled out on the EPG website/app.

*“I didn’t know about the Farm to Head Start program, and it happens right here at our school.”*

*“The Farmers’ Market accepts EBT? I want to be able to find out when that’s happening. We should have a way of getting all that information in one place.”*

# Deep Interest in Food Value

- Participants were also very interested in the “true” nutritional value of food—both in general, and in specific foods.
  - They wanted a resource that would let them know which foods were and were not appropriate for themselves and their family.
  - They wanted help in understanding the value that specific foods, as well as vitamins and nutrients, offer them and their families.
  - They also wanted help in understanding the benefit of organic versus “regular” foods.
- Participants had many questions regarding this subject, and felt, at times, overwhelmed by the information out there. They wanted a richness of information, distilled into straightforward answers.
  - Much of this information is presented in various areas of the EPG website.
  - A distillation of this information in a handy fact sheet would enhance its practical application.

*“I know carrots are good for your eyes, but I want to know why certain other foods are good for you, what they do?”*

*“The doctor says it’s good to give the kids Pediasure instead of a meal if they’re picky eaters. Is that healthy?”*

*“I like to have a lot of healthy foods around, but how do we encourage the kids to eat them so they don’t go to waste?”*

# Exposure to EPG Website Engages

- All participants were exposed to and registered for the *EatPlayGrow* website. Participants were highly enthusiastic about the wealth of information available there, especially interactive and informative components such as:
  - Recipes
  - Songs
  - Handouts
  - Family Lessons
  - Books
- Participants felt that it was likely that they would visit and/or share the site—at home, or on their phone (if this was possible)—as well as share the information contained there.
  - They felt they would be kept from accomplishing this only by a lack of time, or of regular internet access, both of which seemed to be very real barriers.

*“I would love to show other people the sugar in drinks demonstration.”*

*“You could pass on information like this when you’re eating meals.”*

*“I don’t have internet at my house or the phone I get, so it’s hard to go online.”*



# Participants Suggest Improvements

- Participants were engaged enough in the workshop to want to improve it. Their suggestions were mainly specific and directed:
  - Integrate physical activity into all activities to maximize engagement and opportunities for exercise.
  - Provide an “answer key” for activities like the “Go, Slow, Whoa” collage.
    - This relates to the aforementioned desire for “specific” cues about food value.
  - Improve the notification process for parents/caregivers for future trainings.
  - Provide take-home “starter kits” for the activities, allowing further sharing.
  - Provide the lyrics for the songs sung.
- Much of this information is readily available on the EPG website, but without reliable web access, it sadly remains out of reach for many participants.

*“I would want to know the answers to all the questions, so I could share that with my family.”*

*“I would love to do another training like this. But sometimes I’m not sure when they happen.”*

# Findings: Teacher Follow-Up IDIs

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# Teachers Enjoyed/Recalled Trainings

- Though our conversations with participating teachers occurred six to eight months subsequent to the six-hour EPG workshops in which they participated, teachers had strong and fond recall of the trainings.
- Teachers were most attracted to and had highest recall of activities that offered children opportunities to interact directly and personally with information and materials.
  - Songs, stories, art, movement, and discussion activities best fit this bill.
- Teachers also had high recall of the new foods that were presented and offered at the trainings, providing them with the opportunity to think personally about healthy choices—for themselves as well as for the families with whom they work.

*“I liked activities that offer an equal balance of sitting still and movement—but not all over the place. That combination helps kids sit through activities because it engages them and keeps them interested.”*

*“They [CMOM] brought food—salad, and baked chicken, and water. There was not just talking. They show you what’s good for you.”*

# Teachers Used EPG Materials in Class

- Teachers attested to frequent use of EPG materials in their classrooms.
  - The materials were often adapted in innovative ways to make them more interactive, accessible, or relevant.
- The **Go, Slow, Whoa** activity was most frequently cited. Teachers utilized and varied it in order to elucidate its core message: that there are foods that are okay to consumer any time, sometimes, and rarely, and that kids and families should be aware of this when choosing.
  - One teacher made a game that involved children moving at the appropriate speed for the food symbol they were given, reinforcing the message.
  - One teacher took the activity to McDonald's and used it to analyze the menu there.
- Other frequently utilized activities included:
  - **Healthy Beverage Demonstration**
  - **Dem Bones**
  - **Portion Plate**
  - **Eat a Rainbow**
- Songs were also very often cited as useful in transitions—like before lunch—and thus a great means to reinforce a healthy eating lesson.

# Teachers Shared EPG with Parents/Caregivers

- Head Start teachers do not have a lot of direct interactive time with parents. The most typical communication tool is the hand-out. Teachers are happy to have any that can be provided.
  - Some teachers found handouts on the EPG website, which they shared with parents.
  - Some teachers also shared the EPG website with parents.
- There is a lot of competition for parental attention, so colorful and/or eye-catching handouts tend to be most effective.
- A number of teachers noted that they were aware of their students sharing EPG information with parents.

*“We don’t have that much time with individual parents because pickup times are staggered.”*

*“The kids were really excited to tell their parents about these activities. We did the portion plate and all the kids wanted to tell the parents.”*

# Teachers Suggest EPG Parent Workshops

- Several teachers suggested parent/caregiver workshops be arranged for the families with whom they work.
  - Taking the initiative to conduct these workshops was not something that teachers had yet accomplished.
  - Perhaps CMOM could work to help encourage such workshops through the use of grants, collaborations with local merchants or community organizations, etc.

*“We do a monthly meeting that’s mandatory for parents, giving them information we think is relevant. We should make a point that it’s important to come to those, and we could share the EPG with them there.”*

*“It would be nice for the parents to be able to attend the training we did.”*

# Teachers Noted Personal Behavior Changes

- Teachers who participated in the training readily admitted to making changes in their own behavior. This most commonly took the form of:
  - Decreasing the intake of sugary beverages/juice
  - Increasing the intake of water/seltzer
  - Attending to the quantity of what they consumed (portion)
  - Making small food decisions/substitutions that can be impactful over the long term
  - Increasing their level of activity
  - Increasing their intake of fruits and vegetables
  - Increasing their willingness to try/experiment with new foods

*"I applied a lot of the stuff I learned to my personal life."*

*"I find myself thinking about little decisions: do I really want the latte instead of coffee, with all those extra calories. When you take the time to get into it, it's really interesting."*

