Making Evaluation Work:
Using Data to Make a Difference

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EDUCARE OMAHA
The Educare Network Model Framework

EDUCARE CORE FEATURES

STRONG LEADERSHIP
- Data Utilization
- Embedded Professional Development
- High-Quality Teaching Practices
- Intensive Family Engagement

COMMUNITY LINKAGES

CHILD AND FAMILY OUTCOMES
- Increased student achievement and kindergarten readiness
- Strong parent-child relationships, school-family partnerships and parent support for learning
- Parent and family outcomes

Strong

UNC
PPG CHILD DEVELOPMENT INSTITUTE
Educare Implements a Rigorous Program Evaluation

- Clearly defined evaluation questions: Tied to Educare theory of change
Evaluation Questions

• **Implementation**: Who accessed and participated in the program?

• **Quality Practices**: To what extent did instructional practices and/or professional development improve classroom practices?

• **Child Outcomes**: What were the short and long term outcomes related to academic achievement?
Educare Implements a Rigorous Program Evaluation

Strong Data Management System: System for collecting and analyzing data.
Use of Data: Sharing Data

Parent Letters

Data Debriefs

Presentations

Data Walk
Educare Implements a Rigorous Program Evaluation

Continuous evaluation process: Use of data to improve practices

- Adjust practices based on findings
- Develop logic model
- Select EBP Program
- Train Staff
- Review Data
- Discuss Findings
- Involve all stakeholder in data analysis
- Implement EBP
- Document Activities
- Monitor Fidelity
- Collect Data
What Quality practices did you observe?
What were the outcomes for children?

Language
School Readiness
Social-Emotional
Executive Functioning
The longer children are in high quality programs, the better the child outcomes.

Preschoolers demonstrated significantly higher vocabulary scores if they were in Educare for 12 months or longer.
PreK children’s executive functioning skills improved significantly after participation in Educare.
Participation in Educare has long term impact on students.

Students who attended Educare of Omaha two or more years earned significantly greater average scores on Nebraska State Assessments compared to Educare students who attended less than two years.
What were the family outcomes?
Importance of 2-Generation Approach
AFTER 12 MONTHS IN THE PROGRAM, THE MAJORITY OF PARENTS WERE ENGAGING IN LITERACY ACTIVITIES 3X'S OR MORE A WEEK.

94% of the parents felt confident in their ability to support the child’s learning at home.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Singing Songs</td>
<td>75%</td>
</tr>
<tr>
<td>Reading Book</td>
<td>66%</td>
</tr>
<tr>
<td>Telling Stories</td>
<td>56%</td>
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PARENTS OF KINDERGARTEN STUDENTS FELT ENGAGED WITH THEIR STUDENT'S TEACHER.

- I am comfortable talking with my child's teacher: 100%
- I am comfortable in asking for help for my child: 100%
- I talk to my child's teacher on a regular basis: 97%
- My child was ready for kindergarten: 91%
- I participated in events at my child's school: 70% (n=33)