

December 11 2025

Strengthening our RPP Approach to Support Educare Effectiveness

Data Camp

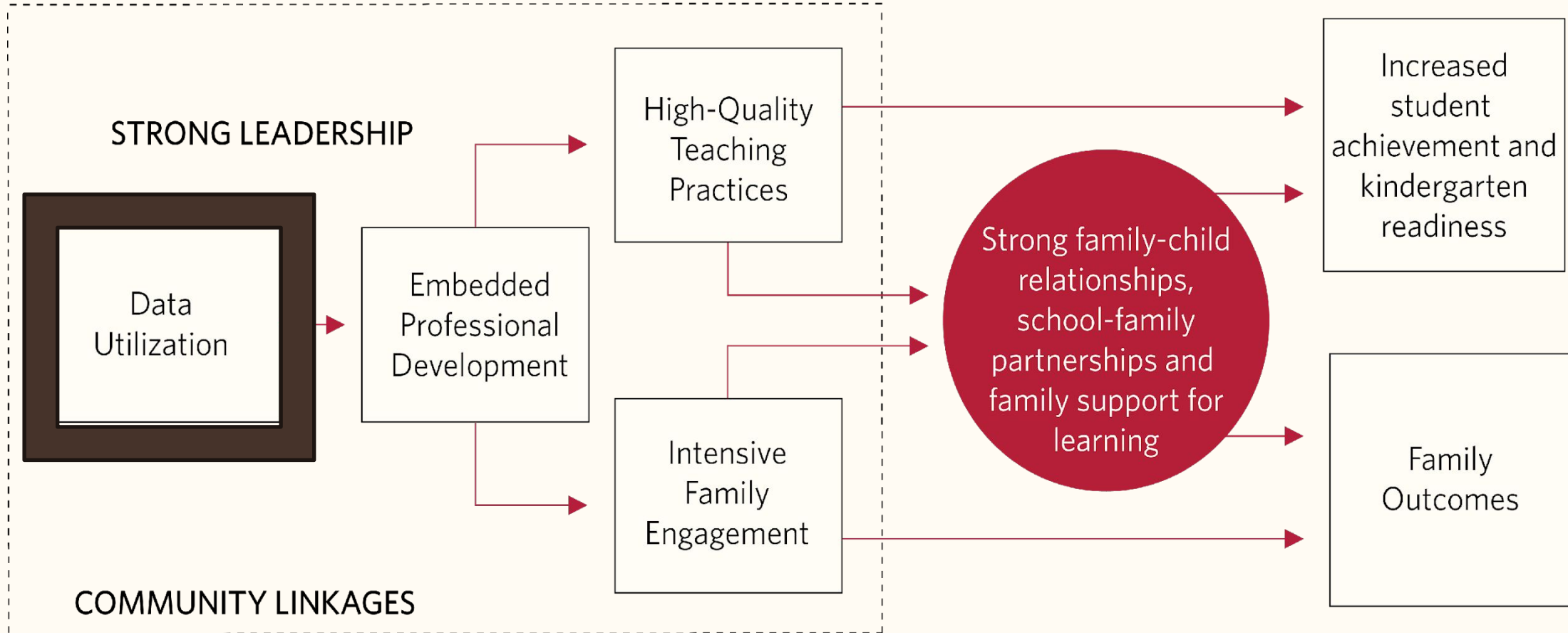


<https://tinyurl.com/4u34cx2a>



Why is data use important? The Educare Model

EDUCARE CORE FEATURES



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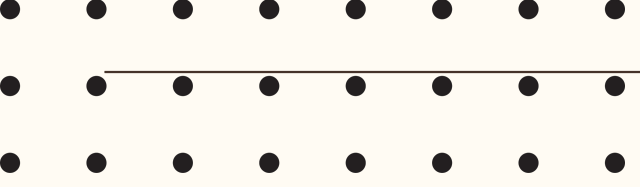


