Mothers' Club
Family Learning Center

Phase 1 Evaluation Report

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Nazanin Zargarpour, Ph.D., Principal Investigator

Barbara Marino, M.A., Senior Research Associate

Ernest Ng, M.S., Senior Research Associate

Loris Fagioli, M.A., Senior Research Associate

Sara Kapadia, M.A., Research Associate

David Mendelsohn, M.A., Research Associate

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EXECUTIVE SUMMARY

The study undertaken by the Institute at Indian Hill (IIH) on behalf of Mothers' Club Family Learning Center (MC) was designed to initiate a comprehensive two-phase evaluation of Mothers' Club's award-winning education programs, Phase 1 of which was designed to assess the effectiveness of MC's morning program – its approaches, outcomes, and data use strategies – and to submit recommendations towards its refinement and expansion. The Phase 2 evaluation was to build on Phase 1 findings through pursuit of grant funding to support a larger impact study utilizing` quasi-experimental, longitudinal design.

Mothers' Club implements a three-pronged strategic plan, adopted in 2009, to support its vision of excellent service and continuous growth, as follows: To strengthen the existing core morning program, to expand programs for families with children ages 0 to 5, and to become an active model for other providers and programs in the field. The Phase 1 evaluation focused on strengthening Mothers' Club's morning program as aligned with this strategic vision. MC's morning program operates Monday-Friday from 8:30am – 12pm for 11 months out of the year. The program consists of five early childhood education classrooms (for infants, toddlers, two's, preschoolers and pre-kindergarteners) and a comprehensive adult/parent education curriculum which operates concurrently with the children's program. The program requires that the child's primary caretaker, most often the mother, participates daily in the adult curriculum.

Phase 1 took place during Fall, 2010, and Spring, 2011, and consisted of the following evaluation activities: 1) data mapping of the rich data sources available at MC and development of recommendations for strengthening its data systems to monitor progress along program success indicators and outcomes; 2) analyses of outcome data related to each of the three core morning program strands (Early Childhood Education, Parent Education, and Adult Education), assessment of program effectiveness, and development of specific recommendations to improve each program strand; and 3) collection of primary qualitative data though on-site observations and focus group

interviews, data analysis, triangulation of data with quantitative findings, and development of overall recommendations for program improvement and expansion.

The evaluation activities yielded strong and clear findings about Mothers' Club's two-pronged approach of educating both mother and child. Namely, a robust picture emerged of a program that fosters academic, linguistic, and social learning in a supportive and nurturing environment, resulting in stronger parent-child dynamics that facilitate the success of both parent and child and address the needs of the family and the individuals within it. Mothers' Club children achieve or exceed developmental milestones for their age, despite demographic factors that would predict otherwise. Children are well-prepared for success in school when they reach kindergarten. Children's vocabulary development in English and in their home language progress together. Parents gain important skills in parenting, which they use in support of their children, especially in awareness of children's developmental stages, as well as, literacy promotion, communication, stress management, and advocacy in the community for one's children. A Family Literacy class helps parents learn to make reading a customary part of home routines and teaches parents how to read to their children and to build on the learning that come from stories and other educational materials. Evaluation findings indicate that, over time, the amount of time spent in reading and the number of books in the home nearly double for MC participants.

Daily adult education classes in English as a Second Language also form a vital part of the program, since the great majority of parents are young Hispanic mothers and come to MC with limited or no English ability. Parents are required to volunteer in the child education classes three and a half hours per week, serving as teacher-helpers, utilizing the understandings and skills learned in the parent and adult education classes, and gaining a greater awareness and involvement in the education of their own children. Teachers in adult, parent, and child education classes collaborate to set monthly themes in all classes to create even greater integration in what children and their parents are learning.

Findings indicate that through their Mothers' Club class activities, utilization of the many resources available at Mothers' Club, and personal goal-setting, which is a systematic part of their MC education, parents gain confidence and self-awareness, increasingly engage in leadership and service activities at MC, and actively take part in a highly valued network of parents who are mutually supportive. In addition, many parents report that their home lives and relations with other family members are positively impacted by the skills and understandings gained through activities at Mothers' Club. Husbands and grandparents, particularly, are influenced, and in some cases are themselves drawn into activities at MC. It was noted that older siblings also benefit from the more advanced, focused, and disciplined communication skills, developmental awareness and understanding, and parenting skills that their parents gain at MC with the younger siblings of the family.

Phase 2 of the project will be comprised of a mixed-methods, quasi-experimental and longitudinal evaluation study to establish the effectiveness and impact of the program on a larger scale and to build on findings and learning from Phase 1. In conjunction with Phase 2, publication activities are planned for dissemination of process, outcome, and impact evaluation findings to relevant audiences, presenting Mothers' Club as an active model for like-minded professionals and agencies with similar goals. Conference presentations, publications, and networking form vehicles for dissemination of findings and expansion of program impact.

I. INTRODUCTION

Overview

The Institute at Indian Hill was selected by Mothers' Club to conduct a comprehensive two-phase evaluation of the effectiveness of its award-winning education programs and to make recommendations towards their refinement and expansion.

The two-generation learning approach at Mothers' Club focuses on educating parents and their children together to succeed in school and life. The programs at Mothers' Club seek to empower parents who live in isolation and poverty to become fully engaged in building their own future and guiding and supporting the future education and success of their children. In 2009, Mothers' Club espoused the following three-prong strategic plan to support its long-term vision with the following goals: 1) Strengthening the existing core morning program, 2) Expanding programs for families with children in the 0-5 age group, and 3) Becoming an active model for other programs and providers in the field.

To advance this strategic plan, the Institute at Indian Hill embarked on a two-phase evaluation plan, initiating Phase 1 in August 2010 with the Phase 1 report culminating in May 2011. Phase 1 focused on analysis of existing data to assess the efficacy and validity of the agency's morning program and its supporting data systems at Mothers' Club, with the intent to generate findings regarding the effectiveness of the program and recommendations for improving the related systems, processes, and practices, in support of Goal 1 above. Mothers' Club currently collects and houses a rich body of data from multiple outcome measures related to various aspects of its core morning program. These data were used in a pre-post study to analyze effect sizes for student and adult program participants. In addition, the Institute conducted a comprehensive analysis of the data systems supporting the core morning program and produced a data matrix, mapping all available data, analyzing the efficacy of the system, and generating recommendations for bolstering the data systems needed to monitor progress along program success indicators and outcomes.

In response to Goals 2 and 3 of the Mothers' Club strategic plan, Phase 2 will comprise of a broader mixed-methods quasi-experimental and longitudinal evaluation study to establish the effectiveness and impact of the program beyond the immediate years of program participation, into the third grade of schooling. The evaluation will include:

- Process evaluation, examining the actual implementation of programming activities,
- Outcome evaluation, examining the degree to which programming activities relate to, or produce, specific intended results, and
- Impact evaluation, examining the effects of programming activities beyond immediate intended outcomes, to include extended beneficiaries, such as other family members, and extended years of impact, such as into schooling years.

In conjunction with Phase 2, publication activities are planned for dissemination of process, outcome, and impact evaluation findings to relevant audiences, presenting Mothers' Club as an active model for like-minded programs and providers in the field, and positioning the organization as a voice for impacting training and policy in the future.

Institute at Indian Hill

In response to a request for proposals from Mothers' Club, the Institute at Indian Hill (IIH) presented a proposal to address the goals of Phase 1, with a detailed evaluation design, and which envisioned a joint proposal development process for Phase 2 to be generated from the outcomes of Phase 1. The proposal was accepted and the Institute at Indian Hill was engaged to carry out the work described therein.

The Institute at Indian Hill is the applied research center of the School of Educational Studies at Claremont Graduate University. IIH is committed to enhancing the growth and productivity of educational organizations, institutions, and communities of learning. We achieve this end by developing collaborative and synergistic professional relations with like-minded organizations, and implementing best practices in research, coaching and evaluation, utilizing our own unique approach to working with people, processes, and performance in organizational spaces.

II. PURPOSE, POPULATION, AND FRAMEWORK

Purpose

The learning approach at Mothers' Club focuses on educating parents and their children together for success in school and in life. The three-pronged strategic plan to support their long-term vision of growth includes: To strengthen the core morning program, to expand programs for families with children aged 0 – 5, and to become an active model for other programs and providers in the field. The programs at Mothers' Club are firmly founded in a philosophy which emphasizes the commitment to provide holistic, in-depth services to mothers and children in order to strengthen the families, enable parents to develop parenting and parent leadership skills as well as confidence, and ultimately prepare children for ongoing success in school and in life. The programming style enables parents to know that they are in a safe, non-judgmental space surrounded with people who want to support them and who will hold them accountable. In addition, parents and children are viewed as a unit, and the program places equal importance on the varying and sometimes competing needs within families instead of treating them separately. It is this innovative approach which sets Mothers' Club apart from others in the field.

Population

The population at Mothers' Club consists predominantly of younger Hispanic parents, primarily but not exclusively mothers and their children aged 3 months to 5 years. Many of the parents do not speak English when they arrive at Mothers' Club. According to information reported on the profile documents of parents currently on the roster, of 157 parents all but six list Spanish as the primary language of the home. Of the six, five list English as the primary home language. Twenty-seven percent (27%) list English as a secondary language in the home. Through the participation of mothers, often the fathers, grandmothers, and other family members are drawn into the programs and opportunities available at Mothers' Club.

Mothers' Club focuses its services on families living in Northwest Pasadena, where families struggle with poverty, language barriers, low educational levels, inadequate living conditions, lack of job skills and opportunities, unreliable transportation, and many other challenges that so often characterize low-income, marginalized communities. Within the Pasadena Unified School District, 78% of all students are minorities (Hispanic and African American); 72% of students participate in the Free or Reduced-price school lunch program; and 19% are English language learners. However, when viewed individually by school, ELL rates reach as high as 60%.

Data from last year show that at Mothers' Club in the year 2010, 91% of children were living in poverty[i] and 28% were classified as homeless because they were living in a shared household due to economic hardship; more than 60% of parents did not have high school diplomas, with 47% having less than a 9th grade education; and more than 70% spoke a language other than English in the home. Thus, gains made by the parents and children are even more significant, given the baseline educational attainment of the Mothers' Club families, their life stresses, and the economic and life conditions with which they are faced.

Framework

Mothers' Club has several strands – clearly defined instructional and educational elements – which make up its morning program and facilitate its dual approach to education. The strands are as follows:

- Early Childhood Education
- Parent Education
- Adult Education

Early Childhood Education, Parent Education, and Adult Education form the core of the morning program curricular content. Staff Leadership and Administration focuses on maintaining the quality of program services to ensure the highest standards of practice in the three curricular strands which serve children and their parents. Through these three strands, Mothers' Club enacts its two-generational approach, ensuring that the young children's needs are met through a high-quality

early childhood program while also educating their parents through a strong curriculum that meets the needs of the parents as educators of those children, thus enhancing the potential for high educational achievement. The highly qualified teachers provide a nurturing and developmentally appropriate environment for the children while being culturally sensitive, speaking both Spanish and English. The children who attend Mothers' Club are from families in which English is typically a second language, and by equipping the mothers with English language skills, along with a greater understanding of child development, parenting skills, and life skills, the parents are able to develop a stronger and more constructive bond with their children.

The integrated approach to learning and service which characterizes Mothers' Club programs for parents has been displayed in a graphic which indicates the circular interdependent path of the various elements of those programs. (See Appendix 1: Mothers' Club Parent Education Model.) The facilitation and coaching utilized at Mothers' Club consist of a strong relationship-based, interactive approach, with the following Core Strategies:

- Building on family strengths
- Developing mutual respect
- Developing trusting relationships
- Empowering parents

These strategies are, in turn, implemented through the program strands: Early Childhood Education, Parent Education, Adult Education, and Staff Leadership and Administration. Mental health support is also an area of focus and is woven into the fabric of the curriculum and services of the morning program. The following table lists the activities through which Mothers' Club programs impact parents, children, and families as a whole.

Table 1: Program Activities

Parent/Adult Education	Parent/Child Activities	Personal Development	Mental Health Support	Early Childhood Education
• Parenting education classes • Adult education classes, including ESL, GED and vocational training • Home visits • Family literacy classes • Workshops and life skills counseling to help reverse low educational attainment • Classes to promote fluency in English • Community support	• Parent/child classroom interactions • Parent assistant role • Celebrations • Coordinated child and parent activities • Community volunteering • Information sessions about access to higher education • Elementary school workshops • Group outings to local events and services	• Adult and parent Leadership experiences • Personal enrichment opportunities • Counseling to overcome high stress • Parental support through the Mothers' Club parental network • Personal and family advocacy • One to one family support	• Parent support groups • Family crisis counseling • School preparedness through communication with local schools • Life skills through community outreach • One to one sessions with administrative senior staff to overcome poverty with educational and vocational goals linked to life goals • Aid with transportation challenges	• Developmentally appropriate care • Culturally appropriate curriculum • Activities that build on home to school connections • Integrated classroom teaching with parents as teachers and highly qualified early educators • Fluency encouraged in Spanish and English • Activities to increase literacy

III. EVALUATION DESIGN

Purpose

Phase 1 of the evaluation process aimed at fulfilling the following purposes:

A. Strengthen Mothers' Club's internal evaluation program through analysis of current assessment tools, outcomes, and data to determine what works and what does not.

B. Validate Mothers' Club as a replicable model for improving learning outcomes in disadvantaged children.

Design

The study employed a mixed methods design. The first stage of the project utilized quantitative research methods and employed a pre-post design, using existing data at Mothers' Club. Stage 1 consisted of planning, data mapping, and analysis activities as listed below.

Planning

- Develop Project Implementation Plan
- Discuss and refine Project Implementation Plan with key Mothers' Club personnel
- Identify program indicators of success
- Identify data sources, discuss data collection details, delineate roles, schedule tasks

Data Mapping

- Study the current process of data collection, data input, and data analysis
- Examine the current software and systems used for data management
- Produce blueprint of existing systems

Quantitative data analysis, data mining, and model building

- T-tests to see if there is significant pre-post change in outcomes for each group of participants, by strand
- Effect size studies to determine the size of any significant effects

- Analysis of variance (ANOVA) study to determine if there are differences among subgroups of students in the Early Childhood Education program
- Correlations to examine interrelationships among measures, for each strand
- Cronbach's Alpha to assess the validity of each measure, so that findings may be developed as to the value of each measure for Mothers' Club and recommendations may be generated for a valid, robust, and refined data system
- Mine for relationships between different parent groupings based on their participation in the various aspects of the Adult Education and Parent Education programs
- Regression models to predict how change in parent outcomes impact child development outcomes
- Analyses, triangulation, and documentation of preliminary finding

Questions

Based on the evaluation purposes and project goals, IIH developed eight main evaluation questions to fulfill the expressed needs and purposes of Mothers' Club toward its vision. Each evaluation question addresses one or more of the four strands of practice involved in the core morning program: Early Childhood Education, Parent Education, Adult Education, and Staff Leadership and Administration.

