

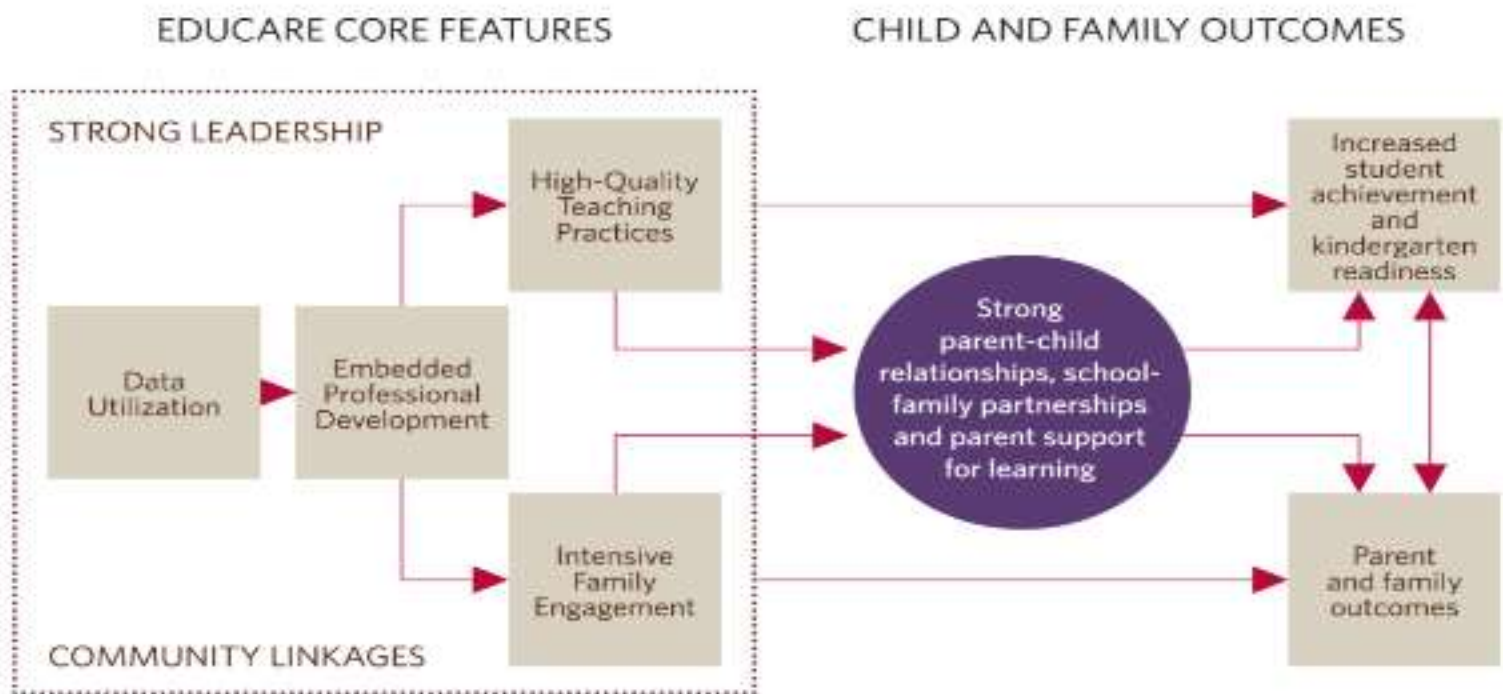


## Making Evaluation Work: Using Data to Make a Difference



Barbara Jackson, Ph.D.  
Munroe-Meyer Institute  
University of Nebraska Medical Center  
Interdisciplinary Center For Program Evaluation