Data Utilization Steps

Purpose → People → Data → Interpretation → Action → Learning

Tools

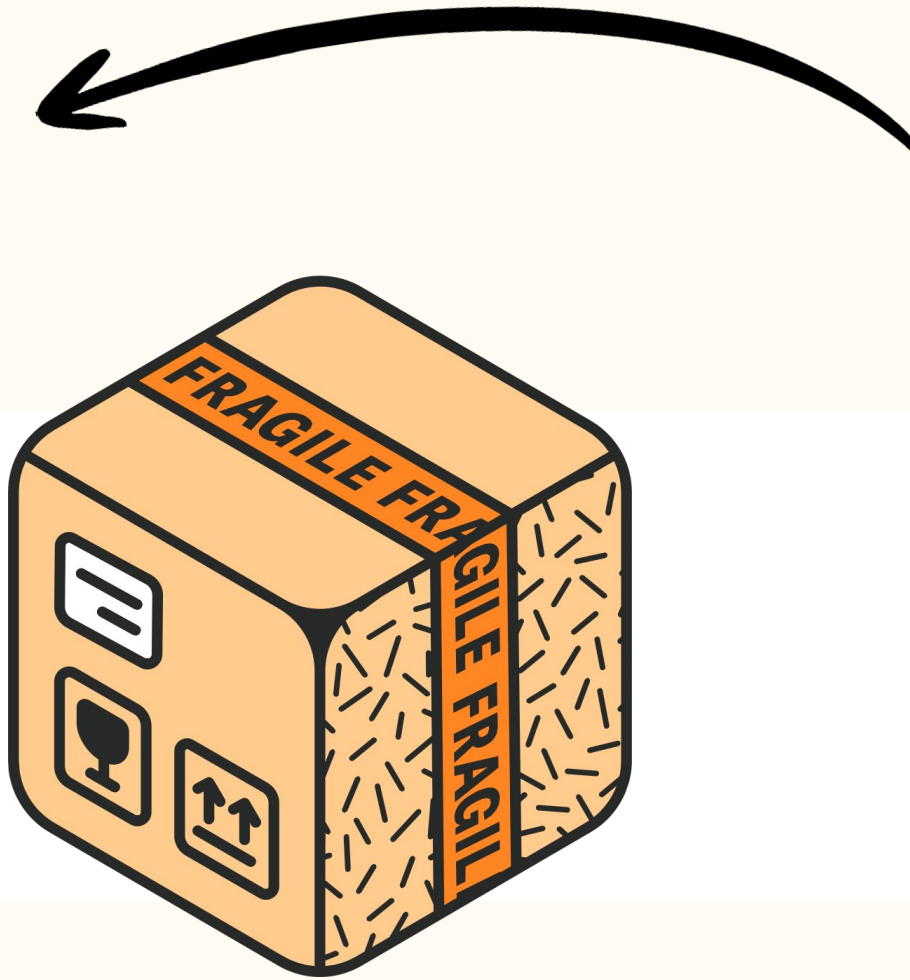




Last Mile

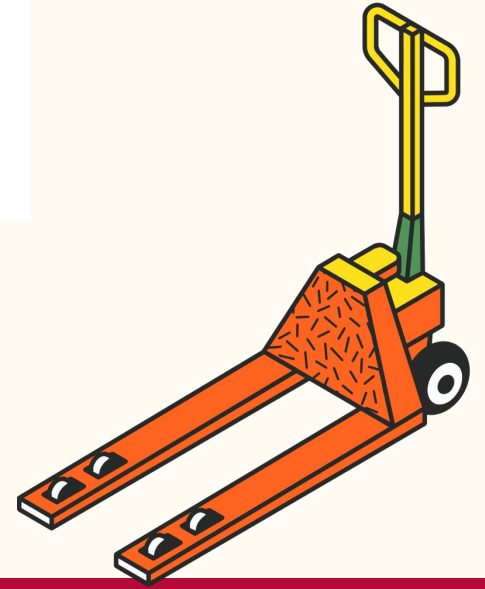
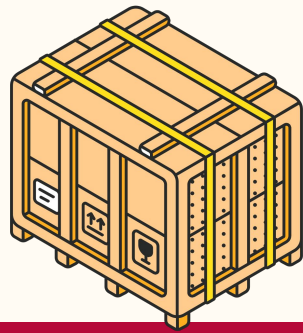
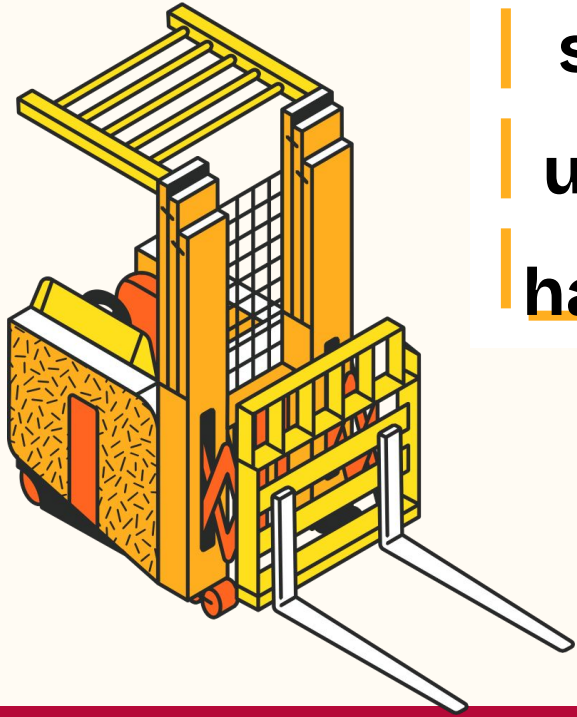
Problem