1. Does the early childhood education program produce significant positive developmental gains in all expected outcomes for all 5 subgroups (infant, toddlers, 2-year old, preschool, and pre-K)?
   Strand: Early Childhood Education

2. Does the parent education program produce significant positive change in the parent on the following factors*:
   a. Family relationships
   b. Self-esteem and confidence
   c. Parenting practices

d. School ties

Strand: Parent Education

3. Does the adult education program produce significant positive change in the parent on the following factors:
    a. English language skills
    b. Goal setting
    c. Life skills
    d. Social skills

    Strand: Adult Education

4. Is Mothers' Club responsive to the changing needs of the families?

    Strand: Staff Leadership and Administration

5. Is Mothers' Club recruiting, developing, and retaining high-quality employees?
    a. What procedures and policies contribute to it?

    Strand: Staff Leadership and Administration

6. Does positive change in parent education predict positive change on early childhood measures?

    Strand: Parent Education

7. Does positive change in a parent's adult education predict positive change on early childhood measures?

    Strand: Adult Education

8. Does the current data system meet Mothers' Club organizational needs for efficiency, utility, and security associated with the organization's vision?

    Strand: All

IV. RESEARCH METHODS

The first stage of the Phase 1 evaluation process focused on analysis of the data tools and systems available at Mothers' Club, as well as, quantitative analysis of outcome data to examine the effectiveness of the core morning program. The second stage of the evaluation was dedicated to further exploration of the impact of Mothers' Club on students and parents through qualitative research methods.

Data Mapping

All current measurement systems for each strand were provided in order to:

- Study the current process of data collection, data input, and data analysis
- Examine the current software and systems used for data management
- Produce a blueprint of the existing systems
- Make recommendations for strengthening the data systems for monitoring and evaluation of program progress

The data reviewed included outcome measurements, forms (where applicable), items associated with the measurements, data available by year, as well as, how each measure is scored. These data were used to determine whether there were any gaps in the measurement system, especially whether certain types of data or questions related to key outcome indicators of program success may be lacking in the current system.

Quantitative Analyses

Data for the analyses were made available by Mothers' Club through individual excel files containing raw scores and standard scores (where appropriate) for all instruments (see Table 1). Data was available for a range of 8 years from 2002 to 2010. The obtained files were merged and modified to fit a format suitable for analysis. IBM SPSS 19.0 (a statistical software package) was used for all analyses.

As discussed above, several methods were used in order to better understand the impact of Mothers' Club on children, parents, and adults from 2002 to 2010. T-tests, correlations, and ANOVAs were used to test for change that occurred during an individual's stay within the program and effect sizes were calculated to speak towards the importance and size of this change. The majority of the instruments that are in use at Mothers' Club are valid and reliable tests that have been researched independently. For the surveys with no available published research, alpha coefficients were calculated in order to see if the instruments reliably measured the tested content.

Qualitative Analyses

In addition to the quantitative data collection and analyses, collection and analysis of primary qualitative data formed an important part of the evaluation process, adding greater depth and richness to the analyses and findings regarding the program. All program participants were included in the data collection process – children, parents, and staff. Primary data collection included observations of classrooms, focus group interviews with current and former parents, focus group interview with staff, and collection of primary source documents. These data were reviewed and analyzed, using research-based instruments and processes and aligned with the program's outcome indicators. More detailed descriptions follow.

- Review of resource documents: Mothers' Club collects and maintains rich documentation related to the work of the parents and children (See Table 1). Along with documentation on the families, Mothers' Club has extensive literature about the many aspects of their center, such as program outlines with overviews of the core morning program. Interviews with leadership staff led to expected outcomes and overall goals for the qualitative research tools. Drawing from all these resource documents, an extensive table of outcomes, themes and indicators was created (see Appendix 2). This resource table was then used to build the focus group interview and observation tools.

- Focus group interview questions: Focus group questions were developed based on program success indicators and aligned with the evaluation questions. (See Appendix 3 for focus group questions.) The focus group questions were used in the four focus group interviews, with slight modifications to address the sample participant groups consisting of leadership staff, teachers, current parents, and former parents. The same questions were applied to each group, with prompts from themes that reach across all groups. In addition, open-ended questions that were specific to each group were asked.

- Observational tool: The parents-as-teachers interaction with the classroom children was observed in the classroom. In order to match the outcomes expected in Mothers' Club classrooms, an observation tool was created by collating themes and outcomes from the resource table, using domains from an existing parent assessment tool called Piccolo that focuses on parents' interactions with their own children across four domains: affection, responsiveness, encouragement, and teaching. The four domains were adopted for use in the observation tool as they are the domains of practice in use at Mother's Club. Indicators of program success were developed for each domain based on detailed analysis at IIH of MC program documents and assessment items (Appendix 2). The indicators were measured on a scale previously developed (Zargarpour, 2005) and a rubric was developed to link the scale with the indicators (see Appendix 4). Additionally, the observation tool allows for extensive notes as one parent at a time is observed teaching in a classroom with several children (see Appendix 5: Observation Tool and Appendix 6: Observation Results Table).

V. EXPLANATION OF STATISTICAL LANGUAGE

The report discusses findings from rigorous research methods. Therefore, to ensure readability and accessibility for a broad range of interested readers, the following section sets forth explanations of a few key statistical terms that will be used in the report.

Mean is the average score on a measure and is often used to compare different group scores on a measure.

Standard Deviations are commonly used in statistical analyses as measurements of variability on an assessment. They show how much variation there is, on average, from the mean score on a measure to individual scores. A low standard deviation implies that the data points tend to be closer to the mean, while a high standard deviation indicates that the data points tend to be more spread out (i.e., there is higher variation in the data).

Significance **(Sig. or p)** is a statistical term and has a different meaning and use compared to normal English. In colloquial language 'significant' means important. However, in statistics it means 'not due to chance', and is **not** a measure of importance. For this report significance is implied with p-values below .05 (the asterisk * is often used to indicate significance). Any value above .05 is considered to be non-significant. In the context of this report, *significance* can be understood as follows: if a certain change or progress was observed and the results are statistically significant, similar results can be expected for a comparable group of people. If the results are not significant, the variation within the group is probably too large or the results are not stable enough to warrant predictions to the future (although several other reasons can be the cause of non-significance). In sum, if a result is *significant*, it speaks to its relatively stable occurrence and similar results could be expected in the future.

Effect Sizes are reported to determine if these results are also important. Usually effect sizes of .4 or .5 are considered large. Therefore, the combination of *significance* (stability, and future

prediction) and *effect size* (importance and size of difference) give important insight to the observed result.

Degrees of Freedom is a rather technical phrase referring to the number of independent pieces of information that go into the estimate of a parameter. Because we use a sample of scores to make inferences about a larger group of people, these estimates are inherently biased toward those included in the sample. Degrees of freedom are used in order to obtain an *unbiased* estimate of population parameters. It is generally equal to the number of independent scores that are used in the estimate minus the number of parameters that need to be estimated. For example, to estimate a population mean based on a sample of 10 scores, each individual score is considered an independent piece of information; thus the degrees of freedom associated with this estimation would be 10. However, in order to estimate the population standard deviation based on this same sample, the population mean would first need to be estimated, which would reduce the degrees of freedom associated with this estimation to only 9. In other words, by estimating the population mean, once 9 independent scores are known, the tenth score is no longer free to vary.

Correlation **(r)** is a statistical measure of how two occurrences vary together. A *positive* correlation implies that when one measure goes up, the other goes up as well. For example education and income usually correlate. People with more education tend to have higher incomes. A *negative* or inverse correlation implies that when one measure goes up, the other goes down. For example education and crime are negatively correlated. People with more education tend to have fewer incidences of criminal activity. However, this association should not be used not infer causality. We thus cannot say education causes higher income, since several other factors could play a role.

In order to determine how strong this relationship is, the following rule of thumb can be used for correlation coefficients.

Table 2: r values and association strengths

Value of r (positive or negative)	Strength of association
<.3	Weak
.3< r < .5	Moderate
>.5	Strong

***Cronbach's alpha* (α)** is used to assess the reliability of an instrument. In the context of this report, *alpha* coefficients are an indication of how consistent results are. Consistency is an important condition for instruments (e.g. surveys), as they are an indication that only one thing is measured. Usually values of above .7 are acceptable with values of around .9 showing very high internal consistency.

Percentiles represent the proportion of a population that scores at or below a given value. For example, an observation in the 80th percentile implies that 80 percent of people in the population have lower scores or observations on a measure. This further implies that 20 percent of people in the population have higher scores or observations on that measure.

Raw Scores are individual scores on a given measurement. They are the actual score that is received, and are based on the actual scale of the measurement.

Standard Scores provide information related to how far a particular observation is (in standard deviation units) from the average score or observation on that measure. For example, if a measure had a mean of 100 and a standard deviation of 15, a person with an observed score of 115 would have a standard score of 1. Alternatively, a person with an observed score of 85 on the same measure would have a standard score of -1.

Scaled Scores convert raw scores across many different types of measures to a common scale that allows for numerical comparisons between individuals. A common example is to convert all measurement scales to a common scale with a mean of 100 and a standard deviation of 15. This is similar to the standard scores previously mentioned, except that scaled scores are not necessarily based on standard deviation units. In order to make scaled scores more comprehensible, descriptors are often used, which allows comparisons of observed scores across measures which use different scales to be made. Descriptors that are typically used (ranging from those associated with the lowest scaled scores to those with the highest scaled scores) are *deficient*, *low*, *low average*, *average*, *high average*, *superior*, and *very superior*.

VI. EVALUATION FINDINGS

Structure and Flow of Findings

The evaluation findings are set forth below, beginning with results of the review of data infrastructure, and followed by findings related to program effectiveness for each strand of the morning program. Within each strand, overall conclusions are summarized, followed by detailed quantitative and qualitative results for that strand. A cross-strand analysis follows, reporting findings and conclusions related to relationships in outcomes across the three curricula strands of practice. The report concludes with a summary of key findings and recommendations.

Key Findings Regarding Data Infrastructure

Review of data available at Mothers' Club revealed a rich landscape of multiple measures across each strand of the morning program. The table below sets forth findings regarding valid data available by program strand.

As can be seen in Table 3, a multitude of data sources are available at Mothers' Club. Parents and children are assessed with a number of tools that are of high caliber in the fields of early childhood education and parenting. Within the Early Childhood Education strand, Mothers' Club provided data from a number of outcome assessments. Data from Desired Results of Developmental Stages (DRDP-R), the Phonological Awareness and Literacy Skills (PALS) test, and the Peabody Picture Vocabulary Test (PPVT-III) were all made available from 2006 through 2010. Monthly attendance records from 2003 through 2010 were also made available.

Within the Parent Education strand, data are also available from a variety of sources. Data from the Parent Stress Index (PSI, available from 2002 through 2010), the Literacy Performance Reporting System (ESPIRS, available from 2003 through 200), as well as the Adult Adolescent

Parenting Inventory (AAPI, available from 2004 through 2006), were provided by Mothers' Club. In addition, daily and monthly attendance records, as well as, a family log were provided with data available from 2002 through 2010.

Data for the Adult Education strand included Comprehensive Adult Student System (CASAS) records, available from 2003 through 2010. No other assessment data were provided for this strand. Adult attendance and participation records, adult information, and child attendance records were also made available by Mothers" Club, from 2003 through 2010. Data for the Staff Leadership and Administration focus area were provided by Mothers' Club and included staff retention and qualification data. Finally, standards and hours offered for each program were made available from 2005 through 2010.

Table 3: Data Available by Strand and Focus Area

Program	Existing Outcome Measures	Years Available	Included in Evaluation*
Early Childhood Education	DRDP-R	2006-2010	✓
	PALS	2006-2010	✓
	PPVT-III	2006-2010	✓
	Ages/Stages		
	Monthly attendance	2003-2010	✓
	Children's Portfolio		
Parent Education	PSI	2002-2010	✓
	PAAT	2009-2010	
	PEP	2007-2010	
	ESPIRS	2003-2007	✓
	Family literacy survey (First 5 LA)	2007-2010	
	AAPI	2004-2006	✓
	Access files		
	Daily/monthly attendance		✓
	Parent leadership		
	Parent focus groups		
	Classroom observations of parent interaction		
	Family log	2002-2010	✓
Adult Education	CASAS	2003-2010	✓
	SOLOM		
Staff Leadership and Administration	Parent satisfaction		✓
	Teacher turnover		✓
	Staff/volunteer and teacher focus group		✓
	Staff performance		
	Teacher performance		
	Parent-teacher conversation statistics		
	Teacher turnover		✓
Additional data available	F5LA family list		✓
	Adult attendance participation record	2003-2010	✓
	Adult information	2003-2010	✓
	Child attendance	2003-2010	✓
	Standards/hours offered for each program	2005-2010	✓

* Note: Data were included in the evaluation as available for the range of years relevant to the program evaluation.

These multiple sources of data were utilized in the outcomes analyses for Mothers' Club. The analyses also identified areas for further improvement and growth. Specifically, the data files provided do not appear to be merged across years and across the outcome measures that are assessed. If it is possible for these files to be merged, a more comprehensive outcome assessment could take place. There are also a number of measurements which do not appear to have data available in either a total or scaled score. For these measures, it may be a worthwhile endeavor to note which items are of greatest importance, or whether any of the items can be combined in a meaningful way to create subscales within the measure. It may also be possible to simply sum the scores on the individual items on these measures.

