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FPG CHILD DEVELOPMENT INSTITUTE



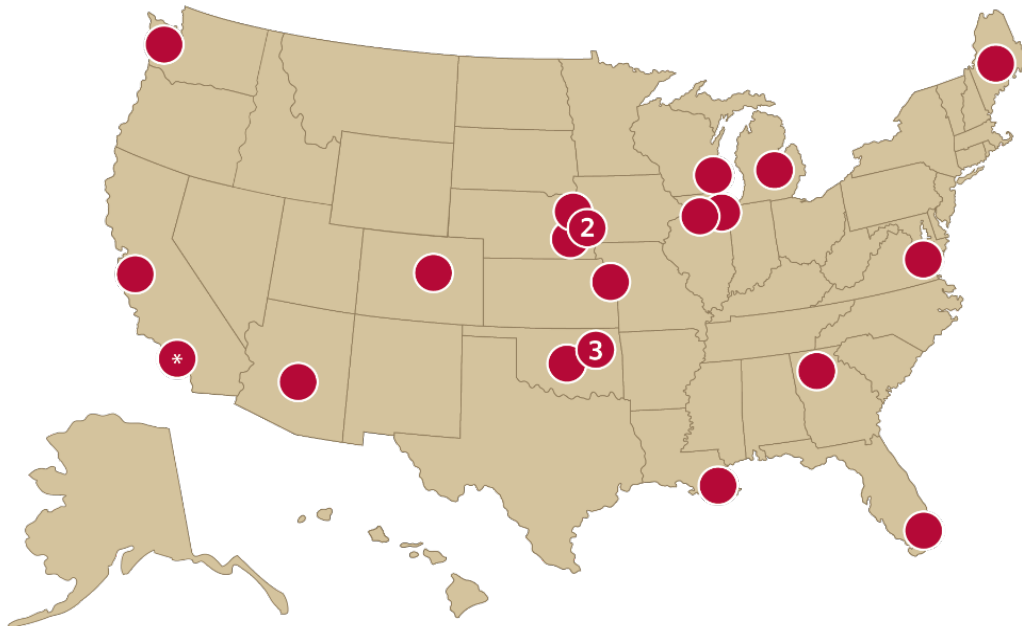
Using Implementation Science to Evaluate Educare's Implementation