Inside the Supply Chain



Last Mile Problem

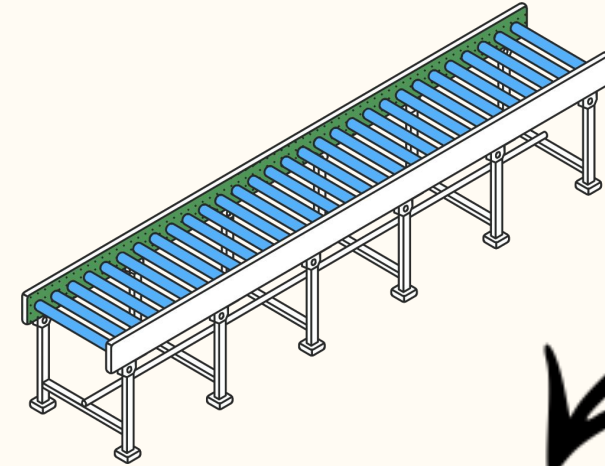
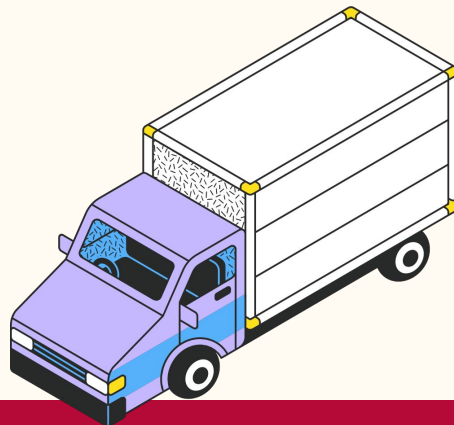
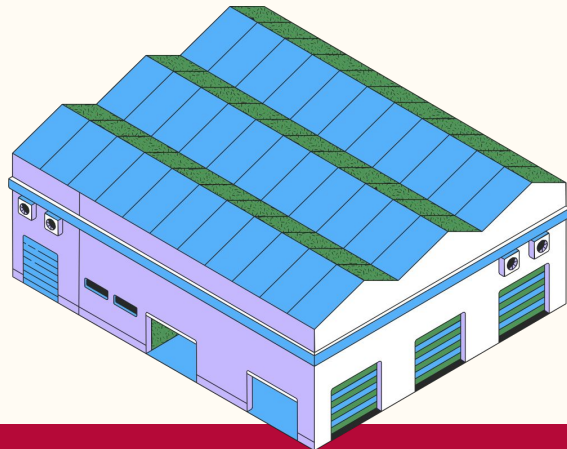
The final step in a process where something must be delivered or put into use, and that final step ends up being the hardest, most expensive, or least efficient.



Logistics

Packages reach a regional depot quickly, but getting them from the depot to each customer's doorstep is:

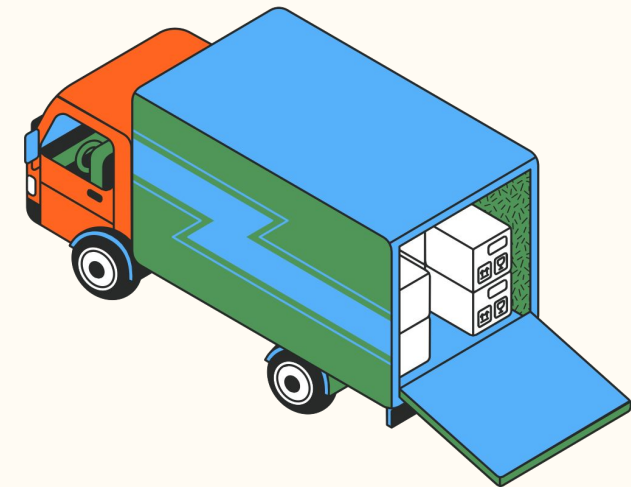
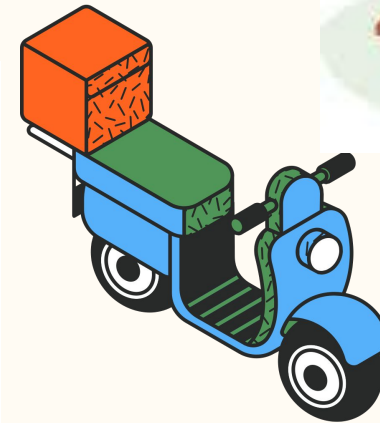
1- slow, 2- variable, 3-expensive



