



Valley  Settlement

Program Evaluation 2017-2018

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*Empowering immigrant families in the
Roaring Fork Valley to improve their lives.*



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Executive Summary

The history of Valley Settlement, founded in 2011 and incorporated in 2016, is one of listening to the needs of the immigrant community in the Roaring Fork Valley, then developing programs to meet those needs. Valley Settlement's first programs included El Busesito Preschool (Little Bus Preschool) and Parent Mentor. As participation and trust grew, staff continued to listen, learning about additional unmet needs. Valley Settlement responded by implementing new programs to address those needs and achieve the organization's mission.

Valley Settlement's mission is to empower immigrant families to improve their lives. Valley Settlement's two primary goals are:

1. Cultivate child school readiness and improve elementary achievement
2. Increase parent economic and emotional stability through education and skill building

Today, to achieve the mission and goals, Valley Settlement utilizes a two-generation approach in eight primary programs.

El Busesito Preschool (Little Bus Preschool).* Three mobile classrooms serving 96 children who would otherwise not have access to preschool.

Learning with Love.* Early childhood development and parent education with 48 infants and toddlers, a hybrid model of home visitation and group classes.

Parent Mentor.* An adult volunteer program in elementary schools, providing classroom support to children and teachers, building a bridge between parents and the schools.

Lifelong Learning.* Adult education in Spanish in English, math, computers, and GED (general education diploma) preparation.

Family, Friends and Neighbors.* In-home coaching for unlicensed, in-home child care providers.

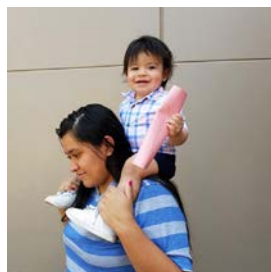
Family Support Team. Listening, responding and connecting families to resources.

Alma. A peer-delivered support program (one-on-one) for Latinas suffering from untreated depression.

Escuela de Madres y Padres. A community-based, peer-delivered behavioral health program, teaching couples new ways of parenting and relating to each other.

* = Program evaluation results presented in this report

The first five programs listed above are the subjects of Valley Settlement's Program Evaluation report for the 2017-2018 academic year. Valley Settlement utilizes rigorous program evaluation and outcomes data to inform program design and quality improvement. The evaluation approach is based in behavior change theory, and was developed in collaboration with Harvard University's Frontiers of Innovation Center on the Developing Child and Dr. Sara Anne Tompkins of Colorado State University.



Valley Settlement is pleased to present the results of its 2017-18 Program Evaluation, which shows all five of the programs assessed met their program-specific goals; had high satisfaction ratings from participants, including teachers; showed positive academic and parenting outcomes and increased skills development for children, their parents/caregivers and adults; and contributed to increased parent engagement in their child(ren)'s school and education and their community.

Key findings by program for those included in this evaluation are listed below.

El Busesito Preschool (Little Bus Preschool)

High program satisfaction: 95% of parents are highly satisfied with the program and would recommend it to others.

Increased parent engagement: El Busesito Preschool is having a significant positive impact on parent behaviors, with the largest gains shown in involvement in their child's education; 91% of parents increased their involvement in their child's education.

Children are ready for kindergarten: Significant gains were observed in the children's social-emotional, language, and cognitive development with the largest being in cognitive development.

Meeting program-specific goals: El Busesito Preschool is meeting four program-specific goals including parents using books with their children, maintaining a routine, maintaining good nutrition, and singing songs.

Learning with Love

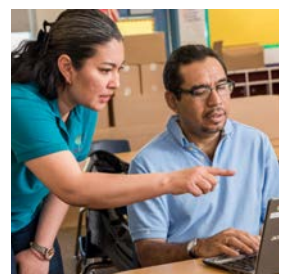
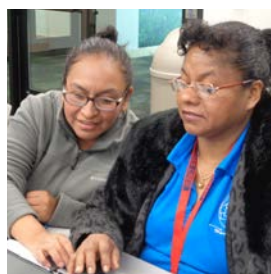
High program satisfaction: 98% of participants are highly satisfied with the program.

Increase in positive attitudes: Participants feel more empowered, confident, competent, and supported by the community.

Increased parent engagement: The program is having a significant positive impact on parents. The largest gains were in involvement in child's education; 92% of parents increased their involvement in their child's education.

Children are improving skills: Significant gains were observed in children's problem solving, gross motor, fine motor, personal-social, communication, and socio-emotional skills.

Meeting program-specific goals: All three program-specific goals are being met, including providing a consistent routine, being patient with their child, and understanding developmental topics.



Parent Mentor

Increase in sense of parenting competence: 70% of Parent Mentors increased their sense of competence in their parenting.

Increased engagement: The program significantly increased participants' engagement in the community and in their child's education.

High satisfaction from teachers: 100% of teachers would recommend the program to other teachers and want a Parent Mentor in their classroom in the future.

Children improved in the classroom: Having a Parent Mentor in their classrooms resulted in students' academic gains. The highest gain was in improved attitudes towards learning (87%).

Lifelong Learning

Participants gained useful skills: Participants gained useful math and computer skills.

High program satisfaction: 100% of parents were highly satisfied with the program and would recommend it to others.

Increased parent self-esteem: The program is having significant positive impact on parent self-esteem education: 87% of participants increased their self-esteem.

Increased in parent interaction: The program also had a significant impact on parent interactions with their children: 75% of participants increased in their parent interactions.

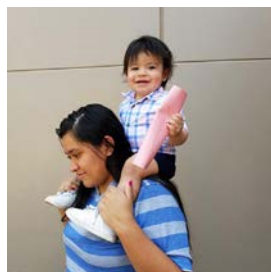
Family, Friends and Neighbors

High program satisfaction: 100% of parents were highly satisfied with the program and would recommend it to others.

More focus on safety and the environment: Participants were significantly more engaged in childcare safety behavior and providing a healthy environment for kids.

Increased community integration and wellbeing: 75% of participants increased their integration into their community and 81% of participants had increased wellbeing.

More effective parent-caregiver relationships: 95% of participants improved their parent-caregiver relationships.



Meeting program-specific goals: The Family, Friends and Neighbors program is meeting its program-specific goals, including reading to children, ground play, create activities, active listening, and singing with children.

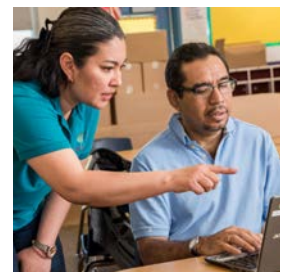
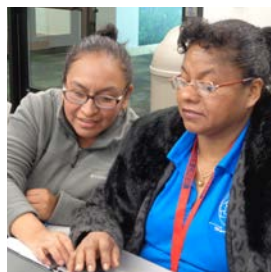
These evaluation results show three things: Valley Settlement's use of pre-post surveys designed using best practices are an effective way of measuring program outcomes, Valley Settlement programs are meeting goals and are highly satisfactory experiences for participants, and Valley Settlement is indeed achieving its mission and goals of empowering immigrant families to improve their lives by cultivating child school readiness and improving elementary achievement and increasing economic and emotional stability through education and skill building.

Valley Settlement's work is not done, however. We continue to listen to our community and utilize these evaluation outcomes to refine and improve programming, develop an evaluation plan for our newer programs (Alma and Escuela de Madres y Padres), and create additional programs to meet newly identified needs.

“The program is really important for us Latinos. My children are learning from me and I am learning from them. It is amazing to be learning new things.”

“My daughter is more outgoing, more confident in herself and interacts with more people. She reads more and uses words that I don't even use.”

“Do not let these beautiful programs disappear. They are so necessary for the Latino community.”



Organization Overview

The Manaus Fund (founded in 2005) began the development of the Valley Settlement Project in 2011. Valley Settlement became an independent 501 (c)(3) nonprofit organization in 2016. The objective was to identify and address the needs of the fast-growing immigrant community in the Roaring Fork Valley. With 300 one-on-one conversations, bilingual, bicultural community organizers listened to the stories of the area's most vulnerable families. They learned about the needs, hopes, fears, and dreams of what many called "a hard to reach population." Findings included:

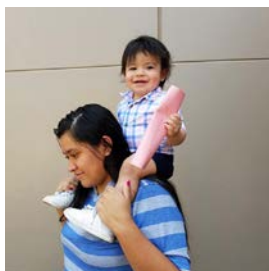
- Only one percent of eligible Latinx children were enrolled in preschool
- The achievement gap between Latinx and Anglo students in the public-school district was larger than state averages
- Most parents had no connection to their child's school
- Most Latinx reported limited formal education, often having attended school through sixth grade or less
- Latinx adults wanted to learn English and how to use computers
- Most mothers worked part-time
- Parents used family, friends or neighbors (FFN) to care for their children
- Fifty-six percent of families made less than \$35,000 per year
- Most saw the Roaring Fork Valley as their permanent home
- Many area human services agencies were serving limited numbers of Latinx in disproportion to the population size

Utilizing deep-listening and community organizing strategies, Valley Settlement was created in response to the needs of the immigrants "hiding in plain sight" in the pockets of rural poverty tucked between affluent communities from Aspen to Glenwood Springs.

Over the past six years, Valley Settlement has become firmly established as the leading organization empowering the immigrant community in the Roaring Fork Valley to improve their lives. Valley Settlement continues to listen to the voice of the Latinx immigrant community through surveys and dialogue. The organization responds with programming that has evolved from providing early childhood education and a parent volunteer program in the schools, to now also bringing basic adult education in Spanish to 100 adults per semester. Most recently, two behavioral health programs have been added to meet the high needs in this area.

Valley Settlement's two primary goals are:

1. Cultivate child school readiness and improve elementary achievement
2. Increase parent economic and emotional stability through education and skill building



Valley Settlement Programs

Valley Settlement’s mission is to empower immigrant families in the Roaring Fork Valley to improve their lives. To achieve its mission and goals, Valley Settlement utilizes a two-generation approach in eight primary programs.

El Busesito Preschool (Little Bus Preschool).* Three mobile classrooms serving 96 children who would otherwise not have access to preschool.

Learning with Love.* Early childhood development and parent education with 48 infants and toddlers, a hybrid model of home visitation and group classes.

Parent Mentor.* An adult volunteer program in elementary schools, providing classroom support to children and teachers, building a bridge between parents and the schools.

Lifelong Learning.* Adult education in Spanish in English, math, computers, and GED (general education diploma) preparation.

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Family Support Team. Listening, responding and connecting families to resources.

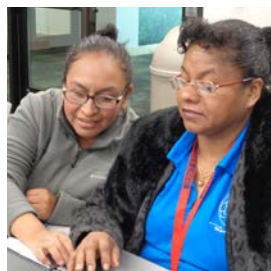
Alma. A peer-delivered support program (one-on-one) for Latinas suffering from untreated perinatal depression.

Escuela de Madres y Padres. A community-based, peer-delivered behavioral health program, teaching couples new ways of parenting and relating to each other.

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Valley Settlement Evaluation Overview

Valley Settlement’s overall evaluation approach is rooted in behavior change theory and is outcomes-based. Valley Settlement takes pride in its rigorous program evaluation and uses outcome data to inform program design and iteration to better respond to the needs of the community. The organization engages an outside evaluator, Dr. Sara Anne Tompkins, to train staff to administer surveys and collect data. Dr. Tompkins analyzes all program data. Each summer, after programs have concluded, the staff meets with her to review program data and adjust programming to better serve the needs of the community. These two “data days” each summer give staff a deeper understanding of their program’s impact on the community.



Learning with Love



Key Findings

- **High program satisfaction:** 98% of participants are highly satisfied with the program.
- **Strengthening parental attitudes:** Participants feel more empowered, confident, competent, and supported by the community.
- **Increased parent engagement:** The program is having a significant positive impact on parents. The largest gains were in involvement in child's education; 92% of parents increased their involvement in their child's education.
- **Developmental deficits are being reduced:** Significant reductions in deficit were observed in children's problem solving, gross motor, fine motor, personal-social, communication, and socio-emotional skills.

Program Overview

Learning with Love is a unique, evidence-informed program for caregivers, parents, and children ages zero to three. Using the Parents as Teachers® curriculum and FocusedKids™ methods, 48 parent/child pairs participate in group classes and receive one-on-one home visits from teachers. Parents gain knowledge about early childhood development, child health, child nutrition, and self-regulation skills.

Evaluation Design

Current data for this program was collected from post surveys given to parents upon completion of the program during the 2017–18 school year (May 2018). Questions were worded as post only or retrospective pre then post to measure change from before to after the program. Surveys included a variety of questions from both valid and reliable scales that have been

used with similar programs and populations, and questions developed by the Harvard Center on the Developing Child's Frontiers of Innovation (FOI) and Learning with Love teams to best measure what change is occurring in participants and their families due to program involvement. Forty-eight of 48 eligible parent surveys were completed.