*"It [the EPG training] definitely made me more active."*

# Teachers Shared EPG with Friends/Family

- Teachers also shared with friends and family the information they learned at the EPG training.
  - Most often, they mentioned their new awareness of sugar content in beverages and how this new knowledge changed the habits of the people around them.
  - Increase in water consumption was also often credited to their training experience.
- Some teachers also encouraged friends/family members to:
  - Try new foods
  - Attend to portion size/serving size
  - Take note of nutritional content
  - Drink more low-fat milk

*"I told my daughter. At first she didn't eat yogurt, but now she eats yogurt. Then we did the Dem Bones activity at home, and she drinks more milk now."*

*"I talked to my daughter and her kids, and showed them how much sugar is in drinks. They liked learning that."*

*"I tell my friends that it opens up your mind to try new foods."*

*"My family, we even went to Trader Joe's."*





# ***EatPlayGrow™***

## Training Evaluation

### **REPORT: PHASE IV**

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Prepared for: The Children's Museum of Manhattan (CMOM)

Prepared by: ***BLiP research***

October, 2014

# Phase V of V

- In the interest of meeting these evaluative needs CMOM has asked *BLiP Research*—a New York-based research firm specializing in children, education, media, and technology—to conduct a multi-phase research protocol.
- This document is the top-line summary report from Phase 5 of this 5-Phase project.

Phase #	Methodology	Description
1 <i>Exploratory</i>	<ul style="list-style-type: none"> <li>- Review</li> <li>- Pre-Participation IDIs</li> </ul>	<ul style="list-style-type: none"> <li>Analyze training model and extant research prior to implementation for context, familiarization, and hypothesizing</li> <li>Examine preconceptions, expectations, and concerns, to be addressed in the subsequent phases of the research</li> </ul>
2 <i>Qualitative Insight</i>	<ul style="list-style-type: none"> <li>- Program Observation</li> <li>- Mini FGIs</li> </ul>	<ul style="list-style-type: none"> <li>Observing and analyzing implementation of the training model</li> <li>Small focus group interviews immediately subsequent to training model implementation</li> </ul>
3 <i>Quantitative Testing</i>	<ul style="list-style-type: none"> <li>- Post-Participation Surveys</li> <li>- Online Surveys</li> <li>- Online Tracking</li> </ul>	<ul style="list-style-type: none"> <li>Requisite written surveys delivered to all participants/trainers</li> <li>Requisite online surveys for all users of the web platform</li> <li>Statistical online data tracking for site use, time on task, browsing, etc.</li> </ul>
4 <i>Qualitative Reflection</i>	<ul style="list-style-type: none"> <li>- Networking Observation</li> <li>- Mini FGIs</li> <li>- Follow-Up IDIs</li> </ul>	<ul style="list-style-type: none"> <li>Observing and analyzing the networking events</li> <li>Small focus group interviews immediately subsequent to program</li> <li>Long-term post-participation interviews examining subsequent behavior</li> </ul>
5 <i>Quantitative Refection</i>	<ul style="list-style-type: none"> <li>- Online Tracking</li> <li>- Post-Participation Surveys</li> </ul>	<ul style="list-style-type: none"> <li>Statistical analysis of post-participation web portal/platform use</li> <li>Requisite written surveys delivered to workshop participants</li> </ul>

# Quantitative Instruments

- Following their participation in the training, all participants completed a quantitative questionnaire. This questionnaire was not intended to measure the specific knowledge gleaned from participation in the program. Rather, it measured participant perception of the program with respect to: Comprehensibility, Appeal, and Efficacy
- Because this project has, at its heart, the creation and implementation of an extendible online site/portal we utilized the Google Analytics use data derived from the extendible web technology designed and built for this project. These systems incorporate the ability to capture and analyze basic metrics regarding participant engagement.

FOR OFFICIAL USE ONLY: Site # \_\_\_\_\_ Date: / /

## CMOM's EatPlayGrow™ Workshop: Post-Participation Survey

Thank you for participating in the *EatPlayGrow* Workshop. In order to help us evaluate this workshop, we are working with an independent research company, *BLiP Research*. Please answer the questions in the brief survey below. Your input is very important.

- After participating in this workshop, how informed do you feel about some of the core issues surrounding early childhood obesity prevention?  
☐ Not At All   ☐ Poorly   ☐ Moderately   ☐ Well   ☐ Extremely
- After participating in this training, how prepared do you feel you are to share the information you learned with friends or family members?  
☐ Not At All   ☐ Poorly   ☐ Moderately   ☐ Well   ☐ Extremely
- Please rate the usefulness of each of the following elements of the workshop on a scale of 1 to 5  
 1 = Not At All Useful, 2 = A Bit Useful, 3 = Useful, 4 = Very Useful, and 5 = Extremely Useful
  - Presentation of *EatPlayGrow* Website
  - Energy Balance Activity
  - Sugar in Beverages Demonstration
  - Song
  - Book
  - Snack
  - Personal Stories from Presenter
  - Building Community Partners
- Now that you've been introduced to the *EatPlayGrow* website, how prepared do you feel to locate information on this site?  
☐ Not At All   ☐ Poorly   ☐ Moderately   ☐ Well   ☐ Extremely
- Now that you've been introduced to the *EatPlayGrow* website, what is the likelihood that you will visit the website again after this workshop?  
☐ Not At All   ☐ Low   ☐ Moderate   ☐ High   ☐ Very High
- If you were to visit the *EatPlayGrow* website, which of the following would be the most likely reasons for your visit? (Please check all that apply)  

<input type="checkbox"/> Lesson Plans	<input type="checkbox"/> Art Activities
<input type="checkbox"/> Recipes	<input type="checkbox"/> Music Videos
<input type="checkbox"/> Download <i>EatPlayGrow</i> Curriculum	<input type="checkbox"/> Movement Activities
<input type="checkbox"/> Online Discussion Forum	<input type="checkbox"/> Reading Activities
<input type="checkbox"/> Parent Handouts	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Health Facts	<input type="checkbox"/> I do not plan on visiting the site
- If someone called you in six months, what do you think is the likelihood that you would have shared some of the information you learned at today's workshop with family, friends, or other members of your community?  
☐ Not At All   ☐ Low   ☐ Moderate   ☐ High   ☐ Very High