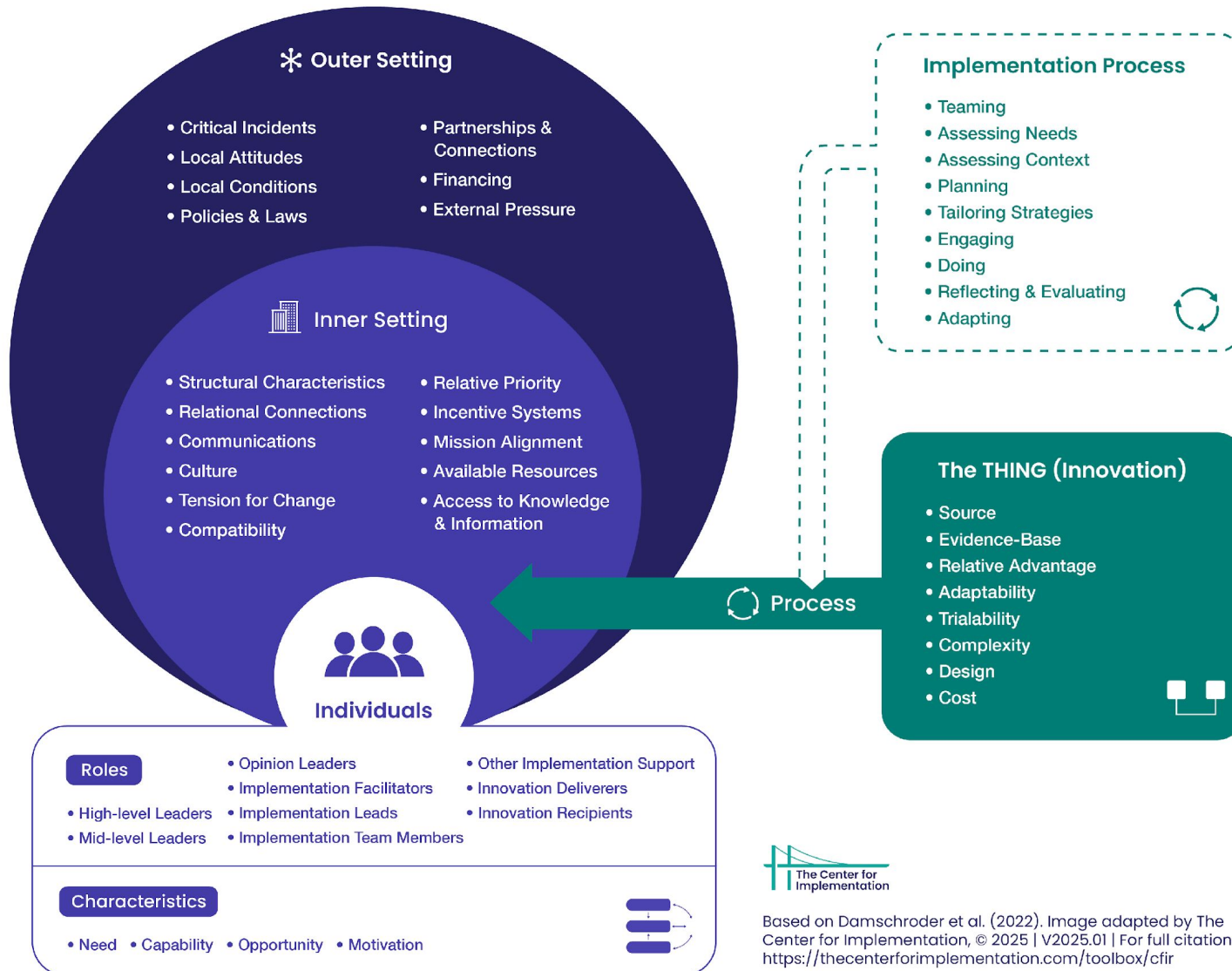
The "Last Mile" can represent up to 50% of total delivery cost, even though it's the shortest distance.

Solving the Educare Last Mile Problem

How do we address the distance between **our data sources** (what is known) and **what is a used and implemented in practice** by Educare programs to improve teaching, family support, and child outcomes?



Consolidated Framework for Implementation Research (CFIR)



Based on Damschroder et al. (2022). Image adapted by The Center for Implementation, © 2025 | V2025.01 | For full citation: <https://thecenterforimplementation.com/toolbox/cfir>



<https://tinyurl.com/pks5ked4>

Educare Opportunities & Assets

circa 2024...

Positive Data
Culture

Strong Family &
Community
Engagement

Focus on Racial
Equity/ DEIB

Commitment to
Collaboration &
Empowerment

Innovative, Bold
Leaders

The Power of a
Network

Educare National Evaluation Data Collection Timeline

2025-26



Task	Month	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
<u>Educare National Evaluation Target Dates</u>													
Consent process for all families - <i>Can continue as families enroll</i>													
Train program staff for data collection: DECA, Parent Interviews													
Train data collectors on PLS-5 and submit videos, protocols, and local review forms to FPG for review; update video queue on eln.fpg.unc.edu													
Site chooses parent interview option for upcoming year													
Parent interviews – <i>can continue to reach all families and new families as they enroll (shortened interview for spring)</i>													
Spring Parent Survey – one per family Spring Child Survey – one per child													
Teacher ratings (DECA) – all ages F and S													
PLS5 in Spanish or English or dual-language administration F of 1 st HS yr. then each S													
English or Spanish or dual-language PLS-5 at 36-38 mo.													
English or Spanish or dual-language PLS-5 at 24-26 mo.													
Inter-rater reliability on ITERS-3/train new data collectors													
Classroom observations: ITERS-3, PreK CLASS													
Teacher, Mentor Teacher, and Family Support Staff questionnaires collected mid-March – mid April													
Attendance, Disability Status and Categories													
<i>LEP Data Submission Deadlines – all* data are to be entered into the FPG On-line Systems**</i>													
Enter Fall DECA, PLS-5, and Parent Interviews by 1/31													
Teachers, mentor teachers, and family support complete staff surveys by 4/15; ship paper surveys securely to FPG for entry													
Enter remaining parent interviews and all spring parent surveys by 6/30													
Enter Spring DECA, PPVT, PLS-5, classroom observations by 7/31													
Confirm previous school year's errors addressed by 9/30; upload													