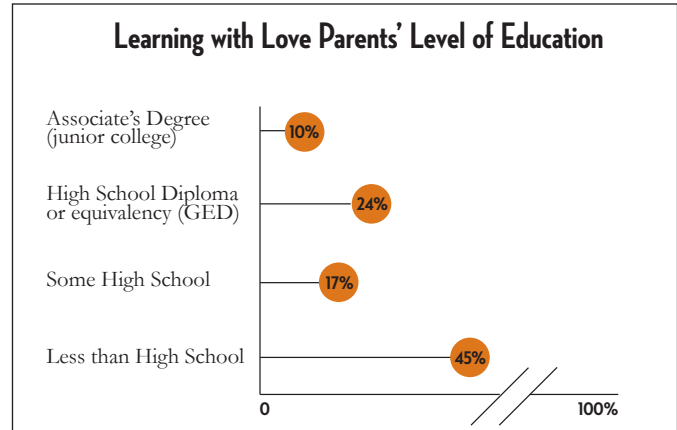
Two pre and post developmental assessments were completed by parents about their children. The Ages and Stages Questionnaire was completed for 39 out of 48 children. The Ages and Stages: Socio-Emotional Questionnaire was completed for 40 out of 48 children.

Evaluator's note: Throughout this report, significant changes are referenced. This refers to a statistical examination of the data from pre to post and is inferring that change found was not due to chance ($p < .05$). The findings presented below are not causal in nature as there was no comparison group.

However, the effect of the program on participants is based on inference and directly asking participants to record change based on program involvement.

Participant Demographics

Parents participating in the program were primarily female (98%) with an average age of 32.34 years (SD = 6.29). On average, participants reported having lived in the U.S. for 11.69 years (SD = 6.26) and 90% reported Spanish as their primary language spoken. Average monthly income reported was \$2,580 which is lower than the United States average monthly income of \$3,769. The average Learning with Love family of four lives at 123% of the 2018 Federal Poverty Level (\$25,100). The majority of parents reported not having a high school degree (62%). Compared to last year, more participants reported not having a high school degree (20% more).



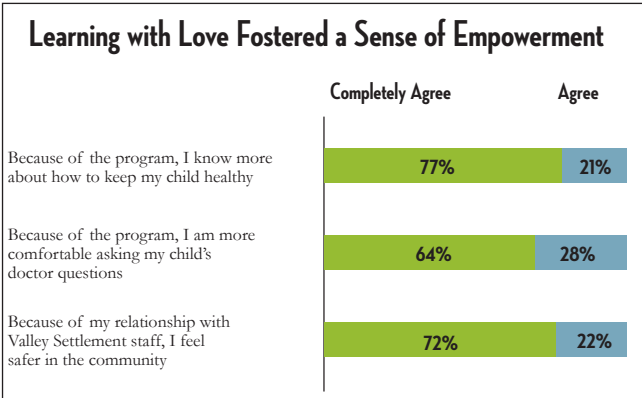
Participant Satisfaction & Feedback

Parents thought highly of the program and the teachers; 100% trusted the teachers, 98% felt the



teachers had their best interest in mind, and 98% felt safe with Valley Settlement staff.

Learning with Love seemed to foster a sense of empowerment as 98% of parents knew how to help keep their child healthy, 94% felt safer in the community, and 92% felt more comfortable asking their child's doctor questions.



Parents were asked what they gained from being involved in the program and themes of *feeling more confident in knowledge of child development* and *having learned a lot from the program* were reported with the highest frequency. Themes of *gaining knowledge* and *increase in social relationships* for themselves were reported more moderately.

“I am more patient with my kids, I am more confident when asking questions, I learned a little English, and I am a better mom.”

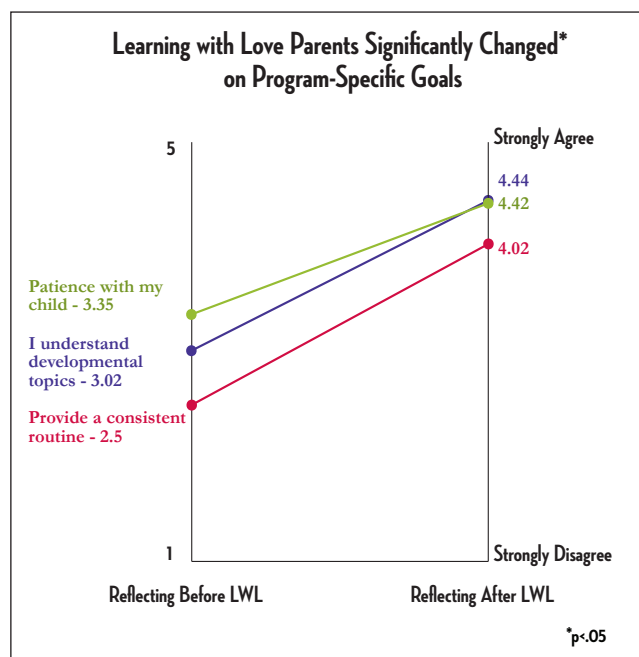
“I feel more confident, I have learned to be more sociable and I know more about my community.”

“I gained more confidence in myself. I feel capable of resolving my problems.”

Program-Specific Goals

Three items were created to address the specific goals of the program. Based on the preceding week, parents were asked to indicate their level of agreement that they provided their child with a consistent routine, had patience when dealing with their child, and understood developmental topics related to their child. The response options ranged from 1 (Strongly Disagree) to 5 (Strongly Agree). Each item was analyzed and reported on separately.

Paired sample t-tests were run on these three questions (retrospectively worded, participants reflected on changes) and parents reported significant increases for providing a consistent routine, having more patience, and a better understanding of developmental topics related to their child ($p < .05$).



Parents were asked if they felt they learned specific skills from the program. Highly reported themes included *being able to understand and learn about their child more*. Themes of *understanding development* and *communicating better* were reported with moderate frequency.

Parent Outcomes

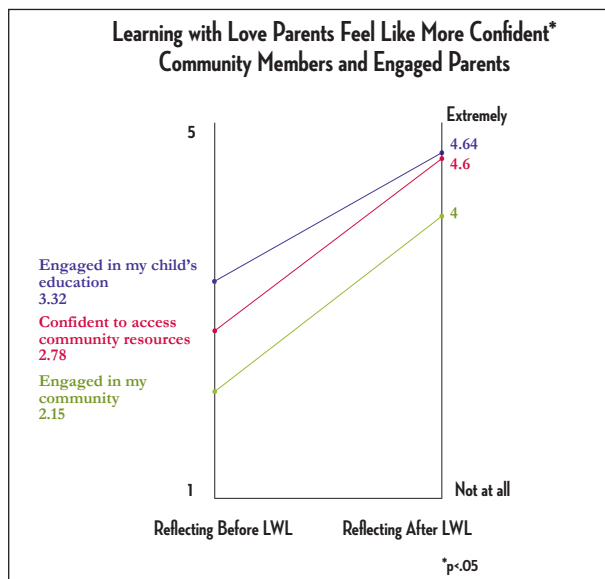


Behavior Outcomes

Significant increases were found in parents reporting feeling more confident to access community resources ($p < .05$). When asked what specific resources were used due to direct program involvement, parents reported an increase in usage of Mountain Family Health Centers (58%), public libraries (46%), their child's school resources (40%), Family Resource Center (29%), and Colorado Mountain College (15%).

Significant increases were found in parents being more engaged in their community ($p < .05$). When asked about being engaged in their community, parents reported an increase in being more confident to ask questions (73%), being more social (50%), speaking better English (19%), writing better Spanish (8%), and writing better English (8%).

Significant increases were found in parents reporting feeling more engaged in their child's education ($p < .05$). When asked about being engaged in their child's education, parents reported reading more to their child (85%), feeling more confident to help with their child's homework (67%), more confidence in contacting their child's teacher (54%), knowing how to connect their child with health resources (54%), and participating more at their child's school (40%).



Why This Matters: Past research has consistently linked increased parenting efficacy with fewer child behavior problems and positive child adjustment (e.g., Jones and Prinz, 2005; Mouton and Tuma, 1988). Higher parenting efficacy has also been found to buffer the negative effects of adversity for families who are living in disadvantaged situations (Gilmore and Cuskelly, 2009). Parents who feel confident in their parenting ability are more likely to use effective parenting practices which foster positive child developmental outcomes (Jones and Prinz, 2005).

Involvement in Child's Education

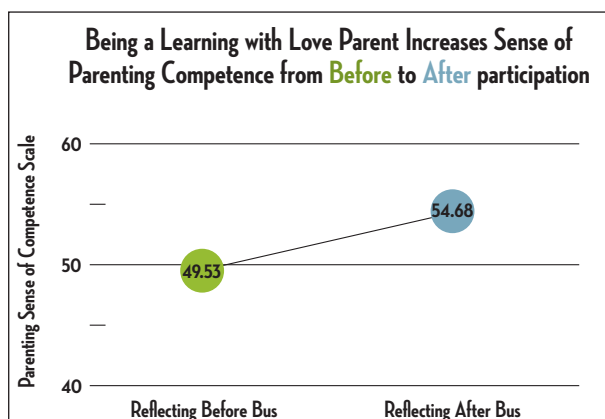
Parent participation in educational activities was assessed using three questions about frequency of reading to their child, telling stories, and singing songs with their child. These questions were used in the National Early Childhood Longitudinal Study (NCES, 2011). These questions have also been commonly used in other studies to predict educational outcomes such as school readiness, vocabulary level, and literacy skills (Rodriguez and Tamis-LeMonda, 2011). Parents were asked to indicate how often on a scale of 1 (Not at All) to 4 (Everyday) they engage in each activity with their child in a typical week. A sum score was calculated (with a possible range of 3 to 12) with higher scores representing more participation in educational activities.



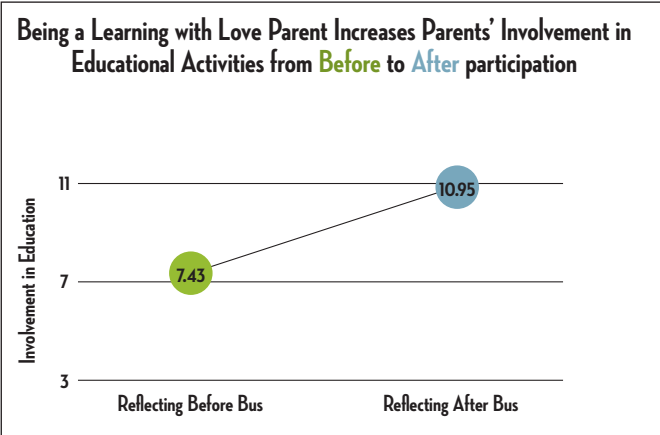
Parenting Sense of Competence

The Frontiers of Innovation-adapted Parenting Sense of Competence Scale (PSOC; Johnston and Mash, 1989) was used to assess parenting efficacy and satisfaction with parenting. The items in the PSOC asked parents to rate their level of parenting efficacy and satisfaction on a 4-point scale from 1 (Strongly Disagree) to 4 (Strongly Agree).

A repeated measures Analysis of Variance (ANOVA) was run and found significant change for the PSOC ($p<.05$) with a medium effect size ($\eta^2=.43$). This goes beyond the p value and speaks more to the magnitude of the effect on the population. Frequency change showed that 73% of parents reported a higher sense of competence. This change was found regardless of education level (less than high school vs. some high school or more).



A repeated measures ANOVA was run and found a significant change for involvement in education ($p<.05$) with a large effect size ($\eta^2=.64$). This goes beyond the p value and speaks more to the magnitude of the effect on the population. Frequency change showed 82% of parents increased in these activities with their child. This change was found regardless of education level (less than high school vs. some high school or more).



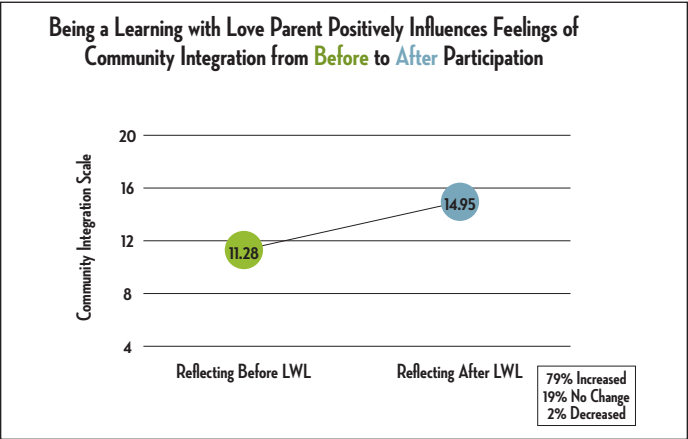
Why This Matters: There is substantial research evidence linking parent involvement in children's education to higher student achievement regardless of student grade and ethnicity (Wilder, 2014), positive youth development and emotional health (Wang and Sheikh-Khalil, 2014), and higher high school completion and postsecondary attendance (Ross, 2016).

Sense of Community

An adapted version of the four-item Community Integration subscale of the Perceived Community Support Questionnaire (PCSQ; Herrero and Garcia, 2007) was used to measure community sense of belonging. An example item is "I identify with the community." Response options range from 1 (Strongly Disagree) to 5 (Strongly Agree).