Key Findings Regarding Program Effectiveness

A number of analyses, both quantitative and qualitative in nature, revealed a tremendous impact on children and parents. The results of the quantitative analyses are both consistent across strands and focused. The results reveal exactly what has changed and how much, with regard to specific indicators within each strand, and in some cases, across strands. A number of quantitative analyses, utilizing rigorous statistical models, revealed the following key findings:

- Both children and parents experience dramatic increases in literacy. Furthermore, children experience literacy gains that are developmentally appropriate, this is highly significant as 60% of parents do not have high school diplomas, and more than 70% of the families spoke a language other than English at home.
- Children who have a longer tenure in the program experience even stronger increases in literacy, leading to a better school preparedness and greater potential for further educational gains.
- Parents report a higher number of literacy-related activities, including more time reading with their children, more books in the home, and more visits to the library. This is noteworthy as many of these families enter the school without an ability to communicate outside of their immediate family and primary language community. Access and ease with

local and public services greatly affects the families' potential for long term scholarly and personal development as well as safe guarding their children's future school participation and accomplishment.

- Parents report a marked decrease in stress, as well as more involvement with the community and education. Higher advocacy, resilience and an increase in endurance at personal, educational, mental health, and life skills lays the foundation for families who are at-risk and face several challenges from over-crowded living conditions, poverty, and severe health and economic stress. Any increases in any of the aspects of development holds more impact for the families due to the large life changes possible due to these life improvements.

Among the advantages of a qualitative study is to give a broader contextual picture for the findings, to give more in-depth descriptive findings, to tap into emotional and attitudinal changes, and to describe the relationships that led to the changes. Researchers looked at the practices and the relationships among staff and parent, parents and children, teachers and children, etc. to determine what motivates parents to come to Mothers' Club every day and to participate and learn in such a way that results in the kinds of gains that were observed on the quantitative measures such as the CASAS. Focus group interview and observation results indicated the following key findings:

- Parents and teachers adjusted their behaviors according to the situation/context/routine at the time, showing a greater understanding for developmentally appropriate practice.
- Increase in personal confidence that allows parents to take on greater responsibility and challenge in conducting their own lives, managing their children's education and parenting, and directing their families, leading to life gains for the entire family.
- A greater understanding of their own child's developmental needs and other children's developmental needs, leads to higher confidence around their own children as well as children in the program who they assist in the classrooms.
- Increased ability to support and advocate for children and themselves, by increased literacy, English verbal fluency, exposure to community wide services, and greater leadership.

- Goal setting for the parents as individuals facilitates an understanding of their own progress as well as in terms of their child and family. Through classes, activities, access to resources, and fellowship carried on in a safe, encouraging, respectful environment, the parents, overwhelmingly young mothers, gain knowledge, skills, confidence, self-awareness, and a sense of purpose which enable them to set goals and direction for themselves and their families.
- For most parents learning English is the primary goal. Access to the community at large opens the parents' minds to opportunities, leading to decreased risk for failure, and greater aptitude for resiliency.
- A culturally sensitive curriculum that meets the needs and interests of the parents as adult learners, which then connect to the developmentally appropriate children's curriculum. This allows the parents and children to have a home and school connection through shared curriculum content. Teachers and staff in the focus groups gave examples of parents who shared their own class work with their children at home and became more engaged in their children's class work. The class observations provided an opportunity to see how the children's work and the parent's work on display were interconnected.

Additional detailed findings are elaborated below for each program strand, cross-strand, and by focus area.

Strand: Early Childhood Education

"By the time a child has been here 3 to 5 years, school behavior is second nature to him. Our children are very empowered. Kindergarten teachers are very impressed."

ECE Teacher

Overview

The program is designed to give children planned experiences which will support and promote development of language and other developmental milestones in children ages 3 months to 5 years. The program utilizes the *Creative Curriculum* model which reflects scientifically-based research in social/emotional and motor development, interpersonal relationships, oral language development in the language the child knows best, development of phonological awareness, and concepts about print. The center has five classrooms for infant, toddlers, two-year-olds, preschoolers and pre-kindergarteners, and each is filled with print-rich materials that promote early literacy skills in children.

Early Childhood teachers are highly qualified, requiring lead teachers to hold a Bachelor's Degree. All teachers must possess a permit certifying their education and experience level. The program follows the developmentally appropriate practices set forth by the National Association for the Education of Young Children, and the California Infant/Toddler Learning and Development Guidelines. Additionally, teachers follow the California Pre-Kindergarten Learning and Development Guidelines and use the California Preschool Learning Foundations to guide planning and preparation of lessons that promote learning in all areas of development: social-emotional, cognitive, physical and language/literacy.

The first of the eight evaluation questions of this study, "Does the early childhood education program produce significant positive developmental gains in all expected outcomes for all five sub-groups) infant, toddlers, 2-year-olds, pre-school and pre-kindergarten)?" addresses the effectiveness of the ECE program. Quantitative and qualitative results indicate that the answer to the question is emphatically positive. Children at Mothers' Club reach milestones at the expected rate or above, and continue increasingly the longer they stay in the program.

Parents who have children in the Early Childhood Education (ECE) at Mothers' Club are required to volunteer at least three and one-half hours per week in classrooms. They may serve in their own child's class or not. On any given day there are at least eight parents volunteering in the ECE classrooms.

Qualitative Findings

Since parents volunteer in the Early Childhood Education classes, children are able to relate to their parents in another context. They see their parents become role models for other children, and are able to share their own learning experiences with their parents. Because of the integrated learning themes reported by the adult education teachers, parents are able to know what their children are learning even if the volunteer service is not necessarily always in their own child's classroom. Parents can reinforce in the home concepts that they and their children are being taught at school.

In the Early Childhood Education classes, adults were often observed by researchers guiding children's interactions with learning materials by questions, to stimulate the child's own thought processes about what he is doing, rather than telling him what to do. When teaching is involved, the adult models and describes the task step-by-step, in a developmentally appropriate way, according to the age of the child. On occasion, adults will simply observe a child working with materials, sometimes asking a question to engage in conversation, but only intervening with help if necessary. Researchers observed volunteer parents and other adults working at the children's level by bending or sitting on a small chair or the floor, responding with a smile or a gentle touch to a child who comes to be nearby, and praising children's finished work or solved problem. Parents were as aware as the teachers of any possible safety concerns, moving quickly to avert potential danger.

The parents in their assistance role in the classrooms make Mother's Club stand apart from several early childhood program models where parents take a secondary role. At Mothers' Club the parents are very much a part of the core staff. The teaching is modeled through the highly qualified

bilingual early childhood educators in the classroom. Parents build on the theoretical knowledge about child development by practically applying their developmentally appropriate practice in the safety of the classroom teaching team. Children turn to these parent assistants as educators and as a core teaching member. Parents collaborate on several aspects of teaching. Many opportunities arise to initiate curriculum planning, lead teaching and for being an expert on a specific expertise. Accessibility to fellow parent teachers and adult teachers creates a protected and trusting environment in which the parent teachers can expand their proficiency at a pace that is both suitable and natural for both the parents and children. The early childhood educators act as mentor teachers and colleagues creating a steady flow of knowledge to and from the parent teachers, so their progress with the children is monitored and developed upon throughout the year.

Children's language development is stimulated through stories, songs and demonstrations, as well as through conversations with adults and interactions with a variety of materials strategically placed in the indoor-outdoor classrooms. Children's receptive language increases with exposure to the school environment and vocabulary increases. Children are learning English as their fluency in the home language develops. In the pre-kindergarten classes children learn the names and sounds of letters of the alphabet, as well as many other kindergarten readiness skills.

Children learn independence and confidence through exploration as well as direct instruction, for example, tying shoes. Since there are many volunteers in the classrooms, not only parents but other adults and students from local high schools, the children become accustomed to interacting with many ages and types of people. In this way, stated a staff member, the children become socially adept. In addition, all staff members are available to a child – he or she may approach anyone and know that he is welcome.

PPVT – III Analysis

The Peabody Picture Vocabulary Test (PPVT) is commonly used to determine the progress of a child's English vocabulary growth; specifically it test receptive language. In order to test for the growth between pre- and post-administration, paired sample (repeated measure) t-tests were run for children entering and not entering Kindergarten. Children get tested within 30 days of entry and follow up tests are made annually.

Children not entering Kindergarten (ages 3-4)

There was a significant difference ($p<.001$) between pre administration ($M=72.69$, $SD=14.95$) and post administration of the PPVT ($M=85.31$, $SD=12.21$). The difference of 12.62 standard points is quite substantial with a large effect size of $d=1.18$. Pre scores of vocabulary were on average borderline with a corresponding percentile of about 3, and increased to low average and a percentile of about 16. Converted into raw scores, children increased their English language vocabulary by over 16 words.

	Pre			Post	
	N	Mean	SD	Mean	SD
Raw scores	26	18.12	15.04	34.58	14.37
Standard scores	26	72.69	14.95	85.31	12.21

PPVT_scaled	Mean	SD	Std. Error Mean	t	df	Sig.	Effect Size (d)
Pre-post	-12.62	10.97	2.15	-5.87	25	.000	1.18

Children Entering Kindergarten (ages 4-5)

Similarly, there was a significant difference ($p<.001$) between pre administration ($M=77.69$, $SD=16.27$) and post administration of the PPVT ($M=92.33$, $SD=11.16$) for children entering Kindergarten. The difference of 14.64 points is quite substantial with a large effect size ($d=1.29$).

Post scores increased from *borderline* (see graph in intro for more explanation) and a percentile of about 6 to *average* and a percentile of about 30. Converted into raw scores, these differences correspond to an increase of over 25 English words.

		Pre		Post	
	N	Mean	SD	Mean	SD
Raw scores	45	28.96	15.96	54.42	14.88
Standard scores	45	77.69	16.27	92.33	11.16

PPVT_scaled	Mean	Std. Deviation	Std. Error Mean	t	df	Sig.	Effect Size (d)
Growth	-14.64	12.21	1.82	-8.05	44	.000	1.29

Differences of growth between subgroups

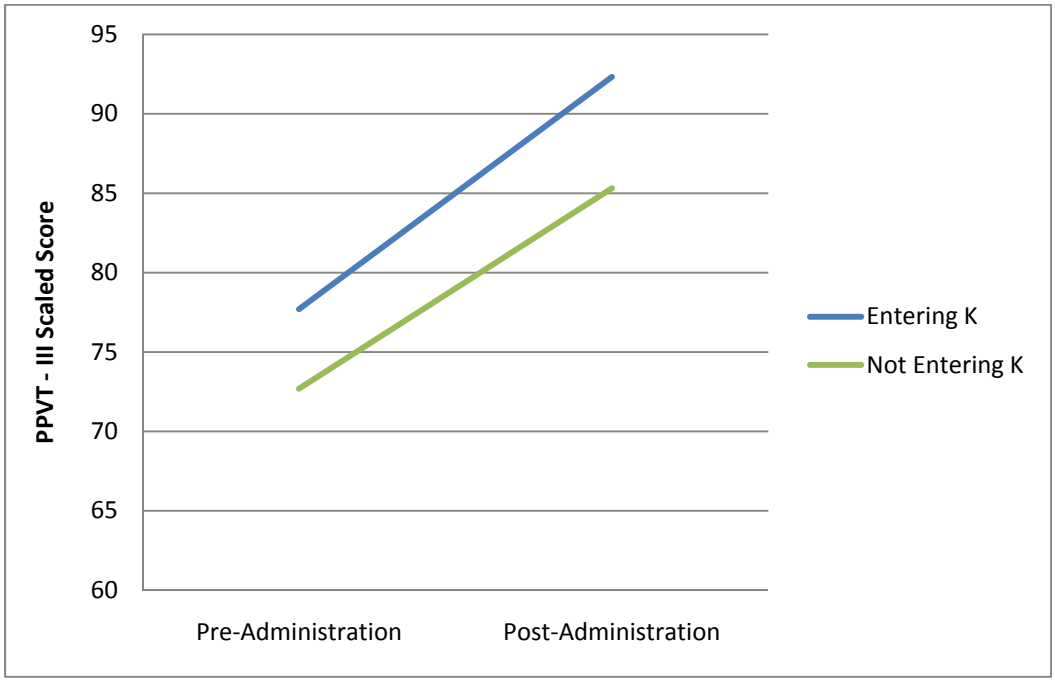
In order to determine if there were differences between the subgroups, a t-test was run to see if there were differences in growth between children entering and not entering kindergarten.

	stage	N	Mean Growth	Std. Deviation	Std. Error Mean
Growth	entering K	45	14.64	12.21	1.82
	not entering K	26	12.62	10.97	2.15

t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
.700	69	.487	2.03	2.90

Although children Entering Kindergarten had a higher mean (M=14.64, SD=12.21) than the children not entering kindergarten (M=12.614, SD =10.9), this difference of growth of about 2.03 was not significant (p=.487). As can be seen from the graph below, even though children not entering Kindergarten performed below children entering Kindergarten at both the pre administration and

post administration (which could be expected), the growth was similar between the two groups. In other words, the program appears to have benefitted both groups about equally.



PALS Analysis

The Phonological Awareness and Literacy Skills (PALS) test consists of several subsections of which only Letter Recognition was administered to children who were entering Kindergarten (age 4-5). Since only one age group was tested, no subgroup analysis was possible comparing various age groups. In order to determine if there were differences in PALS scores between pre and post test administration, a paired samples t-test was run. Children were tested within 30 days of entry and follow up tests were made annually.

	Mean	N	SD	Std. Error Mean
Pre	7.02	43	7.58	1.16
Post	14.88	43	8.48	1.30

	Paired Differences						
PALS	Mean	SD	Std. Error Mean	t	df	Sig.	Effect Size (d)
Growth	-7.86	5.75	.88	-8.96	42	< .001	1.38

There was a significant difference (p<.001) between pre administration, where children recognized on average about 7 uppercase letters (SD=7.57) and post administration, where children improved to almost 15 letters on average (SD=8.48). This increase in recognition of almost 8 letters is large with an effect size of *d*= 1.38. In other words the children's ability to recognize letters increased nearly 1.5 standard deviations between tests.

