Transformation Zone Evaluation

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1


Presentation Overview

- Transformation Zone
  - Purpose
  - Infrastructure
  - Components
  - Strategies
  - Technical Assistance
  - Participating counties

- Evaluation questions
- Methods and activities
- Findings
- Next steps

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2

Transformation Zone Purpose

- Demonstrate efficacy of intensive, comprehensive approach to providing high quality early childhood and family services in four rural counties
- Build knowledge and infrastructure at the state level needed to scale up similar efforts in other parts of North Carolina

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3

4
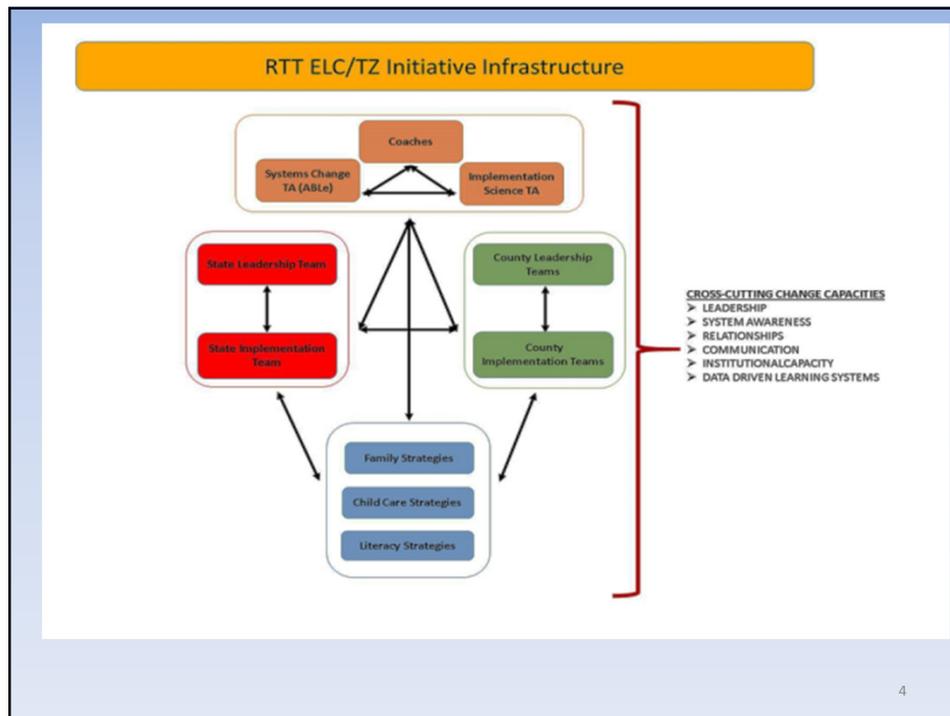
Transformation Zone Components

State teams
- Grants Management
- Funders
- Leadership
- Implementation

County teams
- Leadership
- Implementation

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Strategies

Family Strengthening
- Triple P
- Family Connects

Literacy
- Motheread®
  - Fatheread
  - Story Exploring
  - B.A.B.Y.
- Reach Out and Read®

Child Care Quality
- North Carolina Babies First
- Infant-Toddler Expansion Grants
- Healthy Social Behaviors
- Child Care Health Consultation

6

Technical Assistance
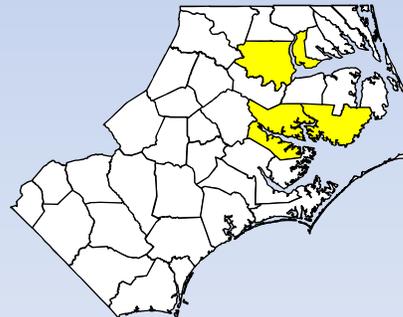
National Implementation Research Network

- Uses implementation science principles to build capacity and scale evidence-based strategies
- Uses data to inform decision-making
- Builds an infrastructure of leadership and implementation teams

ABLe Systems Change

- Uses systems change framework centered on family engagement
- Uses systems scan as method of community data collection
- Builds a broad leadership collaborative

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Transformation Zone

- Beaufort
- Bertie
- Chowan
- Hyde

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Evaluation Questions

1. Have communities been able to enhance their capacity to improve the quality of their early childhood systems? How?

2. What state and local policy and practice changes in the early childhood system have occurred as the result of the work in the Transformation Zone?

3. Have the participating state agencies or local communities strengthened the infrastructure to support the successful implementation of evidence-informed practices?

4. What are the other benefits of the work in the Transformation Zone?

5. What are the unintended consequences?

6. If system change has or has not occurred or has been limited, what are the factors influencing this?

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Method: Developmental Evaluation

"…supports innovation development to guide adaptation to emergent and dynamic realities in complex environments. Innovations can take the form of new projects, programs, products, organizational changes, policy reforms, and system interventions. Patterns of change emerge from rapid, real time interactions that generate learning, evolution, and development." (Patton, 2006)

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Evaluation Activities

- Logic model
- Interviews
- Focus groups
- Field observations
- Online surveys
- Document reviews

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Selected Findings
April 2014-September 2015

- Enhanced capacity
- Policy and practice changes
- Strengthened infrastructure
- Other benefits
- Unintended consequences
- Systems change

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Enhanced Capacity

State

- **State leadership team** last met formally in June 2013. Many agency leaders and staff have attended meetings. Plans are to reconvene in February 2016.
- **State TZ funding administrators** met 7 times in 2014-15 to address issues and challenges and plan to reconvene in February 2016.
- **State implementation team** met 4 times between December 2014-July 2015.

County

- **County leadership and implementation teams** in three of four counties have each met regularly to discuss updates, technical assistance related to implementation science and system change, and plans.
- **County teams** have increased awareness of systems change, enhanced institutional capacity, and improved data driven decision-making.
- **County leadership teams** have engaged in efforts to act as coalitions for change.

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Enhanced Capacity (continued)

Funders

- **North Carolina Partnership for Children** (as funding agency and TA support) has increased its commitment and capacity related to implementation science and systems change.

Strategy Purveyors

- **Strategy purveyors** have increased their understanding of implementation science.
- **County implementation teams and strategy purveyors** had achieved initial implementation level for all strategies by September 2014.
- **Strategy purveyors** are engaged in managing transitions, starting data systems, and applying improvement cycles.

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Policy and Practice Changes

- **State leadership**
  - Engaged in early childhood system issues
  - Employed listening techniques to establish policy and practice changes
  - Engaged in cross-sector conversation and planning
- **County teams**
  - Enhanced communication facilitated by the coaching role
  - Established and developed policy around county priorities

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Strengthened Infrastructure

- **Counties** have successfully implemented literacy strategies.
- Enhanced **within county** and **cross-county** relationships.
- Enhanced **county institutional capacity** and infrastructure.

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Unintended Consequences/Challenges

- Lack of county choice/exploration related to strategy selection
- System capacity overload:
  - implementation of 8 strategies
  - Learning/coordinating: 2 discrete models of systems change (IS and ABLe)
- Disconnect:
  - strategy (purveyor) implementation
  - county teams
- Feedback and learning: state and county teams
- Limited systems change capacity developed at state level
- Engaging "right" county leadership

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Evaluation Next Steps

- Case study of literacy strategies
- Focus groups with county leadership teams
- Interviews with state and county leadership and coaches
- Online survey

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18

Questions?

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