Key Educare RPP Challenges

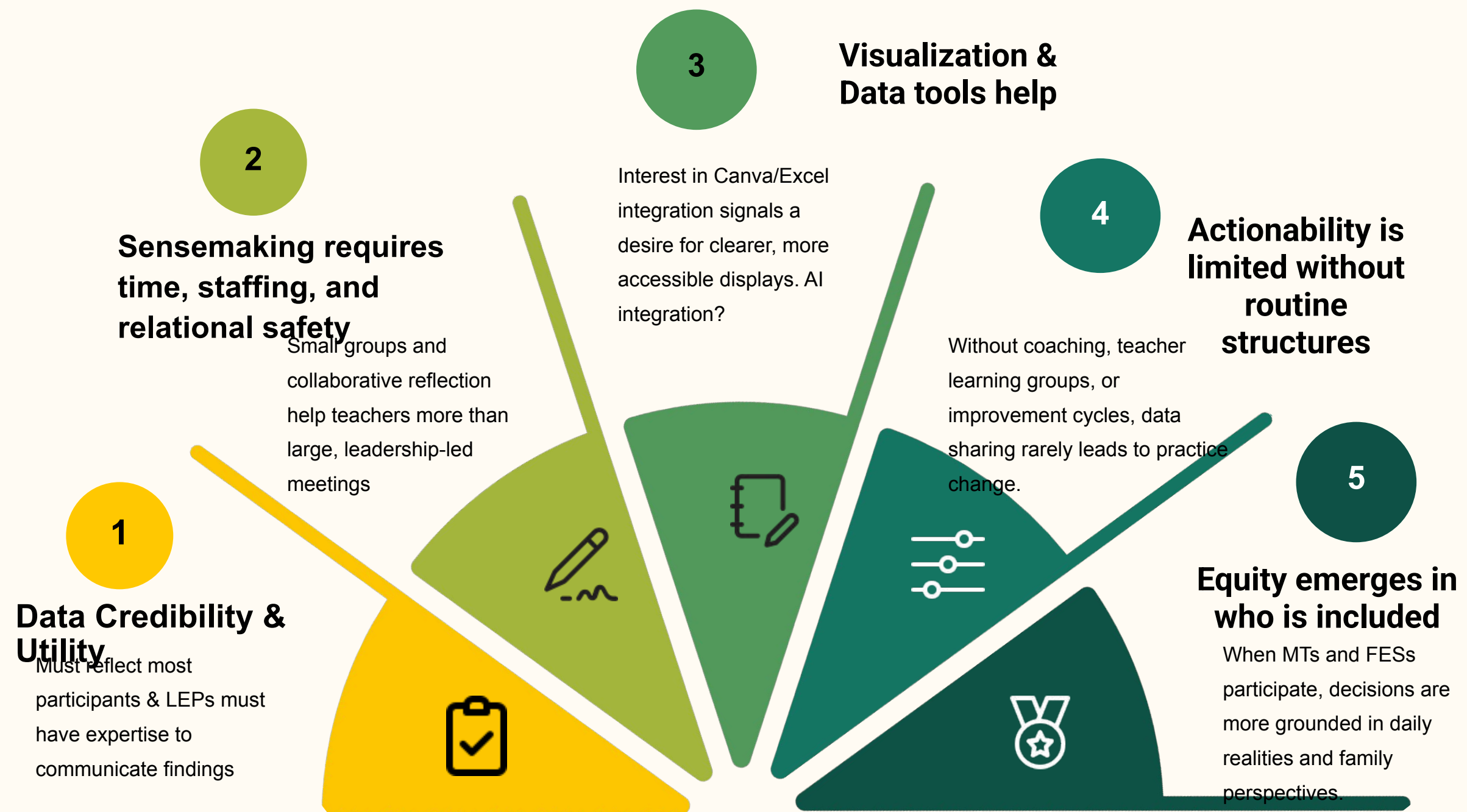
Transition & Turnover (LEP team & Educare leadership)

Data Timing, Complexity, & (perceived) Utility

Capacity Constraints (Time, Staffing, Funding)

Moving from Data to Action (Whose role?)

Data Utilization Process/Opportunities



Core LEP Practices Overview: What We Do

1

Regular monthly meetings to build relationships and maintain communication through texting and chatting.

2

Sharing and discussing data with all site staff and families to keep everyone informed.

3

Creating opportunities to make all voices be heard, ensuring inclusive participation.