DRDP-R Analysis

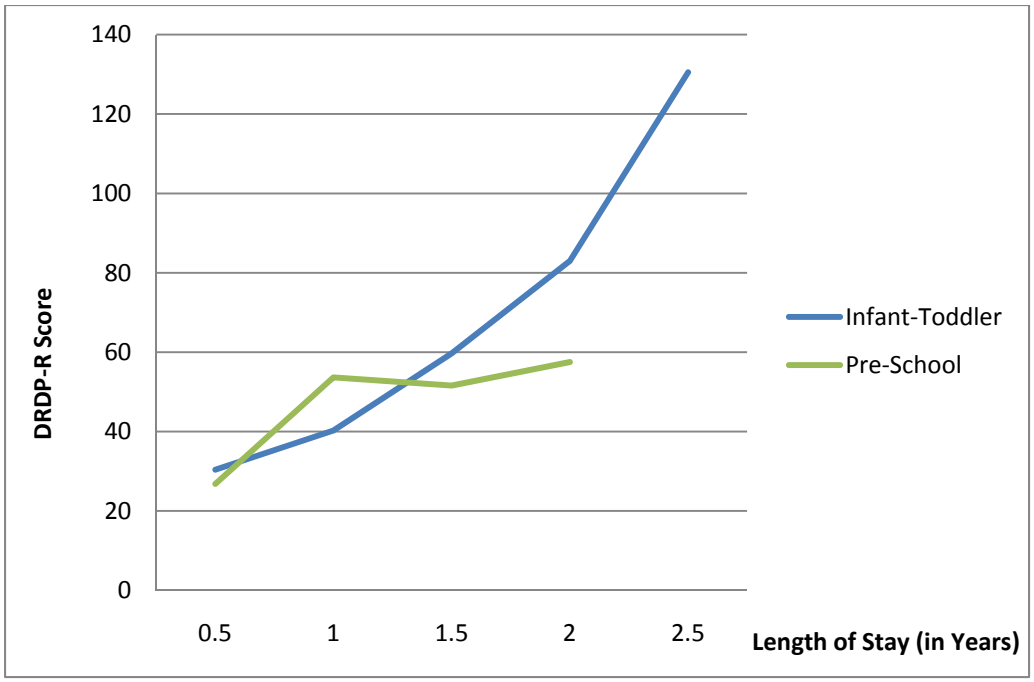
In order to determine the changes in Desired Results of Developmental Stages (DRDP-R), growth scores (differences in total scores between first and last administration) were analyzed. Children were tested within 60 days of entry and follow up tests were made semi-annually.

		Pre		Post	
	N	Mean	SD	Mean	SD
Total	115	107.70	31.02	152.41	25.48
Infant-Toddler	58	116.36	30.03	164.03	24.57
Pre-school	57	98.88	29.74	140.58	20.59

	Test Value = 0				
	t	df	Sig. (2-tailed)	Mean Difference	Effect size (d)
Total	16.62	114	.000	44.70	1.57
Infant-toddler	11.88	57	.000	47.67	1.58
Pre-school	11.69	56	.000	41.68	1.62

On average, children increased 44.70 points (SD=28.84), which was a significant increase (p<.001). This positive change was also evident and significant (p<.001) in infant-toddlers (mean change = 47.67, SD=30.55) and pre-school children (mean change = 41.68, SD=26.92). All differences showed high effect sizes of over 1.5.

Additionally, in order to test for the hypothesis that a longer stay within the program would correlate with higher gains, a one-way ANOVA was run on the growth scores with length of stay and age group (infant/toddler, pre-school) as between subject factors. Indeed, there was a significant effect associated with length of stay (p<.001), with children who stayed in the program longer showing higher growth scores than students with shorter stay. Some of this effect may be attributed to developmental changes within the child, as older children may be more equipped to make greater gains. However, it is clearly the case that, in large part, the education received at Mothers' Club, by both parent and child, equips the child with the knowledge, skills, and psychological and affective development needed to continue to make gains and to make increasing gains as he or she remains in the program. Thus, this finding supports the program's positive impact on child development indicators. The education and environment established in Mothers' Club seems to enable children to make developmental gains that are normal for their age group, overcoming the challenges traditionally associated with their socioeconomic and ethnic background.



Length of stay	group	Mean	Std. Deviation	N
.5 years	infant-toddler	30.41	19.053	22
	pre-school	26.79	17.95	24
	Total	28.52	18.37	46
1 year	infant-toddler	40.25	24.77	16
	pre-school	53.67	30.87	9
	Total	45.08	27.28	25
1.5 years	infant-toddler	59.69	18.37	13
	pre-school	51.59	27.83	22
	Total	54.60	24.77	35
2 years	infant-toddler	83.00	27.57	5
	pre-school	57.50	4.95	2
	Total	75.71	25.80	7
2.5 years	infant-toddler	130.50	3.54	2
	Total	130.50	3.54	2
Total	infant-toddler	47.67	30.55	58
	pre-school	41.68	26.93	57
	Total	44.70	28.84	115

Age at Test by subgroup

Group		Test 1	Test 2	Test 3	Test 4	Test 5	Test 6
infant-toddler	Mean	18.25	24.78	27.69	31.60	31.57	34.00
	N	69	58	36	20	7	2
	SD	10.95	8.82	8.01	6.74	4.65	1.41
pre-school	Mean	45.27	51.53	55.58	61.67	63.50	
	N	67	57	33	24	2	
	SD	5.78	5.57	4.05	4.30	.71	
Total	Mean	31.56	38.03	41.03	48.00	38.67	34.00
	N	136	115	69	44	9	2
	SD	16.14	15.32	15.41	16.10	14.65	1.41

Correlations Among Measures

In order to determine the interrelationships between the instruments, correlations were run on the three measures PPVT-III, PALS, and DRDP-R. As can be seen by the table below, only PALs and PPVT-III scores were significantly correlated with an *r* of .402. This relationship makes sense, since both instruments measure elements of English vocabulary. Thus, growth in English vocabulary is related to increased letter recognition. The relationship between the desired results and the linguistic tests were also positive, however the relationship did not reach statistical significance. This limited relationship was expected since growth in desired results is developmental and only a negative relationship would point to severe problems or an absence of age appropriate development.

	DRDP-R	PPVT-III
PPVT-III	.171	
PALS	.256	.402**

Cronbach's Alpha

A reliability of the instrument was done on the DRDP-R measure.

The items showed good reliability with α=.889 for the pre-school measure and α=.932 for the infant-toddler measure. Both measures can thus be seen as reliable measures.

	Cronbach's Alpha	N of Items
Pre-School	.889	78
Infant-Toddler	.932	70

No reliability analysis could be done on PALS or PPVT-III since only total or scaled scores were available and not scores on individual items. Both instruments are standard in the field and well researched, and information on reliability and validity of the instruments can be obtained through the respective manuals or by contacting the publishers.

Strand: Parent Education

"'There are a lot of little doors that we teach them (the parents) to open."
"We let it be known that our goal is to get that parent to be confident and independent."
Parent Education Teachers

Overview

Interactive parent education classes utilize specific goals, objectives and strategies that increase parenting skills that promote healthy development in children; broaden parenting strategies; promote positive family relationships, self-esteem, and self-confidence in parents; encourage adults to engage in frequent and increasingly complex verbal interactions with their children; increase the skills parents need to support their children's early educational success; and strengthen partnerships between families and schools.

An unique and critical aspect of the parenting program at Mothers' Club is that all mothers are required to assist in the children's program once each week. This experience provides parents with hands-on experience in a classroom setting, the opportunity to practice the skills they are learning in their parenting classes under the mentorship of our trained teachers, and to observe first-hand normal child development and behavior.

Results from quantitative analyses of elements of the Parent Education program indicated that parents generally report improved interactions with their children and decrease in parental distress. In addition, the presence of literacy activities and reading in the home increased significantly. Over time the number of books in the home almost doubled, as did the number of times parents read to children. Library visit increased from a few times a year to almost once per month. The Family Literacy classes and general Parent Education classes have helped parents to understand the value of literacy activities and how to carry them out at home. Qualitative findings, as described below, support the quantitative findings.

Qualitative Findings

The parent education component at Mothers' Club is the heart of the overall program. Through classes, activities, access to resources, and fellowship carried on in a safe, encouraging, respectful environment, the parents, overwhelmingly young mothers, gain knowledge, skills, confidence, self-awareness, and a sense of purpose which enable them to set goals and direction for themselves and their families.

Mothers' Club staff report that when enrolling at Mothers' Club, each parent is encouraged to set personal goals and is assisted to make a plan to meet these goals. Goals are reviewed from time to time, and the staff help to monitor progress during and at the end of the year. Goals can be long- or short-term, and may be revised as needed. For most parents, learning English is a primary goal and desire, and Mothers' Club programs offer language education and support. Another desire, reported by some of the mothers, is to learn to drive. Yet another goal for parents is to return to school and further their education. This goal is also supported by Mothers' Club's Adult Education program and is furthered by the personal competence and confidence that parents gain at Mothers' Club.

The physical environment at Mothers' Club is conducive to parents' sense of being welcomed and valued. The facility is attractive, clean, and orderly and is decorated in soft, calming colors. The classrooms for parents are bright and comfortable. The library is inviting. There is even a Quiet Room, where parents may engage in private consultations or just enjoy some moments alone.

Parents attend classes designed to help with issues of interest to young parents: guiding children's behavior, child development, communication skills, health and safety, kindergarten readiness, nutrition and English as a Second Language. Class content includes information about local public school policies and procedures so that when the time comes, parents can enroll their children and communicate with teachers and school officials. Parents also learn how to work in groups, to plan and carry out events and activities and how to research needed information. They learn to go the

public school and be an advocate for their children, to meet with teachers and administrators and ensure that they understand their child's needs.

The parent education classes also attend to the needs of the multiple roles or identities mothers must play such as wife, mother, educator, cook, nurse, advocate, encourager, nurturer, student, and volunteer. Parents learn important skills and understandings, such as how to communicate with their child at various developmental stages, how to promote increased literacy in the home, and nutritional awareness. Parents frequently mentioned in focus groups that stress reduction techniques, learned in the parent education classes, were especially valuable, and practiced regularly.

Stress management and reduction was mentioned frequently in parent focus groups and in focus groups with staff. Parent-child interactions are often the source of stress for busy parents, so strategies for stress management are taught in the parent classes. In focus groups many parents spoke about the value and importance of the strategies learned, and how much better they feel after employing them. In addition, results of the Parent Stress Index, reported elsewhere in this document, indicate that Mothers' Club parents do learn to reduce and manage stress over time.

In addition, parents are made aware of a variety of community resources for medical care, information about services for children with special needs, public libraries and the like. Counseling service for individuals are available at Mothers' Club for short-term help, with referrals to agencies for additional services. Marital counseling is also available at Mothers' Club. In a parent focus group a mother reported, "*We have all kinds of help, including marriage counseling – and it works!*" Fathers are also included in opportunities at Mothers' Club. They are welcome to volunteer in classrooms. They participate in other activities, including occasional Fathers' Meetings.

In a focus group, adult education teachers reported that they work together to plan programs that integrate what parents are learning in ways that relate to what their children are learning in the early education classes. Skill content in the English classes use content similar to that taught in the

other parent education classes. Monthly themes connect all adult education class content with that of the children's program. A recent theme focused on the art and life of Vincent Van Gogh. Researchers observed the resulting beautiful displays of children's original paintings which were hung throughout the facility. It was reported that parents had prepared in-depth Power Point presentations about the life and work of Van Gogh which they presented to their peers and the children.

In the Family Literacy classes parents were observed working in small groups to read an assigned section of a children's newspaper and develop an activity to reinforce the learning contained in the text. Each group then made a little presentation in which they "taught" the activity to the rest of the class. The activities were designed to be user-friendly and appropriate for parents to take home and use with their own children. Each group approached the task with enthusiasm and the presentations were done with confidence.

In an English class observed by researchers, the topic was truthfulness. Parents were being taught how to help their children be truthful and what to do when children lie. This lesson underlined the point that very young children often say what they wish were true, rather than what is actually true. Armed with this understanding, parents were helped to know how to work with their children when they have not been truthful. All of this took place within a skill lesson to improve the parents' English. This is another example of the integrated learning approach that is practiced through all programs at Mothers' Club. The information imparted in the class not only served to improve the parents' English, but to give parents tools for appropriately addressing an issue when it arises in their children.

A required part of the parent education classes is volunteer service in the children's classrooms. In this situation parents put into action what they learn about child development and communication by working with children – their own or others – within the environment created by a highly trained children's teacher. Teachers pointed out that parents can see in the early education

classrooms what school is like and how children can learn in a *joyful* way. Parents can also observe how other children are developing and feel more secure about their own children.

Researchers observed that parents, when they are in the child education classrooms, are completely at home. They move freely around the spaces, helping children – any child, not necessarily their own – seeing needs and responding, finding and organizing materials, engaging children in conversation and encouraging their involvement in activities. Parents were observed to work with children in developmentally appropriate ways, according to the age group. They often functioned as co-teachers with the actual teacher in certain activities. Parents clearly were confident in the value of their volunteer service in the classrooms.

Important concerns such as toilet training are addressed in the parent education classes. A parent can train her child on-site with guidance from the staff and other parents. "*It is a community approach and a validation of the parent's efforts,"* stated a staff member.

In focus groups both teachers and parents stated that through what is being learned in the parent education classes, mothers can share their learning and influence other adults in the home – fathers and grandmothers in particular. Older children also benefit from the skills and understandings their mothers gain at Mothers' Club. Parents also frequently mentioned strategies they have learned to optimize the time spent productively with their child even when the parent may have to be engaged in household tasks. They learn to involve children in simple things such as setting the table, putting away laundry or preparing food. They also stated that they have learned to sometimes stop what they were doing and focus on the child for a short while. One parent stated, *"They are young for so short a time – the dishes can wait while I play with him for a bit. He needs to know he is important to me".*

All special events, such as birthday celebrations, are planned and executed by parents, thereby giving them opportunities to organize, delegate, budget, work cooperatively, be of service to others and experience success. Staff also noted that by serving on committees or on the Mothers' Club

Advisory Board, parents learn leadership and decision-making skills that transfer to other areas of life at home and in the community. In addition, opportunities are provided for parents to learn the habit of service, for example, raising money through a 'Trike-A-Thon' for St. Jude Hospital, and also making cookies to take in appreciation to local firefighters.

The result is that Mothers' Club indirectly has a positive effect on the larger community in the following ways:

- Parents who are Mothers' Club "graduates" can solve problems, manage their own lives and are less likely to be a burden on society
- Their children are better prepared for public school, and therefore tend to be good students and good citizens in school
- Mothers' Club "graduates" serve in community efforts such as PTA, neighborhood committees, etc.

Through service in the kitchen, making meals for the children's lunches, parents learn about nutrition and also share cherished recipes from their own culture or village. Some special recipes have been made into a cookbook which all can use. In addition, activities of this sort help to build a sense of community among the parents which contributes greatly to the development of their confidence and to networks of mutual support. In the parent focus groups that sense of community was mentioned very frequently as an important element in the parent satisfaction and benefit that result from participation at Mothers' Club.

Important additional comments from parent focus groups are enumerated below.

