

## Extraction Manual for Scaling ELCC Innovation

### **\*\*General Coding\*\***

- All coding should be entered into the excel file, the extraction manual is used as a guide.
  - All information that is not provided should be left **blank**, do **NOT** code as N/A
  - Where applicable, use the dropdown menu in excel to select your coding option. Variables without this option should be entered in manually.
  - If you are uncertain about the fit of an innovation, highlight the row in red. We will determine the merit of uncertain findings as a group.
  - Letters in the manual are associated with columns in the excel file. Please do **NOT** change the positions of the columns, as merging files will not be possible.
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### Section 1

#### Preliminary Characteristics

The first section of the excel spreadsheet contains preliminary information describing the innovations that will be included in the ELCC Innovation Toolkit. Below is a list of variables and an explanation of the variables in the Preliminary Characteristics Section:

A. Date: The date (DD-MM-YEAR) that the report or journal was coded.

B. Coder: For each entry, input the number that corresponds with your name.

- 1 = Emis Akbari
- 2 = Kerry McCuaig
- 3 = André Plamondon
- 4 = Daniel Foster
- 5 = Ella Karia
- 6 = Hannah Hernandez
- 7 = Lexi Solway

C. Citation: Report each source using APA format, as per the University of Toronto guidelines. For findings published outside of journals (i.e. government literature) report the URL and if possible, save a PDF copy in a separate folder.

D. Year of Publication: Year as it appears in citation.

E. Source of Publication: Enter the corresponding number. Definitions are provided below.

- 0 = Scientific Journal
- 1 = Unpublished
- 2 = Non-Government Report
- 3 = Government Report
- 4 = Conference Abstract
- 5 = Other

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*Scientific journal:* These include articles in peer-reviewed journals, i.e., articles that are reviewed by a group of the writer's peers (other academics in their field) before the articles are published.

*Unpublished:* Articles that have not been published in a journal, e.g., working paper, master's thesis, or doctoral dissertation.

*Non-Government Report:* Documents prepared by not-for profit or for-profit institutions evaluating early learning programs.

*Government Report:* Any evaluation published by a federal, provincial, or municipal government.

*Conference Abstract:* Brief research summaries prepared for conference or presentation purposes.

*Other:* Any source that does not fit into the categories already provided. Provide a description of the Source of Publication in the Comment Section.

Innovation Goal: Columns G-L signify the area(s) of ELCC that are supported as result of the innovation, i.e., what does the innovation aim to improve/inform? Coders can identify multiple program goals, if applicable. Definitions are provided below.

F. *Children:* Innovations that explicitly support developmental outcomes of children 0-8 on any of the following domains: Physical, language, communication and literacy, emotional, social, and cognitive.

0 = No  
1 = Yes  
2 = Unsure

G. Innovative: Does the program foster innovation in the ELCC sector? For the purpose of this project, innovation is defined as: a program that falls outside the norm of relative practice or not widely disseminated and has an evaluation component. Relative practice considers the time at which the evaluation was administered and takes into account the programs popularity relative to the Canadian context.

0 = No  
1 = Yes

H. Inclusion: Record whether the project was included or excluded from the ELCC Innovation Toolkit.

0 = Excluded  
1 = Included  
2 = Not Sure\*

\* If you are uncertain about the fit of an innovation, highlight the column in red. We will determine the merit of uncertain findings as a group.

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- I. Reason for Exclusion: Provide the reason for exclusion. Denote multiple exclusions as Other (14) and if necessary, briefly record your reasoning in the comment section (column I). A description for each reason of exclusion is provided below.

0 = Prior to 1997

1 = Full text not found

2 = Other languages (Not English and French)

3 = < 10 Participants

4 = No effect measure

5 = Outcome measure unrelated to our purpose

6 = Study does not target children 0-8

7 = Objective is not targeted at early education services

8 = Evaluation of policy implementation only

9 = Direct payment transfer to parents

10 = Not within early childhood programs – licensed or school delivered

11 = Does not include Canadian sample

12 = Evaluation in progress

13 = Expert opinion

14 = Other (specify in comments, column R)

*Prior to 1997*: Innovations prior to 1997 are beyond the scope of the ELCC Innovation Toolkit. Record relevant innovations that predate 1997, however, extract and record the preliminary characteristics ONLY.

*Full text not found*: Only innovation evaluations that comprise the full text will be included in this study.

*Other Languages*: Findings reported in languages other than English or French are beyond the scope of this study.

*< 10 Participants*: Innovation evaluations must include 10 or more participants.