4

Keeping an onsite presence to strengthen relationships with children, teachers, and families.

Five Principles for Meaningful Collaboration



Cultivate Trust and Relationships

Build authentic connections through transparency, mutual respect, and consistent follow-through that honors context and history.



Engage in Inclusive Research or Inquiry

Design research questions collaboratively to address local needs while balancing rigor with practical feasibility.



Support Progress on Goals

Combine research findings with local wisdom to inform decisions that advance community and organizational priorities.



Engage with the Broader Field

Share knowledge, tools, and learnings with educators, policymakers, and communities beyond your immediate partnership.



Foster Ongoing Learning

Develop infrastructure and routines that support continuous improvement, reflection, and partnership sustainability.

Principle 1: Cultivate Trust and Relationships

- Strong partnerships are built on authentic relationships and consistent follow-through.
 - Understanding who collaborates, who feels isolated, and where communication breaks down creates visibility for meaningful improvement.
- Trust isn't built overnight:
 - it requires acknowledging historical context, investing in each other's welfare, and creating safe spaces to raise concerns without fear of repercussion.



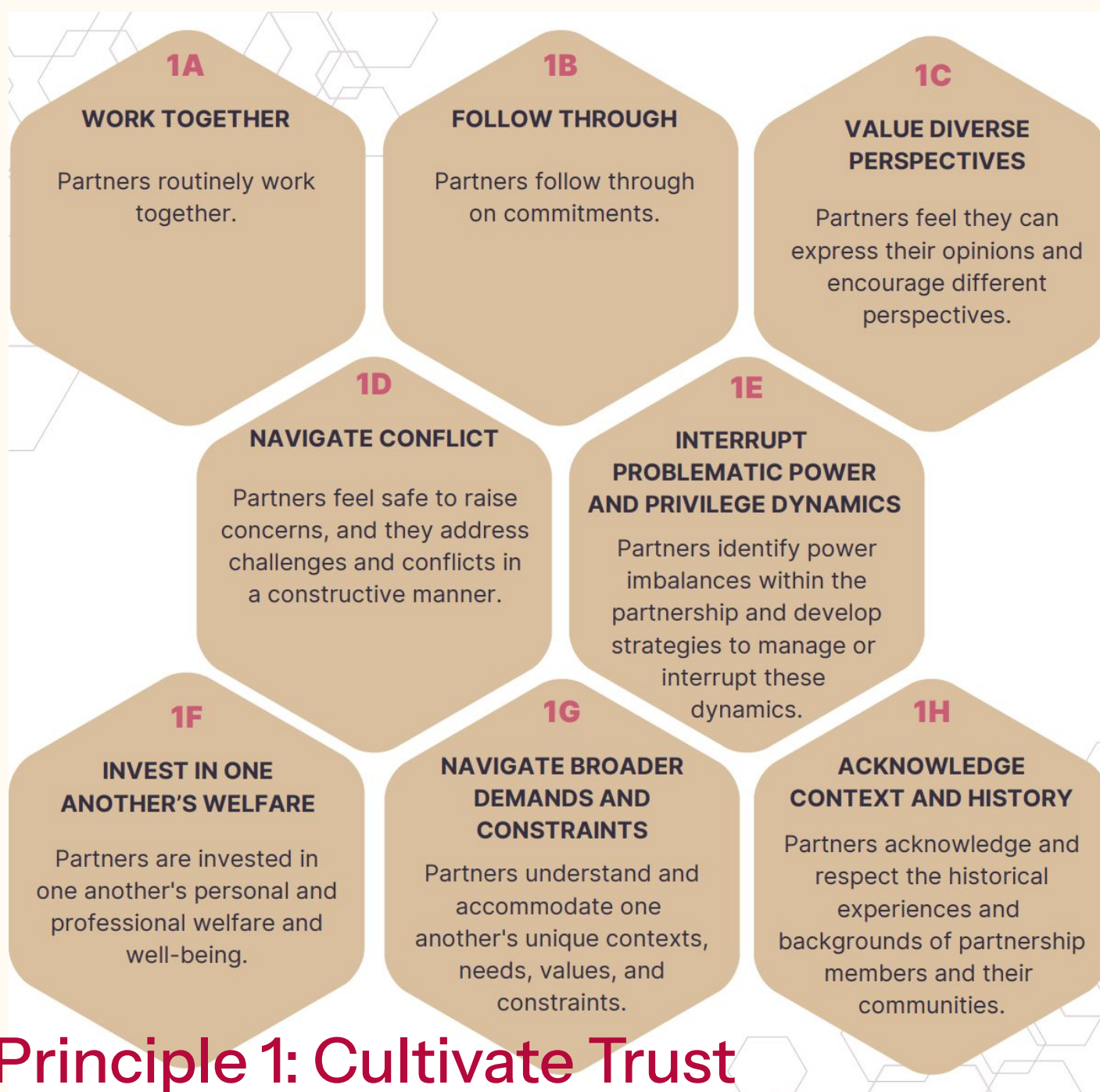
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Relationship

Mapping

Visualize interaction patterns, communication channels, and decision-making roles across your partnership network.