Key Quotations from Current MC Parents

- *We learn to read with our children, take them to the library, play with them. We learn to let them help us in the house as a way to spend quality time with them, to give priority to them.*
- *We read more, turn on the television less. My child knows that I value her.*

- *We are more sure. Before, no one spoke of our value as a mother. We learn that we are important. Here we learn to solve problems and value ourselves.*
- *In our culture it is hard to change the traditional patterns. These old patterns affect the children. Here we learn other values and ways of living that I like very much. I see changes in my children and in my marriage.*
- *I learned ways to deal with stress – I make myself relax and breathe deeply.*
- *Learning English is important, 100%. Then I want to learn something else, like computers. I don't want to be stuck in the house again. I can help my older children see the value of their education.*
- *Here at MC they are disposed to help us. They are always available. They have gained our trust and confidence.*
- *My future will be different. When I leave here I will be ready to do new and better things in life.*
- *My daughter wants to be an astronaut. Before coming here I would have laughed at her. Now I say, "Of course, you can do anything you want in life".*
- *I have a sense of power because I can become an advocate for my child, and make decisions for my family.*
- *Before I had no goals or sense of control in my life. I know now what I have to focus on. Now I have a sense of direction. I want to learn to drive, and to go to school.*
- *I have many roles. I have overcome problems with the help of MC. I am prepared and know how to prepare further. I've learned not to be afraid. Here they prepare us for life.*
- *I am grateful to MC. I will still come even if my child has graduated. This will be my network forever.*

Key Quotations from Former MC Parents

- *I didn't know how to talk to my child. I was desperate. They taught me how to talk to my child.*
- *I learned various ways to manage stress: wait a bit, go in my room for a few minutes, make decisions when I am calm, not emotional. I stopped screaming. My stress affects my kids. My goal is to be a better mother, wife, friend.*
- *I can make decisions when my husband is away. When he is here we do it together, or in a family meeting because we now know how to do that.*
- *Mothers' Club is a family here. We have a lot of support here to become better persons.*
- *For the future, now I want everyone in my family to go to college, and I'm going to lead the way!*

Parent Stress Index

In order to determine if the parent-child relationships have improved, scores of the Parent Stress Index (PSI) were analyzed. Parental Distress (PD), Dysfunctional Parent-Child Interaction (PCDI), Difficult Child Characteristics (DC), as well as an overall score of the parent-child relationship (total) were used in the analysis. Adults were tested within 30 days of entry and follow up tests were made annually.

		Pre		Post	
	N	Mean	SD	Mean	SD
PD	78	28.42	7.57	26.24	8.18
PCDI	77	21.62	8.22	20.86	7.86
DC	75	25.12	8.08	22.64	9.04
Total	82	71.10	19.97	62.32	30.64

As can be seen from the table above, on average the parent-child relationships improved on all measures ranging from a decrease in problematic issues and conflicts between parent and child from -.77 to -3.13. However, the respective standard deviations were large, indicating that there were potentially large increases for some individuals.

	t	df	Sig. (2-tailed)	Mean Difference	Effect size
PD	-2.46	75	.016	-2.37	.57
PCDI	-1.01	77	.317	-.77	-
DC	-1.20	70	.235	-1.34	-
Total	-1.36	70	.178	-3.13	-

Separate t-tests were run for each measure in order to determine if the observed decreases were statistically significant. Only the decrease in Parental Distress reached significance ($p<.05$). However, the decrease of 2.4 points was substantial with an effect size of d=.57.

Family Literacy Surveys

ESPIRS

The Literacy Performance Reporting System (ESPIRS) is a family survey consisting of 44 items on parental education and parent-child interactions. The high number of participants also speaks to the parents' fidelity to the program. Adults were tested within 30 days of entry and follow up tests were made annually. Sixty-four (64) subjects participated in this survey.

As can be seen from the descriptive table below, total scores on the survey increased from an average of 39.34 (SD=10.23) at pre- administration of the survey to 50.47 (SD=6.30) at post-administration.

	Mean	N	Std. Deviation	Std. Error Mean
Pre	39.34	64	10.23	1.28
Post	50.47	64	6.30	.79

	Mean	Std. Deviation	Std. Error Mean	t	df	Sig.	Effect size (d)
Pre – Post	-11.13	11.08	1.39	-8.03	63	< .001	1.04

A paired sample t-test revealed that the increase of 11.1 points was statistically significant (p<.001) with a large effect size of 1.04. This means that post scores were on average over 1 standard deviation higher than the pre scores.

This increase between pre and post administration can also be seen in the responses to the following 4 individual items of the ESPIRS. Books at home was measured on a 5-point Likert scale (1-2 books, 3-10 books, 11-25 books, 26-50 books, 51 or more books). Reading books and stories to children was measured on a 6-point Likert scale (never, several times a year, several times a month, once a week, about 3 times a week, every day), reading activities was measured as a summed score

of 6 dichotomous (yes, no) items, and frequency of library visits was measured on a 5-point Likert scale (never, several times a year, once a month, several times a month, once a week).

	N	Mean PRE	SD	Mean POST	SD
Books at home	64	3.27	1.14	4.45	.73
Reading books	64	4.09	1.32	4.69	.64
Reading activities	64	4.08	1.53	4.73	.82
Library visits	64	1.27	1.20	2.11	1.24

	Paired Differences								
				95% CI					
	Mean	SD	SE	Lower	Upper	t	df	Sig.	Effect size
Books at home	-1.19	1.15	.14	-1.48	-.90	-8.24	63	< .001	1.07
Reading books	-.59	1.39	.17	-.94	-.25	-3.42	63	.001	.47
Reading activities	-.66	1.76	.22	-1.10	-.22	-2.99	63	.004	.39
Library visits	-.84	1.63	.20	-1.25	-.44	-4.15	63	< .001	.52

As can be seen from the tables above the difference between the pre and post answers on the four selected items were all significant ($p<.05$). The corresponding effect sizes were large and ranged from .39 to 1.07. The reported number of books at home increased from about 11-25 to 26-50 and more. The frequency of reading books and stories to children also increased from an average of 3 times per week to an average of almost daily reading. Furthermore, the reading activities (such as asking questions while reading or pointing out letters) increased from an average of about 4 activities (out of 6) to 5 activities. Similarly, library visits increased from approximately a few times a year to once a month. Frequency of tests (or length of stay in program) did not show a significant effect ($p>.05$) on growth.

In sum, the results from ESPIRS show that parents exhibited substantial increases in reading habits with their children, both overall as well as on individual measures.

First 5 LA – Parent Survey

Similar to the ESPIRS, the Parent survey consists of 44 items asking a variety of questions surrounding family literacy. There are three subcategories consisting of: Reading habits (9 items), activities with the child (17 items), and education and community involvement (18 items).

The overall scores of the survey increased from 111.19 (SD=24.42) at pre-test to 136.75 (SD=13.36) at post test. This increase of 25.56 was statistically significant (p<.001) and had a large effect size of 1.09

	Mean	N	Std. Deviation	Std. Error Mean
Total pre	111.19	57	24.42	3.23
Total post	136.75	57	13.36	1.77

Pre-Post	Mean	Std. Deviation	Std. Error Mean	t	df	Sig.	Effect size
Total	-25.56	24.97	3.31	-7.73	56	< .001	1.09

An analysis of the sub-scores revealed significant increases (p<.001) between pre and post administration of the survey. Answers increased for reading habits (mean growth = 4.4 points, d=.89), for activities (mean growth = 8.6 points, d= .90), and education and community involvement (mean growth = 12.4 points, d=.83). All increases showed substantial effect sizes of almost a full standard deviation increase between administrations of the survey.

Some respondents took the survey up to 4 times. However, the length of stay (or the increased number of surveys taken) was not statistically related (p>.05) to the increase or growth in scores (tables not shown).

	Mean	N	Std. Deviation	Std. Error Mean
Reading pre	16.84	57	6.83	.91
Reading post	21.19	57	3.51	.47
Activities pre	39.46	57	9.73	1.29
Activities post	48.07	57	5.01	.66
Education and Community pre	54.91	56	12.38	1.65
Education and Community post	67.36	56	9.29	1.24

Pre-Post	Mean	Std. Deviation	Std. Error Mean	t	df	Sig.	Effect size
Reading	-4.35	5.67	.75	-5.80	56	< .001	.89
Activities	-8.61	10.16	1.35	-6.40	56	< .001	.90
School and Community	-12.45	15.14	2.02	-6.15	55	< .001	.83

Correlations among measures

Correlations between the three measures PSI, ESPIRS, and Parent Survey did not reveal any relationship. All correlations were not significant (p>.05). However, due to a high number of missing cases (only very few parents took all three measures), conclusions on the relationship between these measures should not be based on these results. In addition, survey instruments are, in general, not set up to ensure cross-correlational significance as they measure different things and are not normed or standardized in any way. In order to obtain correlational data across Parent measures, it would be worthwhile to consider collecting additional data using standardized and normed instruments.

	PSI	ESPIRS
ESPIRS	-.062 (25)	
Parent Survey	-.076 (31)	-.187 (21)

Note: Sample sizes in parenthesis

Cronbach's Alpha

Reliability analyses were performed on the two literacy surveys (ESPIRS and the Parent Survey.) ESPIRS had an overall reliability α of .9 and the Parent Survey had an overall α of .87 with sub-scores ranging from .73 to .86. These scores are evidence that the surveys are internally consistent and the items are closely related to each other.

		Cronbach's Alpha	N of Items
ESPIRS	Overall	.90	44
Parent Survey	Overall	.87	44
	Reading	.73	9
	Activities	.86	17
	Education and Community	.75	18

Cronbach's alpha was not calculated for the PSI since it is a normed and well established test. Independent studies have found a reliability of .90 for the overall scores with subscales showing reliabilities of .70 to .84 (http://pagerankstudio.com/Blog/2010/05/parenting-stress-index/).

Strand: Adult Education

Overview

Based on recent research, Mothers' Club's adult education model builds on participants' existing education and skills. Classes teach parents to think critically and creatively, solve problems, set and achieve goals, and acquire successful interpersonal skills. The teaching methods utilize project-based, peer to peer, and small group activities, and are based on nationally accepted best practices in adult education.

The primary focus of Adult Education is English as a Second Language instruction (ESL). Parents attend 3.5 hours of class a minimum of three days per week. As a satellite site for Pasadena City College Community Education Center, ESL classes are taught by highly-qualified, certified instructors. The intensity of class time and quality instruction are both reflected in our findings. Because of the unique two-pronged approach that characterizes Mothers" Club programming, parents spend as much time in the center on their own development and educational journeys as do their children.

Qualitative findings related to the Adult Education Program are addressed together with those of the Parent Education Program, above, in response to Evaluation Question 2. The results of quantitative analyses are shown below. In addition, important comments from the adult education teachers' focus group are displayed below.

Key Quotations from Teachers in the Adult Education Program

- *All staff work together to plan a program that ultimately benefits the children.*
- *As we work with the moms we influence the other parent (dads) and other children in the home, too.*
- *We help them develop patience and an understanding of the developmental needs of their children – an awareness of emerging independence.*
- *Their leadership skills are enhanced by learning to prioritize, plan and budget for events. They learn more complex tasks, such as how to go to the public school and set up a meeting with a teacher.*

- *Confidence definitely improves. They learn they can effect change.*
- *They feel confident because they know that they are welcomed without judgment; that it is okay to make mistakes, and that they are a part of learning.*
- *Our kids get experience with all kinds of people, and become socially adept.*
- *Any parent can come to us for any reason – we have an open door. We know our goal is to get that parent to be confident and independent.*

CASAS

In order to determine the impact on reading performance of English language learners, pre and post scores on the Comprehensive Adult Student System (CASAS) were analyzed with a paired samples t-test. As can be seen in the descriptive table below, scores increased from a mean of 209.43 (SD = 15.24) at pre-test, to a mean of 225.66 (SD=15.78) at post-test. Sixty-four (64) subjects participated in this survey. Adults were tested within 30 days of entry, and follow up tests were made four times per year.

	Mean	N	Std. Deviation	Std. Error Mean
Pre	209.43	99	15.24	1.53
Post	225.66	99	15.78	1.59

	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)	Effect Size
Pre-Post	-16.22	12.43	1.25	-12.99	98	< .001	1.3

This increase of 16.2 points was indeed significant (p<.001). This change revealed a large effect size of d=1.3. In other words, subjects increased their English reading ability as measured in the CASAS by about 1.3 standard deviations.

There were large differences among the subjects in how often they were assessed with the CASAS, or how long they stayed in the program. An ANOVA on the growth scores in reading revealed an ascending pattern. Subjects who were tested 2-3 times on average increased 9.8 points (SD = 8.6),

subjects who were assessed 4-5 times increased their scores by 16.6 points (SD=.62), and those who were assessed more than 5 times had an average growth score of 19.9 (SD=12.62). This difference in growth between the three groups was significant (p<.05). This pattern of improved growth scores suggests that the longer subjects stay in the program and benefit from the services provided by Mothers' Club, the more their English reading abilities improve.

Number of assessments	Mean	Std. Deviation	N
2-3	9.88	8.58	26
4-5	16.63	13.10	32
>5	19.93	12.62	41
Total	16.22	12.43	99

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Intercept	22915.01	1	22915.01	162.60	< .001	.63
Length	1612.18	2	806.09	5.72	.004	.11
Error	13528.93	96	140.93			
Total	41194.00	99				
Corrected Total	15141.11	98				

a. R Squared = .106 (Adjusted R Squared = .088)

Correlations Among Measures

Since only the CASAS scores were available for the Adult Strand, no correlations were possible among different measures.

Cronbach's Alpha

Cronbach's alpha was not calculated since the CASAS is a standardized test and was developed based on IRT theory. Reliability and validity scores should thus be able to be obtained from the publisher. See:
https://www.casas.org/home/index.cfm?fuseaction=home.showContent&MapID=575

Relationships Among Strands

Overview

Main findings across both the qualitative and quantitative results were triangulated with the following relationships found across the strands:

Increase in Reading Performance Among Both Children and Parents

The adults showed large increase in reading performance with English as a Second Language. Reading performance of English Language Learners increased, $t(98) = -12.99$, $p < .001$. The parents reported an increase in their family reading behavior as well as literacy activities. Increase in reading habits, $t(56) = -5.80$, $p < .001$. Increase in activities with children, $t(56) = -6.40$, $p < .001$. In the focus group, parents talked a lot about reading with their children, they talked about the quality and the quantity, and learning techniques how to tell a story and how to base parent and child activities on the reading.