A repeated measures ANOVA was run and found a significant change for community integration ($p<.05$) with a large effect size ($\eta^2=.53$). This goes beyond the p value and speaks more to the magnitude of the effect on the population. Frequency change showed

that 79% of parents reported increased community integration. This change was found regardless of education level (less than high school vs. some high school or more).



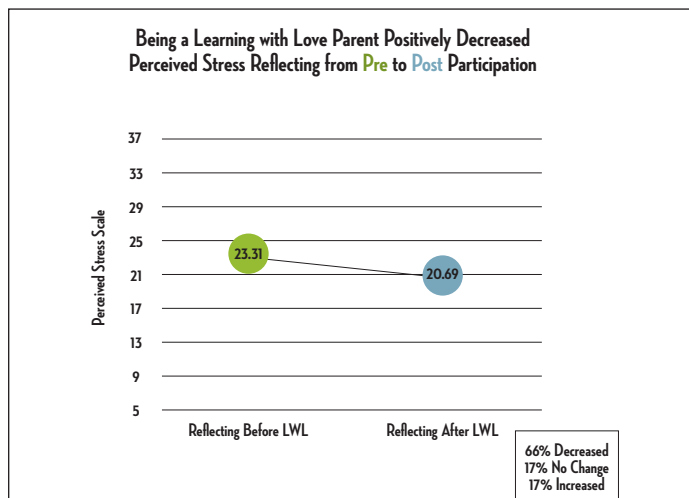
Why This Matters: There is a longstanding history of consistent research findings demonstrating a link between social integration and social relationships to outcomes related to physical health, mental health, health habits, and mortality risks (e.g., Umberson and Karas, 2010). This is likely because people who are more socially integrated are likely to have better quality relationships and more diverse resources to call when they need help (Herrero and Gracia, 2007). This scale can have cascading effects in a variety of aspects as it has been found to be predictive of other psychological constructs such as level of depression (Herrero and Garcia, 2007). It appears that the program or perhaps the Valley Settlement network and experience is influencing how participants feel about their local community.



Perceived Stress

The Perceived Stress Scale (PSS) was used to assess “the degree to which individuals appraise situations in their lives as stressful” (Cohen et al., 1983, p. 385). The items on the PSS asked respondents to indicate how often they have felt their lives were unpredictable, overloaded, or uncontrollable in the last month on a 5-point scale from 0 (Never) to 4 (Very Often).

A repeated measures ANOVA was run and found a significant decrease in perceived stress, ($p < .05$) with a smaller effect size ($\eta^2 = .28$). Frequency change showed 66% of parents experienced less stress. This change was found regardless of education level (less than high school vs. some high school or more). Stress will be measured again at six months post program and long-term effects will be determined at that time.



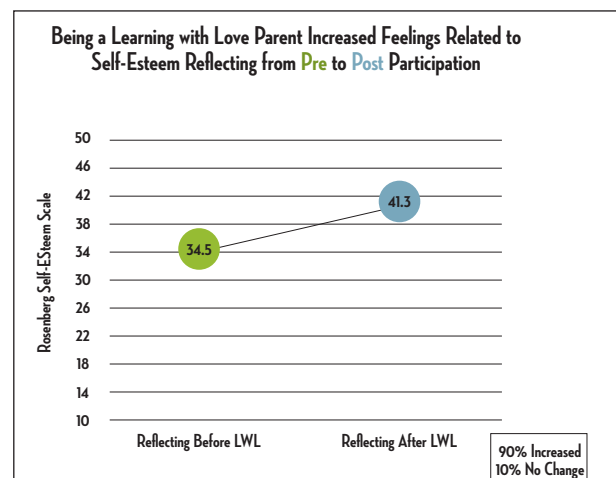
Why This Matters: Stress can have a lasting and detrimental impact on the physical and psychological health of parents and children (Thoits, 2010). Previous studies have shown parents’ experiences of high daily stress can negatively influence externalizing behaviors in their children (Neece, Green, and Baker, 2012). Additionally, research has shown parents’ experiences of stress to be predictive of child academic achievement (Pianta et al., 1990).

Self-Esteem

The Rosenberg Self-Esteem Scale (RSES) (Rosenberg, 1965) measures self-worth and general feelings about the self. The RSES scale includes 10 items with response options ranging from 1 (Strongly Agree) to 4 (Strongly Disagree). Possible scores range from 10 to 40 with higher scores representing higher self-esteem. Scores below 25 are considered to reflect low self-esteem, which may be indicative of concurrent and prospective psychological distress (Isomaa et al., 2012). The RSES continues to show high levels of internal consistency reliability ($\alpha = .83$ to $\alpha = .91$) in past and recent studies (e.g., Tinakon and Nahathai, 2012). The RSES has also repeatedly been found to have predictive validity to outcomes such as school success and happiness (Baumeister et al., 2003). The RSES has been translated and validated in Spanish (e.g., Martin-Albo et al., 2007).

A repeated measures ANOVA was run and found a significant increase for self-esteem ($p < .05$) with a large effect size ($\eta^2 = .51$). This goes beyond the p value and speaks more to the magnitude of the effect on the population. Frequency change showed that 90% of parents experienced an increase in self-esteem. This change was found regardless of education level (less than high school vs. some high school or more).

Why This Matters: Parental self-esteem is also associated with better family functioning (Trute, Hiebert-Murphy, and Levine, 2007), enhanced parent-child communication, and child autonomy (Small, 1988).

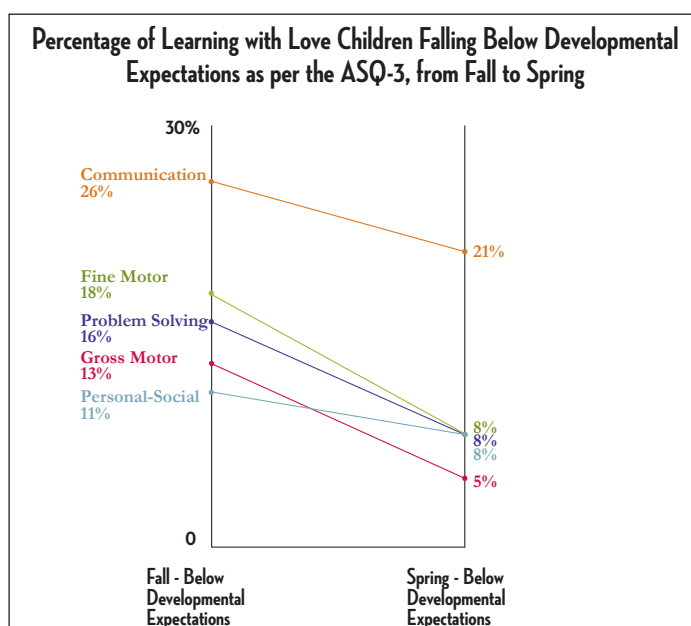


Child Outcomes

Ages and Stages

The Ages & Stages Questionnaires®, (ASQ-3; Squires et al., 2009), a widely used developmental screening tool for children from four months to five years of age, was administered to assess parent's knowledge regarding their child's strengths as well as areas of concern related to communication, gross and fine motor skills, problem solving, and personal-social skills (Bricker and Squires, 1999).

Children's scores increased in ASQ-3 developmental areas of problem solving, gross motor skills, fine motor skills, and personal-social and communication from fall 2017 to spring 2018. The biggest increases were seen in fine motor skills (10% increase in scores above the cutoff for typical development, which can also be stated as a 10% reduction in students scoring below the cutoff for typical development and possibly presenting with a delay in this developmental domain) and gross motor skills, as well as problem solving (8% increase in scores above cutoff for typical development, which can also be stated as an 8% reduction in students scoring below the cutoff for typical development and possibly presenting with a delay in this developmental domain).



Socio-Emotional

Early identification of social-emotional problems is crucial, as more and more children are experiencing poverty and other risk factors for depression, anxiety, and antisocial behavior. With *Ages & Stages Questionnaires®: Social-Emotional, Second Edition* (ASQ:SE-2™), a highly reliable, parent-completed tool with a deep, exclusive focus on children's social and emotional development, one can quickly pinpoint behaviors of concern and identify any need for further assessment or ongoing monitoring. ASQ:SE-2 screens for self-regulation, compliance, communication, adaptive behaviors, autonomy, affect, and interaction with people. ASQ:SE-2 has been investigated with 14,074 diverse children across the age intervals and their families. Test-retest reliability is 89%, internal consistency is 84%, and validity is 83%.

Children's scores reflected a 6% reduction in potential concerns and deficits in their social-emotional functioning from Fall to Spring. The Learning with Love program impacts the child with long term implications of improved social and academic functioning.

Other Positive Child Outcomes

When asked if the program created changes in their children or how they learned from their child during the program, parents overwhelmingly responded with positive examples. Additional themes of seeing their child *be more social* and *reading books more* were reported. Themes of *singing more*, *learning*, and *enjoying more things* were reported with more moderate frequency.



“My children are more interested in the library. They pick books, take a look at them, and create their own story. They ask more about the drawings and the textures.”

“My daughter loves books and she reads to me. I have learned to accept them for who they are, and to be more patient. I have learned to value their space and time.”

“I spend more time with my children. We talk more, we count from 1 to 10. I try to use discipline in a better way than when my parents used it with me. I sing to them and teach them to share.”

El Busesito Preschool



Key Findings

- **High program satisfaction:** 95% of parents are highly satisfied with the program and would recommend it to others.
- **Increased parent engagement:** El Busesito Preschool is having a significant positive impact on parent behaviors, with the largest gains shown in involvement in their child's education; 91% of parents increased their involvement in their child's education.
- **Children are ready for Kindergarten:** Significant gains were observed in the children's social-emotional, language, and cognitive development with the largest being in cognitive development.

Program Overview

A fleet of three “little buses” travels to 12 neighborhoods in Glenwood Springs, El Jebel, Basalt, and Carbondale. Five hours of bilingual preschool education per week is provided to 96 children on the buses. These are children of immigrant families who would otherwise have no access to pre-K education. El Busesito staff also engage parents as volunteers and partners in their children's education through family nights and home visits.

Evaluation Design

Current data was collected from post surveys given to El Busesito Preschool parents upon completion of the program during the 2017–2018 school year (May 2018). Surveys included a variety of questions from valid and reliable scales that have been used with similar programs and similar populations, along with questions developed by the El Busesito Preschool

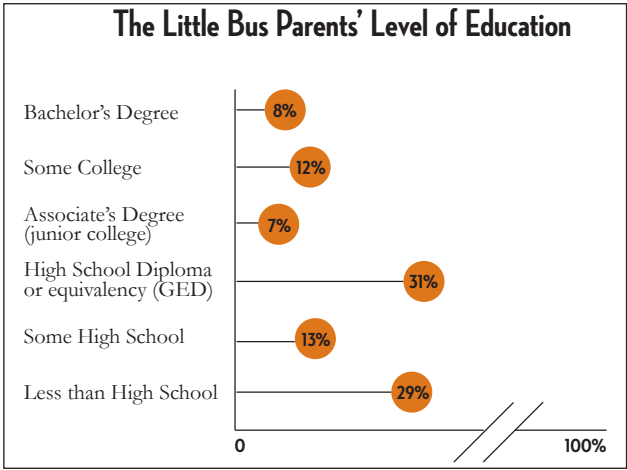
team to best measure what change is occurring in participants and their families due to program involvement. Questions were worded as post only or retrospective pre-then-post to measure change from before to after the program. Children attending El Busesito Preschool were also measured via pre (September 2017) and post (May 2018) academic tests utilizing the TS GOLD® assessment system.

Evaluator's note: Throughout this report, significant changes are referenced. These refer to statistical examinations of the data and are inferring change found was not due to chance ($p < .05$). The findings presented below are not causal in nature as there was no comparison group. However, the effect of the program on participants is based on inference and directly asking participants to record change based on program involvement.

Participant Demographics

Parents participating in the program were mostly

female (92%) with an average age of 32.61 years (standard deviation [SD] = 6.44). On average, participants reported having lived in the U.S. for 14.13 years (SD = 8.72) and 87% reported Spanish as their primary language spoken. Average monthly income reported was \$3,009, which is lower than the United States average monthly income of \$3,769. The average family in El Busesito Preschool lives at 144% of the 2018 federal poverty level (\$25,100) for a family of four. Participants primarily reported not having a high school degree (42%). Compared to last year, more participants reported having a high school degree (24% more) and on average earned more monthly (\$336 more).



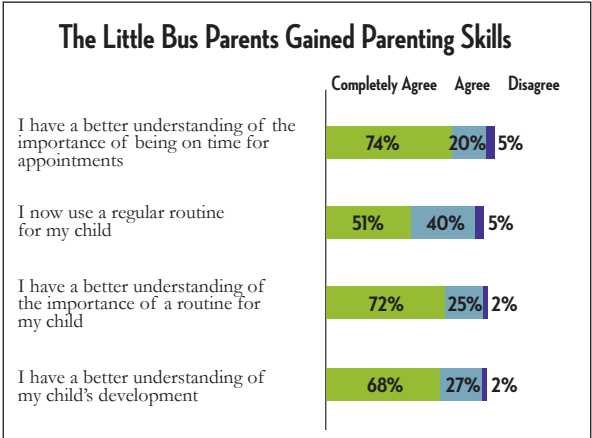
Twenty percent of participants were involved in more than one program in addition to the El Busesito Preschool program. Children participating in the program were three or four years old, and 41% of the four-year-old children participated in the program the previous year.