# Participating Sites

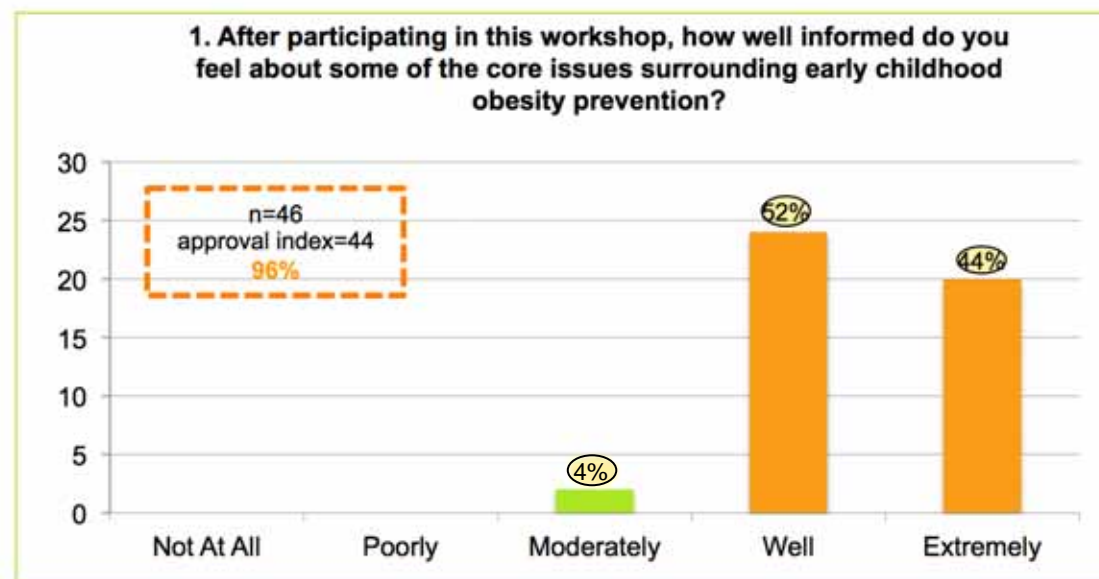
Date of Training	Center Name	Location	# of Respondents
October 17, 2014	ACE Integration Head Start	1419 Broadway Brooklyn, 11221	8
November 21, 2014	Mott Haven Community Center	375 East 143 <sup>rd</sup> St. Bronx, NY 10454	10
November 25, 2014	World of Creative Experiences (PAL)	280 Livonia Avenue Brooklyn, NY 11212	2
December 12, 2014	Union Settlement	114 East 122 <sup>nd</sup> Street New York, NY 10035	4
December 19, 2014	Union Johnson Early Learning Center	1829 Lexington Ave New York, NY 10029	22
TOTAL			46

# Findings

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# Workshop Was Extremely Informative

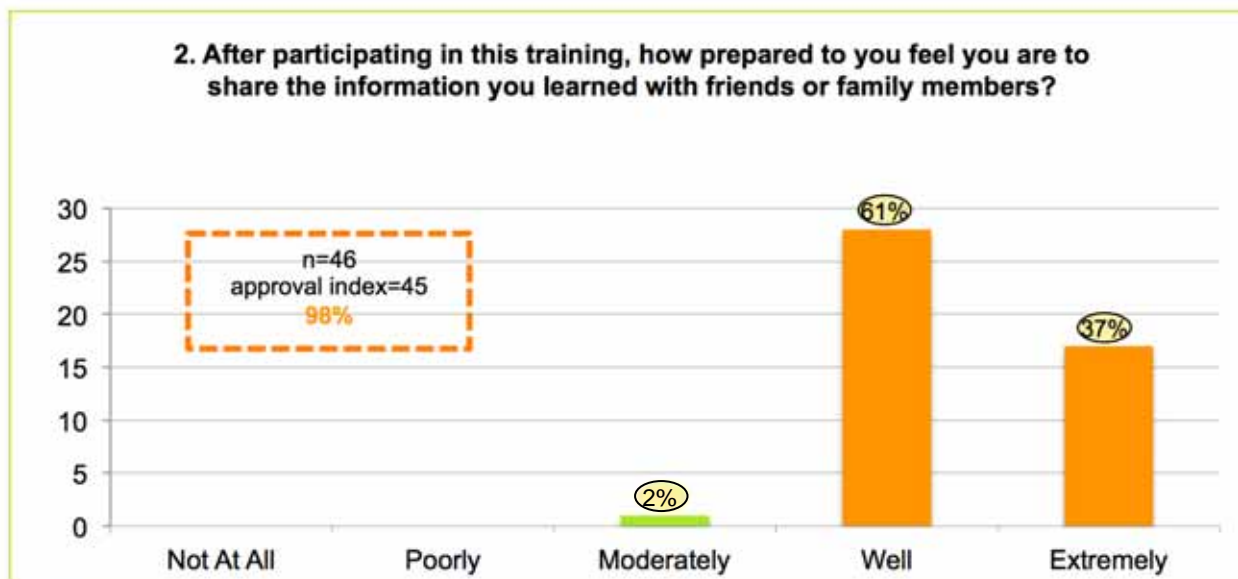
- An overwhelming majority of participants felt that the training did an excellent job of informing them of some of the issues surrounding early childhood obesity prevention.
  - 96 % of participants** felt “well” or “extremely” informed subsequent to participation.





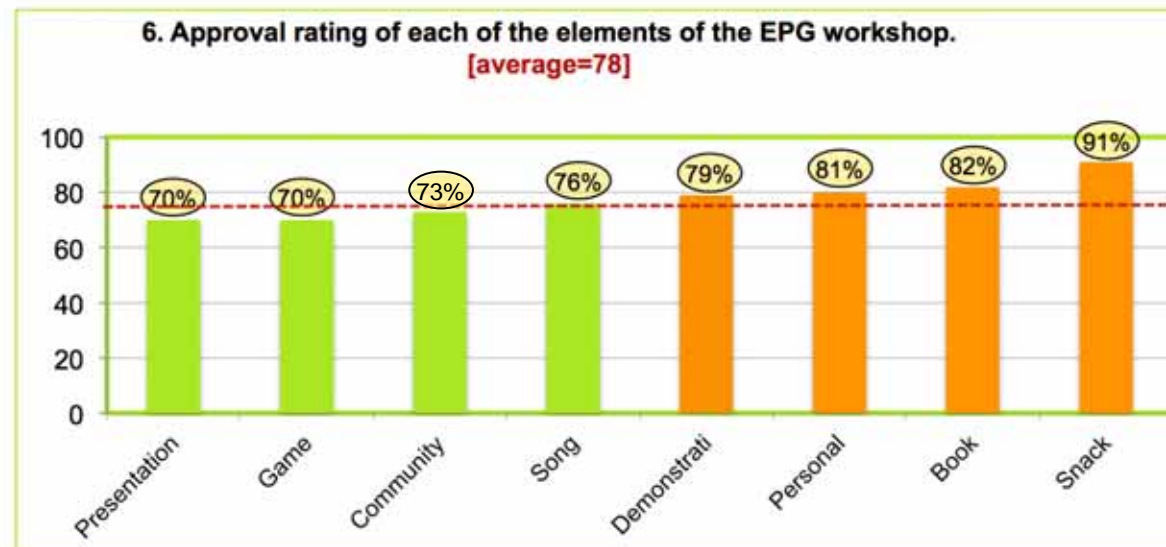
# Workshop Was Extremely Useful

- Similarly, an overwhelming majority of participants felt that the training prepared them well to share the subject information they gleaned from the training.
  - 98% of participants** felt “well” or “extremely” prepared to share what they learned with friends or family members.