This was also reflected in the parent education literacy classes. Parents as educators in the classroom were seen to initiate and reciprocate literacy activities with the children in the class.

Increase in Literacy at Home in Both Children and Parents

Evidence of literacy activities outside of the classroom, such as more books at home, and reading more to their children at home, more books at home, $t(63) = -8.24$, $p < .001$ Reading more at home, $t(63) = -3.42$, $p = .001$ More library visits, $t(63) = p < .001$. Teachers in the focus groups reported that parents would ask about literacy activities to take home and do with their children, such as borrowing books, visiting libraries. Teachers reported that children would request reading and literacy activities to take home and share with their parents.

Greater Understanding of Child Development Among Parents

Across all the focus groups statements underlined how Mothers' Club leads to the parents being more well informed about child development and parents discussed how they were able to have more appropriate child interaction both with own children and others, and this was coo berated by the teachers and staff. In the quantitative findings there was evidence of a decrease in dysfunctional parent-child interactions, but not statistically significant.

Reduction in Parental Stress

Parents showed a decrease in stress. Marked decrease in parental distress, $t(75) = -2.46$, $p = .016$. Teachers and staff found that over the period of the year, parents learned how to either ask them for help, or to be advocates for themselves, for example a staff related a situation with parent who came into the school had a disabled child and over the course of being in the school was able to advocate for her children's medical needs.

In the focus groups of parents, individuals discussed how they now felt able to deal with issues at the public school advocate for their children. This increase in ability to solve problems of their self and family reduced stress in themselves and their children and the family unit as a whole.

Long-Term Benefits for Children Entering Kindergarten

Across the focus groups parents, staff and teachers discussed how children and families are prepared for kindergarten and for school life through wide-ranging activities such as parental counseling, elementary school teacher presentations, variation and advancement in curriculum goals, and extensive literature about school preparation. Programming is benefiting children entering kindergarten and children not entering kindergarten equally, $t(69) = .700$, $p = ns$.

Parents' Gain in Leadership Skills

Focus groups and documentation showed evidence of parents gaining leadership skills as a part of attending Mothers' Club. Parents in the focus groups related examples about serving committees

and organizing activities. Quantitative results showed parents had more involvement in the community and in education, $t(55) = -6.15$, $p < .001$

Correlation Findings

In order to determine if positive change in both parent education and adult education would relate to child education, correlations were run between the following measures:

- *Child* measures: DRDP-R, PPVT-III, and PALs
- *Parent* measures: PSI, ESPIRS, and Parent Survey
- *Adult* education: CASAS

Two correlations were significant ($p<.05$), indicating that positive changes in parenting were related to positive changes in children. More specifically, the reduction in parent-child conflicts (PSI) was related ($r=-.349$) to positive increases in desired results across developmental areas (DRDP-R). Similarly, an increase of literacy and parent-child interactions (ESPIRS) was also related ($r=.334$) to desired results.

Both of these findings support the notion that positive changes in parent education are related to improvements in child performance. It is important to note that there were no statistically significant undesired correlations between parent growth and child growth. The only significant negative correlation was a desired one; a statistically significant negative correlation was observed between the PSI and the DRDP-R, and this is desired because the PSI (Parent Stress Index) is a measure of parent stress and would be expected to be negatively correlated with growth. This finding is a powerful testament to the strength of efficacy of Mothers' Club programs with regard to achieving desired outcomes.

More in depth analyses (e.g. regressions) were not possible due to missing data and lack of relationships as explained above. Not all parents and children participated in all measures. Therefore, these analyses might underestimate the relationships and further analyses could reveal stronger or more detailed connections among the three strands.

		Parent			Adult
		PSI	*ESPIRS*	*Parent Survey*	*CASAS*
Child	*DRDP-R*	-.349*	.334*	-.036	.128
	PPVT	-.177	-.107	-.017	-.084
	PALs	-.390	-.070	.147	.154

Note: * p<.05

Staff Leadership and Administration

The staff and administrative leadership at Mothers' Club is based in a collaborative model, with an overall commitment to responsiveness to client needs, maintenance of high-quality, well-trained staff, and excellence of program. The administrative culture created at Mothers' Club results in an environment characterized by respect, encouragement, trust and high standards.

Retention of quality staff is a stated goal at Mothers' Club. Staff records indicate that more than half the staff has been at Mothers' Club more than five years. Nine staff members have been there since 2002. A career ladder is also in place; eight current teachers are former Mothers' Club mothers.

Current and former parents in focus groups indicated a high degree of satisfaction with their experience at Mothers' Club. One significant indicator is that parents keep coming, year after year, to attend classes and volunteer in classrooms. They spoke often of the welcoming environment, the many services available, the positive evidences in the development of their children and the overall effect on the entire family. As one parent commented, *"They have gained our trust and our confidence."* In a focus group a former parent stated further, *"We came to this meeting, not being really sure what it was about, but we came because we will do anything to help Mothers' Club. We want this program to thrive."*

The Advisory Board and committees that have been set in place give parents opportunities to develop and utilize leadership skills as adults and parents, and to benefit from the modeling of Mothers' Club administrative staff.

VII. CONCLUSIONS AND RECOMMENDATIONS

Summary Findings

Analysis and triangulation of data resulted in robust quantitative and qualitative findings that reinforce one another and validate the effectiveness of the two-generational approach utilized in the morning program at Mothers' Club. Results of exhaustive quantitative analyses of multiple measures of outcome data, as well as, primary source data analyses from classroom observations, onsite focus group interviews and document reviews during the past year, lead to the robust conclusion that exemplary work is being done in all strands of practice in the morning program at Mothers' Club, with significant impact on participant populations, and that the program is primed for emulation and expansion.

The unique combination of integrated educational programs for children and adults, along with high standards of leadership practice by staff and an administrative philosophy which is supportive, encouraging, collaborative and visionary, results in an overall program characterized by excellence in its philosophical approach, curriculum, processes, and outcomes. Children and parents demonstrate consistent growth across all indicators, meeting all developmental and growth indicators, with large effect sizes, despite the challenges of poverty, language, and the traditional issues of access associated with this demography.

The work being conducted at Mothers' Club with compassion and the highest standards of practice in a potentially underserved and at-risk population is, in the large majority of cases, life-changing for the participants. It leads to school-readiness for child participants, setting them up for academic and life success; it results in increased understanding, skills, confidence and personal competence for parents; and it strengthens and improves parenting and family relationships.

Key summary findings are set forth below by program participant and strand, followed by key findings resulting from the review of MC's data systems.

Children in the Early Childhood Education Program

- Children showed large increases (effect sizes of 1.2 for ages 3-4 and 1.3 for ages 4-5) in English vocabulary growth over one year in the program.
- Children showed large increases (1.4 for ages 4-5) in letter recognition over one year in the program.
- Children showed great progress (effect sizes of 1.6 for both infant-toddlers and preschoolers) across Desired Results of Developmental Stages.
- Children who remained in the program longer displayed even higher desirable developmental gains than those who were in the program for shorter periods of time.

Parents in the Parent Education Program

- Parenting Stress Index (PSI), which measures stress and dysfunction in parent-child relationships, showed that stress within parent-child relationships did not show a significant decrease, however parents did report a marked decrease (effect size of .6) in distress over time.
- Parents reported a marked increase (overall effect sizes ranging from 1.0 to 1.1) in family reading behaviors and literacy activities, including:
    - An increase in the number of books at home (effect size of 1.0),
    - An increase in time spent reading to their children (effect size of .5),
    - An increase in the number of reading activities (effect sizes ranging from .4 to .9),
    - An increase in the number of visits to the library (effect size of .5),
    - Increased involvement with education and the community (effect size of .8).

Adults in the Adult Education Program

- Adults showed large increases (effect size of 1.3) in reading performance with English as a second language. A pattern of continuous improvement in growth scores further suggested that the longer subjects stay in the program, the more their English reading abilities improve.

- Remaining in the program for a longer period of time is associated with even higher increases in English reading ability.

Data Systems

- Data systems contain multiple sources and are robust for the Early Childhood Education and Parent Education Programs.
- The Adult Education program would benefit from additional data sources.
- All of the instruments in use at Mothers' Club are very reliable and valid (Cronbach's alpha range from .73 to .93). Most are well researched and very common in the field.
- There was limited evidence of relationships between different strands and instruments due, in large part, to missing data for parents and children of the same family. That is, not all members within a family participated in all assessments. Therefore, relationships across metrics were difficult to establish.
- Additionally, not all instruments are intended for cross-analysis.
- Additional data and analyses are needed to determine why the Parent Stress Index did not indicate a reduction in parent stress in all areas.

Recommendations

Triangulation of data and interpretation of resulting findings yielded several key recommendations for program improvement and expansion. These recommendations are presented below in three main areas as follows:

1) Data Systems
2) The Mothers' Club Morning Program
3) Suggestions for Phase 2

Data Systems

- The surveys of family literacy are appropriate for analysis of individual growth and change. However, in order to establish relationships between strands, and to compare results with the rest of the population, the use of normed tests should be considered.
- If there is interest to investigate the relationship between strands, future data collection should emphasize assessment of all participating members of a family across all strands. All participants in a family should take the appropriate tests.
- In order to increase meaningful interpretation of the DRDP-R instrument, data should be collected and results analyzed in relation to children of the same age.
- Use age-group categories for DRDP-R and subsections to better monitor progress.
- A centralized system, with unique individual identifiers that are consistent across programs and strands and that connect parents and children, would facilitate program monitoring, simplify future analyses, reduce frustration among staff, save time in data input procedures, and contribute to the strength of future reports of outcomes.
- Consider establishing a web-based system to house MC's centralized data system (recommended above) to facilitate greatly the processes of data entry and data management while enabling MC staff to access and use real time data more readily and to make connections between the progress of parents and their children and from a variety of angles:
    - By program
    - By data source
    - By years in program
    - Across data sources, across years, and across programs
    - By various demographic subgroups
    - Across families
    - Longitudinally by participant and by family
- Consider providing education on data use for staff and parents in ways that engage adults in monitoring and encouraging their own and their students' learning.

- Systematically collect demographic data for all participants, e. g. ethnic group, and years in the United States if applicable.
- Develop ways to ensure that every child and adult participant takes all pre- and post-tests. Identify the reasons for missing assessment data (e.g., timing of assessments, absences, mobility concerns, etc.) and any trends in missing data (e.g., characteristics of non-respondents) and address them methodically.
- Consider expanding quantitative and qualitative assessments and data sources for measuring the effectiveness of the adult education program; currently there is only one data source available from the CASAS assessment.
- Consider formalizing a set of indicators of program success for each program strand (building on the work begun in the current evaluation project) and creating a set of instruments aligned with those indicators, such as a set of rubrics, to collect pre and post data systematically from Parent Education and Adult Education participants regarding as aligned with program goals and objectives. For example data may be collected in entrance and exit interviews by senior MC staff, thus establishing baseline data and gains over time for each participant. This would provide rich qualitative data to feed into each individual's data profile. As the data would be aligned with indicators of program success, they could be used for program monitoring and for future evaluations of program effectiveness.

The Mothers' Club Morning Program

- Consider collecting data on fathers and other male role models and how they might be even more involved at MC.
- Consider collecting data about the impact of the program on participant siblings.
- Given the program goals of school readiness for children and parents, and the current general educational emphasis on science and mathematics, consider appropriately strengthening those two areas in the Early Childhood Education and Adult Education

programs, thereby providing a stronger base for children and increased life skills for adults.

- Clearly delineate specific indicators of program effectiveness for all strands (see Appendix 2); for areas of focus, such as Staff Leadership and Administration; and for additional areas of particular interest, e. g. acculturation, so that data can be collected for each indicator and metrics can be developed and refined accordingly, thereby facilitating the ongoing monitoring and measurement of program effectiveness. For example, logs may be kept to monitor parent use of the library, thus enabling the measurement of baseline reading patterns as compared with gains resulting from participation in MC programs.
- Consider a refined documentation of the kinds of leadership skills and activities in which parents engage, e. g., leading committees, leading meetings, budgeting for an event, chairing a parent-organized event, etc., so that data on the percentages of parents who have gained leadership skills can be documented, monitored, and evaluated.
- Consider collecting information to document costs per child and per parent for the morning program, to improve program cost-effectiveness as applicable, and to assess the feasibility of program expansion in the future.

Suggestions for Phase 2

A. It is recommended that MC expand on the findings from the Phase 1 evaluation through a broader longitudinal and quasi-experimental outcome and impact evaluation study of MC's programs .The following are suggestions for consideration in the design:
    - Conduct effect size studies as conducted in Phase 1, with additional years of data included as the program grows.
    - Collect state assessment data from children of the MC Early Childhood Education program in the 2nd, and 3rd grades to create longitudinal data and compare with a matched control group of children from the same school district who have not attended MC.
    - Consider including siblings in the above study.

- Collect data from current and alumni MC parents and compare with a matched control group with similar demographic characteristics and preferably from the same geographic area.
- Incorporate measures that can be normed across age groups in order to track individual participants' gains as they progress through the grades.
- Conduct qualitative research, building on the findings from Phase 1, and include also the element of program impact on siblings, focusing on interactions between parents and older siblings of the MC participant children.

