

Aligning Stage-Appropriate Evaluation with the Stages of Implementation: Ongoing Monitoring and Scale Up/Replicability of the Educare Model

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Working Meeting on the Application of Implementation Science to
Early Care and Education Research
Silver Spring, MD
September 22, 2010



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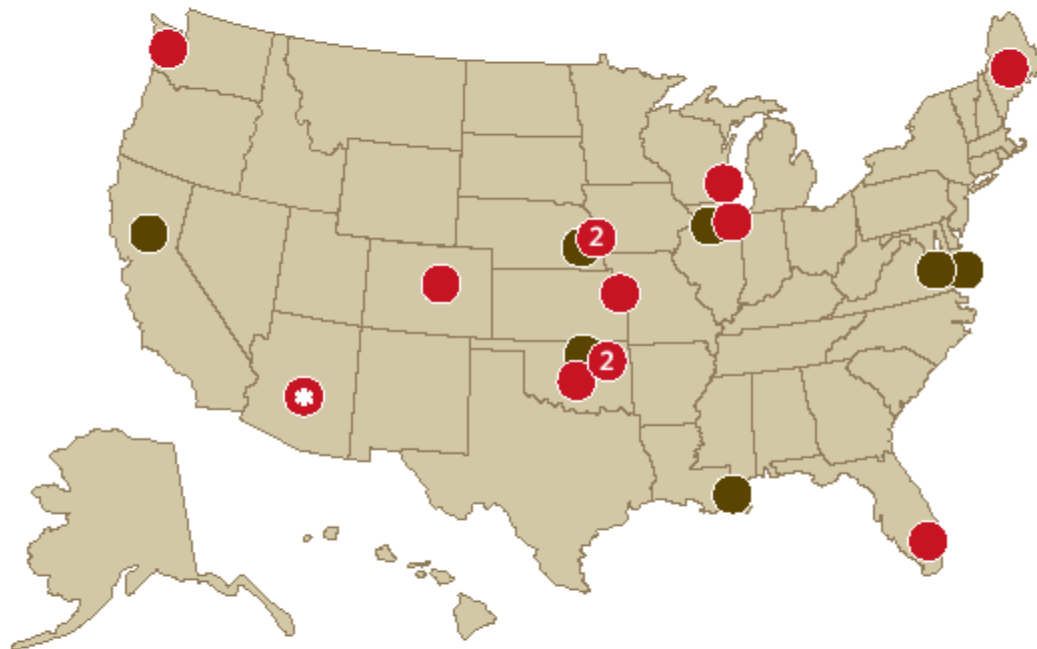
Educare

- Formation of Educare and the Bounce Learning Network
- Public/Private partnerships
- Future growth of the Network



Educare

A coast-to-coast network



As of August 2010

- **Operational Schools**
 - CHICAGO
 - OMAHA (2)
 - MILWAUKEE
 - TULSA (2)
 - DENVER
 - MIAMI-DADE
 - OKLAHOMA CITY
 - SEATTLE
 - KANSAS CITY
 - MAINE
 - PHOENIX*
 - * Under construction
 - **Schools Under Development**
 - NEW ORLEANS
 - CALIFORNIA
 - WEST DUPAGE, IL
 - WASHINGTON, DC
 - LINCOLN, NE
 - TULSA
 - BALTIMORE, MD

Core Features of the Educare Model

- Small Class Size
- Staff Qualifications/
Ongoing PD
- Continuity of Care
- Early Oral Language
and Literacy
- Social Emotional
Development
- Problem Solving and
Numeracy
- Starting Early
- Research Based
- Family Support Services
- Interdisciplinary
Approach
- Reflective Supervision
and Practice
- Integrating the Arts

Implementation Study Purposes

- For internal stakeholders:
Program improvement, site-specific technical assistance, and answering site-specific questions
- For external stakeholders:
Document implementation of core features, showcase high quality, contribute to literature on enhancing child outcomes, and provide data and a place for advocacy

Implementation Study: Who Are We?