# Training Elements Useful, Actionable

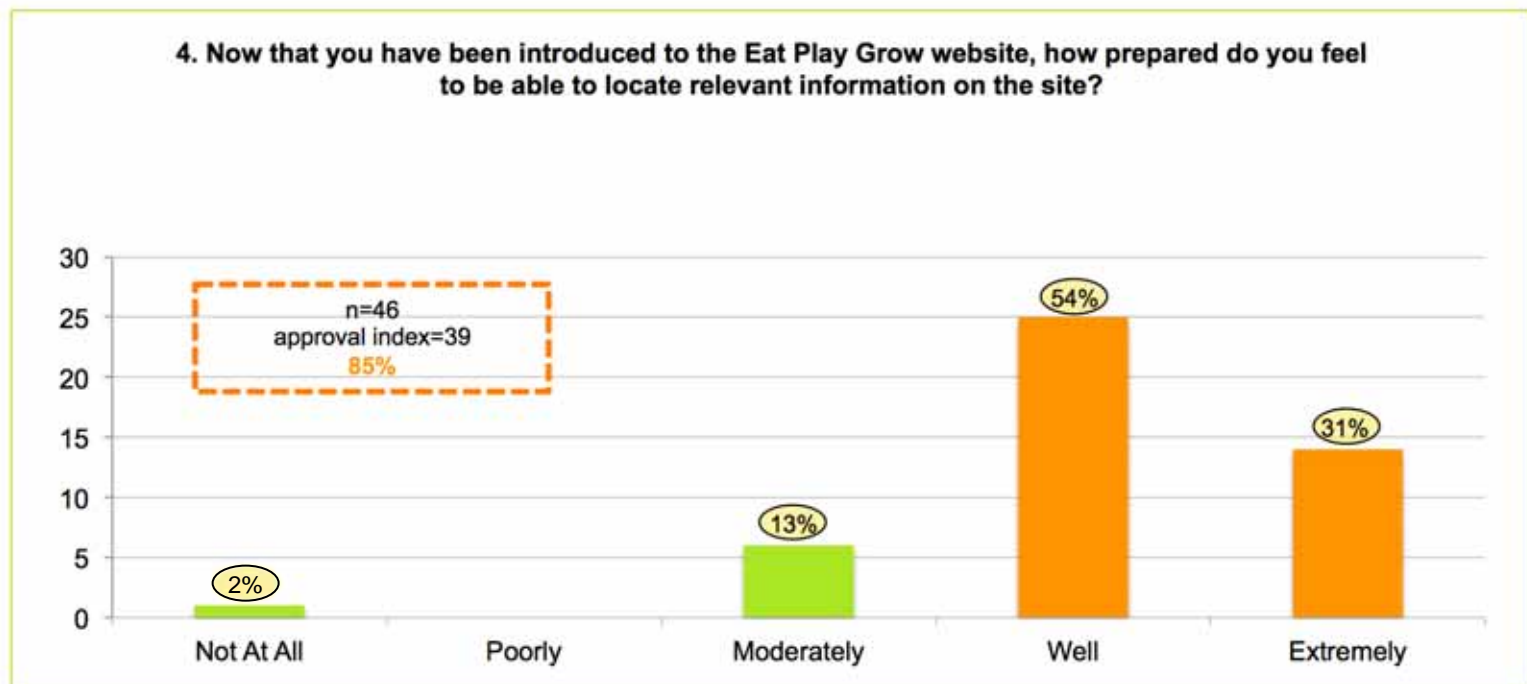
- Participants cited the EatPlayGrow workshop elements to be actionable as well, with **78% of participants** finding the various elements to be highly useful overall.
- The aspects of the training with the highest approval ratings included:
  - Snack (**91%**)
  - Book (**82%**)
  - Presenter's Personal Stories (**81%**)
  - Demonstration (**79%**)





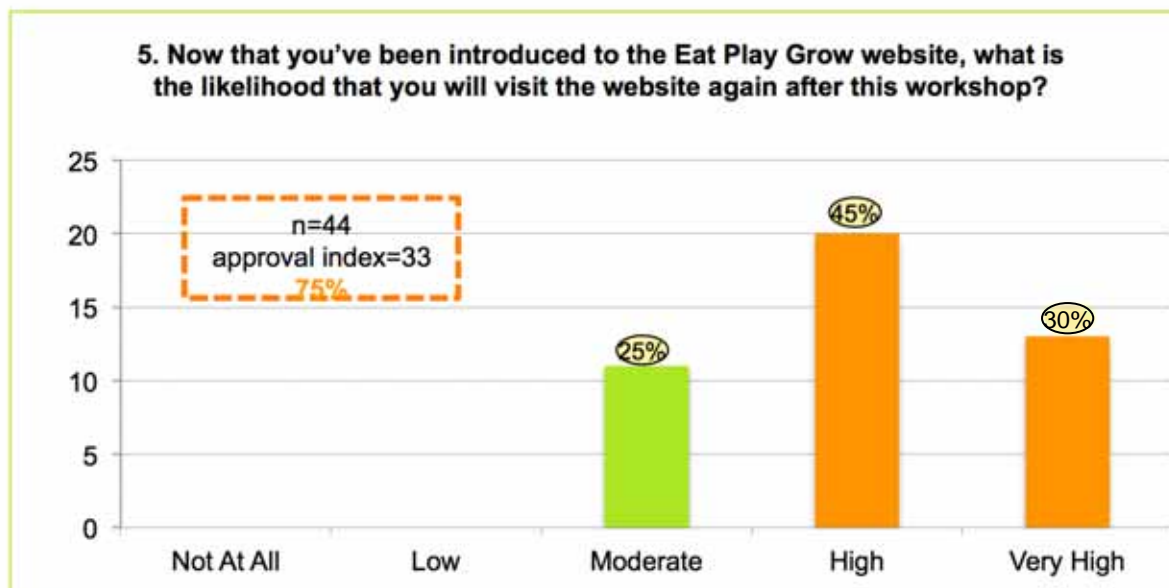
# EatPlayGrow Website Very Easy to Use

- After being exposed to the EPG Website, an overwhelming majority of participants felt highly confident that they would be able to find relevant information here.
  - 85% of participants** felt “well” or “extremely” prepared to use the website post workshop.



