



ReadyRosie

EVALUATIONS AND STUDIES

Third-party evaluators and researchers have studied the impact and outcomes on children and families when ReadyRosie is implemented with fidelity.



Pitt Education

Office of Child Development | Evaluation and Research Team

In the winter of 2018, ReadyRosie partnered with the University of Pittsburgh's Office of Child Development to conduct a rigorous multiphase evaluation of the complete ReadyRosie program.

In the first phase, we focused on examining the newly added ReadyRosie family workshop series, and demonstrating the ways in which ReadyRosie aligns with Head Start's Parenting Curriculum research-based criteria.

Study Results: Page 2-6



PennState

In an evaluation study done by Penn State Researchers, families were videotaped interacting with their child "as they normally would".

The families were individually recorded before and after a three-week exposure to ReadyRosie.

Researchers analyzed the change in both the quality and quantity of language, using a set of variables and seeing the results contained in this document.

Study Results: Page 7

In the winter of 2018, ReadyRosie partnered with the University of Pittsburgh's Office of Child Development to conduct a rigorous multiphase evaluation of the complete ReadyRosie program. In the first phase, we focused on examining the newly added ReadyRosie family workshop series, and demonstrating the ways in which ReadyRosie aligns with Head Start's Parenting Curriculum research-based criteria. A formal report of these findings is being submitted to Head Start in July 2018. The purpose of this Evaluation Brief is to highlight the findings of this first evaluation phase, and the ways in which ReadyRosie aligns with Head Start's research-based criteria.

Program Overview

ReadyRosie is a multifaceted, innovative program that supports schools in optimizing family engagement. ReadyRosie is made up of the following core components:

Implementation Readiness: ReadyRosie works with each school to determine readiness to implement the program, and recommend customized supports.

Professional Development: ReadyRosie provides schools with a range of customizable professional development (PD) opportunities around program use, implementation, and family engagement content, in both live and online formats to support school needs.

Family Workshops: ReadyRosie provides schools with a flexible series of six in-person family workshops that they can customize to best fit their context.

Home Learning Curriculum: The heart of the ReadyRosie program is its innovative Modeled Moments video program, which includes 1000+ videos in English and Spanish that are delivered to families via text, email and/ or app and can be shared to align with classroom objectives.

ReadyRosie is unique in the way it provides schools, teachers, and families support across content and interactions. Families are able to access content in ways that fit their unique needs, both via in person workshops, and the home learning curriculum. Schools and teachers can tailor these interactions based on child, family, classroom, and school needs. Given the unique and highly adaptable nature of ReadyRosie, there is a critical need to learn more about the ways this program supports family engagement, and how the different core components of ReadyRosie interact in this process.

Purpose of the Evaluation

The first phase of this evaluation represents the initial step in this process, whereby we aimed to examine these core components, with a focus on the ways the family workshop is being used by schools. Specifically, we sought to address the following evaluation questions (EQs):

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EQ1: How are schools currently using the ReadyRosie program?

EQ2: How are family workshops being implemented? How do schools and families respond to the family workshops?

EQ3: Do schools that offer workshops have increased ReadyRosie usage rates? Do these schools have increased usage when compared to schools that do not?

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Method

We are using a multi-phase mixed method evaluation design, which integrates multiple mixed method core designs across our three distinct evaluation phases. In this first phase, we used an exploratory sequential evaluation design, with an embedded convergent design, to address our evaluation questions. First, we gathered quantitative data about schools' use of ReadyRosie. We then gathered integrated quantitative and qualitative information about schools' and families' experiences with ReadyRosie family workshops. Finally, we conducted quantitative analyses using school-level data. Each component is described in more detail in the following sections (EQ1, EQ2, EQ3).

EQ1: Program Use Query

To address our first evaluation question, we conducted a survey with any schools actively using ReadyRosie during the 2017-2018 school year ($n = 223$). We received responses from 57 schools (26% response rate) from a number of different types of programs. Using a mix of survey and archival school data, we examined the following school-level variables:

Workshop Offered: We examined whether or not schools offered any family workshops; later analyses focused in on additional workshop implementation.

Leadership: We examined leadership support for ReadyRosie implementation using a multifactor rating system that included leadership responsiveness, readiness, and organization. Based on these ratings, schools were coded as either having low, average, or high leadership support for implementation.

Live PD: We examined whether or not schools participated in a live or online ReadyRosie PD.