- Local evaluators at 11 sites (in 2010-11) with a central evaluation coordination site at FPG
- National advisory board for the Implementation Study
- Local program leaders and funders
- Technical assistance staff at the Ounce of Prevention Fund

Overview of Data Collection

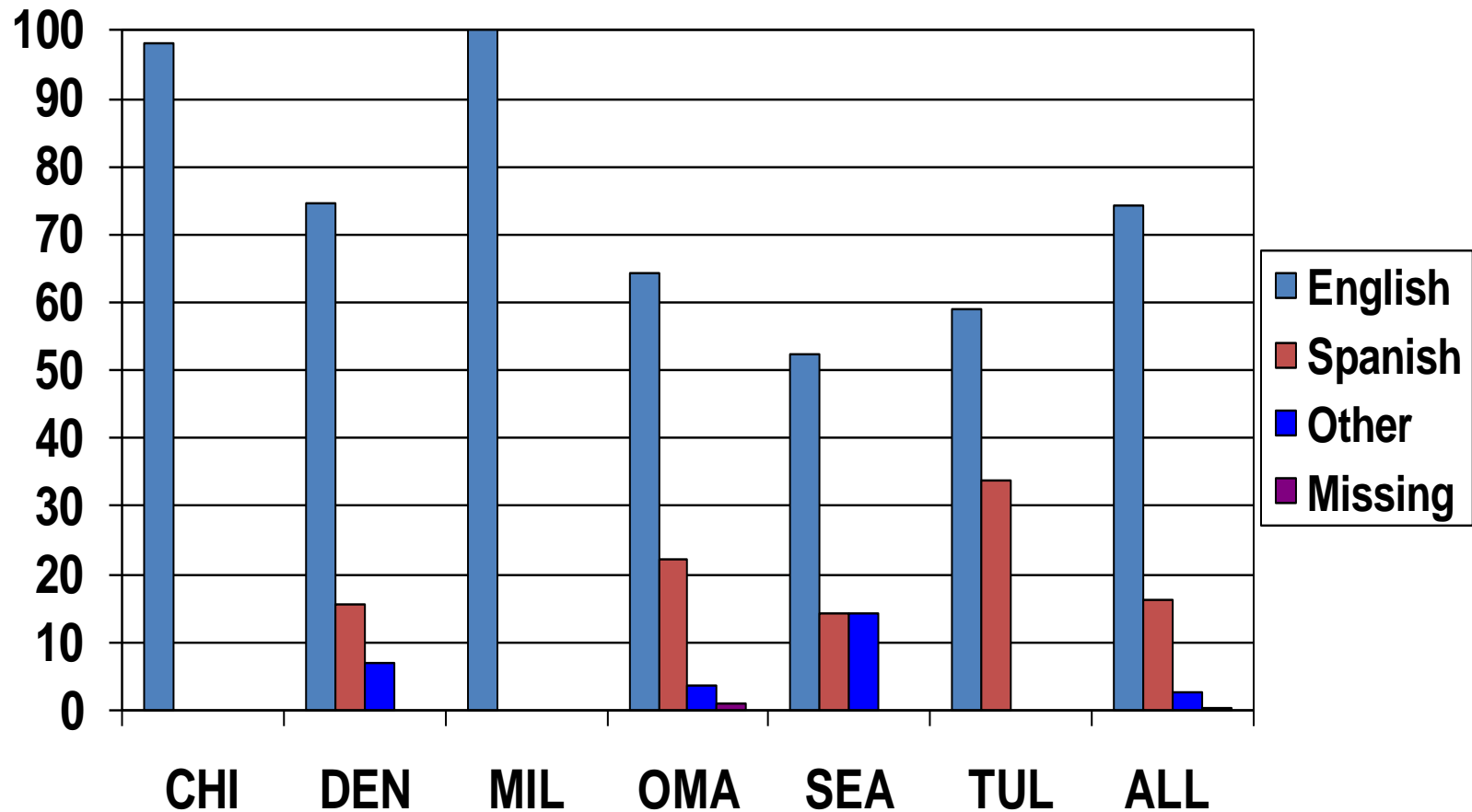
Type of data	Frequency	Why Collect?
Staff Questionnaire	Annually	Demographics, beliefs, practices
Parent Interview	Annually	Demographics, beliefs, activities, involvement, risk factors
<u>Classroom Observations</u> Environment Rating Scales: ITERS-R or ECERS-R CLASS	Annually	Classroom activities, language, interactions, overall quality
<u>Child Assessments</u> Early Communication Indicator Bayley, PLS-4 for Spanish PPVT-4 (+ PLS-4 for Spanish) PALS Bracken	F, W, S 24 months EHS: at 36 mo HS: F & S of 1 st HS yr + S of 2 nd yr F & S of yr before K Spring before K	Child language and cognitive status and change over time; maintenance of Spanish language (for ELLs)
<u>Teacher Ratings:</u> DECA-IT & DECA	F & S each year	Children's social-emotional competence