# The Educare Network Model Framework



# 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



# What Quality practices did you observe?





# What were the outcomes for children?



Language

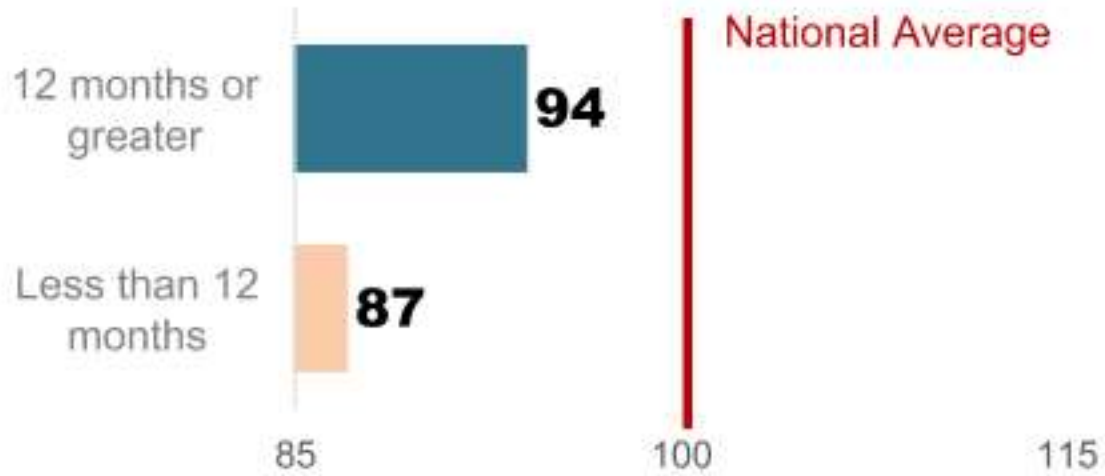
School Readiness

Social-Emotional

Executive  
Functioning

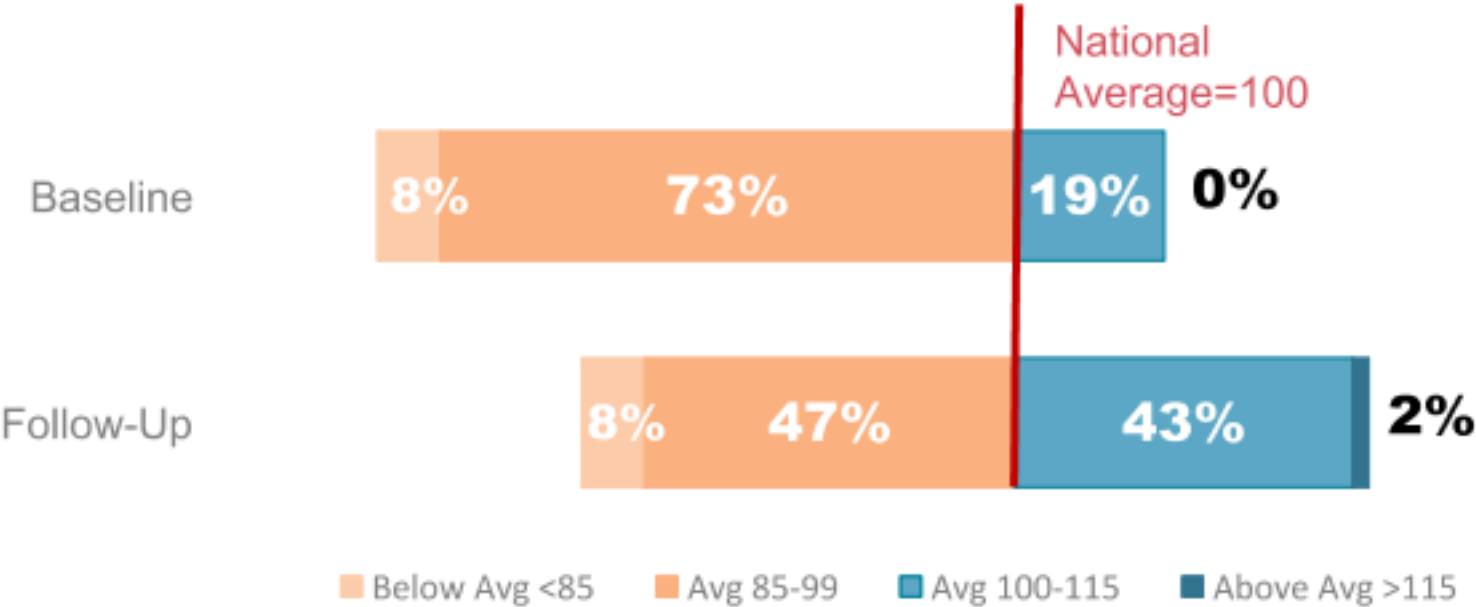
# The longer children are in high quality programs, the better the child outcomes.

**PRESCHOOLERS DEMONSTRATED SIGNIFICANTLY HIGHER VOCABULARY SCORES IF THEY WERE IN EDUCARE FOR 12 MONTHS OR LONGER.**



# CHILDREN PARTICIPATING IN EDUCARE ARE BEGINNING TO CLOSE THE ACHIEVEMENT GAP.

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.**

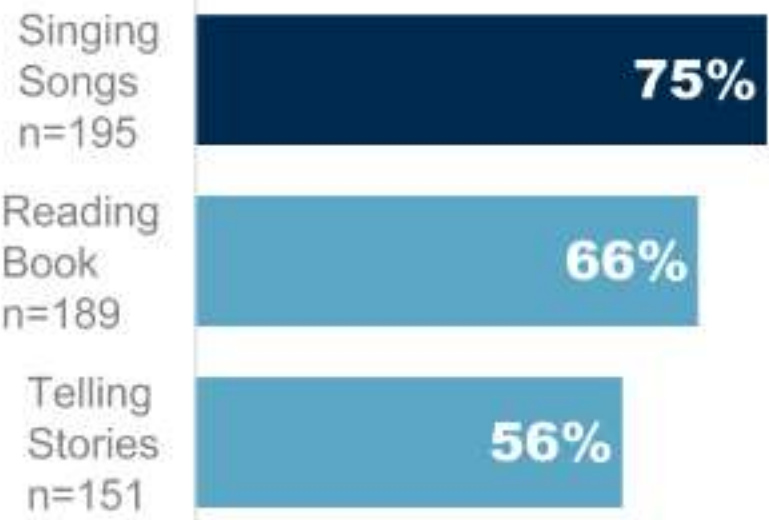


# What were the family outcomes? Importance of 2-Generation Approach



**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.**



## PARENTS OF KINDERGARTEN STUDENTS FELT ENGAGED WITH THEIR STUDENT'S TEACHER.