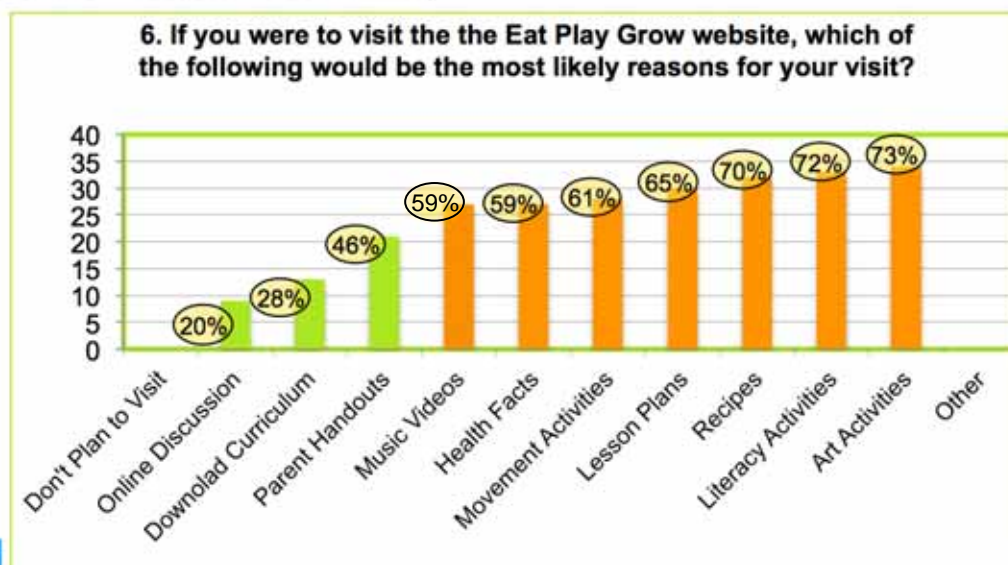
# EatPlayGrow Website Highly Appealing

- A great majority of participants also felt that it was extremely likely that they would use the website subsequent to participating in the training.
  - **75% of participants** felt that the likelihood of their visiting the EPG website was “high” or “very high,” subsequent to participation in the training.
    - It should be noted that the participants in this group were members of low-income families, many of whom also cited their irregular access to the internet. This may have limited participants projected use of the site.



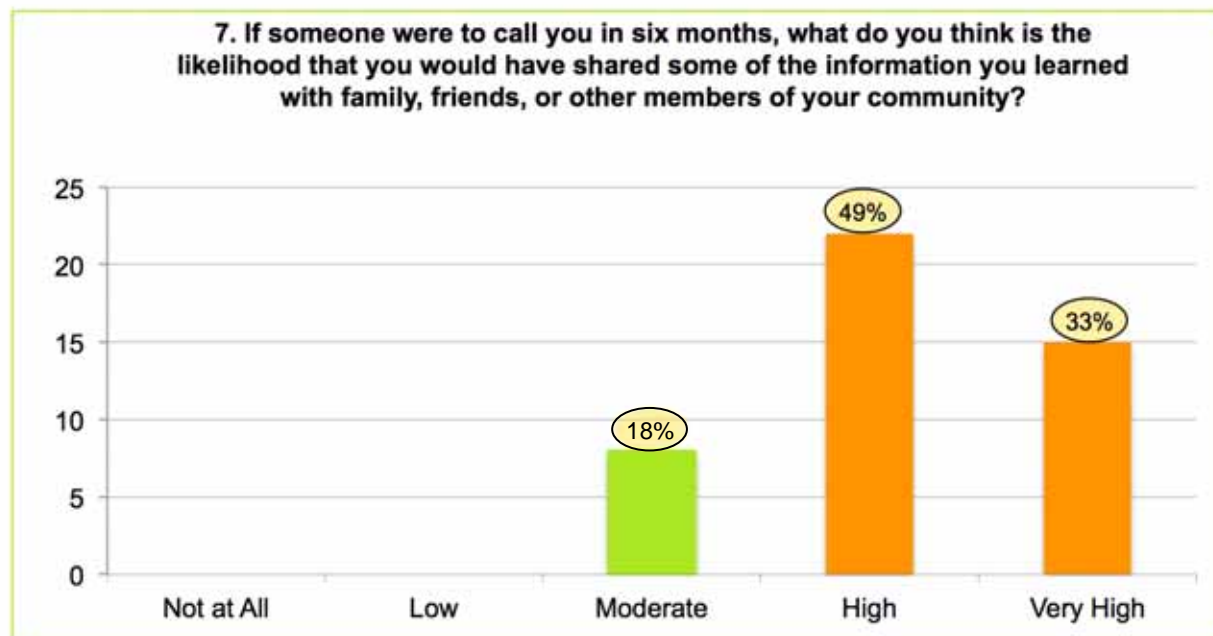
# EatPlayGrow Website Content Varies in Appeal

- Following exposure to the site, participants were asked to identify the site content areas most likely to motivate their visit. These included:
  - Art Activities (73%)
  - Literacy Activities (72%)
  - Recipes (70%)
  - Lesson Plans (65%)
- Some of the content areas did not fare quite as well in terms of motivational appeal.
  - Parent Handouts (46%)
  - Downloading Curriculum (28%)
  - Joining the Online Discussion Forum (20%)



# Training Likely to Motivate Sharing Information

- A great majority of participants felt that the training would be likely to result in their personally sharing—long-term—with friends, family, and community members some of the information presented in the workshop.
  - 82% of participants** felt that the likelihood of their sharing of some aspect of the training six months from participation was “high” or “very high.”