Participant Satisfaction & Feedback

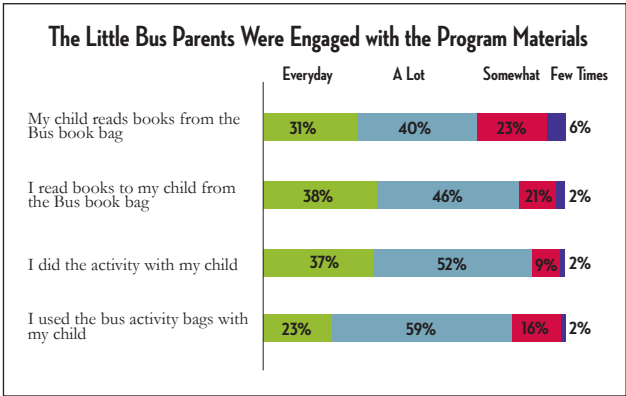
Parents reported a high level of satisfaction with the program (95% would recommend it) and liked the program facilitators (94% agreement). Parents reported gaining support and core life skills from being involved with the Little Bus Preschool program; 94% said they have a better understanding of the importance of being on time for appointments and there are more people they can count on for help if they need it.

Parents also gained parenting skills; 97% reported

having a better understanding of importance of having a regular routine for their child and 92% reported having a better understanding of their child's development.



Parents also reported regularly engaging with the program materials; 89% reported doing the activities with their child and 76% reported going to parent nights regularly.



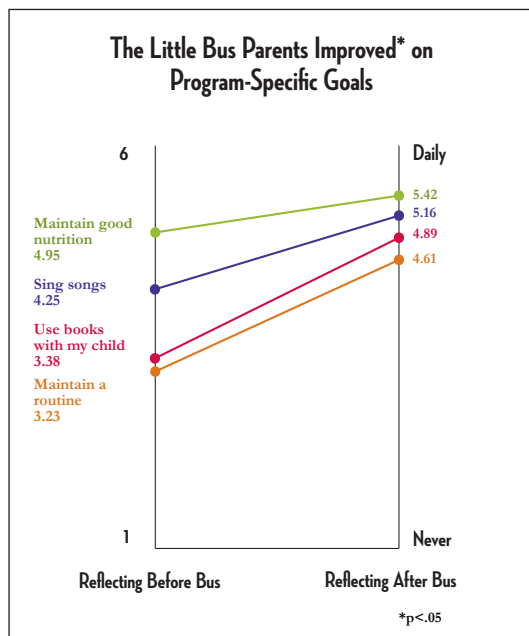
Parents were asked what they gained from being involved in the program. The most common answer was they *gained confidence*.

"I gained more confidence in myself and in the way I educate my daughters."

"I gained friendships, confidence in myself, and knowledge to help my son."

Program-Specific Goals

A four-item scale was created to address the other program-specific goals: used books with my child, maintained a routine, maintained good nutrition, and sang songs. The scale responses range from 1 (Never) to 6 (Daily). The reliability is adequate at alpha .80. A sum score was calculated (with a possible range of 5 to 30) with higher scores representing increased positive parenting behaviors specific to El Busesito programming.



Paired sample t-tests were run on these four questions (the before to after responses) and significant improvements were found for all the questions ($p<.05$) showing El Busesito parents improved in program specific goal areas. For example, 73% of parents reported increased use of books with their child.

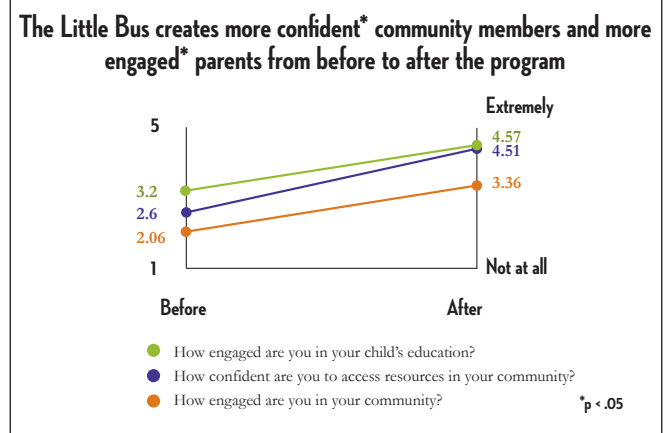


Parent Outcomes



Behavior Outcomes

Significant increases were found in parents reporting feeling more confident to access community resources ($p<.05$). When asked what specific resources were used due to direct program involvement, parents reported an increase in usage of Mountain Family Health Centers (54%), public libraries (52%), their child's school resources (29%), Colorado Mountain College (17%) and Family Resource Center (15%).



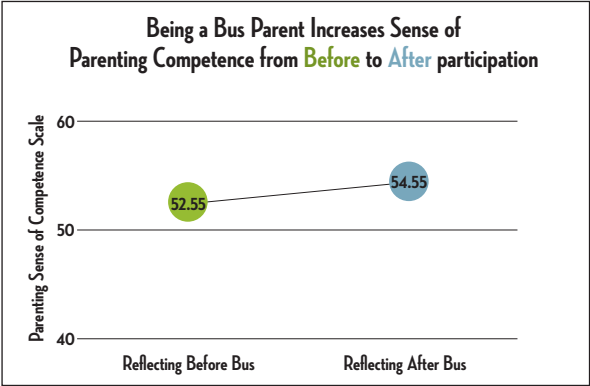
Significant increases were found in parents being more engaged in their community ($p<.05$). When asked about being engaged in their community, parents reported an increase in being more confident to ask questions (53%), in being more social (47%), speaking English better (11%), writing Spanish better (7%), and writing better English (4%).

Significant increases were found in parents reporting feeling more engaged in their child’s education ($p<.05$). When asked about being engaged with their child’s education, parents reported reading more to their child (75%), feeling more confident in helping their child with homework (70%), more confident in contacting their child’s teacher (66%), participating more at their child’s school (43%), and knowing how to connect their child with health resources (41%).

Parents were asked whether this program helped them navigate community resources. The most commonly reported theme was *gaining information about local programs and resources*. Themes of *learning more about medical and health resources* and *gaining more information* were reported with moderate frequency.

Parenting Sense of Competence

The Frontiers of Innovation (FOI)-adapted Parenting Sense of Competence Scale (PSOC; Johnston and Mash, 1989) was also used to assess parenting efficacy and satisfaction with parenting. The items in the PSOC asked parents to rate their level of parenting efficacy (e.g., “I do a good job of caring for my child”) and satisfaction (e.g., “Being a good parent is rewarding”) on a 4-point scale from 1 (Strongly Disagree) to 4 (Strongly Agree). A repeated measures Analysis of Variance (ANOVA) was run, which showed a significant increase on the post reflective PSOC ($p<.05$) with a small effect size ($\eta^2=.24$). Fifty-four percent of parents increased their parenting sense of competence. This change was found regardless of education level (less than high school vs. some high school or more).

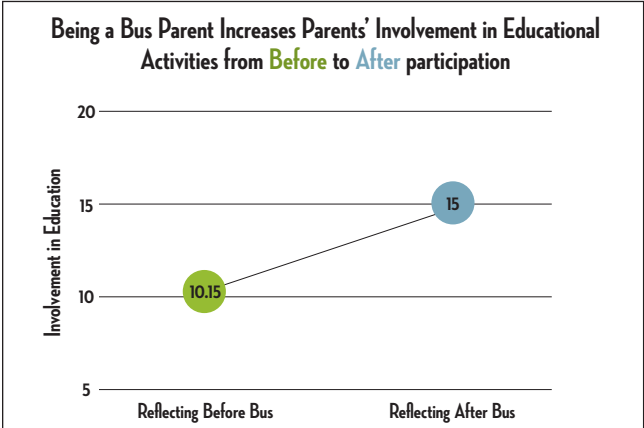


Why This Matters: In support of Valley Settlement’s two generation approach, the El Busesito Preschool program seems to positively affect the parent-child relationship. Past research has consistently linked increased parenting efficacy with fewer child behavior problems and positive child adjustment (Jones and Prinz, 2005; Mouton and Tuma, 1988). Higher parenting efficacy has also been found to buffer the negative effects of adversity for families who are living in disadvantaged situations (Gilmore and Cuskelly, 2009). Parents who feel confident in their parenting ability are more likely to use effective parenting practices which foster positive child developmental outcomes (Jones and Prinz, 2005).

Involvement in Child’s Education

An adapted version of the Parental Involvement in Educational Activities Scale (PIEAS) was used to evaluate the extent to which parents are participating in educational activities at home. This measure included five questions asking how often parents completed educational activities with their child in the last month on a scale from 1 (Never) to 3 (Three or more times).

A repeated measures ANOVA was conducted and found a significant change from pre to post for parent participants with a high effect size ($\eta^2=.70$). This is considered a large effect size and speaks more to the magnitude of the effect on the population. This change was found regardless of education level (less than high school vs. some high school or more). Frequency change showed that 91% of parents increased in these behaviors.



Why This Matters: There is substantial research evidence linking parent involvement in children's education to higher student achievement regardless of student grade and ethnicity (Wilder, 2014), positive youth development and emotional health (Wang & Sheikh-Khalil, 2014), and higher high school completion and postsecondary attendance (Ross 2016).

Child Outcomes

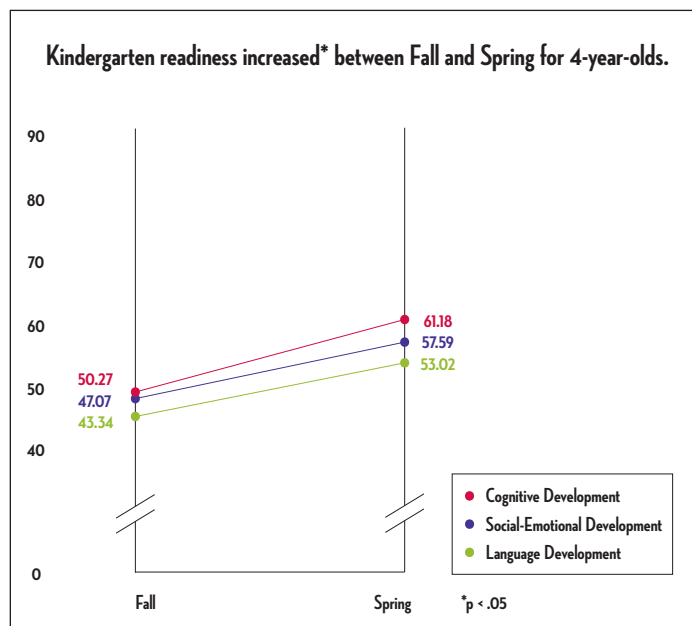


Kindergarten Readiness

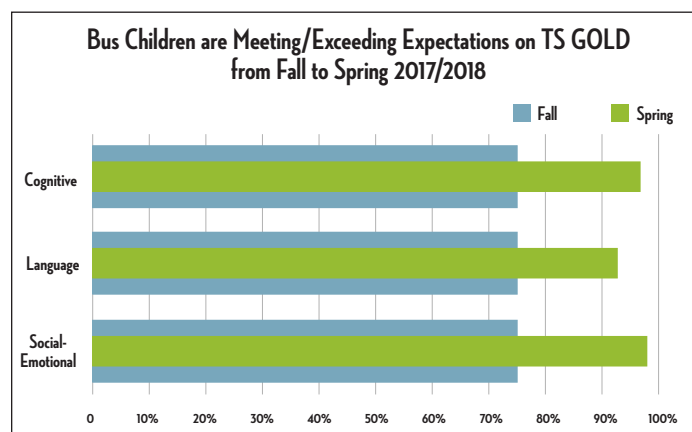
Teachers use an observational assessment system called the Teaching Strategies GOLD® (TSGOLD® or TSG) Assessment System to document children's development and learning over time. This measure allows for examination of social-emotional, language, and cognitive development. Ratings range from not yet (0) to level 9, using various skills and behavior markers for each level. Score ranges are specified to indicate widely held expectations for children of various ages/grades (e.g., preschool three-year old class, pre-K four-year old class, kindergarten) (Teaching Strategies, 2011). Internal consistency reliability for the GOLD Assessment is high ($\alpha = .96$ to $.98$) across developmental areas assessed (Teaching Strategies, 2011). The GOLD Assessment is a good indicator of school readiness and has been found to be an equally valid and reliable assessment for children whose home language is not English (Kim et al., 2013).

Paired sample t-tests were conducted and significant increases in both three-year-old ($n=32$) and four-

year-old ($n=38$) children's social-emotional, language, and cognitive development were found in the September to May TSG scores ($p<.05$). All effect sizes were large with the largest being in cognitive development ($\eta^2=.80$).