B. It is recommended that Mothers' Club begin to establish itself as a leader in the field of Early Childhood Education by taking the following steps, among other means:
    - Creating collaborative networks with like-minded organizations
    - Disseminating the findings from Phase 1, along with MC's successful dual approach, to peer organizations and conferences
    - Publishing findings in peer reviewed articles
    - Establishing a greater online presence through articles, participation in online communities of interest and professional learning communities

Suggestions for Phase 3

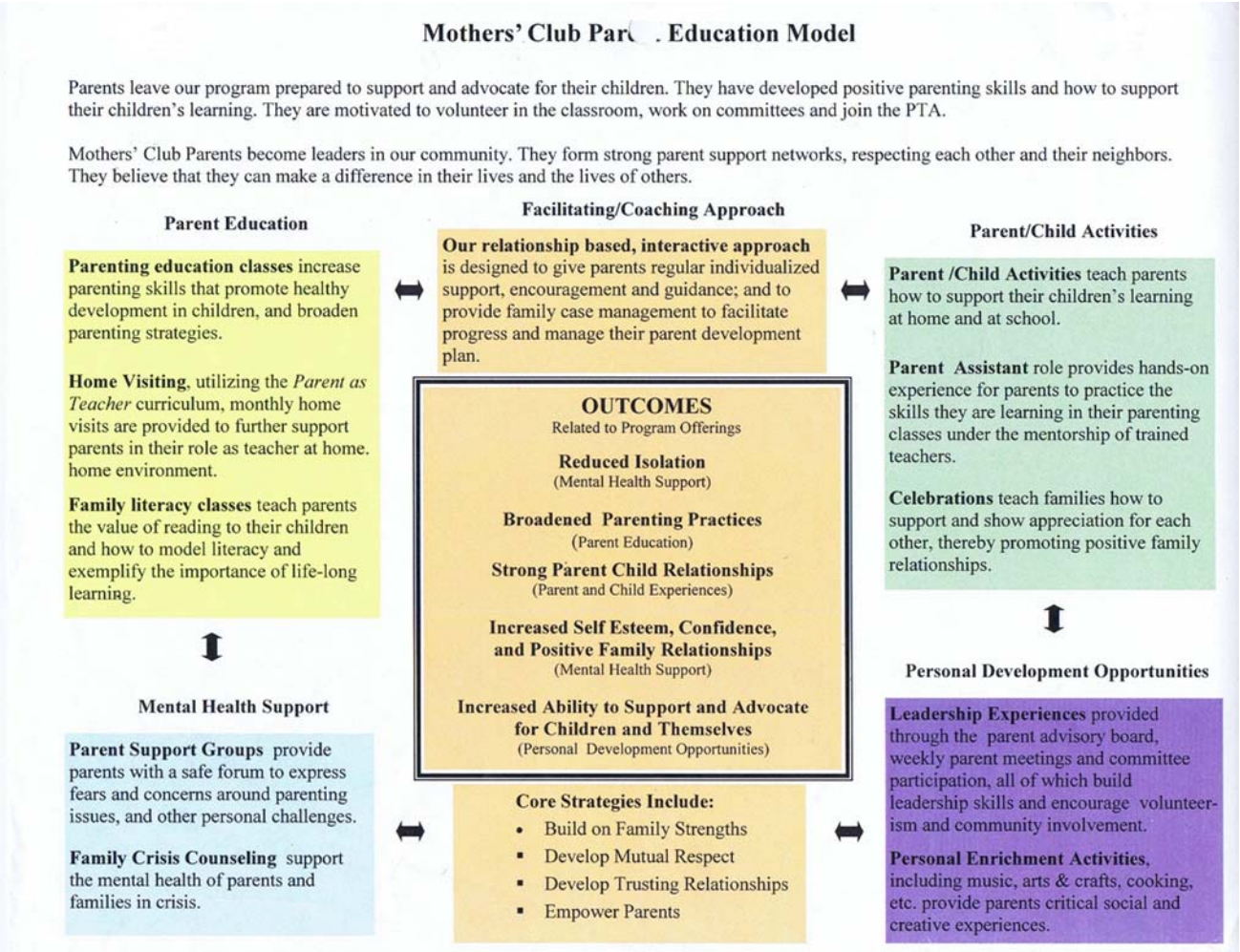
A. As the findings of the Phase 1 evaluation strongly validate the effectiveness of the MC dual approach, it is recommended that Phase 3 focus on expanding the morning program through a three-pronged approach as follows:
    1) Scale up the morning program in one of the following ways:
        a) Expand the morning program to the afternoon as well
        b) Establish an additional site, as a pilot program, to serve the needs of a similar population in an underserved area
    2) Bolster MC's data collection and monitoring through the development of a web-based system and the hiring of a data specialist as described in the preceding sections.

3) Disseminate findings regarding the effectiveness of Mothers' Club's dual approach through:
    a) Publications and presentations to peers in the field
    b) Developing a network of like-minded organizations to create a community of learners who share and disseminate learning and best practices
    c) Formalizing internal professional development which can later be expanded to external entities (in Phase 3)

It is recommended that Mothers' Club apply for grant funding to implement Phases 2 and 3.

APPENDICES

Appendix 1. Mothers' Club Parent Education Model



Appendix 2. Observable indicators of desired outcomes pertaining to child and parent interaction

Color code for cross reference of outcomes: MC, DRDP, ACCUSCREEN, ECERS-R, PALS, PPVT-II

(Italicized outcomes from SK) Please not where DRDP indicators state 'teacher' here the 'adult' is substituted

Outcome / Classes	Personal awareness	Social competence	Effective learning skills	Language development (English and Other)	Literacy development (English and Other)	Cognitive development	Mathematical development	Physical & Motor competence	Healthy lifestyle	Personal safety
Toddler (1-2 year olds)	Identify of self SSD1MC - Role playing - Draws self - Talks about family Seeking others' help to regulate self SSD6 - Makes requests - Asks for what other child has instead of taking it Responsiveness to others' support SSD7 - Reacts to adult intervention in conflict	Interactions with adults SSD9 MC ECERS-R -talks about future events - responds to verbal and physical cues Relationships with familiar adults SSD10 *(observable bonds)* - Communicates feelings - Uses gestures -initiates	*Is able to imitate actions performed by peers and adults* - *Holds books and turns pages* - *Observes adult closely* (SK listed these points pulling information from MC) Engage in active communication MC	Language comprehension LLD1 MC ECERS-R - Responds to questions - Gestures - Asks questions Responsiveness to language LLD2, MC ECERS-R - Responds to voices with action - Responds to questions and statements - Follows instructions Communication	Interest in literacy LLD5 ECERS-R - looks at a book an adult holds in child's visual field - Imitates reading - Puts book in mouth - Brings adult a book - Requests adult to read a book Recognition of Symbols LLD6 - Points to e.g. a dog in a picture and says or signs	Cause and effect COG1 MC - Looks/turns when hearing an adult's voice from a distance - Vocalizes at adult to engage in play - Smiles when adult claps - Makes connections between events and tells adults, e.g. notices Susie crying after falling down and tells adult "Susie's got a boo boo".	Number COG9MC -Asks for more of something using gesture or word -Says numbers out aloud when 'counting' objects -Points to one object and says' "one". Classification and matching COG10 - Shows recognition of familiar adult's face or voice - Looks at a child when that child's	Gross Motor MPD1 MC ECERS-R - Creeps towards adult - *Makes intentional gross motor actions to* reach an adult - *Moves with the adult* Balance MPD2 - Balances body while adult holds hand. - Uses arms while standing to catch a large ball		Safety HLTH1 MC ECERS-R - Falls asleep on back when adult places him or her - Turns head toward adult when frightened or unsure - Reaches for an adult's hand when going for a walk

Appendix 2. Observable indicators of desired outcomes pertaining to child and parent interaction

Color code for cross reference of outcomes: MC, DRDP, ACCUSCREEN, ECERS-R, PALS, PPVT-II

(Italicized outcomes from SK) Please not where DRDP indicators state 'teacher' here the 'adult' is substituted

Outcome / Classes	Personal awareness	Social competence	Effective learning skills	Language development (English and Other)	Literacy development (English and Other)	Cognitive development	Mathematical development	Physical & Motor competence	Healthy lifestyle	Personal safety
	-Reassures self	interaction Social understanding SSD13 MC - Shows intent of purpose with actions - Varies play according to context - Communicates familiar routines		of needs, feelings and interests LLD3 MC ECERS-R -Initiates communication -Combines words into phrases/sentences Reciprocal communication LLD4 ECERS-R -Engages in 'back-and-forth' communication -Asks questions about a topic/story -Initiates idea exchange	'dog' before an adult says or signs 'dog' - Looks at things or people the adult names	Problem Solving COG2 MC - Explores by making contact with people, parts of self and things Imitation COG3 ECERS-R - Responds to adult's facial expressions/ sounds with reflexes - Imitates single, simple actions or part of actions, familiar two step actions, or one or	parents walks into the room Space and size COG11 - Attends to and explores how things, people and own body move through space	that is thrown to him or her. Eye-hand coordination MPD4 - Turns pages of a book held by an adult.		

Appendix 2. Observable indicators of desired outcomes pertaining to child and parent interaction

Color code for cross reference of outcomes: MC, DRDP, ACCUSCREEN, ECERS-R, PALS, PPVT-II

(Italicized outcomes from SK) Please not where DRDP indicators state 'teacher' here the 'adult' is substituted

Outcome / Classes	Personal awareness	Social competence	Effective learning skills	Language development (English and Other)	Literacy development (English and Other)	Cognitive development	Mathematical development	Physical & Motor competence	Healthy lifestyle	Personal safety
						two-step actions observed at an earlier time when interacting with adults - Reenacts multiple steps of others' actions observed at an earlier time. Memory COG4 - Notices people, things and their features - Communicates key details about familiar people - Expresses these from an earlier time.				

Appendix 2. Observable indicators of desired outcomes pertaining to child and parent interaction

Color code for cross reference of outcomes: MC, DRDP, ACCUSCREEN, ECERS-R, PALS, PPVT-II

(Italicized outcomes from SK) Please not where DRDP indicators state 'teacher' here the 'adult' is substituted

Outcome / Classes	Personal awareness	Social competence	Effective learning skills	Language development (English and Other)	Literacy development (English and Other)	Cognitive development	Mathematical development	Physical & Motor competence	Healthy lifestyle	Personal safety
						Curiosity COG6 MC - Points to an object for an adult to name - Asks 'what' and 'why' questions.				
Two Years Old (2-3 year olds)	Identify of self SSD1 - Recognizes of self as an individual, recognizing own name and names of familiar people - Talks about family - Compares self to others Recognition of own skills and accomplishmen	Expressions of empathy SSD3 - Shows awareness when others are unhappy or upset - Watches to see if an adult comes to help the upset child Help an adult with a simple	Language development is encourage through conversation, problem solving, story time, music and play MC	Comprehension of meaning LLD1 - shows understanding of the meaning of simple words, phrases, stories and songs Following increasingly complex instructions	Interest in literacy LLD5 - Participates in group literacy activities - Brings a book to an adult to be read - After a book is read responds to the adult's questions - Asks for a book to be read.	Cause and effect COG1 MC - Shows understandin g of familiar cause and effect through language or action - Explains or predicts the results of a familiar action	Number sense of quantity and counting MATH1 MC - Recites some numbers not necessarily in order, identifies, without counting the number of objects in a collection of up to three objects - Recognizes	Gross motor movement PD1 - Follows movement prompts in song - Attempts to throw a ball to another person.	Personal care routines HLTH1 MC -Participates in own personal cleanliness with help or supervision. Healthy lifestyle HLTH2 MC Follows guidance	Personal safety HLTH3 MC - Cooperates when requested to follow simple safety rules

Appendix 2. Observable indicators of desired outcomes pertaining to child and parent interaction

Color code for cross reference of outcomes: MC, DRDP, ACCUSCREEN, ECERS-R, PALS, PPVT-II

(Italicized outcomes from SK) Please not where DRDP indicators state 'teacher' here the 'adult' is substituted

Outcome / Classes	Personal awareness	Social competence	Effective learning skills	Language development (English and Other)	Literacy development (English and Other)	Cognitive development	Mathematical development	Physical & Motor competence	Healthy lifestyle	Personal safety
	ts SSD2 MC - Shows interest when an adult reacts to what the child has done Staff- child interactions ECERS-R - Trust adults to provide for their physical, psychological and emotional needs, and develop their own sense of self-worth and self-esteem	task when asked. ACCUSCREEN		LLD2 - Shows understanding of one and two step instructions and requests about familiar routines. Expression of self through language LLD3 PPVT-II - Produces phrases and simple sentences that communicate basic ideas and needs Language in conversation	Comprehension of age-appropriate text presented by adults LLD6 PPVT-II PALS - Reacts to familiar books by commenting, asking, or responding to questions about characters, objects or events. Emergent writing LLD10 PPVT-II PALS	Problem solving COG2 MC - Tries to solve simple problems, including trial and error - Imitates an adult in problem solving Memory and knowledge COG3 - Communicates memories about an unfamiliar event that happened earlier that day or that previous day. - Communicates memories	and knows the name of some numerals, correctly recites numbers in order one through ten Measurement MATH4 - Communicates with words that describe some measureable property such as size, length, weight or capacity(big or little) Shape MATH5		given by adults about rest, health, food choices, and physical activity.	

Appendix 2. Observable indicators of desired outcomes pertaining to child and parent interaction

Color code for cross reference of outcomes: MC, DRDP, ACCUSCREEN, ECERS-R, PALS, PPVT-II

(Italicized outcomes from SK) Please not where DRDP indicators state 'teacher' here the 'adult' is substituted

Outcome / Classes	Personal awareness	Social competence	Effective learning skills	Language development (English and Other)	Literacy development (English and Other)	Cognitive development	Mathematical development	Physical & Motor competence	Healthy lifestyle	Personal safety
				LLD4 PPVT-II - Communicates with others using language for basic purposes, such as requesting, rejecting and describing, speaks clearly enough to be understood by familiar adults and children	- Dictates writing to an adult - Writes their own name - Writes simple words	about a sequence of related events that happened in the past. Curiosity and initiative COG4 MC - Actively engages with new materials or activities by asking questions and performing simple investigations - *Watches an adult and engages in the activity* - *Makes statements to an adult*	- Correctly names or identifies circles, squares and triangles. Patterning MATH6 - Communicates and identifies simple patterns created by self or others. - Sings, moves or claps through part of a pattern song.			

Appendix 2. Observable indicators of desired outcomes pertaining to child and parent interaction

Color code for cross reference of outcomes: MC, DRDP, ACCUSCREEN, ECERS-R, PALS, PPVT-II

(Italicized outcomes from SK) Please not where DRDP indicators state 'teacher' here the 'adult' is substituted

Outcome / Classes	Personal awareness	Social competence	Effective learning skills	Language development (English and Other)	Literacy development (English and Other)	Cognitive development	Mathematical development	Physical & Motor competence	Healthy lifestyle	Personal safety
						about discoveries Discuss daily routine with an adult ACCUSCREEN				
Preschool (3-4 year olds)	Identify of self SSD1 - Describes self or others based on obvious physical characteristics Recognition of own skills and accomplishments SSD2 MC -Shows interest	Expressions of empathy SSD3 - Accurately labels others' feelings and may offer assistance - Draws a picture representing a child who is upset and makes a sad face	Language development is encourage as well as the development of early literacy and math skills MC	Comprehension of meaning LLD1 PPVT-II - Shows understanding of more complex words and phrases in conversations, stories, and learning activities	Interest in literacy LLD5 MC - Acts the part in a story that is read aloud by an adult - Asks for help finding a book Comprehension of age-appropriate	Cause and effect COG1 MC - Shows understanding of familiar cause and effect through language or action - Explains or predicts the results of a familiar	Number sense of quantity and counting MATH1 MC - Recites some numbers not necessarily in order, identifies, without counting the number of objects in a collection of	Gross motor movement PD1MC - Uses complex movement skills in active play with another person	Personal care routines HLTH1 MC - Participates in own personal cleanliness with help or supervision from adult. - Follows through on personal cleanliness with	Personal safety HLTH3 MC - Usually follows simple safety rules on his or her own.

