

Family Workshop Deep Dive Data Summary

Overview

This report provides a summary of the data collected after a series of ReadyRosie Family Workshops offered by a large Head Start program in Texas during the 2017-2018 school year. This program has multiple sites, and includes both Head Start prekindergarten programs and Early Head Start Child Care Partnership programs (EHS-CCP). The data presented here represents an important deep dive into ReadyRosie Family Workshop data, and provides insights into the ways ReadyRosie workshops are being used to support family engagement across different contexts. Families completed a pre- and post-workshop survey at each ReadyRosie Workshop that examined families' knowledge, beliefs, and parenting. Families also completed an overall evaluation where they could provide feedback on each workshop. Below, we provide a summary of attendance and workshop information, followed by an overview of changes in family perspectives across workshops. We also provide an overview of family feedback about the six different ReadyRosie workshops.

ReadyRosie Family Workshop Information

Multiple ReadyRosie Family Workshops were offered across eight locations. They offered all six of the ReadyRosie Workshops at two Head Start early childhood centers, and six EHS-CCP childcare centers offered one of the ReadyRosie workshops. Table 1 provides an overview of general attendance. The majority of families (75%) attended one workshop; in schools that offered all six workshops, the pattern remained the same, where 71% of families attended one or two workshops, and 29% of families attended three or more workshops.

Table 1

School	Number of Workshops Offered	Total Number of Workshops Attended						Total
		1	2	3	4	5	6	
School 1	6	18	8	5	3	3	0	37
School 2	6	14	2	3	0	3	0	22
School 3	1	5	0	0	0	0	0	5
School 4	1	25	0	0	0	0	0	25
School 5	1	2	0	0	0	0	0	2
School 6	1	1	0	0	0	0	0	1
School 7	1	8	0	0	0	0	0	8
School 8	1	6	0	0	0	0	0	6
Total	18	79	10	8	3	6	0	106

Table 2 provides an overview of workshop-specific attendance. Workshop #1 (Relationships Matter) was the best-attended (49%). Of the two schools that offered all six workshops, School 1 had fairly even attendance across all workshops; School 2 had higher attendance at Workshops #1 as any others. We examined these data for patterns in attendance (e.g., Do families attend Workshops #4 & #5 together), but no clear patterns emerged. The contextual differences across these sites are important to highlight when considering attendance. Schools 1 and 2 are Head Start programs, and central program staff offered all six ReadyRosie workshops as part of their larger ReadyRosie program offerings. In the six EHS-CCP sites, program staff selected one workshop to pilot, based on program needs, family input, and staff interest. This variability is a natural when programs are delivered at scale in highly different contexts, and ReadyRosie is designed to support different program needs.

Table 2

Schools	Number of Families Attending Workshops <i>n</i> (%)						
	Overall	Relationships Matter	You Can Make a Difference	Families as Partners	Words Matter!	Math Matters!	Families as Leaders
School 1	37 (35%)	14 (13%)	13 (12%)	15 (14%)	9 (8%)	13 (12%)	12 (11%)
School 2	22 (21%)	12 (11%)	9 (8%)	5 (5%)	6 (6%)	5 (5%)	5 (5%)
School 3-8	5 (5%)	26 (25%)	8 (7%)	5 (5%)	6 (6%)	0	2 (2%)
Total	106	52	30	25	21	18	19

Note. Schools 3-8 offered one workshop. Attendance at these programs is grouped for parsimony-sake. Two schools, School 4 (*n* =24) and School 6 (*n* =1) offered the Relationships Matter workshop; all other workshops were only offered at one of the EHS-CCP schools.

Changes in Family Perspectives

School staff offered families a pre- and post-workshop survey at each Family Workshop they attended. Surveys were completed in English ($n = 79$) or Spanish ($n = 26$) or both English and Spanish ($n = 1$). Each survey was the same, with an overall scale that examined families' knowledge, beliefs, and parenting perspectives on topics such as child development, learning, and engagement, with response options that ranged from 1-5 (1 = strongly disagree, 5 = strongly agree). A second scale measured families' reported family routines around literacy, math, and media use, with various frequency indicators (e.g., never, once a month, twice a month, once a week, twice a week).

Given that some families attended more than one workshop, we used the first workshop survey they completed as their pre-survey, and the last workshop survey they completed as their post-survey. Ninety-six of the 106 families in the sample were included in this analysis; in all but two cases we were able to use the corresponding pre- and post-surveys for each workshop they attended (e.g., if a family attended Workshops #1 & #6, we used the pre-Workshop #1 survey as their pre-survey, and the post-Workshop #6 survey as their post-survey). In two cases, families completed only one survey at a given workshop, but attended multiple workshops. Given that the surveys targeted relatively stable constructs (e.g., beliefs, routines), we used the survey from the earliest workshop as their pre-survey, and the survey from their last workshop as their post-survey (e.g., a family attended Workshops #2 & #3, and only completed a post-Workshop #2 survey; we used the post-Workshop #2 survey as their pre-survey, and the post-Workshop #3 survey as the post-survey). We dropped ten families' surveys from the pre-post analysis due to missing data (i.e., no pre- or post-survey was available). Table 3 provides an overview of pre-workshop and post-workshop responses.