Specifically, children increased in meeting expectations from fall ($n=72$) to spring ($n=83$) by 23% for social-emotional development, 18% for language development, and 22% for cognitive development. These improvements in developmental areas often have long lasting effects on school readiness and academic success.



Why This Matters: Research shows that kindergarten readiness predicts future academic achievement as well as positive outcomes in young adults related to employment and mental health

(Jones, Greenberg, and Crowley, 2015; Kurdek and Ronald, 2001).

School Performance

Dynamic Indicators of Basic Early Literacy Skills (DIBELS; Kaminski and Good, 1996), administered by the Roaring Fork School District (RFSD), was used as an indicator of children's status and growth (McConnell et al., 2000) in 2017. This scale focuses on indicators that are predictive of later educational outcomes such as vocabulary and letter naming (Kaminski and Good, 1996). A composite score was calculated for each student. Based on these scores, students are assigned one of four risk levels (above average, low, moderate, or high), which can be used to determine future instructional needs. This scale has been found to have high convergent and discriminant validity with cognitive variables such as reading ability, school attitude, and motivation (Rouse and Fantuzzo, 2006). The scale is also able to effectively predict school success variables such as reading level, vocabulary, and language skills (Rouse and Fantuzzo, 2006).



Of the El Busesito Preschool children in third grade in 2017, 64% were at or above benchmark on the DIBELS compared to 62% for all RFSD children. For the El Busesito Preschool children in second grade, 63% were at or above benchmark on the DIBELS compared to 63% for all RFSD children.

For the El Busesito Preschool children in first grade, 33% were at or above benchmark on the DIBELS compared to 56% for all RFSD children. Of the El Busesito children in Kindergarten, 57% were at or

above benchmark on the DIBELS compared to 68% for all RFSD children. It appears the El Busesito helped children to perform on a similar academic level as their more advantaged peers. This program is providing an impactful experience for families who would not otherwise have access to the benefits of early childhood education.

Evaluator's note: DIBELS data was not collected for the 2018 year; however, future data collections will allow for additional score comparisons.

Other Positive Child Outcomes

When asked if the program created changes in their children, parents most commonly reported their *child was learning* and was *more social*. When asked how parents learned from their child, parents most commonly reported their *child reads to them*. Children *telling stories* to their parents and their *love for learning* was reported with moderate frequency.

“My child is more social, reads more, likes to sing and is no longer shy.”

“My son knows how to solve problems, and pays more attention to his feelings and how to express them in a good way.”



Family, Friends & Neighbors



Key Findings

- **High program satisfaction:** 100% of participants were highly satisfied with the program and would recommend it to others.
- **More focus on safety and the environment:** Participants were significantly more engaged in childcare safety and providing a healthy environment for kids.
- **Increased community integration and well-being:** 75% of participants increased their integration into their community and 81% of participants had increased well-being.
- **More effective parent-caregiver relationships:** 95% of participants improved their parent-caregiver relationships.

Program Overview

Using a Parents as Teachers® curriculum, Family, Friends, and Neighbors (FFN) is a home-based program connecting isolated, informal caregivers of young children with essential coaching, materials, and training to improve their service delivery. Staff provide one group session and two home visits monthly, increasing the safety and quality of care for many low-income children in informal care settings.

Evaluation Design

Twenty-one of 22 eligible participants' surveys were completed. Current data was collected from post surveys given to participants upon program completion. Surveys included a variety of questions from both valid and reliable scales that have been used with similar programs and similar populations and questions developed by the Family, Friends and Neighbors team to best measure what change

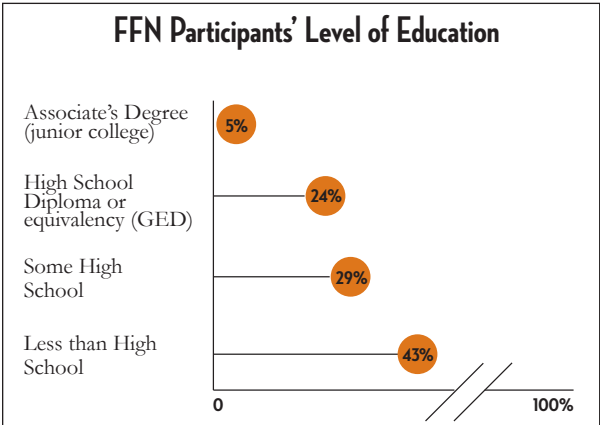
is occurring in participants and their families due to program involvement. Questions were worded as post only or retrospective pre-then-post to measure change from before to after the program. Two questions were asked at pre and post to best determine frequency of behaviors.

Evaluator's note: Throughout this report significant changes are referenced. This refers to a statistical examination of the data and is inferring that change found was not due to chance ($p < .05$). The findings presented below are not causal in nature as there was no comparison group, however, the effect of the program on participants is based on inference and directly asking participants to record change based on program involvement.

Participant Demographics

All participants were female. The average age of participants was 45.17 years ($SD = 12.05$). On average, participants reported having lived in the

U.S. for 13.43 years (SD = 6.45), and 95% reported Spanish as their primary language spoken. Average monthly income was \$2,603 (SD=\$1,396) which is lower than the U.S. average monthly income of \$3,769. The average Family, Friends & Neighbors family of five lives at 106% of the 2018 Federal Poverty Level (\$29,420). Participants reported having on average 2.94 children (SD=1.20).

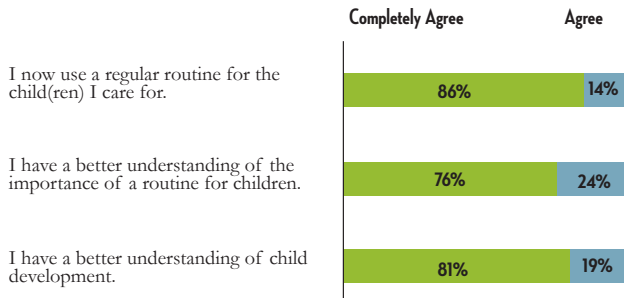


Participant Satisfaction & Feedback

Participants reported a high level of satisfaction with the program (100% would recommend it) and liked the program facilitators (100% agreement).

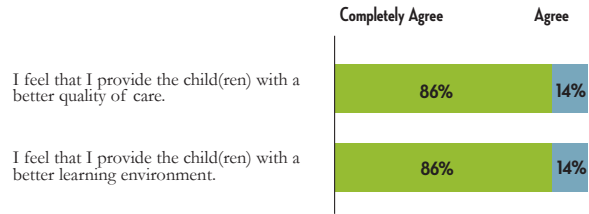
Overall, participants reported the program helped increase their knowledge about childcare; 100% of participants reported having a better understanding of child development, having a better understanding of the importance of a routine for children, and using a regular routine for their child(ren).

Being an FFN Participant Helps to Increase Childcare Knowledge



Overall, participants reported feeling empowered to provide quality care to children. Specifically, 100% of participants reported feeling like they provide a better learning environment and better quality of care to the children that they care for.

FFN Providers Feel More Empowered to Provide Quality Care to Children



Participants were asked what they gained from being involved in the program. Themes of *increasing knowledge* and *feeling more confident* in general were the most frequently reported.

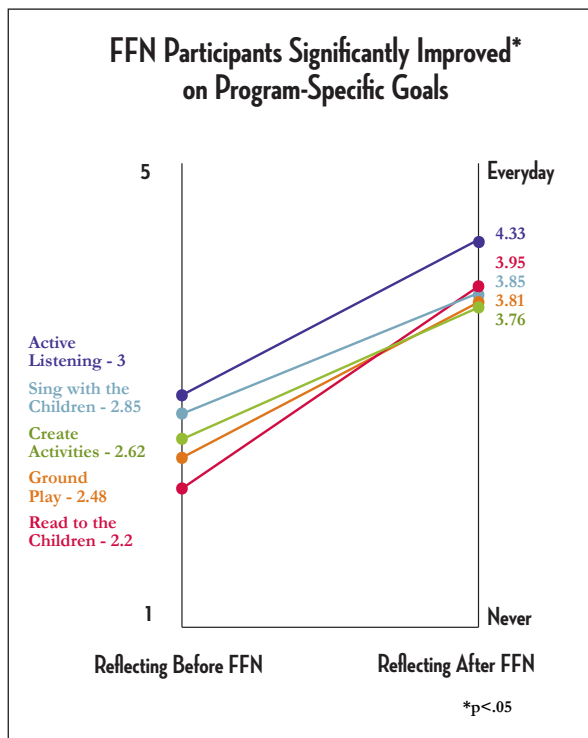
“I gained knowledge, I became a better person, and I can provide better services to children and their parents.”

“I gained knowledge on how to take care of children. I see the importance of this being like their second home.”



Program-Specific Goals

Five items were created to address the specific goals of the program. Participants were asked to indicate their frequency of the following behaviors: reading to children, ground play, create activities, active listening, and singing with children. Paired sample t-tests were run on these five questions (retrospectively worded, participants reflected changes) and significant improvements were found ($p < .05$). The highest increase was seen in reading to children.

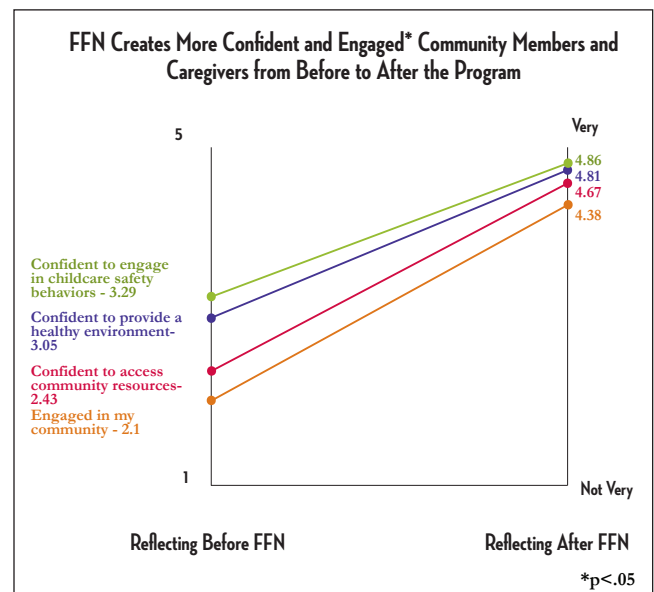


Behavior Outcomes

Significant increases were found in participants reporting feeling more confident to access community resources ($p < .05$). When asked, what specific resources were used due to direct program involvement, participants reported an increase in usage of public libraries (91%), Mountain Family Health Centers (81%), public parks (81%), and community gardens (57%).

Significant increases were found in participants being more engaged in their community ($p < .05$). When asked about being engaged in their community, participants reported an increase in being more confident in being more social (76%), asking questions (71%), reading all the readings (67%), practicing what we [FFN staff and participants] talked about (52%), and communicating more effectively (43%).

Significant increases were found in participants reporting feeling more engaged in childcare safety behavior ($p < .05$). When asked about being engaged in childcare safety behavior, participants reported having a safety plan (86%), knowing the child's medical history (81%), having more than one emergency contact number (76%), feeling comfortable to perform CPR (71%), and feeling comfortable performing basic first aid (57%).



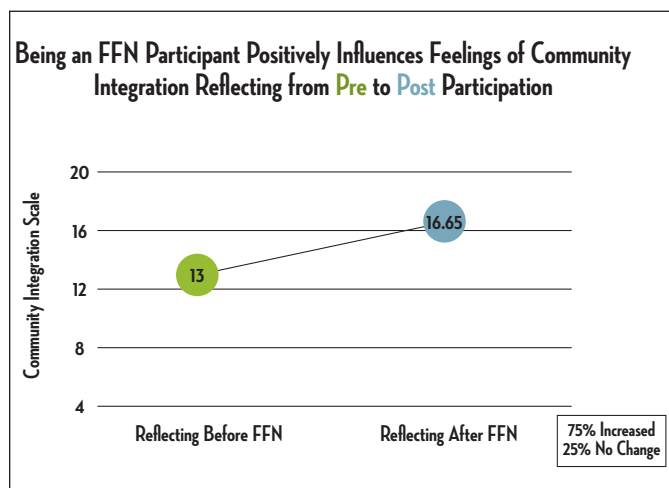
Significant increases were found in participants reporting feeling more confident about providing a healthy environment ($p < .05$). When asked about providing a healthy environment, participants reported sitting with the children while they eat (91%), understanding appropriate portions (86%), talking to parents about packing healthy snacks (67%), understanding good nutrition (67%), and making healthy snacks (67%).

Participants were asked whether the program helped them to navigate community resources, and the majority of participants said yes. The most common themes found were *knowing where to go to find resources*, and *how to sign up for resources*.