Child Demographics, 2009

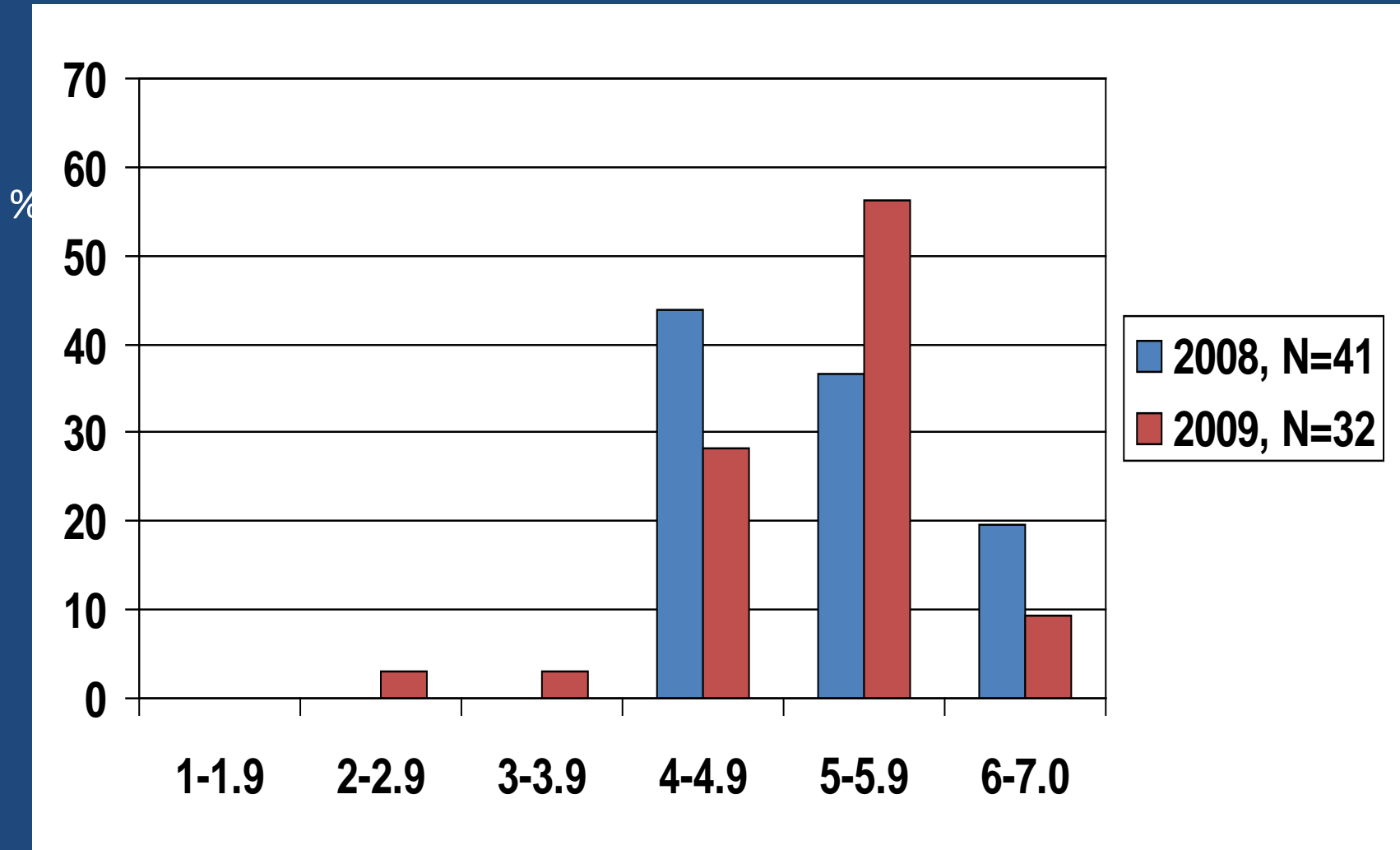
- Gender:
51% Boys, 49% Girls
- Race/Ethnicity
29% Hispanic (any race)
56% Black
7% White
8% Biracial or Other
- Primary Caregiver Education

