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

STRONG LEADERSHIP

Data Utilization → Embedded Professional Development → High-Quality Teaching Practices

COMMUNITY LINKAGES

Intensive Family Engagement

CHILD AND FAMILY OUTCOMES

Strong parent-child relationships, school-family partnerships and parent support for learning → Increased student achievement and kindergarten readiness → Parent 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

CCEEPRC 2018 Annual Meeting
What factors facilitate data utilization in Educare?

<table>
<thead>
<tr>
<th>Teams</th>
<th>Feedback Loops</th>
<th>Infrastructure</th>
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<tbody>
<tr>
<td>• Integrating all stakeholders</td>
<td>• Data dialogues</td>
<td>• Leadership</td>
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<tr>
<td>• Include parents</td>
<td>• Clear reports</td>
<td>• Professional development</td>
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<td>• Relationship with local evaluator</td>
<td>• Sharing across Network</td>
<td>• Culture of data use</td>
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<td>• Regular meetings</td>
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Getting to full Implementation takes 2 years

CCEPRC 2018 Annual Meeting 8
What factors limit data utilization in Educare?

<table>
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<tr>
<th>Teams</th>
<th>Feedback Loops</th>
<th>Infrastructure</th>
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<tr>
<td>• Role conflicts or confusion</td>
<td>• Too much data</td>
<td>• Funding</td>
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<td>• Underutilization of family</td>
<td>• Not enough data</td>
<td>• Staff turnover</td>
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<tr>
<td>engagement staff</td>
<td>• Not enough time</td>
<td>• Data literacy</td>
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<tr>
<td>• Limited parent engagement</td>
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<td>• Not enough time</td>
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Challenges Related toAligning 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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