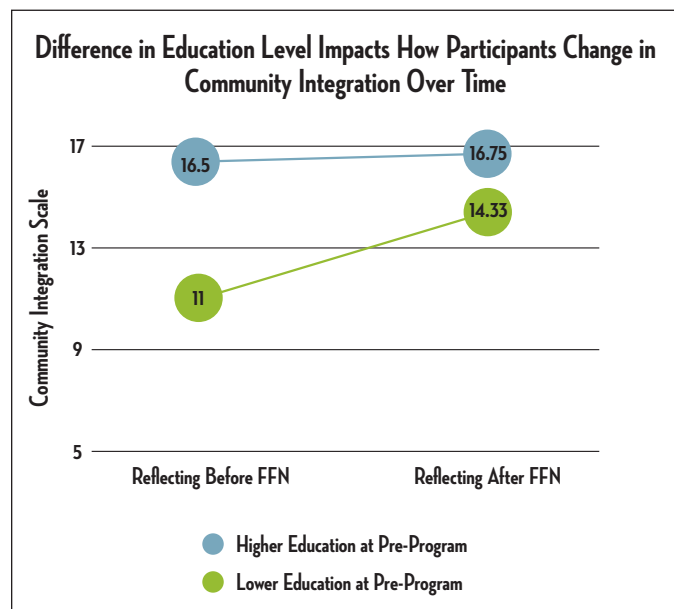
Sense of Community

An adapted version of the 4-item Community Integration subscale of the Perceived Community Support Questionnaire (PCSQ) was used to measure community sense of belonging (Herrero and Garcia, 2007). An example item is “I identify with the community.” Response options range from 1 (Strongly Disagree) to 5 (Strongly Agree).

A repeated measures ANOVA was run and found a significant change from pre to post for community integration ($p < .05$) with a large effect size ($\eta^2 = .54$). This goes beyond the p value and speaks more to the magnitude of the effect on the population. 75% of participants increased in their community integration.



The results did vary based on the participant’s education level ($p < .05$). Individuals with a lower education level had greater gains.



Why This Matters: There is a longstanding history of consistent research findings demonstrating a link between social integration and social relationships to outcomes related to physical health, mental health, health habits, and mortality risks (e.g., Umberson and Karas, 2010). This is likely because people who are more socially integrated are likely to have better quality relationships and more diverse resources to call when they need help (Herrero and Gracia, 2007).

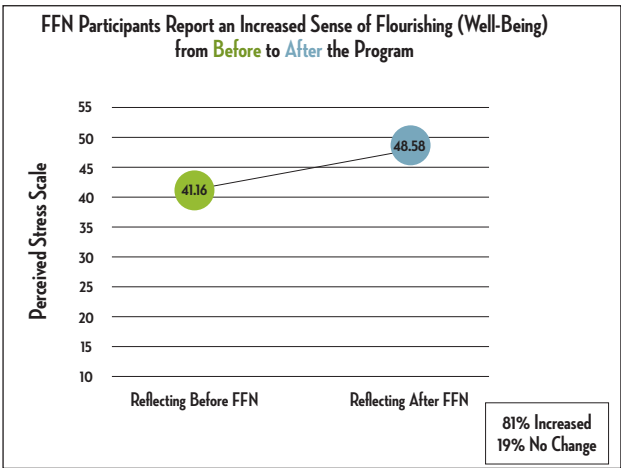


“Before, I did not know about the resources in the community.”

Flourishing Outcome

The Flourishing Scale is a brief 8-item summary measure of the respondent’s self-perceived success in important areas such as relationships, self-esteem, purpose, and optimism (e.g., “I lead a purposeful and meaningful life” and “My social relationships are supportive and rewarding”). The scale provides a single psychological well-being score.

A repeated measures ANOVA was run and found a significant change from pre to post ($p < .05$) with a large effect size ($\eta^2 = .65$). This goes beyond the p value and speaks more to the magnitude of the effect on the population. 81% of participants increased their score on the flourishing scale which is an indicator of wellbeing. This change was found regardless of education level (less than high school vs. some high school or more).

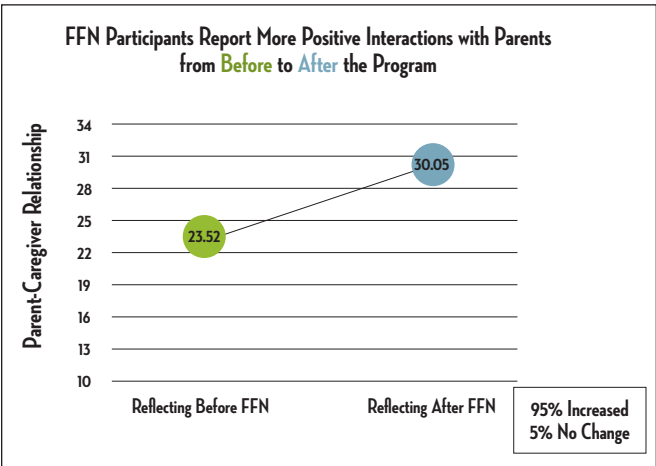


Parent-Caregiver Relationship

The Parent-Caregiver Relationship Scale (PCRS) was developed and field tested as a measure of the perceived quality of the relationship between the parent and the child care provider (“caregiver”) of an infant or toddler. Analysis of the scale and its psychometric properties resulted in potentially useful subscales with adequate reliability. The PCRS showed predicted correlations with other child care context variables, providing preliminary support for its validity. The PCRS shows promise as a relationship-level measure for studies of infants, parents, and caregivers in the context of full-time child care. The FFN team chose seven questions that

were relevant to the program. Response options were 1 (Strongly Disagree) to 5 (Strongly Agree).

A repeated measures ANOVA was run and found significant change from pre to post ($p < .05$) with a large effect ($\eta^2 = .81$). 95% of participants improved their parent-caregiver relationships. This change was found regardless of education level (less than high school vs. some high school or more).



Why This Matters: Positive parent-caregiver relationships are linked to a child’s school engagement and achievement (Hughes and Kwok, 2007; Rimm-Kaufman, et al., 2005) as well as greater parental involvement in activities (Endsley, et al., 1993).





“Keep supporting women like us.”

Parent Mentor



Key Findings

- **Increase in sense of parenting competence:** 70% of Parent Mentors increased their sense of competence in their parenting.
- **Increased engagement:** The program significantly increased participants' engagement in the community and in their child's education.
- **High satisfaction from teachers:** 100% of teachers would recommend the program to other teachers and want a Parent Mentor in their classroom in the future.
- **Children improved in the classroom:** Having a Parent Mentor in their classrooms resulted in students' academic gains. The highest gain was in improved attitudes towards learning (87%).

Program Overview

Parent Mentor is an empowerment and engagement program aimed at increasing parent participation in local schools and the community while addressing language and cultural barriers. Each Parent Mentor volunteers 300 hours in the classroom, attends weekly trainings, and engages in personal goal-setting.

Evaluation Design

Current data was collected from pre (September 2017) and post (May 2018) surveys given to Parent Mentors and post surveys (May 2018) given to teachers (n=31) who had a Parent Mentor in their classroom. Surveys include a variety of questions from both valid and reliable scales that have been used with similar programs and similar populations and questions developed by the Parent Mentor

team to best measure what change is occurring in participants and their families due to program involvement. Seventy-five of seventy-five eligible participants' surveys were completed.

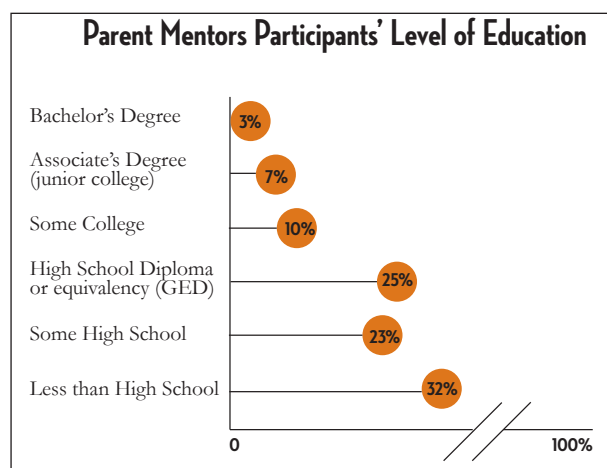
Evaluator's note: Throughout the report significant changes, referencing a statistical examination of the data from pre to post, are inferring that change found was not due to chance ($p < .05$). The findings presented below are not causal in nature as there was no comparison group, however, the effect of the Parent Mentors program on participants is based on inference and directly asking participants to record change based on program involvement.

Participant Demographics

Parents participating in the Parent Mentor program were typically keeping house and raising children full-time (31%) or working part-time (28%). The average age of participants was 36.92 years (SD =

13.63). On average, participants reported having lived in the U.S. for 14.11 years (SD = 7.47), and 93% reported Spanish as their primary language. Thirty-two percent of participants reported an annual household income between \$30,000 and \$44,000. The average Parent Mentor family of four lives below the 2018 Federal Poverty Level (\$25,100).

Parents primarily reported not having a high school degree (55%). Most Parent Mentors were only involved in one Valley Settlement program (72%). Thirty-five percent completed the program. Fifty-three percent of Parent Mentors volunteered in the program in a previous year (a 17% increase from last year). Participants reported having on average 2.39 children (SD=1.39). Compared to last year, these participants were younger (by three to four years) and had a higher education level (a 14% lower number of participants without a high school degree).



Participant Satisfaction & Feedback

Parents were asked what they gained from being involved in the Parent Mentor program. The most common themes reported were they gained confidence and love from the children. Parents also reported learning from the children and the teachers with moderate frequency.

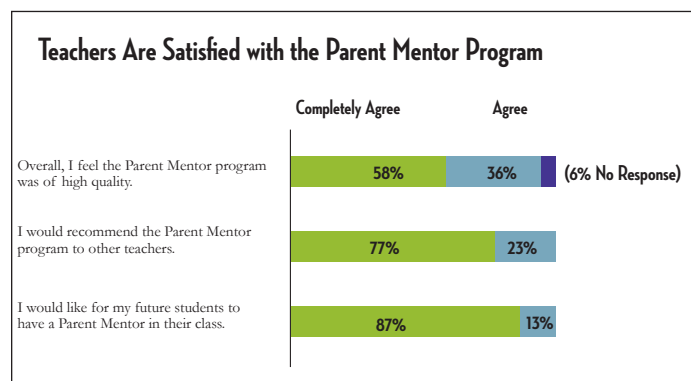
Participants were asked what they gained from being involved in the program. Themes of *increasing knowledge* and *feeling more confident in general* were the most frequently reported.

Teachers were asked for feedback about having

a Parent Mentor in their classroom at the end of the school year. There was overwhelmingly positive feedback with high agreement of quality programming (94%), high agreement recommending the program to other teachers (100%), and high agreement wanting a Parent Mentor in the future (100%).

Teachers saw value from having a Parent Mentor work with their classrooms, with 97% agreeing that the Parent Mentor could connect with students through a shared culture, 94% feeling the Parent Mentor was effective in helping to support student learning, and 88% agreeing the Parent Mentor increased their own teaching effectiveness.

When asked what they gained, the highest themes reported by teachers were that the *program was helpful* and the *value of having additional support in the classroom*. The teachers also mentioned, with moderate frequency, the *importance of having a Spanish speaker in the classroom* and the program was *amazing for them*.



Program-Specific Goals

The Parent Mentor team developed a Theory of Change and hypothesized three targets would be directly affected after the program and could influence future outcome changes; loneliness target, advocacy target, and core life skills target. Repeated measures ANOVAs were conducted on these three targets and did not find a significant difference ($p > .05$). When longitudinal data is available, the influence of additional variables will be investigated for these targets.

Parents were also given an opportunity to give a comment about why the enrolled or why they returned. The most common themes for new participants included they wanted to help the students, school, community, and family. Parents also reported enrolling to learn new things especially about children. The most common theme for returning participants was they loved the program, helping children, and helping the community.

Parent Outcomes

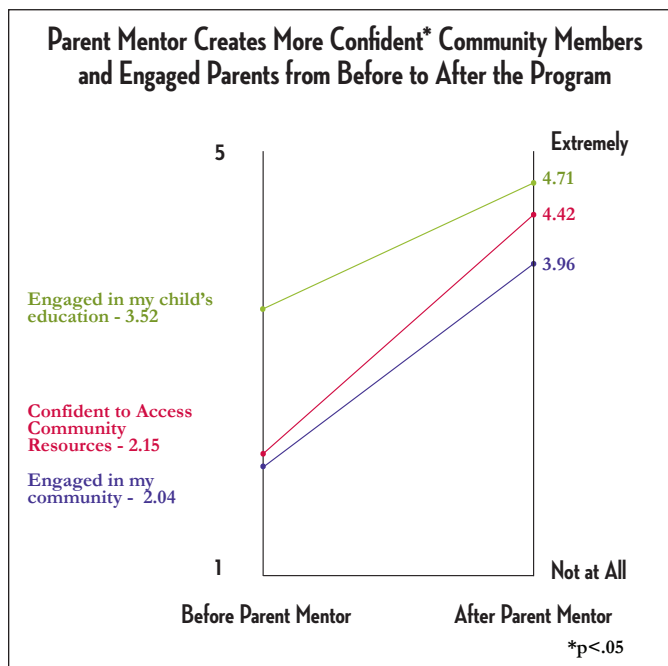
Behavior Outcomes

Significant increases were found in parents reporting feeling more confident to access community resources ($p < .05$). When asked what specific resources were used due to direct program involvement, parents reported an increase in usage of Mountain Family Health Centers (55%), public libraries (52%), their child's school resources (31%), Family Resource Center (20%), and Colorado Mountain College (12%).