19% < HS	14% HS plus technical training
20% HS/GED	10% AA
24% some college	7% BA

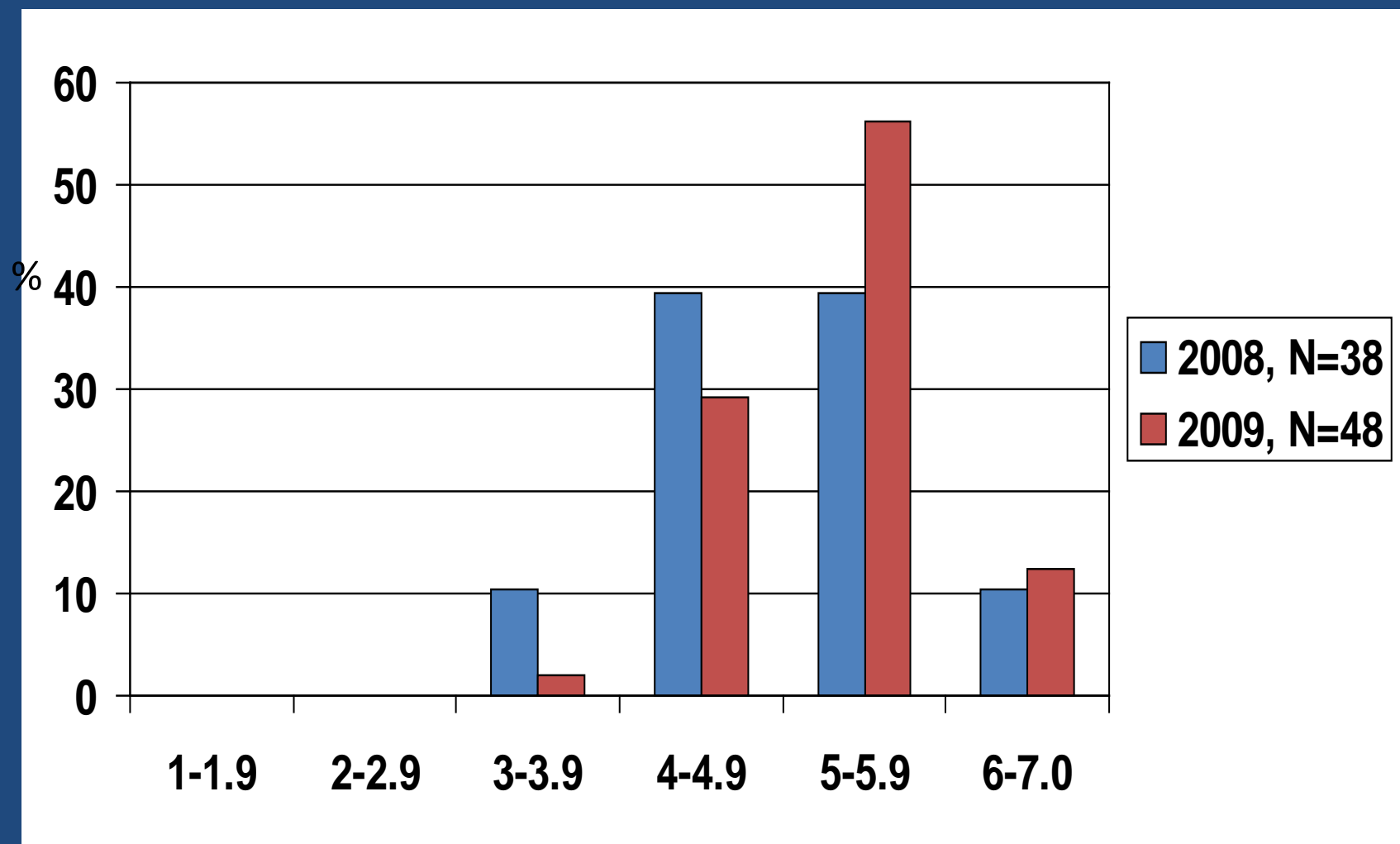
Language Most Heard at Home (%)



Distribution of ITERS-R Total Scores, 2008 & 2009



Distribution of ECERS-R Total Scores, 2008 & 2009



Implementation Data

Core Components	Current IS Measures	Comments
Small Class Size/Good ratio	ERS Observation	
High Staff Qualifications/PD	Staff Questionnaire	
Starting Early	Age of entry/retention	
Continuity of Care	Class history tables, primary caregiver tracked	Gathered 2x year
Early Language/Literacy	CLASS; ERS Language scale	
Social Emotional Dev.	CLASS; ERS Interactions scale	
Problem Solving/Numeracy	CLASS; Two ERS items: math, reasoning	No specific math obs
Research Based	Staff Questionnaire	Data use by staff
Family Support	Parent Interview	Parent report only
Interdisciplinary		Need a measure
Reflective Supervision	Staff Questionnaire	How often, not quality
Integrating the Arts	Two ERS Items: art, music	Two items only

Evaluation-Stage Alignment Challenges

- Replication was not a goal initially
- Educare Schools are at different stages of implementation depending upon the date they joined the Network
- Staff at Educare Schools come together as part of the Bounce *Learning* Network; therefore learning and innovation are part of the model

Measurement Challenges

- Finding measures that serve multiple purposes: fidelity, instructional planning, data for program improvement, comparison to national samples
- The ECE field's challenge of measuring professional development and coaching processes

Future Opportunities

- Further examination of local innovations and adaptations
- Greater cultural diversity as model expands
- Explore effects of individual components
- More *competence* measures of fidelity needed