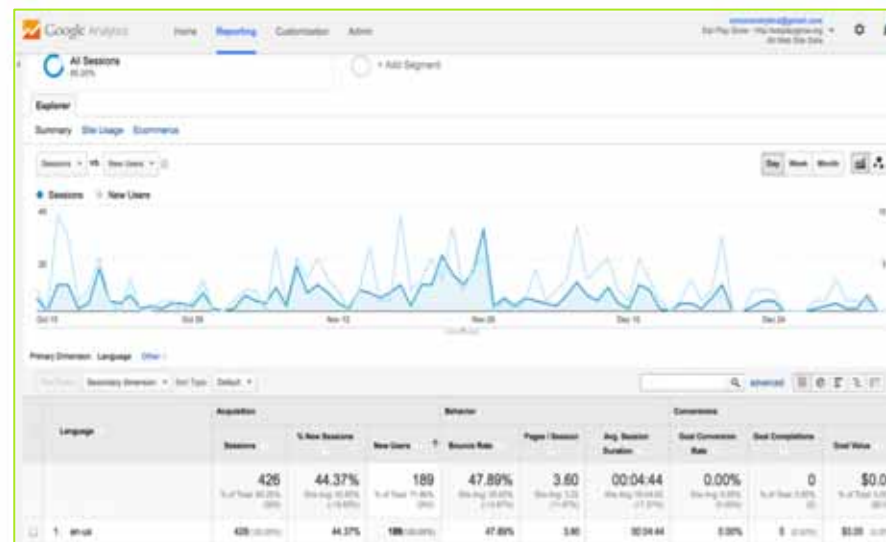




# EatPlayGrow Website Hosted Many New Users

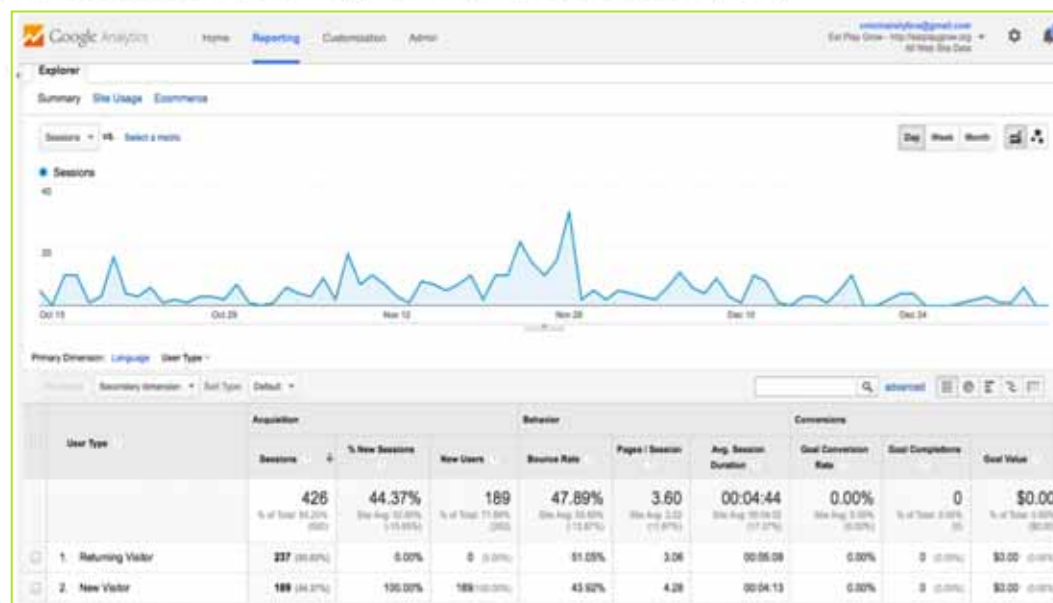
- Since our last analysis 189 new human users\* logged onto the EPG site. This is in addition to the 322 new users that logged on during the six prior months. (n=511)
- Given that under 200 people have been involved directly in the CMOM trainings and workshops, this is a great achievement and demonstrates that the reach of the website is growing and expanding beyond initial exposure.
  - They viewed an average of nearly 4:00 pages on each visit
  - They remained engaged on the site for an average of nearly 5:00 minutes

\*Additional international "users" have landed on the site, but our research shows that these were bots, not human.



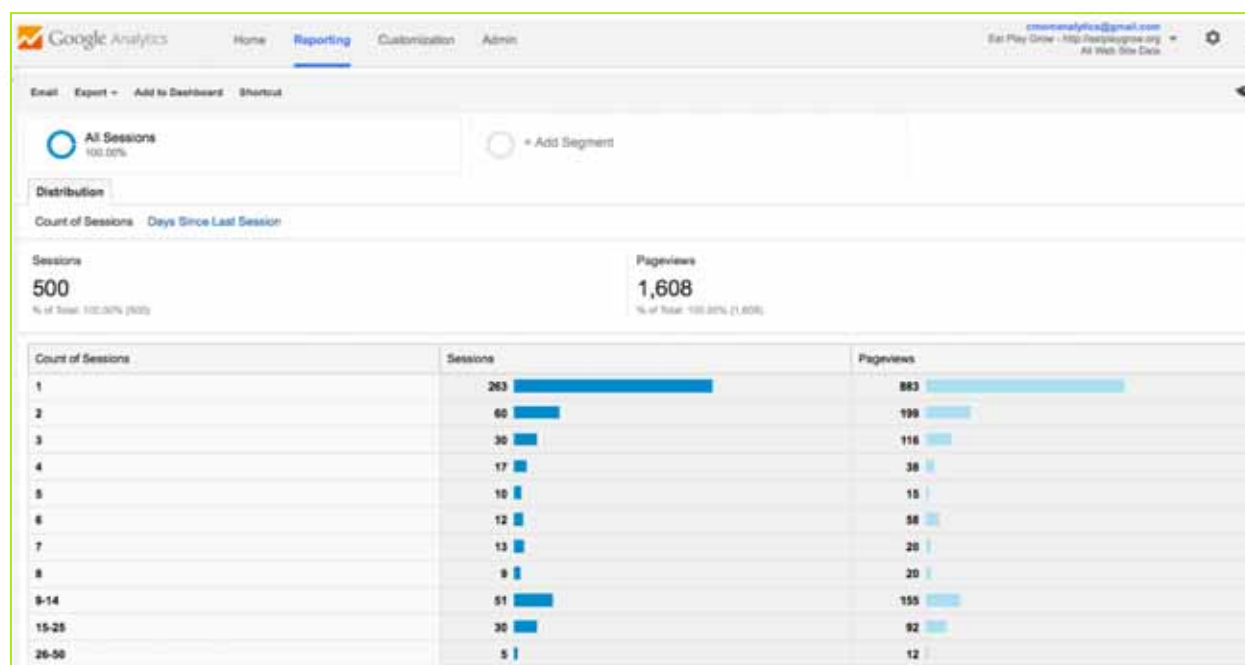
# More Than Half of Visitors Return (Engaged!)