*No effect measure*: The innovation evaluation must report an effect measure (i.e. how effective was the innovation?). If the effects measures are not reported, this might indicate that the researcher found no effect. In this case, please contact the article author(s) to retrieve findings/outcome.

*Outcome measure unrelated to our purpose*: The specific findings from the innovation evaluation are not related to early childhood education.

*Study Does Not Target Children 0-8*: Innovation/innovation evaluations that target children outside of the 0-8 age range are beyond the scope of this study.

*Objective is not targeted at early education services*: Objective must be targeted at early education services and have a direct or indirect impact on children 0-8. The purpose of this exclusion criteria is to identify innovations that do not influence child outcomes and exclude them. Conversely, while the objective may not explicitly target children, the outcome might benefit children and is directly measured, and should be included.

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*Evaluation of policy implementation only:* Evaluations that assess the *how* or *why* of policy implementation, however, objective does not directly relate to early childhood education. This may for example include evaluations of program fidelity and therefore not related to the current objectives of this examination.

*Direct Payment Transfer to Parents:* Evaluation of fee subsidies or other direct payment transfer to parents are excluded from this study.

*Not within early childhood programs – licensed or school delivered:* Programs delivered outside of licensed early childcare or school-based programs are excluded from this study.

*Does not include a Canadian sample:* Innovations targeted at children outside Canada are beyond the scope of this study. If an international study includes a Canadian sample it can be included in this study.

*Evaluation in Progress:* These include innovations that are in the process of evaluation or projected to take place at a future date. These evaluations are commonly reported in policy/program memoranda and provincial reports (i.e. strategic plans for early education) but will not be included in this study.

*Expert Opinion:* Evaluations that are based on opinion and author’s experience lack control of confounding factors and are excluded from this study.

*Other:* Innovations that fail to meet the purpose of this study that do not fall in the above classifications.

J. Comments: Comments related to reasons for exclusion.

## Section 2

### Innovation Characteristics

This section of the extraction log includes information about the innovation. While coding, be sure to differentiate *Design Characteristics (Section 2)*, which examines the innovation evaluation, and *Innovation Characteristics (Section 3)*, which assesses the innovative program. Below is the list of variables and an explanation of the variables of the *Innovation Characteristics* section:

K. Innovation Category: The innovation categories represent the various types of ELCC innovation in Canada. Select the innovation category that best fits the innovation reported on in the evaluation.

- 1 = Full Day Kindergarten
- 2 = Extended Day Programs
- 3 = Quebec Child Care
- 4 = Aboriginal Head Start
- 5 = Family Literacy Programs
- 6 = Educator Practice
- 7 = Classroom Sizes
- 8 = Multi-Age Group Studies
- 9= Community Engagement/Partnership:
  - a) BBBF
  - b) TFD
  - c) UEY

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d) Other

- 10 = Healthy Start
- 11 = Physical Activity/Healthy Eating
- 12 = Literacy Programs
- 13 = Music
- 14 = Second Language
- 15 = Parent Engagement
- 16 = Special Needs
- 17 = Funding
- 18 = Outdoor Education
- 19 = Risky Play
- 20 = Play
- 21 = Teaching Teams
- 22 = Accountability
  - a. EDI
  - b. ECERS
  - c. EYE
- 23 = Mindfulness
- 24 = Pedagogical Documentation
- 25 = Technology Innovation
- 26 = Indigenous Innovation
- 27 = Half Day Kindergarten
- 28 = Early Identification
- 29 = Social Development
- 30 = Family Intervention

L. Other: If the innovation does not fit within any of the categories listed above, manually enter in the new category.

M. Innovation Location: Specify where the innovation is delivered (Canada-wide or province). For example, Toronto First Duty is delivered in Ontario; Aboriginal Head Start is delivered across Canada.

- 0 = Canada
- 1 = Alberta
- 2 = British Columbia
- 3 = Manitoba
- 4 = New Brunswick
- 5 = Newfoundland and Labrador
- 6 = Nova Scotia
- 7 = Ontario
- 8 = Prince Edward Island
- 9 = Quebec
- 10 = Saskatchewan
- 11 = Northwest Territories
- 12 = Nunavut
- 13 = Yukon

### Section 3 Design Characteristics

The third section of the excel spreadsheet includes information describing the objective, design, and scope, of the innovation evaluations included in the ELCC Innovation Toolkit. Below is the list of variables and an explanation of the variables of the *Design Characteristics* section:

N. Quantitative: Identify the type of quantitative design used to evaluate the innovation. Quantitative research is used to quantify a research problem by way of generating numerical data or data that can be transformed into usable statistics. Some methods of data collection include surveys, longitudinal research, or systematic observation. The sample size is typically large.