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Educare History



Nationwide Network



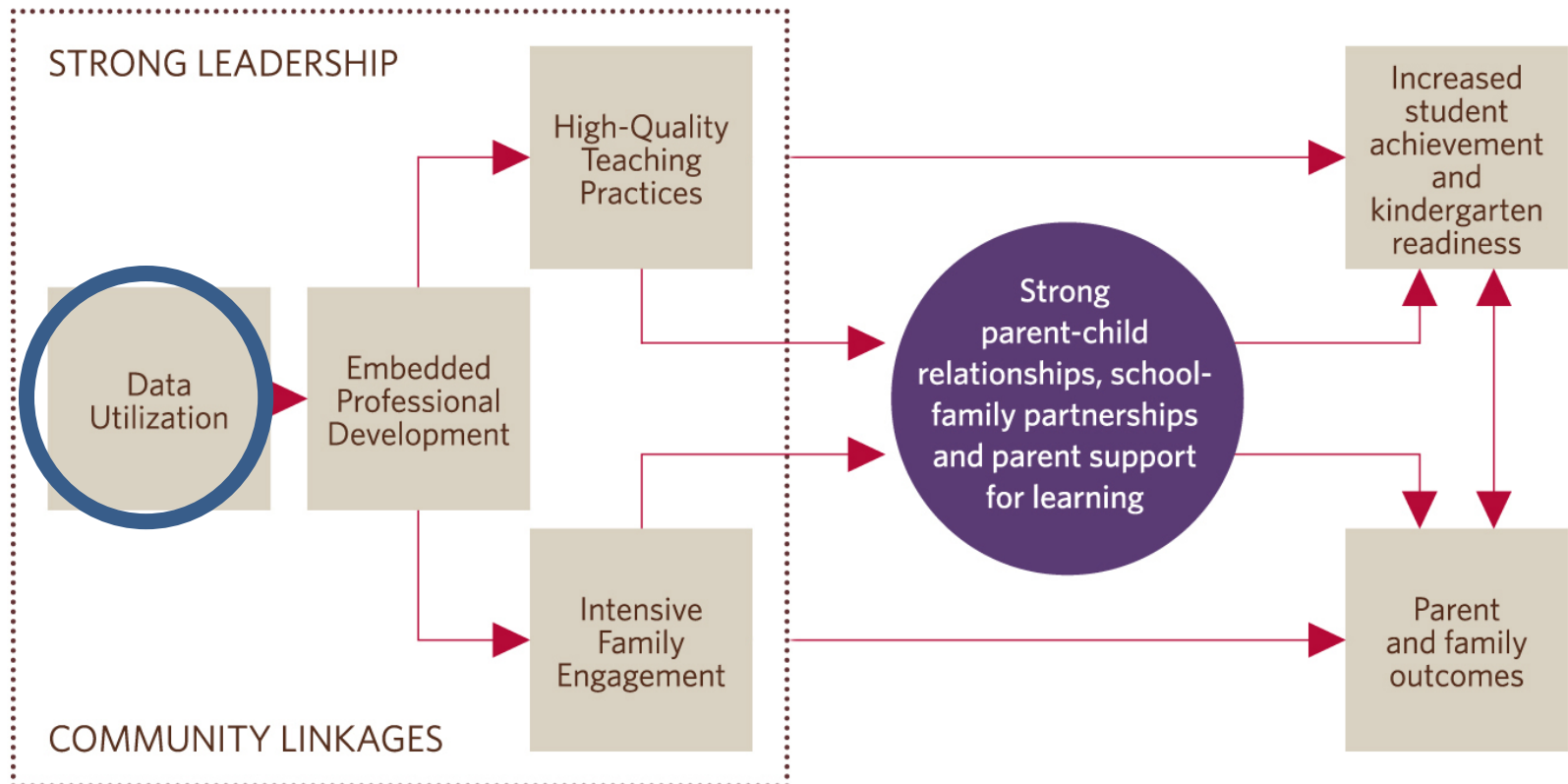
Arizona (Phoenix)
Atlanta
California at Silicon Valley (San Jose)
Central Maine (Waterville)
Chicago
Denver
Flint, MI
Kansas City, KS
Lincoln, NE
Los Angeles at Long Beach*
Miami-Dade
Milwaukee
New Orleans
Oklahoma City
Omaha at Indian Hill
Omaha at Kellom
Seattle
Tulsa at Hawthorne
Tulsa at Kendall-Whittier
Tulsa at MacArthur
Washington, DC
West DuPage, IL
Winnebago, NE

* Under construction

Educare Model

EDUCARE CORE FEATURES

CHILD AND FAMILY OUTCOMES



How does data use work in Educare?

- Partnerships between research and program for continuous improvement
- Data used regularly to inform, improve and innovate practice
- Participation in a national implementation study



Integrated, Stage-Based Framework for Implementation of ECE Programs and Systems

At each stage of implementation (exploration, installation, initial, full implementation), three core elements must be considered:

- Implementation Teams
- Data and Feedback Loops
- Implementation Infrastructure

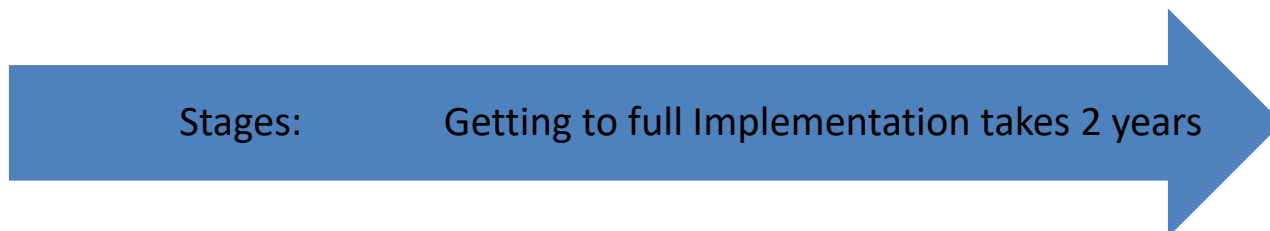
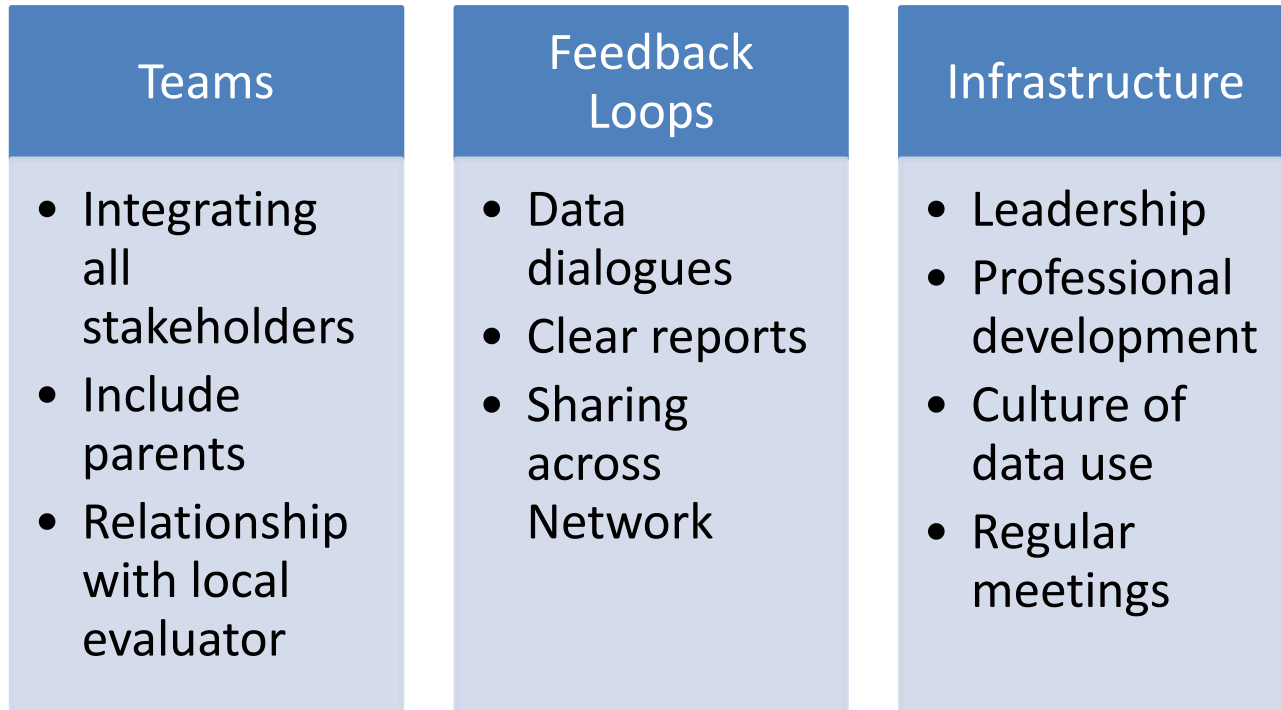


Educare Data Utilization Study

Methods

- Site visits to 11 schools in 8 cities where we conducted interviews, focus groups, and reviewed documents
- Surveyed the 4 newest schools re: start-up activities and issues (installation stage)
- Interviewed Ounce Implementation Assistance team members
- Member check: draft report reviewed by all executive directors, program directors, and LEPs for their edits/additions and by 3 other school leaders for their additions
- Particularly interested in identifying exemplary practices and big themes: facilitators and challenges

What factors facilitate data utilization in Educare?



What factors limit data utilization in Educare?

Teams

- Role conflicts or confusion
- Underutilization of family engagement staff
- Limited parent engagement

Feedback Loops

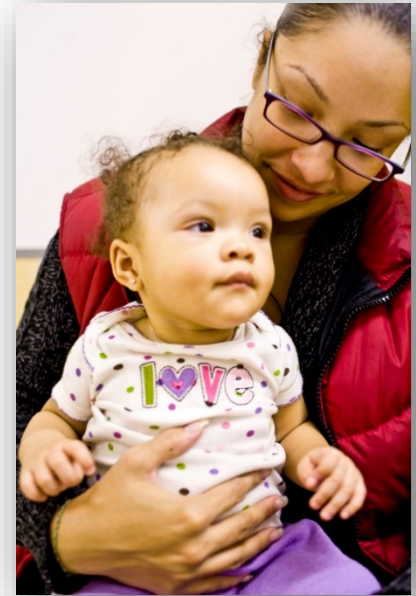
- Too much data
- Not enough data
- Not enough time

Infrastructure

- Funding
- Staff turnover
- Data literacy
- Not enough time

Challenges Related to Aligning Educare Evaluation with a Stage-Based Framework

- Educare Schools are at different stages of implementation depending upon when they joined the Network
- Staff at Educare Schools come together as part of the Educare ***Learning*** Network; therefore learning and innovation are part of the model (i.e., components and thus needed infrastructure may change over time)



Implications for Implementation Research

- Importance of:
 - Aligning evaluation questions and approaches with stages
 - Within components of an intervention, examining the key implementation supports of teams, data feedback loops, and infrastructure
- For:
 - Understanding implementation
 - Applying knowledge gained to best supporting and improving implementation



Questions?
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