

Appendix A: Examples of data and considerations

Key consideration

1. Planning and implementation issues (e.g., how well the program was planned out and the plan put into practice).
2. Attainment of program objectives (e.g., how well has it met its stated objectives).
3. Impact of the program on participants (e.g., what differences or changes are visible).
4. What is the sustainability of the program?

Outputs, outcomes, and measures

1. Outputs—size and scope of services delivered.
2. Outcomes—changes in attitudes, behaviours, knowledge, skills, status, or level of functioning expected.
3. Indicators—specific measures indicating the point at which goals and objectives have been achieved. Often, they are proxies for goals and objectives that cannot be directly measured.

Data sources and data collection methods

Overview of data being collected by program

1. Number of pedagogists
2. Participating centres and staff
3. Participation rate and delivery methods
4. Observations (Specify of what and how often?)
5. Surveys (of whom? How often?)
6. Assessments

Collection methods

1. Written surveys (all pedagogists and a percentage of childcare providers).
2. Interviews (pedagogists).
3. Summaries of records and documents (reports by pedagogists).

4. Focus groups (percentage of childcare providers).
5. Extractions from administrative datasets (provided by Early Childhood Pedagogy Network program leaders).

Ethical considerations

Data analysis strategy

Timelines and anticipated reporting date