- 0 = Observational
- 1 = Quasi Experimental
- 2 = Experimental
- 3 = No

*Observational*: Any research wherein the independent variables are not controlled or manipulated by the researcher (participant observations, naturalistic observations, controlled observations).

*Quasi-Experimental*: Research design in which the independent variable manipulated, however the participants are not randomly assigned to conditions or orders of conditions.

*Experimental*: Researcher controls and manipulates independent variables/treatment and participants are randomly assigned, e.g., randomized control trial.

*No*: The innovation evaluation does not employ quantitative methods.

O. Qualitative: Indicate whether qualitative methods were used to evaluate the innovation. Qualitative research is primarily exploratory research used to gain knowledge of underlying reasons, opinions, and motivations. It is also used to uncover trends in thought and opinion to develop a deeper understanding of the research problem. Common data collection methods include focus groups (group discussions), individual interviews, and participation/observations. The sample size is typically small.

- 0 = No
- 1 = Yes

### Section 4 Characteristics of the subjects of the evaluation

This section contains information about the participants included in the innovation evaluation. Below is the list of variables and an explanation of the variables of the *Subject Characteristics* section:

P. Explicitly Considers Indigenous Peoples: Indicate whether the innovation evaluation is targeted to indigenous peoples.

- 0 = No
- 1 = Yes

## Section 5 Outcome Measures

The final section of the extraction manual captures the outcome measures supported by the innovation evaluation. Outcome measures reflect the specific areas of ELCC impacted from the implementation or maintenance of an innovation. For each column, record the effect of an innovation, as reported in the innovation evaluation. An explanation of variables for columns Q-Z are provided below:

Q. Governance: Innovations focused on policy or operational oversight. These types of programs might also assess governance for integrated ELCC. Innovations in this area could include ministry/department oversight for child-care, kindergarten, and other education-funded preschool programming; policy frameworks; and supervisory units dedicated to ECE services.

- 0 = No Effect
- 1= Positive Effect
- 2 = Negative Effect

R. Funding: Innovations that stimulate ELCC funding for program quality and equitable access to early education. Programs of this nature might also promote wage scales for educators or financial commitments from Federal/Provincial/Territorial governments to ECE.

- 0 = No Effect
- 1= Positive Effect
- 2 = Negative Effect

S. Access: Innovations that promote attendance and remove barriers to participation in ECE programs. Access could relate to programs like full day kindergarten, regulated infant and preschool services, drop-in centers, before and after school programs, on-reserve, and special needs programs.

- 0 = No Effect
- 1= Positive Effect
- 2 = Negative Effect

T. Learning Environment: Innovations that promote quality in ELCC programming. Examples could include innovation in curriculum, the physical environment, or the workforce including compensation, recognition, qualifications, or training.

- 0 = No Effect
- 1= Positive Effect

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2 = Negative Effect

U. Accountability: Innovations that incentivise monitoring procedures or reporting commitments. These types of programs might promote standards for program quality, routine child outcome measures (i.e. EDI), and government reporting methods.

0 = No Effect

1= Positive Effect

2 = Negative Effect

V. Physical: Does the innovation effect children's physical development? Physical development relates to children's physical health and well-being and could include skills relating to gross and fine motor activity.

0 = No Effect

1= Positive Effect

2 = Negative Effect

W. Language: Does the innovation effect children's language development? Language development broadly refers to the acquisition and use of language and could refer to verbal skills, written skills, or communication skills, among many other things.

0 = No Effect

1= Positive Effect

2 = Negative Effect

X. Emotional: Does the innovation effect children's emotional development? Emotional development includes the ability to identify and understand one's own feelings, to accurately read and comprehend emotional states in others, to manage strong emotions and expression in a constructive manner, to regulate one's own behavior, to develop empathy for others, and to establish and maintain relationships.

0 = No Effect

1= Positive Effect

2 = Negative Effect

Y. Social: Does the innovation effect children's social development? Social development refers to the process by which a child learns to interact with others around them, for example, how a child develops friendships and other relationships, as well how a child handles conflict with peer.

0 = No Effect

1= Positive Effect

2 = Negative Effect

Z. Cognitive: Does the innovation effect children's cognitive development? Cognitive development refers to the construction of knowledge, learning strategies and ways of thinking and reasoning that enable children to learn about themselves, others, and the world they live in.



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0 = No Effect

1= Positive Effect

2 = Negative Effect