Usage: We examined schools' ReadyRosie usage rates using a multifactor rating system that included the number of families that were registered from a given school, video access, and teacher participation. Based on these ratings, we coded usage rates as low, average, or high across the school.

Table 1 provides an overview of these data across the participating schools.

Program Usage ($n = 57$)		n (%)
Workshop Offered	Yes	25 (44%)
	No	32 (56%)
	Missing	0
Leadership Support	High	31 (54%)
	Average	13 (23%)
	Low	6 (11%)
	Missing	7 (12%)
Live PD	Yes	39 (68%)
	No	18 (32%)
	Missing	0
Usage	High	21 (37%)
	Average	17 (30%)
	Low	18 (32%)
	Missing	1 (1%)

EQ1 Implications: Data from the *program use query* highlight that ReadyRosie use is highly variable across schools. ReadyRosie is designed to be flexible and adaptable to meet school needs; these data reflect this, but also highlight the importance of ReadyRosie's ongoing evaluation work to determine the ways in which schools are successfully using and adapting the core features to support optimal family engagement.

EQ2: Post-Workshop Perceptions

To address our second set of evaluation questions, we sent a follow-up survey to the 25 schools who responded that they had delivered family workshops in the original *program use query*; 11 schools responded (44% response rate). Collectively, these schools served approximately 8000 families, represented eight states, and were mostly Head Start programs (63%), with some school (23%) and community-based (9%) programs as well.

Implementation: Given the intentional, flexible nature of ReadyRosie, we wanted to document the ways in which schools were implementing family workshops. Overall, these 11 schools offered 38 workshops; six schools offered 1-2 workshops; one school offered 4 workshops; four schools offered all 6 workshops. Schools reported attendance ranges; based on these reports a range of 530-690 families attended the family workshops provided by these 11 schools. Table 2 below provides an overview of workshop offerings and attendance by workshop.

Implementation Variables	FW#1	FW#2	FW#3	FW#4	FW#5	FW#6	Total
Number of Schools Offering Each workshop	7	6	5	8	7	5	38
Number of Families in Attendance							
0-5 Families	1	1	1	1	1	1	6
6-10 Families	2	2	2	2	2	2	12
11-20 Families	1	1	0	1	3	0	6
21-30 Families	2	1	1	1	0	1	6
31-42 Families	1	1	1	3	1	1	8

Note. FW#1 = Relationships Matter; FW#2 = You Can Make a Difference; FW#3 = Families as Partners; FW#4 = Words Matter; FW #5 = Math Matters; FW#6 = Families as Leaders.

Schools also reported on additional implementation processes. The large majority of workshops were delivered by family support coordinators, in community meeting spaces, depending on size and context. Families were recruited to participate via multiple methods (e.g., flyers, websites, social media, personal invitations, ReadyRosie share tools). The majority of schools reported that they made information about community resources available at all workshops (92%).

School Perceptions: We also wanted to learn about schools’ perceptions of the family workshops. ReadyRosie is designed to offer schools flexibility and choice around the use of family workshops, and we wanted to learn more about this process, and the ways the workshops supported schools’ family engagement programs.

Schools responded to a series of questions about the family workshops, and the ways the workshops promoted different constructs (i.e., positive change in attitudes and parenting practices, promoting family engagement, supporting ReadyRosie usage). Across the board, the schools felt that the workshops were beneficial for families, both in terms of the parenting content that was taught, but also in the ways they helped families navigate the ReadyRosie program and make important connections to the school and their peers.

Table 3 provides a summary of these results:

Table 3: School Perceptions of Family Workshops (n = 7)		
Constructs	M (SD)	Range
Family Experiences, Attitudes, and Practices	4.26 (.54)	3.60-5.00
Helped families learn important and applicable parenting content.	4.29 (.49)	4.00-5.00
Helped families practice learning activities that support their parenting skills.	4.14 (.69)	3.00-5.00
Helped families establish goals or plans to continue to develop their parenting.	4.14 (.69)	3.00-5.00
Provided families with an opportunity to discuss important and helpful topics.	4.29 (.49)	4.00-5.00
Helped families build a stronger home-learning practice.	4.43 (.54)	4.00-5.00
Family Engagement	4.29 (.50)	3.80-5.00
Helped families feel more connected to their child’s teacher.	4.29 (.76)	3.00-5.00
Helped families feel more connected to your program.	4.29 (.49)	4.00-5.00
Helped families feel more connected to their peers/other families.	4.29 (.49)	4.00-5.00
Helped families feel more connected to their peers/other families.	4.14 (.69)	3.00-5.00
Helped families feel more connected to their peers/other families.	4.43 (.54)	4.00-5.00
ReadyRosie Program Usage	4.14 (.72)	3.00-5.00
Helped families understand the ReadyRosie Modeled Moments program.	4.14 (.69)	3.00-5.00
Helped families increase usage of the ReadyRosie Modeled Moments program.	4.29 (.76)	3.00-5.00
Helped our program facilitate the use of the ReadyRosie Modeled Moments program.	4.00 (.82)	3.00-5.00