Table 3. Pre-Post Workshop Survey Descriptives

Knowledge, Beliefs, and Parenting Perspectives Indicators	Pre-Test		Post-Test	
	<i>n</i>	<i>M</i> (<i>SD</i>)	<i>n</i>	<i>M</i> (<i>SD</i>)
Keeping Nurturing Relationships	99	4.43 (.80)	96	4.67 (.52)**
Learning Skills Through Play	98	4.54 (.61)	95	4.84 (.37)**
Importance of Routines	98	4.62 (.49)	96	4.82 (.41)**
Creating Routines	99	4.35 (.75)	95	4.71 (.52)**
Using Positive Speech	98	4.60 (.55)	96	4.77 (.49)**
Setting Clear Expectations	99	4.51 (.60)	95	4.79 (.41)**
Encouraging Positive Behaviors	97	4.40 (.67)	95	4.69 (.51)**
Handling Difficult Behaviors	98	4.13 (.93)	95	4.54 (.65)**
Respecting Children's Feelings	99	4.67 (.54)	95	4.78 (.44)
Supporting Healthy Brain Development	97	4.31 (.82)	95	4.59 (.66)**
Understanding Developmental Stages	99	4.16 (.80)	94	4.64 (.53)**
Importance of Being Part of Education	99	4.73 (.45)	95	4.80 (.43)
Managing Media Use	99	4.61 (.59)	95	4.75 (.48)**
Comfort with Teacher Interactions	97	4.49 (.66)	95	4.68 (.61)**
Involvement at School	96	4.26 (.87)	94	4.51 (.74)**
Family Routines	Pre-Test		Post-Test	
	<i>n</i>	<i>M</i> (<i>SD</i>)	<i>n</i>	<i>M</i> (<i>SD</i>)
Sharing Books	92	3.85 (1.25)	89	3.99 (1.09)
Telling Stories	94	3.78 (1.14)	91	3.96 (1.06)
Playing Math Games	93	3.29 (1.29)	89	3.36 (1.33)
Telling Math Stories	94	2.63 (1.44)	91	3.05 (1.49)**
Sharing Math Experiences	90	3.03 (1.43)	91	3.37 (1.44)*
Number of Adult Books	89	2.26 (1.23)	87	2.41 (1.33)
Number of Children's Books	94	3.30 (1.31)	88	3.32 (1.23)
Library Visits	94	2.18 (1.22)	89	2.28 (1.25)
Device Use	88	1.62 (.70)	88	1.55 (.69)
Television Use	90	1.53 (.60)	87	1.54 (.70)
Reading Routine (Y/N)	96	0.58 (.50)	91	0.65 (.48)

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

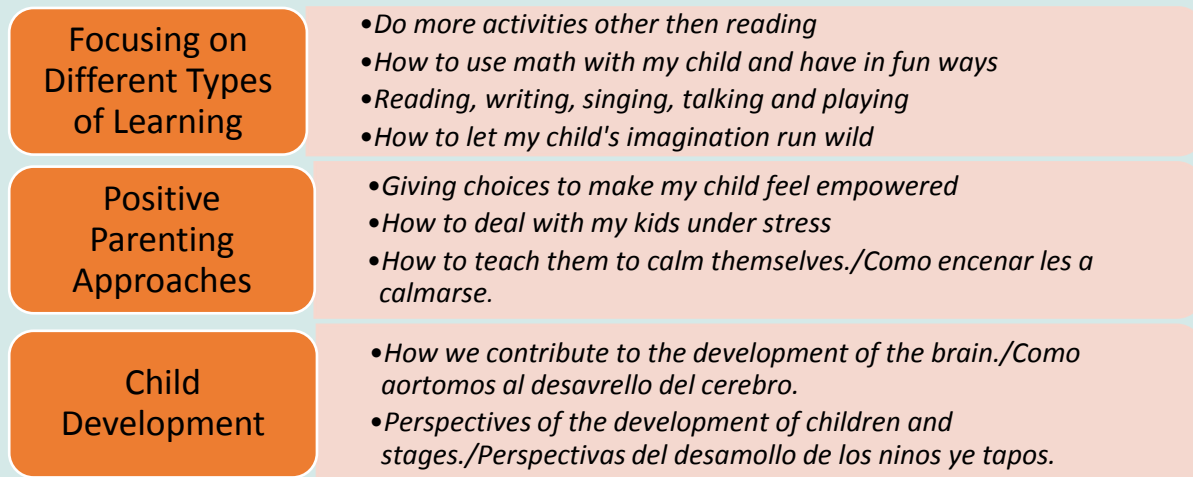
Changes in Family Perspectives (Continued)

As can be seen in Table 3, these data are strongly positively skewed, meaning family responses were very high at pre-test. Although this positive skew led to strong ceiling effects, overall, families increased on all indicators, except device-use, from pre-survey to post-survey. Given the strong positive skew, we analyzed these data with non-parametric Wilcoxon signed-rank tests, which examine the number of positive ranks (i.e., increases), negative ranks (i.e., decreases), or ties (i.e., no change) across pre- and post-measures. Cases were dropped when a family did not complete an item on both the pre- and post-survey. We also examined these data with additional statistical analyses, controlling for dosage, but patterns were the same. Given the skew of the data, we report only these initial non-parametric analyses.