- During this same time period, the site hosted over 400 web sessions.
- This indicates that **55%** of EPG usage came from visitors returning to the site for additional information.
  - Returning visitors viewed fewer pages than new visitors.
    - This may indicate that they were browsing less and looking in a more directed fashion, having had experience with the site.
  - However, returning visitors remained engaged with the site for about 25% longer than new visitors.
    - 5:08 minutes/session (returning) vs. 4:13 minutes/session (new)



# Site Engenders Multiple Visits, Deep Engagement

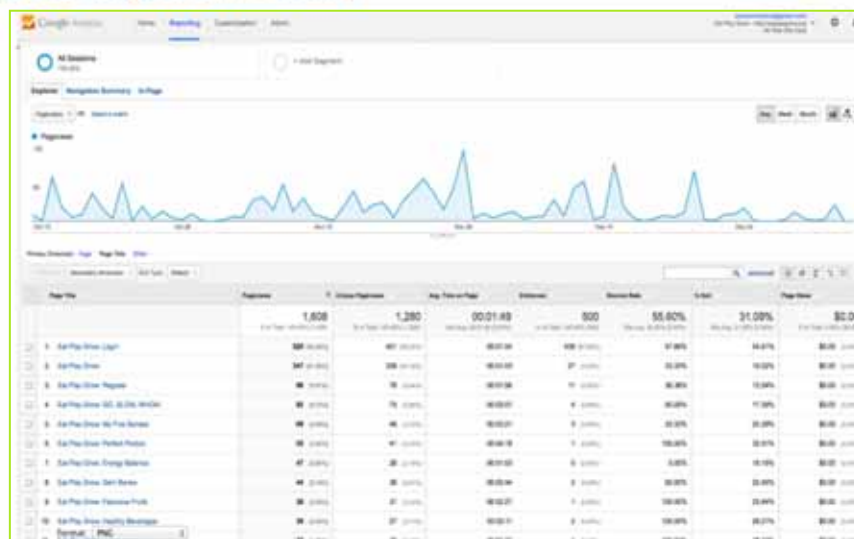
- Many of the site's visitors return multiple times to seek out and/or find additional information.
  - 35%** of visitors returned to the site three or more times.
  - About **15%** of visitors visited the site 10 or more times.



# Lessons Pages Dominate Views

- The Lessons pages continue to be the most popular destination (after the login page\*).
  - Many of these visits track directly to the dates of the trainings. But an even larger number come subsequent to each of the trainings indicating that users may be either being exposed to the site and then returning, or spreading the word to other members of their community subsequent to training.
- Lessons that dominate page views include the same lessons that teachers and parents most enjoyed:
  - Go, Slow, Whoa
  - My Five Senses
  - Perfect Portion
  - Energy Balance

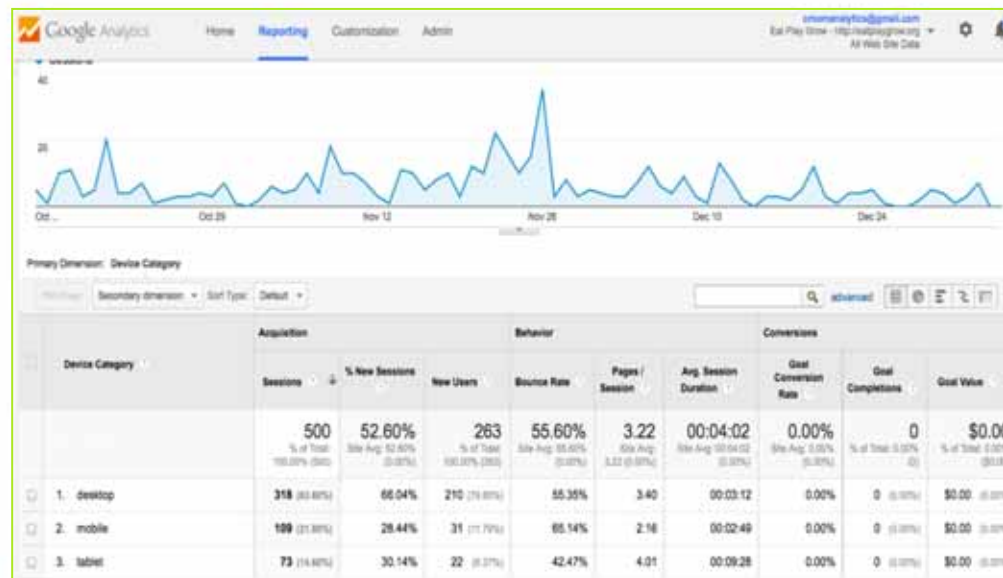
\*The login page is being eliminated to improve accessibility





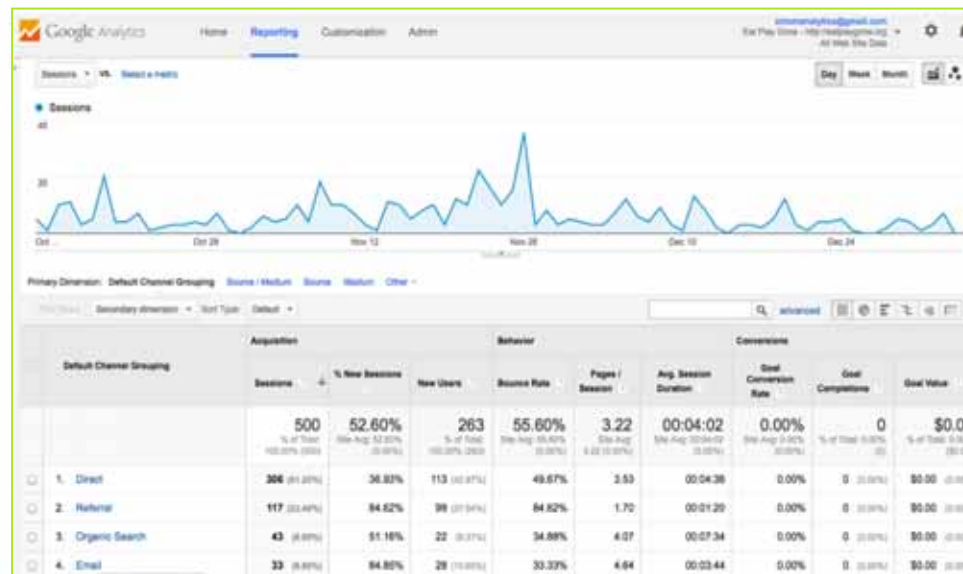
# Device Access Indicates Home/School Use

- Less than **15%** of the devices used to access the site were iPads—the devices on which participants in the EPG trainings and workshops accessed the site.
  - This is a sharp decrease from previous analysis.
- Nearly **65%** of visits occurred on desktop computers.
- Over **20%** of visits occurred on smart-phones or other mobile devices.
  - Visits from non-iPad devices indicate that participants were motivated to return to the site from their homes, schools, classrooms, or elsewhere following the training.
- Again, while usage spikes on the dates of trainings, it also increases on the dates immediately subsequent, and beyond.