Significant increases were found in parents being more engaged in their community ($p < .05$). When asked about being engaged in their community, parents reported an increase in being more confident to ask questions (65%), being more social (57%), writing Spanish better (23%), speaking English better (19%), and writing better English (11%).

Significant increases were found in parents reporting feeling more engaged in their child's education ($p < .05$). When asked about being engaged in their child's education, parents reported feeling more confident in helping with their child's homework (49%), more confident in contacting their child's teacher (49%), reading more to their child (37%), participating more at their child's school (37%), and knowing how to connect their child with health resources (32%).

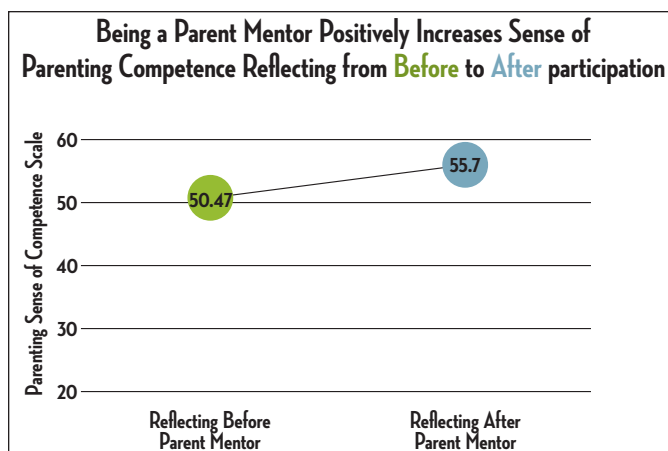
Parents were asked whether the program helped them to navigate community resources. The most common theme was it helped with *gaining more information on health and community resources*.



Parenting Sense of Competence

The Frontiers of Innovation-adapted Parenting Sense of Competence Scale (PSOC; Johnston and Mash, 1989) was also used to assess parenting efficacy and satisfaction with parenting. The items in the PSOC asked parents to rate their level of parenting efficacy and satisfaction on a 4-point scale from 1 (Strongly Disagree) to 4 (Strongly Agree).

A repeated measures ANOVA was run and a significant increase was found on the post reflective PSOC ($p < .05$) with a medium effect size ($\eta^2 = .42$). Frequency change showed 70% increased their parenting sense of competence score. This change was found regardless of repeated participation and the number of programs they were involved in.



Why This Matters: Past research has consistently linked increased parenting efficacy with fewer child behavior problems and positive child adjustment (e.g., Jones and Prinz, 2005; Mouton and Tuma, 1988). Higher parenting efficacy has also been found to buffer the negative effects of adversity for families who are living in disadvantaged situations (Gilmore and Cuskelly, 2009). Parents who feel confident in their parenting ability are more likely to use effective parenting practices which foster positive child developmental outcomes (Jones and Prinz, 2005).

Perceived Stress

The Perceived Stress Scale (PSS) was used to assess “the degree to which individuals appraise situations in their lives as stressful” (Cohen et al., 1983, p. 385). The items on the PSS asked respondents to indicate how often they have felt their lives were unpredictable, overloaded, or uncontrollable in the last month on a 5-point scale from 0 (Never) to 4 (Very Often).

A repeated measures ANOVA was run and found a significant decrease in perceived stress, ($p<.05$) but with a smaller effect size ($\eta^2=.18$). Frequency change showed that 57% of parents experienced less stress. Stress will be measured again at six months post program to determine the long-term effects. Being involved in the Parent Mentor program appears to aid in stress reduction.

Why This Matters: Stress can have a lasting and detrimental impact on the physical and psychological health of parents and children (Thoits, 2010). Previous studies have shown that parents’ experiences of high daily stress can negatively influence externalizing behaviors in their children (Neece, Green, and Baker, 2012). Additionally, research has shown parents’ experiences of stress to be predictive of child academic achievement (Pianta et al., 1990).

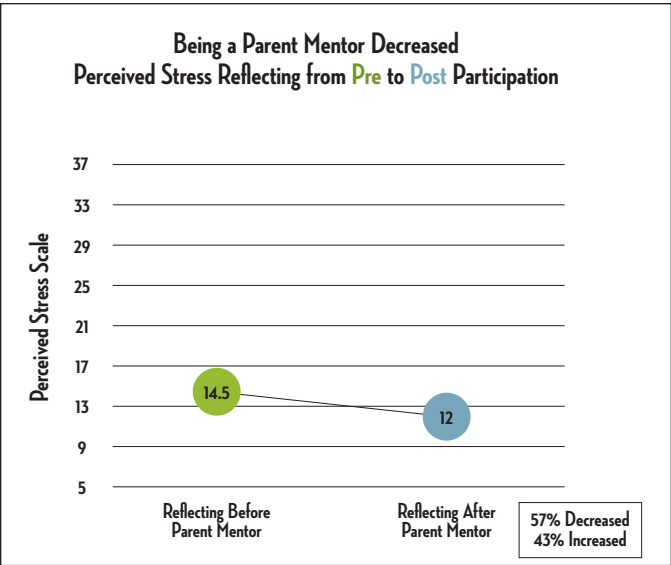
Other Outcomes

An adapted version of the Community Participation subscale of the Perceived Community Support Questionnaire (PCSQ; Herrero & Garcia, 2007) was used to measure participation in the community. This includes a total of four questions (e.g., “I collaborate in organizations and associations in my community”) with response options ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

The Flourishing Scale is a brief 8-item summary measure of the respondent’s self-perceived success in important areas such as relationships, self-esteem, purpose, and optimism (e.g., “I lead a purposeful and meaningful life” and “My social relationships are supportive and rewarding”). The scale provides a single psychological well-being score.

The Center for Epidemiologic Studies Depression Scale Revised (CESD-R) is used as a depression screener. Total CESD-R Score is calculated as a sum of responses to all 20 questions. A score of 16 or more is considered depressed.

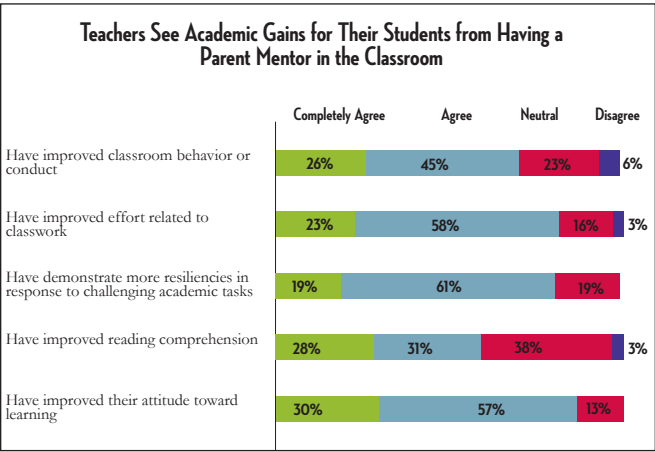
Repeated measures ANOVAs were conducted on all these scales and did not find a significant difference ($p>.05$). This may be due to the high percentage of participants who already had a high score at the pre-survey. How additional variables influence these scores will be investigated when six-month data is available.



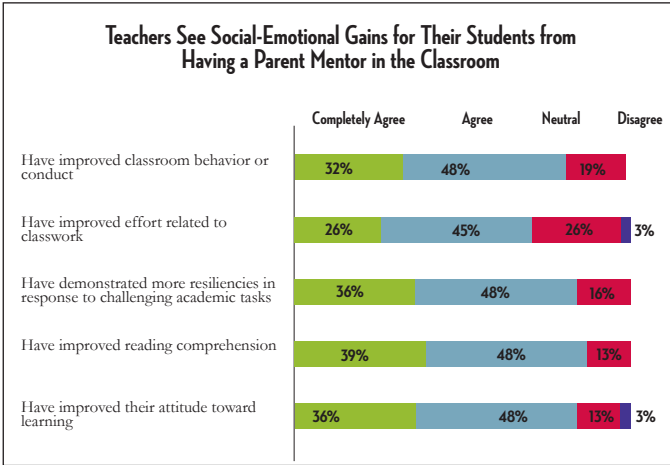
Child Outcomes

Positive Child Outcomes

Teachers who had a Parent Mentor in their classrooms reported academic gains for their students: improved behavior/conduct, improved effort related to class work, more resiliency with challenging academic tasks, and improved attitude toward learning. The highest gain was improved attitude towards learning (87%).



Teachers report the highest gains in social-emotional improvement, ranging from emotional growth to self-esteem and class participation. The other gains were in increased self-esteem and confidence in their school work (87%).

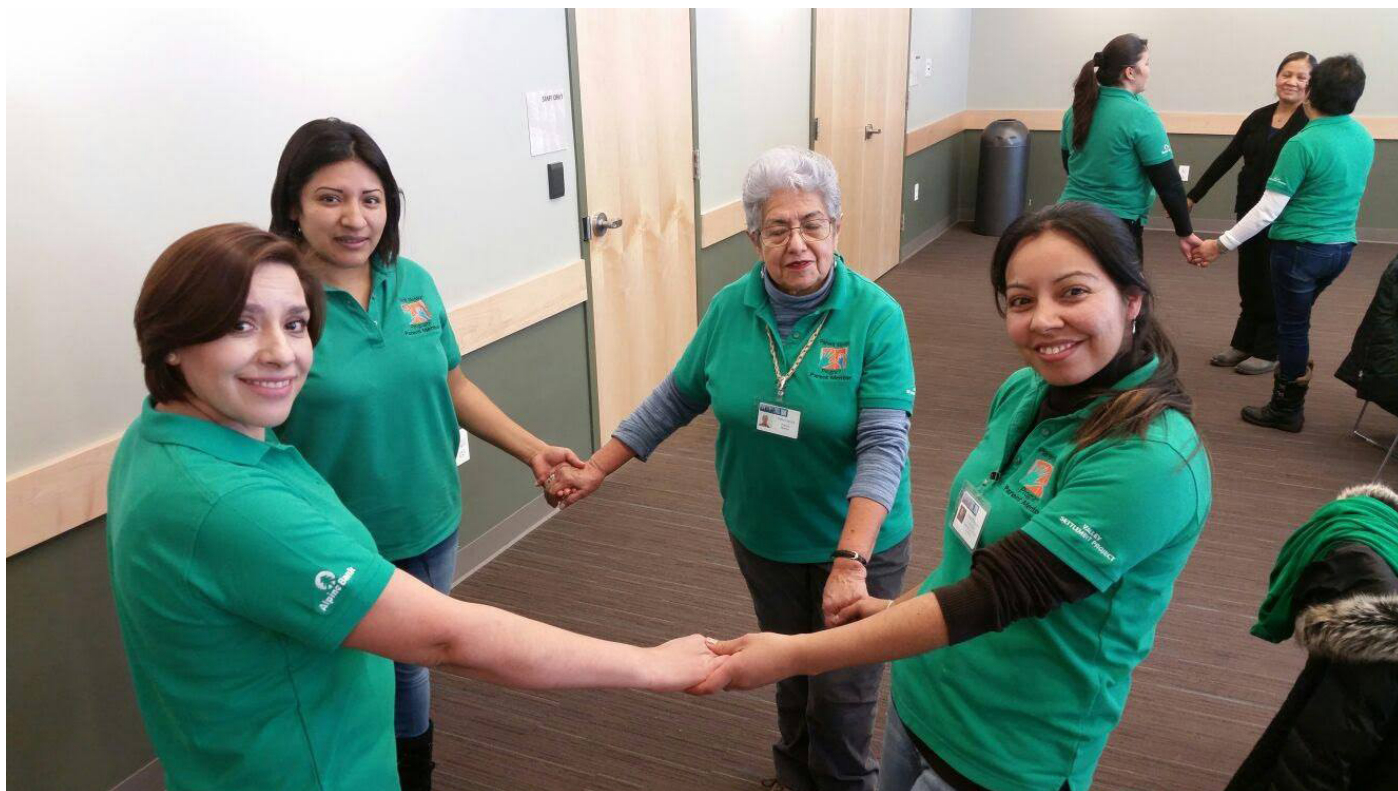


When Parent Mentors were asked if the program created changes in their children or how they learned from their child during the program, participants overwhelmingly responded with positive examples. Themes of seeing their child *be more confident* and *wanting parent to keep helping* were reported with high frequency. *Learning to read* was also highly reported. Themes of children *being happy* and *proud of their parent* were reported with moderate frequency.

“My daughter was very happy every time she saw me at the school helping other kids.”

“My children are proud to see me at school, they always say that I work at the school.”





“With this program, I was able to establish relationships with the teachers and help my children.”

“Now, I go more to the school, I go to the meetings, I am more attentive.”

“I have gained a lot of confidence, to not be afraid of participating in programs in my community.”