**In Our Educare
Network LEP and
Local Program
Partners....**

**Principle 1: Cultivate Trust
and Relationships**

Principle 1: Cultivate Trust and Relationships

	What does this make you think about where we are right now?	What does this make us think about where we want to be by [insert desired timeframe]?	To get from where we are to where we want to be, some concrete next steps we could try are:	What might we want to study about this indicator?
1A - Work Together	Variability in how much safety and security feel with relational safety.	Need to have established reflective practice. Want to be in a place with more trusting conversations.	Develop series of community commitments. Start with list of 3 behavioral norms, with more that can be added as needed based on local context. Start data sharing/discussions in smaller groups...then go to large group discussions	LEP reflection to qualitative questions
[Indicator]				
[Indicator]				
[Indicator]				



Principle 2: Engage in Inclusive Research to Address Local Needs

Effective research questions emerge from authentic collaboration, not academic silos. When research truly reflects local priorities and includes diverse perspectives, it becomes a powerful tool for community-driven change.

1

Co-Design Clinic

Rotate research questions across diverse roles to evaluate: Who shaped this question? Who is missing? Does the design balance rigor with feasibility?

2

Local Needs Scorecard

Rate each research question on five criteria: prioritizes local practices, includes diverse perspectives, guides action, balances rigor and feasibility, and ensures adequate resources.

The Local Needs

Scorecard

Evaluating Research Questions for Impact

Rate each research question from 1 to 5 across these critical dimensions to ensure your inquiry serves the community's true priorities.

Evaluation Criterion	Score	What It Measures
Prioritizes Local Practices/Policies	1–5	Does this question address what matters most to local practitioners and organizations?
Includes Diverse Perspectives	1–5	Have multiple voices shaped this question, including those often marginalized?
Designed to Guide Action	1–5	Will findings translate into concrete decisions and practical next steps?
Balanced Rigor/Feasibility	1–5	Does the design meet research standards while remaining practically achievable?
Adequate Resources Available	1–5	Do we have the capacity, funding, and organizational support to do this well?

📌 Use scorecard results to identify where research questions need revision or where partnerships require additional coaching and support.

Engage in Inclusive Research or Inquiry to Address Local Needs

In Our Educare
Network Partnership,
NEP, LEP and Local
Program Partners....



Principle 2: Engage in Inclusive Research

	What does this make you think about where we are right now?	What does this make us think about where we want to be by [insert desired timeframe]?	To get from where we are to where we want to be, some concrete next steps we could try are:	What might we want to study about this indicator?
Include relevant perspectives (2B, 2F, 2A)	Lack of transparency about decision-making processes	ALL (teachers, family, director, research) voices need to be at the table about decisions that are made about research questions – starting with measures	Shared collaborative notes, resources, transparency about decision making; opportunity for others to provide feedback; documentation and sharing of decision making process	How are people experiencing decision-making processes and being able to contribute to local- and network-level priorities?

Principle 3: Support Progress on Community Goals



Research only matters when it informs real decisions and advances the priorities that communities care about. Joint sensemaking brings together research findings, local wisdom, and practical knowledge to create actionable insights.

Track decisions over time to create visible evidence of partnership influence and impact on organizational goals.



Present Findings

Share data, tools, and research insights



Make Meaning Together

What do we see? What does it mean?

Made with GAMMA



Support Practice or Community Organization in Making Progress on its Goals

In Our Educare Network Partnership, LEP and Local Program Partners....

Principle3

	What does this make you think about where we are right now?	What does this make us think about where we want to be by [insert desired timeframe]?	To get from where we are to where we want to be, some concrete next steps we could try are:	What might we want to study about this indicator?
Learn Together Through Collaborative Sensemaking	Varies by site depending on strength of local RPP—some sites has a very strong relationship and lots of face time between LEPs and sites, but other sites don't. Challenges include staffing and time. Frequent collation on making sense of data. Challenge is getting everyone to same level of understanding of data.	How do findings from data walks impact classrooms. Differentiated PD based on observation results for individual classrooms.	Pick specific data points to focus on in each brief period of time to avoid overwhelming site with too much information across too many areas.	How should sharing be different for child-level vs classroom-level data? How are data related to site and personnel objectives? How comfortable do teachers feel asking probing questions about data meaning.
Inform			Switch LEP CoP	

Principle 4: Engage with the Broader Field

Knowledge created in partnership has value beyond your immediate context. Strategic sharing amplifies impact, builds field-wide learning, and honors co-creation through proper recognition and facilitation.

Ripple Effect Canvas

Map what knowledge you've created—findings, tools, routines—and identify who else would benefit: educators, policymakers, families, and peer

Relational Roundtables

Invite students, teachers, and community members to reflect on what information is useful and how they prefer to receive it.

Co-Facilitated Sharing

Design one-way and two-way formats that recognize partners as co-creators and center community voices in knowledge dissemination.