Note. Four schools were not included due to missing data or data entry errors. Bold text above represents composite scores made up of the mean scores for all items in a given construct (e.g., Family Engagement composite = mean of 5 items from that part of the survey).

Qualitatively, schools offered insights into their responses. Many programs noted that families were highly engaged and enjoyed the workshops. For instance, one school reported:

“The activities really put into practice the lessons we were learning and the homework. The parents were so excited to report back things they tried at home.”

Others highlighted the way the workshops supported family engagement more broadly:

“It was such a great opportunity to see communities being built with the ReadyRosie program! The workshop really helped the parents connect with their children as well as staff.”

One school highlighted the way their staff capitalized on the adaptations that were built in to the family workshop series to make it fit their context:

“...We held a Spanish workshop at our largest site, this was the best attended workshop. Family advocates worked in groups..to learn the workshop material... We provided a take away for each attendee that tied in with the workshop and also our other program goals such as PBIS.”

Others highlighted the ways specific workshops supported family learning and engagement:

“Parent Engagement has been hard to establish at times but explaining the importance of being involved really provided “light bulbs” over the families’ heads.”

Family Perceptions: We were particularly interested in hearing family perceptions of the family workshop experience. Toward this purpose, we followed up with programs who offered a high range of family workshops (i.e., 4-6 workshops; $n = 3$), and worked with them to gather more information from families who had participated. Given timeline concerns at the end of the school year, data are still being collected and analyzed.

Below, we provide a summary of responses to a new, cross-workshop survey that one school sent out to families electronically and via paper pencil copies. Both Spanish and English versions were available. Families expressed widespread agreement that the surveys were helpful in increasing their knowledge around child development, supporting them in practicing new parenting skills, and helping them feel more engaged with ReadyRosie, and their children’s school. A summary of results is presented in Table 4.

Table 4: Family Perceptions of Family Workshops ($n = 10$)

Items	M (SD)	Range
Family Knowledge, Attitudes, and Practices	4.90 (.32)	4.00-5.00
The workshop(s) were organized and easy to follow.	4.90 (.32)	4.00-5.00
I am excited about what I learned.	4.90 (.32)	4.00-5.00
The workshop teacher was knowledgeable.	4.90 (.32)	4.00-5.00
The workshop teacher was well prepared.	4.90 (.32)	4.00-5.00
I would recommend the workshop(s) to a friend.	4.90 (.32)	4.00-5.00
I learned new information that will help me as a parent.	4.90 (.32)	4.00-5.00
I tried something new that will help me as a parent.	4.90 (.32)	4.00-5.00
I learned new things to try at home with my child.	4.90 (.32)	4.00-5.00
I learned new things about how children grow and develop.	4.90 (.32)	4.00-5.00
I learned about ways to help my child do well in school.	4.90 (.32)	4.00-5.00
I was able to practice using ReadyRosie to find information and tools I can use at home.	4.90 (.32)	4.00-5.00
I feel more comfortable using ReadyRosie.	4.90 (.32)	4.00-5.00
I feel more connected to my child's teacher and school.	4.90 (.32)	4.00-5.00

Note. Bold text above represents a composite score made up of the mean of all items.

Qualitatively, families highlighted their appreciation for the program and the parenting content they were learning:

“
 Me encanto este programa y preguntando
 podria seguir utilizando lo que es
 ReadyRosie en online como lo he usado con
 [mi hijo] y continuar pana seguir ayudando
 con otros videos mi echas y para ayudar a
 mi mi otro nino de 18 meses a aprender
 tambien...Gracias por programas asi.
 ”

“
 ...I love this program and I wonder
 if I could continue using ReadyRosie
 online like I have used it with [my son]
 and continue to follow other videos
 and exercises that we haven't yet seen
 or done and to help me with my other
 child of 18 months to learn as well...
 Thanks for programs like this.
 ”

EQ2 Implications: These school and family data highlight important findings about the ReadyRosie family workshops. The school survey data indicate that programs that offer family workshops are implementing this component of ReadyRosie with fidelity based on the outlined criteria (i.e., number of workshops, setting, and context fit school needs and attendance range, referencing community resources).