Results of these analyses are also included in Table 3, where items with a significant difference between pre- and post-workshop survey results are indicated with an asterisk. In terms of families' knowledge, beliefs, and parenting perspectives, almost all items were significantly higher at post-workshop, even with strongly skewed data. The only the items that were not significantly higher were related to whether children's feelings should be respected and acknowledged ($Z = -1.51, p = .13$) and whether families thought it was important to be part of their child's education ($Z = -1.53, p = .13$). In both of these cases, the large majority of responses stayed the same, indicating that families had rated these highly at pre-test, and did not change across time. On the routines scale, there was less significant change. Only routines related to telling math stories ($Z = -3.19, p = .001$) and sharing daily home math experiences ($Z = -1.95, p = .05$) increased significantly from pre- to post-workshop surveys. It may be that many families did not have a set math routine before the ReadyRosie Family workshops, so there was a more notable increase in families' reported use of these routines after the Math Matters! Workshop.

Families also answered a series of open-ended questions about what they learned from the surveys. These responses were largely positive, and tied to workshop content. Figure 1 below highlights important themes and example quotes.

Figure 1. Post-Workshop Open-Ended Responses about Family Learning



Overall ReadyRosie Family Workshop Feedback

In addition to the pre- and post-survey data presented above, families also completed an overall survey where they provided feedback on each specific workshop and its delivery, with response options that ranged from 1-4 (1 = strongly disagree, 4 = strongly agree). Workshops #2-#6 had comparable response rates on this survey (71-89%); only 42% of families provided overall workshop feedback for Workshop #1. Table 4 below provides an overview of family responses across the six ReadyRosie Family Workshops. Families provided positive feedback across the board, with Workshop #1 (Relationships Matter) and Workshop #3 (Families as Partners) receiving slightly higher ratings.

Overall ReadyRosie Family Workshop Feedback (Continued)

Table 4. Overall Workshop Feedback

Overall Feedback Item	Relationships Matter n=22		You/ Difference n=22		Families/ Partners n=18		Words Matter n=15		Math Matter n=16		Families/ Leaders n=15	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
	Workshop Organization	3.86	0.35	3.36	1.05	3.67	0.77	3.40	0.83	3.44	1.03	3.53
Excitement	3.86	0.35	3.64	0.91	3.72	0.75	3.47	0.83	3.44	1.03	3.53	0.83
Knowledgeable Facilitator	3.86	0.35	3.50	0.91	3.78	0.73	3.60	0.83	3.50	1.03	3.53	0.83
Well Prepared Facilitator	3.86	0.35	3.55	0.91	3.78	0.73	3.60	0.83	3.56	1.03	3.53	0.83
Recommend to Friend	4.00	0.00	3.64	0.90	3.83	0.71	3.53	0.83	3.56	1.03	3.53	0.83
Overall Composite	3.89	0.26	3.53	0.88	3.76	0.72	3.52	0.80	3.50	1.01	3.53	0.83

Families also answered a series of open-ended questions about each specific workshop. Specific examples are highlighted below:

Figure 2. Overall Workshop Open-Ended Responses

What inspired you to attend the workshop?	<ul style="list-style-type: none"> • Learning different approaches in parenting is such a great deal for me as a single mom • To be able to help my children in their education, academic, emotional, with love and respect./Poder ayudar a mis hijos en su educacion, escolar, emocional. Con amor y respeto.
What were the most important things you learned?	<ul style="list-style-type: none"> • That we practice them daily, perhaps without even realizing./Que las practicamos a diario, tal vez sin darnos cuenta. • That incorporating math in everything we do will help.
What could be improved?	<ul style="list-style-type: none"> • Everything is fine the way it is. • More Sessions • [The instructor] did an awesome job and taught me a lot not only as a professional but as a parent
What additional workshops would you like to participate in?	<ul style="list-style-type: none"> • In everything, I like that I can learn to have confidence to be able to realize this at home./En todos, me gusta lo que aprendo y tener la confianza de poder realizarlo en casa. • Any available
Additional Comments	<ul style="list-style-type: none"> • I love learning new tips and challenging myself as a parent • I don't want this class to be over • I loved this class. It has changed me as a mother and as a person. • This workshop was very necessary and timely for me./Muy necesario y oportuno para mi, este taller.

Summary of Results

Collectively, these data provide insights into the ways one large Head Start program is using the ReadyRosie Family Workshop series to support families and promote positive family engagement. The sheer number of returned surveys across time, and the positive results highlight the strong engagement this program is cultivating with its families, and family responses highlight the way the ReadyRosie Family Workshops can be used as an effective mechanism for positive family learning, interactions, and engagement.