Lifelong Learning



Key Findings

- **Participants gained useful skills:** Participants gained useful math and computer skills.
- **High program satisfaction:** 100% of parents were highly satisfied with the program and would recommend it to others.
- **Increased parent self-esteem:** The program is having significant positive impact on parent self-esteem education: 87% of participants increased their self-esteem.
- **Increased parent interaction:** The program also had a significant impact on parent interactions with their children: 75% of participants increased in their parent interactions.

Program Overview

Lifelong Learning provides adult education classes in Spanish to over 100 adults each year, many of whom have less than a sixth-grade education. Adults learn English, computer skills, Spanish literacy, language arts, math, and more. A strong partnership with Colorado Mountain College connects Lifelong Learning graduates with opportunities for GED prep and higher education.

Evaluation Design

111 of 111 eligible participants' surveys were completed. Current data was collected from post surveys given to Lifelong Learning participants upon program completion during the 2017–18 school year. Surveys included a variety of questions from both valid and reliable scales that have been used with similar programs and similar populations and questions developed by the team to best measure

what change is occurring in participants and their families due to program involvement. Questions were worded as post only or retrospective pre-then-post to measure change from before to after the program. The change to a post reflective survey was made to be more sensitive to timing needs of participants and to best capture what participants truly know or do not know before being exposed to the program.

Evaluator's note: throughout the report significant changes are referenced. This refers to a statistical examination of the data and is inferring that change found was not due to chance ($p < .05$). The findings presented below are not causal in nature as there was no comparison group, however, the effect of the program on participants is based on inference and directly asking participants to record change based on program involvement.

Participant Demographics

The average age of participants was 41.56 years (SD

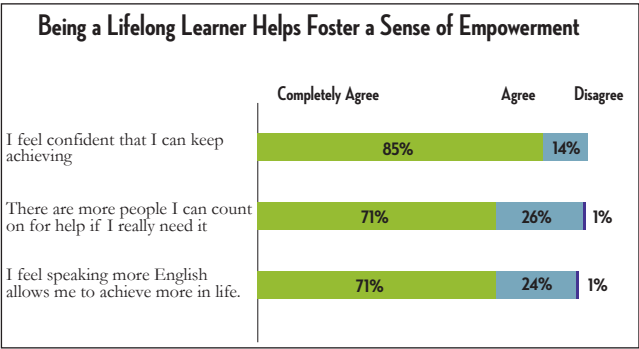
= 12.53). On average, participants reported having lived in the U.S. for 15.25 years (SD = 8.45), and 95% reported Spanish as their primary language spoken.

The average monthly income was \$2,717 (SD=\$1,359) which is lower than the United States average monthly income of \$3,769. The average Lifelong Learning family of four lives at 129% of the 2018 Federal Poverty Level (\$25,100). Participants primarily reported not having a high school degree (49%). Fifty-seven percent of Lifelong Learners were only involved in one Valley Settlement program. Participants reported having on average 2.37 children (SD=.93). Compared to last year, participants were older (five to six years on average).

Participant Satisfaction & Feedback

Participants reported a high level of satisfaction with the program (100% would recommend it) and liked the program facilitators (100% agreement).

Participants were asked how they felt being a Lifelong Learner directly affected them and they reported an overwhelming sense of improved confidence and level of empowerment in their community. For example, 99% felt more confidence to keep achieving and 97% felt like there were more people to count on for help if needed.

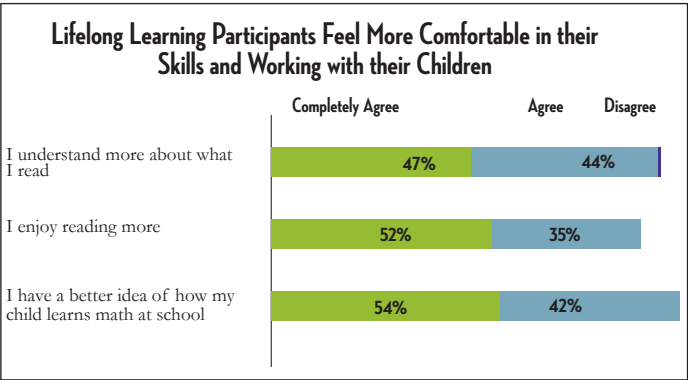


Participants reported feeling more educated and benefiting from partnerships. For example, participants improved math (96%) and computer science skills (92%).

Participants also reported feeling more comfortable

in their skills when working with their children. For example, 54% of participants reported having a better idea of how their child learns math at school.

Participants were asked what they gained from being involved in the program. Themes of increasing knowledge and feeling more confident in general were the most frequently reported. The theme of being more social was reported with moderate frequency.



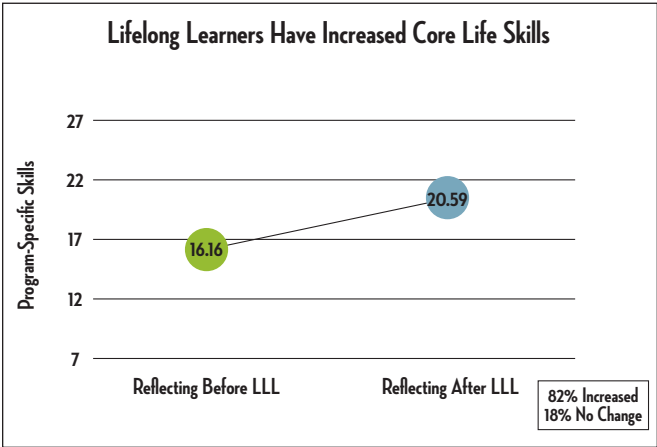
“Receiving these classes was really valuable, meeting new people, improving my English and improving as a person.”

Program-Specific Goals

Participants were asked six items regarding the specific attitudes, life skills, and learning outcomes the program aims to promote (e.g., “I can access resources in the community”). The response options range from 1 (Strongly Disagree) to 4 (Completely Agree). The scale was created by the Lifelong Learning and evaluation team and shows a good reliability score of .85. A sum score was calculated with higher scores representing improvements in program specific skills.

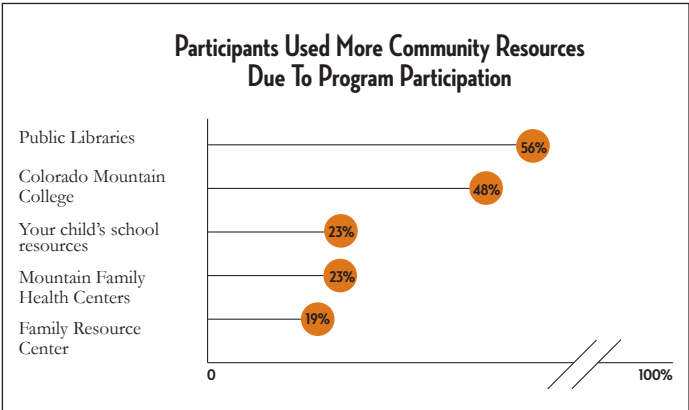
A repeated measures ANOVA was run and found significant change from pre to post ($p < .05$) with a large effect size ($\eta^2 = .53$). This goes beyond the p value and speaks more to the magnitude of the effect on the population. Frequency change showed

that 82% of participants increased their skills. This change was found regardless of education level (less than high school vs. some high school or more).



Behavior Outcomes

Significant increases were found in participants reporting feeling more confident to access community resources ($p<.05$). When asked what specific resources were used due to direct program involvement, parents reported an increase in usage of public libraries (56%), Mountain Family Health Centers (48%), their child’s school resources (23%), Colorado Mountain College (23%), and Family Resource Center (19%).



Significant increases were found in participants being more engaged in their community ($p<.05$). When asked about being engaged in their community, parents reported an increase in being more confident to ask questions (65%), being more social (51%),

writing English better (34%), speaking English better (33%), and writing Spanish better (15%).

Significant increases were found in participants reporting feeling more engaged in their child’s education ($p<.05$). When asked about being engaged in their child’s education, parents reported feeling more confident in contacting their child’s teacher (45%), reading more to their child (45%), participating more at their child’s school (43%), helping with their child’s homework (42%), and knowing how to connect their child with health resources (32%).

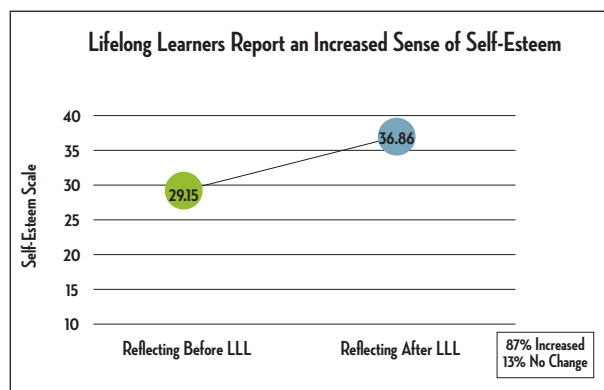
Participants were asked whether the program helped them to navigate community resources, and the majority of participants said yes. The most common themes for resources were *clinic/health related, programs, and other classes*.

Self-Esteem

The Rosenberg Self-Esteem Scale (RSES) (Rosenberg, 1965) measures self-worth and general feelings about the self. Parental self-esteem has been linked with enhanced parent-child communication and child autonomy (Small, 1988). The RSES scale includes 10 items with response options ranging from 1 (Strongly Agree) to 4 (Strongly Disagree). It has a possible score range of 10 to 40 with higher scores representing higher self-esteem. Scores below 25 are considered to reflect low self-esteem, which may be indicative of concurrent and prospective psychological distress (Isomaa et al., 2012). The RSES has also repeatedly been found to have predictive validity to outcomes such as school success and happiness (Baumeister et al., 2003). The RSES has been translated and validated in Spanish (e.g., Martin-Albo et al., 2007).

A repeated measures ANOVA was conducted and found a significant increase from pre to post ($p<.05$) with a large effect size ($\eta^2=.53$). This goes beyond the p value and speaks more to the magnitude of the effect on the population. Frequency change showed 87% of participants increased their self-esteem. This change was found regardless of education level (less than high school vs. some high school or more).

Why This Matters: Positive self-esteem is linked to decreased depression, relationship satisfaction, job satisfaction, and overall health (Orth, Robins, and Widaman, 2012).



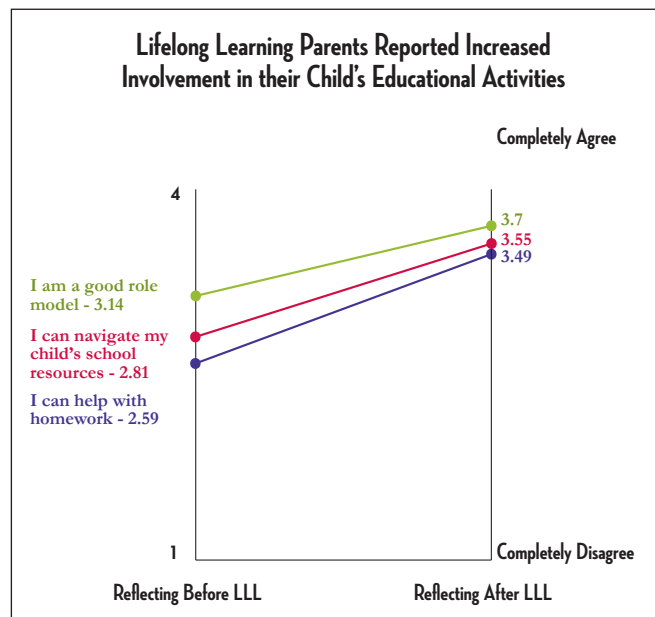
Parent Interactions

Participants were asked three items regarding their perceived ability to be actively involved in their child’s/children’s education and serve as a role model for their child/children (e.g., “I can help with my children’s homework”). The response options range from 1 (Strongly Disagree) to 4 (Completely Agree). The scale was created by the Lifelong Learning and the evaluation teams and showed adequate reliability at $\alpha = .71$. A sum score was calculated (with a possible range of 3 to 12) with higher scores representing more involvement in child’s education.

A repeated measures ANOVA was run and found a significant increase from pre to post ($p < .05$) with a large effect size ($\eta^2 = .54$). This goes beyond the p value and speaks more to the magnitude of the effect on the population. 75% of participants increased in their parent interactions.

Why This Matters: The implication of these findings is that by providing education to participants, Valley Settlement is impacting much more. Impacting one member of the family can have positive, cascading effects on others. There is substantial research evidence linking parent involvement in children’s education to higher student achievement regardless of student grade and ethnicity (Wilder, 2014), positive youth development

and emotional health (Wang and Sheikh-Khalil, 2014), and higher high school completion and postsecondary attendance (Ross, 2016).



Other Positive Child Outcomes

When asked if the program created changes in the participant’s children or how they learned from their child during the program, participants overwhelmingly responded with positive examples. Themes that were highly reported were *learning together, reading, being able to help their child to learn, and helping each other*. Themes that were moderately reported were *being able to help them with homework* and that their children were *happy and proud of them*.

“My children see their mom studying to keep learning and they see that it is never too late. They help me study and they motivate me.”

“Thank you for giving me the opportunity of learning, for the childcare services provided, and for helping us with our education.”

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