Principle4: Engage with the Broader Field to Improve Educational Practices, Systems, and Inquiry

**In Our Educare Network
Partnership, NEP, LEP and
Local Program Partners....**

4A

INCLUDE RELEVANT PERSPECTIVES IN DECISIONS TO SHARE KNOWLEDGE

Decisions to share knowledge from the partnership externally involve the input of all partners. These discussions can focus on the decision to share, methods of sharing, content shared, and timing and audiences for sharing.

4B

IDENTIFY WHAT IS USEFUL TO SHARE AND WITH WHOM

Partners identify diverse types of knowledge to share (e.g., findings, tools, methodologies, practices, theories, routines) and the multiple audiences that would find their work relevant.

4C

DESIGN AND FACILITATE SHARING COLLABORATIVELY

Partners representing different roles and organizations participate in developing what is shared and/or engaging others in the sharing process to the extent that they are willing and able.

4D

ENGAGE DIVERSE AUDIENCES TO SHARE KNOWLEDGE

Partners use both one-way and two-way approaches to engage with diverse audiences. Audiences include practice-, community-, and research-side groups and often overlooked groups like students, educators, and historically marginalized communities. RPPs establish and nurture connections with broader networks.

4E

RECOGNIZE PARTNERSHIP KNOWLEDGE AS CO-CREATED

Partners acknowledge that the findings, knowledge, tools, or practices they develop and share have been created collaboratively. This acknowledgment might come in the form of co-authorship, shared facilitation during presentation or meeting sessions, or public recognition, as appropriate.

Principle 4 Engage with the Broader Field to Improve Educational Practices, Systems, and Inquiry



	What does this make you think about where we are right now?	What does this make us think about where we want to be by [insert desired timeframe]?	To get from where we are to where we want to be, some concrete next steps we could try are:	What might we want to study about this indicator?
4a Include relevant perspectives	Reduced national data requirements filtered via LEPs from directors, LEP perspective missing		Support LEP with literature to provide context	Educare and non-Educare schools - what are the models - want Network to understand more about partner schools
4b Id what is useful to share & with whom	LEPs in conversation with their programs	Demonstrating ways programs are innovating		Understand why be an Educare school (consider looking at this in San Antonio right now), what stopped Las Vegas?
4c Design and facilitate sharing collaboratively	Some programs doing data walks in collaboration with FES, teachers, etc.		Update some of the existing context/impact slides Determine how to leverage social media - consider platforms families are using FB, Insta Lincoln considering creating data walk kit Create some templates	
4d Engage diverse audiences to share knowledge		Work group yesterday talked about alternative pubs and creating lay summaries for all articles, pilot with turnover papers. consider how to engage	Write Op-Eds Get to national audiences - need to understand the pathways to these audiences	

Principle 5: Foster Ongoing Learning and Infrastructure

Sustainable partnerships require intentional infrastructure—clear routines, defined roles, adequate resources, and organizational support. Regular reflection and learning strengthen both individual capacity and collective effectiveness. Partnership health depends on checking in frequently: Are goals clear? Are routines working? Do we need to adjust our approach to maintain momentum and well-being?



Weekly

Monthly

Made with GAMMA

Foster Ongoing Learning and Develop Infrastructure for Partnering

In this project, partners...



Principle 5: Ongoing Learning & Infrastructure

	What does this make you think about where we are right now?	What does this make us think about where we want to be by [insert desired timeframe]?	To get from where we are to where we want to be, some concrete next steps we could try are:	What might we want to study about this indicator?
Engage from a Learning Stance	Ability to collaborate with sites amid busy times	Want to make smaller, realistic changes; including all levels in meetings for quicker communication	Meet to co-create steps sites can take to see a change and be motivated/hopeful.	Who is part of the collabs, how we can better balance who is getting the info, who is participating in planning; model familiarity
Develop New Skills/Knowledge/Id entities	Seeking professional development opportunities and asking staff their wants	Sustain skills and confidence in abilities after trainings.	Provide agency in choosing training opportunities to support engagement	
Plan/Revisit Strategies, Practices, Roles	Observation, modeling, coaching sessions	Creating a better system for coaching that is sustainable, protected time for feedback		Network-level learning opportunities outside of Data Camp
Health of Partnership	Data Camp, monthly LEP meetings, meetings with sites	More opportunities (and GUIDED opportunities)		
Organizational Support				

Group Report Outs

- What do we notice? Where do we wish we were better?
- Where are our ideas similar? Where are they different?
- Are any of these indicators not important to our specific work? Why?
- Which ones are the highest priority for our particular partnership **at this time**? Why?
- What else is important to us in relation to this dimension and/or indicator(s) that isn't captured here?
- In what areas are we already making progress or have existing strengths?
- Where are our most robust structures, policies, or practices?
- In what areas are we lacking strong structures, policies, or practices?
- **WHAT MIGHT WE STUDY? What data sources do we have about your RPP activities might we seek to understand and document?**

Next Steps-Celebrating Success?