# Site has Growing Diversity of Access

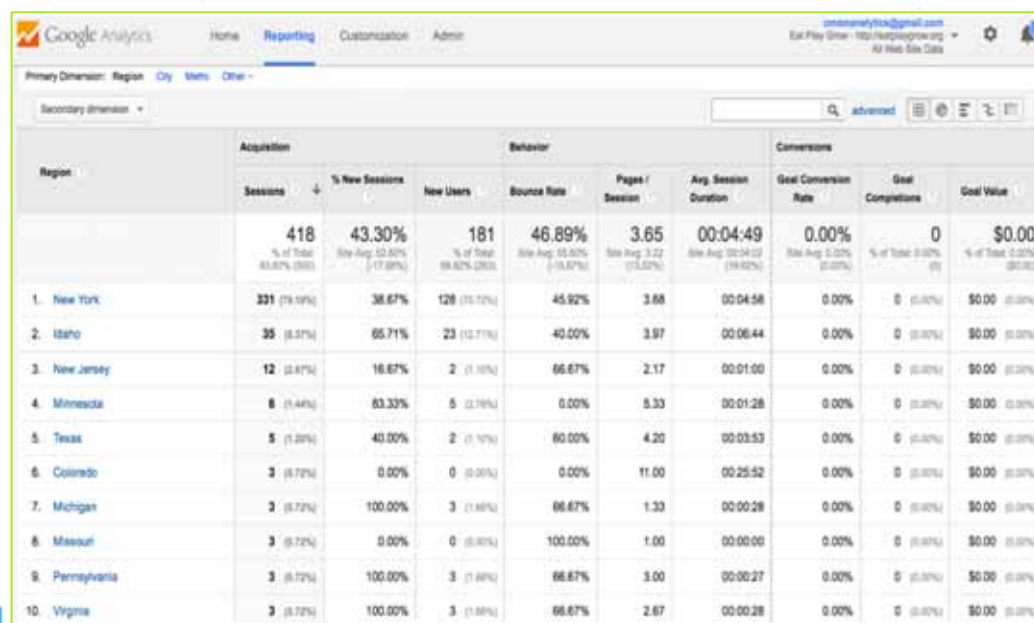
- A decreasing percentage of visits to the site were direct, wherein visitors typed in the address.
  - During our previous analysis of this metric, **90%** of visitors arrived in this fashion.
  - In this round of analysis, just over **60%** of visitors arrived this way.
  - This indicates that a decreasing number of visitors may be arriving solely when directed, and may be coming of their own accord, locating the site on their own via search or referral.
- Over **30%** of visits came through a link or referral.
  - This is over four times higher than in previous analysis.
  - This indicates that the push reminders sent to participants had significant impact, and that visitors (and participants in trainings) are likely sharing the site with friends, family, and community members.



# Site Has Diverse Geographic Reach in US

- Of the human visitors to the site, nearly **80%** came from New York State, with over **98%** of these from the New York City metropolitan region—the locus of the trainings.
- 20%** came from outside of New York State, with highest concentrations in Idaho and New Jersey
  - These included many repeat visitors, and visitors who spent far longer than average on the site.
  - This demonstrates a continued spread of access to the site.

Over 15% of visits were from outside the USA, but these visits appear to have been made by non-humans: no time was spent on site, no pages viewed.



The screenshot shows the Google Analytics Reporting interface. The primary dimension is 'Region' and the secondary dimension is 'City'. The table displays data for various US states, with New York being the most significant source of traffic.

Region	Acquisition		Behavior				Conversions		
	Sessions	% New Sessions	New Users	Bounce Rate	Pages / Session	Avg. Session Duration	Goal Conversion Rate	Goal Completions	Goal Value
	418	43.30%	181	46.89%	3.65	00:04:49	0.00%	0	\$0.00
1. New York	331 (79.19%)	38.67%	128 (70.72%)	45.92%	3.68	00:04:58	0.00%	0 (0.00%)	\$0.00 (0.00%)
2. Idaho	35 (8.37%)	65.71%	23 (12.71%)	40.00%	3.97	00:06:44	0.00%	0 (0.00%)	\$0.00 (0.00%)
3. New Jersey	12 (2.87%)	16.67%	2 (1.10%)	66.67%	2.17	00:01:00	0.00%	0 (0.00%)	\$0.00 (0.00%)
4. Minnesota	8 (1.94%)	63.33%	5 (2.76%)	0.00%	5.33	00:01:28	0.00%	0 (0.00%)	\$0.00 (0.00%)
5. Texas	5 (1.20%)	40.00%	2 (1.10%)	60.00%	4.20	00:03:53	0.00%	0 (0.00%)	\$0.00 (0.00%)
6. Colorado	3 (0.72%)	0.00%	0 (0.00%)	0.00%	11.00	00:25:52	0.00%	0 (0.00%)	\$0.00 (0.00%)
7. Michigan	3 (0.72%)	100.00%	3 (1.66%)	66.67%	1.33	00:00:28	0.00%	0 (0.00%)	\$0.00 (0.00%)
8. Missouri	3 (0.72%)	0.00%	0 (0.00%)	100.00%	1.00	00:00:00	0.00%	0 (0.00%)	\$0.00 (0.00%)
9. Pennsylvania	3 (0.72%)	100.00%	3 (1.66%)	66.67%	3.00	00:00:27	0.00%	0 (0.00%)	\$0.00 (0.00%)
10. Virginia	3 (0.72%)	100.00%	3 (1.66%)	66.67%	2.67	00:00:28	0.00%	0 (0.00%)	\$0.00 (0.00%)

# Thank You!

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