Schools and families indicated that the workshops were helpful in terms of promoting positive changes in families knowledge (i.e., parenting content), beliefs, and parenting practices (i.e., promoting ReadyRosie Modeled Moments use, promoting positive interactions with children, school engagement).

Though attendance levels varied, that is in line with ReadyRosie program design, and these results highlight the important role family workshops play as one part of the ReadyRosie program.

EQ3: Program Use Analyses

To address our final evaluation questions, we examined the way different school-level variables were associated with school-wide ReadyRosie usage rates. Here, we used the same variables from the *program usage query* analyses described above, however we also used an expanded three-level workshop variable that accounted for the amount of workshops schools provided (i.e., none, 1-2 workshops, 3-6 workshops).

Table 5 provides an overview of the general associations between each of these variables.

	1	2	3	4
1. Level of Usage	-			
2. Leadership	.480**	-		
3. Live PD	.044	.306*	-	
4. Facilitated Workshop	-.101	.086	.296*	-

Note. * $p < .05$; ** $p < .01$.

The amount of leadership support for implementation of ReadyRosie was significantly associated with school-wide usage rates and with participation in a Live PD. Live PD participation was also significantly associated with whether or not a school provided any workshop. Providing workshops was not associated with school-wide usage rates.

We also used chi-square analyses to examine whether these different variables were categorically associated with different levels of schoolwide usage (i.e., low, moderate, high). Results indicate that only leadership is significantly related to school-wide usage levels, $\chi^2(4, n = 49) = 11.78, p < .05$, whereby 33% of schools with high leadership support for ReadyRosie implementation had high school-wide usage, compared to 4% of schools with moderate leadership; no schools with low leadership ratings had high school-wide usage. None of the other variables were statistically related to school-wide usage levels, including workshop types, $\chi^2(4, n = 56) = 1.89, p = .76$. Table 6 provides an overview of these comparisons.

Table 6: School-Level Variables by School-Wide Usage Crosstabulation

School-Level Variables	School-Wide Usage		
	Low	Moderate	High
Leadership*			
Low	4	2	0
Medium	6	5	2
High	5	9	16
Live PD			
Yes	13	9	16
No	5	8	5
Workshop Types			
None	10	9	14
Low	6	5	6
High	2	3	1

Note. * $p < .05$; ** $p < .01$. We used Fisher's exact test to account for low cell counts, when appropriate.

EQ3 Implications: These final analyses indicate that school-wide usage was not associated with the provision of family workshops. In fact, school-wide usage appears to be highly variable, whereby schools with high usage levels can be found across all workshop type categories. These findings align with ReadyRosie theory and program design, as the family workshops are designed as one of many targeted connections between families and schools.

Conclusion

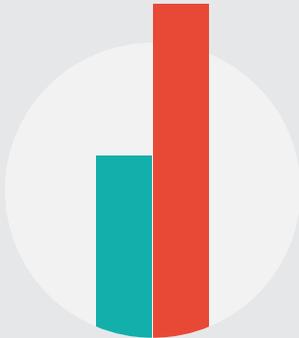
When viewed collectively, the results of this first phase of evaluation highlight the important role family workshops play as part of the larger, multifaceted ReadyRosie program. ReadyRosie is designed to offer families multiple entry points to the program; those families and schools that utilize the family workshops report strong, positive results, but other factors, especially school leadership, are also highly important when considering school-wide usage and family engagement. Future evaluation work will examine these variables as part of a larger initial efficacy study, to determine the way ReadyRosie supports high quality family engagement, as well as other variables including school success, and other child and family outcomes.



In an evaluation study done by Penn State Researchers, families were videotaped interacting with their child "as they normally would".

The families were individually recorded before and after a three-week exposure to ReadyRosie. Researchers analyzed the change in both the quality and quantity of language, using the following variables and seeing the following results:

80%
INCREASE



TOTAL NUMBER OF WORDS

40%
INCREASE



TOTAL NUMBER AND COMPLEXITY OF UTTERANCES (SENTENCES)

25%
INCREASE



TOTAL NUMBER OF OPEN-ENDED QUESTIONS

60%
INCREASE



TOTAL NUMBER OF CHILD RESPONSES

10%
DECREASE



TOTAL NUMBER OF COMMANDS/DIRECTIVES, LIKE "NO" AND "PUT THAT DOWN."

This study is ongoing.



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