Appendix 2. Observable indicators of desired outcomes pertaining to child and parent interaction

Color code for cross reference of outcomes: MC, DRDP, ACCUSCREEN, ECERS-R, PALS, PPVT-II

(Italicized outcomes from SK) Please not where DRDP indicators state 'teacher' here the 'adult' is substituted

Outcome / Classes	Personal awareness	Social competence	Effective learning skills	Language development (English and Other)	Literacy development (English and Other)	Cognitive development	Mathematical development	Physical & Motor competence	Healthy lifestyle	Personal safety
	when an adult reacts to what the child has done -*Communicates achievement* Staff- child interactions ECERS-R - Trust adults to provide for their physical, psychological and emotional needs, and develop their own sense of self-worth and self-esteem	Help an adult with a simple task when asked. ACCUSCREEN		Following increasingly complex instructions LLD2 - Shows understanding of one and two step instructions and requests about unfamiliar routines or unrelated events - Shows understanding of three-step instructions and requests that are part of a familiar routine. Expression of	text presented by adults LLD6 PPVT-II PALS - shows knowledge of main characters, events, or information in a familiar story or informational text. Emergent writing LLD10 PPVT-II PALS - Dictates writing to an adult - Writes their own name - Writes simple words	action - *Explains hypotheses to an adult* - *Discusses cause and effect with an adult* Problem solving COG2 MC - Tries to solve simple problems, including trial and error - Imitates an adult in problem solving Memory and knowledge	up to three objects - Recognizes and knows the name of some numerals, correctly recites numbers in order one through ten Measurement MATH4 - Communicates with words that describe some measureable property such as size, length, weight or capacity(big or little)		reminders from an adult. Healthy lifestyle HLTH2 MC - Begins to communicate about and take care of own health needs (food and rest) with occasional reminders from an adult.	

Appendix 2. Observable indicators of desired outcomes pertaining to child and parent interaction

Color code for cross reference of outcomes: MC, DRDP, ACCUSCREEN, ECERS-R, PALS, PPVT-II

(Italicized outcomes from SK) Please not where DRDP indicators state 'teacher' here the 'adult' is substituted

Outcome / Classes	Personal awareness	Social competence	Effective learning skills	Language development (English and Other)	Literacy development (English and Other)	Cognitive development	Mathematical development	Physical & Motor competence	Healthy lifestyle	Personal safety
				self through language LLD3 Produces phrases and simple sentences that communicate basic ideas and needs Expression of self through language LLD3 - Uses three to five-word sentences that contain nouns, verbs, and recently learned vocabulary Language in		COG3 - Communicates memories about an unfamiliar event that happened earlier that day or that previous day. - Communicates memories about a sequence of related events that happened in the past. Make predictions about an event when	Shape MATH5 -Recognizes shapes when they are presented in new orientation or as part of other objects. Patterning MATH6 -Creates or extends simple patterns			

Appendix 2. Observable indicators of desired outcomes pertaining to child and parent interaction

Color code for cross reference of outcomes: MC, DRDP, ACCUSCREEN, ECERS-R, PALS, PPVT-II

(Italicized outcomes from SK) Please not where DRDP indicators state 'teacher' here the 'adult' is substituted

Outcome / Classes	Personal awareness	Social competence	Effective learning skills	Language development (English and Other)	Literacy development (English and Other)	Cognitive development	Mathematical development	Physical & Motor competence	Healthy lifestyle	Personal safety
				conversation LLD4 MC -Has short conversations -Has extended conversations about real or imaginary experiences Discusses a personal experience with an adult ACCUSCREEN		prompted by an adult ACCUSCREEN Curiosity and initiative COG4 - Actively engages with new materials or activities by asking questions and performing simple investigations - *Watches an adult and engages in the activity* - *Makes statements to an adult about discoveries*				

Appendix 2. Observable indicators of desired outcomes pertaining to child and parent interaction

Color code for cross reference of outcomes: MC, DRDP, ACCUSCREEN, ECERS-R, PALS, PPVT-II

(Italicized outcomes from SK) Please not where DRDP indicators state 'teacher' here the 'adult' is substituted

Outcome / Classes	Personal awareness	Social competence	Effective learning skills	Language development (English and Other)	Literacy development (English and Other)	Cognitive development	Mathematical development	Physical & Motor competence	Healthy lifestyle	Personal safety
PRE-K (4-5 year olds)	Identify of self SSD1 MC - Displays a growing awareness of own thoughts and feelings - Refers to an adult by name or special gesture - Refer to things as 'mine' or as the adult's 'Daddy's' - *Communicates achievements to adults.* Staff- child interactions ECERS-R - Trust adults to provide for their physical, psychological and emotional	Expressions of empathy SSD3 - Uses words or actions to demonstrate concern for what others are feeling - Points out a child who needs assistance to an adult. Help an adult with a simple task when asked. ACCUSCREEN	Analytical skills, early literacy and math skills and bring out their natural curiosity.MC	Comprehension of meaning LLD1 MC - Shows understanding that language refers to imaginary, past or future events - Shows understanding that language describes how and why things happen. Following increasingly complex instructions LLD2 MC - Shows understanding	Interest in literacy LLD5 - Asks for a particular book or for a book on a particular topic - Links experiences to the content of books. Comprehension of age-appropriate text presented by adults LLD6 PPVT-II PALS - Shows increased knowledge and understandin	Cause and effect COG1 MC - Shows understanding of familiar cause and effect through language or action - Explains or predicts the results of a familiar action - *Explains hypotheses to an adult* - *Discusses cause and effect with an adult* - *Engages in discussion about why a hypothesis or*	Number sense of quantity and counting MATH1 - Recites some numbers not necessarily in order, identifies, without counting the number of objects in a collection of up to three objects - Recognizes and knows the name of some numerals, correctly recites numbers in order one through ten	Gross motor movement PD1 MC - Participates in active play sequences that combine running, jumping, throwing, catching, kicking, etc. - *Imitates and reciprocates an adult's gross motor movements.*	Personal care routines HLTH1 MC - Communicates to an adult an understanding of why personal cleanliness is important. Healthy lifestyle HLTH2 MC - Communicates to others about making healthy choices.	Personal safety HLTH3 MC - Applies known safety rules in variety of situations. - Communicates an understanding of safety rules to others.

Appendix 2. Observable indicators of desired outcomes pertaining to child and parent interaction

Color code for cross reference of outcomes: MC, DRDP, ACCUSCREEN, ECERS-R, PALS, PPVT-II

(Italicized outcomes from SK) Please not where DRDP indicators state 'teacher' here the 'adult' is substituted

Outcome / Classes	Personal awareness	Social competence	Effective learning skills	Language development (English and Other)	Literacy development (English and Other)	Cognitive development	Mathematical development	Physical & Motor competence	Healthy lifestyle	Personal safety
	needs, and develop their own sense of self-worth and self-esteem			of one and two step instructions and requests about unfamiliar routines or unrelated events - Shows understanding of three-step instructions and requests that are part of a familiar routine. - Shows understanding of three-step instructions and requests that are about a new or unfamiliar situation. Expression of self through	g of details and sequencing in fictional and non-fictional texts. - Demonstrates understanding of text (information or story facts)by describing, predicting, summarizing, or comparing and contrasting. Emergent writing LLD10 PPVT-II PALS - Dictates writing to an adult - Writes their own name	*prediction was proved incorrect and suggests alternative hypotheses.* Problem solving COG2 MC - Tries to solve simple problems, including trial and error - Imitates an adult in problem solving Memory and knowledge COG3 - Communicates memories about an	Measurement MATH4 - Communicates with words that describe some measureable property such as size, length, weight or capacity(big or little) Shape MATH5 - Describes characteristics and differences of several shapes - Communicates to adults about			

Appendix 2. Observable indicators of desired outcomes pertaining to child and parent interaction

Color code for cross reference of outcomes: MC, DRDP, ACCUSCREEN, ECERS-R, PALS, PPVT-II

(Italicized outcomes from SK) Please not where DRDP indicators state 'teacher' here the 'adult' is substituted

Outcome / Classes	Personal awareness	Social competence	Effective learning skills	Language development (English and Other)	Literacy development (English and Other)	Cognitive development	Mathematical development	Physical & Motor competence	Healthy lifestyle	Personal safety
				language LLD3 MC -Uses words that are relatively precise and makes longer sentences by connecting shorter sentences - Uses more complex language or vocabulary to describe events that are imaginary, to explain, or to predict. Language in conversation LLD4 MC -Has extended conversations that build on	- Writes simple words	unfamiliar event that happened earlier that day or that previous day. - Communicates memories about a sequence of related events that happened in the past. Curiosity and initiative COG4 MC - Actively engages with new materials or activities by asking questions and performing simple	characteristics of shapes. Patterning MATH6 Creates or extends more complex patterns (more than two repeating elements)			

Appendix 2. Observable indicators of desired outcomes pertaining to child and parent interaction

Color code for cross reference of outcomes: MC, DRDP, ACCUSCREEN, ECERS-R, PALS, PPVT-II

(Italicized outcomes from SK) Please not where DRDP indicators state 'teacher' here the 'adult' is substituted

Outcome / Classes	Personal awareness	Social competence	Effective learning skills	Language development (English and Other)	Literacy development (English and Other)	Cognitive development	Mathematical development	Physical & Motor competence	Healthy lifestyle	Personal safety
				emotions, ideas and information shared with the other person, speaks clearly enough to be understood by familiar and unfamiliar adults and children. Tells an adult a familiar story from memory while looking at the text Answer cause and effect question by an adult ACCUSCREEN Retell a familiar story		investigations - *Watches an adult and engages in the activity* - *Makes statements to an adult about discoveries* Answer cause and effect question by an adult ACCUSCREEN				

Appendix 2. Observable indicators of desired outcomes pertaining to child and parent interaction

Color code for cross reference of outcomes: MC, DRDP, ACCUSCREEN, ECERS-R, PALS, PPVT-II

(Italicized outcomes from SK) Please not where DRDP indicators state 'teacher' here the 'adult' is substituted

Outcome / Classes	Personal awareness	Social competence	Effective learning skills	Language development (English and Other)	Literacy development (English and Other)	Cognitive development	Mathematical development	Physical & Motor competence	Healthy lifestyle	Personal safety
				ACCUSCREEN						

Appendix 3. Focus Group Interview Questions

INSTITUTE AT INDIAN HILL
Claremont Graduate University

Research, Coaching and Evaluation
For Education and Change Management

150 E. Tenth Street, Claremont, CA 91711
Ph: (909) 607-2579, FAX: (909) 621-8734
IIH@cgu.edu; www.cgu.edu/iih

Mother's Club Phase 1 Evaluation

Parent Focus Group Questions

1. How has participation in Mother's Club affected your relationship with your child?
    - Is your understanding of your child's needs different? If so, how?
    - Do you spend time differently with your child? If so, how?
2. Have your parenting skills changed? If so how?
    - What are some things you do now that you didn't do before?
    - What do you know that you didn't do before?
    - How confident do you feel as a parent as result of participation in MC?
3. How has participation in Mother's Club affected your sense of power in your life?
    - How has your stress management changed? How?
    - Are your communication skills different? How?
    - How about your sense of control over your life and setting goals for your life?
    - How about decision-making for your family?
    - How about participation in a community?
4. Since you've been at Mother's Club, how do you participate differently in your child's school and schooling? How does MC prepare you to participate?
    - Has mother's club impacted your ability to get support for your child as needed?
5. How has MC prepared your child for school?
    - Can your child take turns, wait quietly in line, follow directions?

6. Describe your relationships with staff and parents at Mother's Club.

    - Have you turned to MC staff in a crisis? Tell us…
    - Do you voice your opinions at the school?
    - How do you feel about MC home visits?
    - How supported do you feel as a parent?
    - At Mother's Club do you feel safe in talking about your concerns as a parent?
    - How have you helped out at MC?

7. How do you see your future differently because of your experience at MC?

8. How do you see your child's future differently because of your experience at MC?

Appendix 4. Rubric for MC Observation Tool Items

Rubric for Degree items: A 1, 4, 5 R 1, 2, 5, 6 E 1, 4, 5 T 1, 2

Not Observed	Emerging	Developing	Consistent	Advanced
Not at all	Limited Beginning Attempted	Occasionally Some Inconsistent	Ongoing Regular Established	Additional Exemplary Outstanding

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Rubric for Frequency items: A 2, 3 R 3, 4, 7 E 2, 3, 6 T 3, 4, 5, 6, 7

Not Observed	Emerging	Developing	Consistent	Advanced
Not at all	Infrequent Sporadic Minimal	Sometimes Few Inconsistent	Regular Established Consistent	Always Frequent Outstanding

Appendix 5. ECE Classroom Observation Tool

INSTITUTE AT INDIAN HILL
Claremont Graduate University

Research, Coaching and Evaluation
For Education and Change Management

Mother's Club – Early Childhood Education Strand
Observation Instrument

Class level_____ **Date**_____ **Researcher**_____

Scale: 1- Not Observed, 2- Emerging, 3- Developing, 4- Consistent, 5- Advanced, Not Applicable

Domains	Indicators	Scale	Notes
Affection	1. Facilitates a child's social competence by using positive encouragement	NO E D C A NA	
	2. Initiates physical touch, e.g. touches child with a pat on the back, offers a hand	NO E D C A NA	
	3. Reciprocates a child's non-verbal physical touch, e.g. a child reaches for	NO E D C A NA	

	an adult and the adult reaches back		
	4. Shows empathy to a child's concerns	NO E D C A NA	
	5. Models appropriate level of emotions/affections	NO E D C A NA	
Responsiveness	1. Is aware of non-verbal cues	NO E D C A NA	
	2. Provides age appropriate physical support, e.g. not carrying a 3 year old	NO E D C A NA	
	3. Intervenes appropriately to give the child tools to resolve conflict	NO E D C A NA	
	4. Gives suitable responses to a child's completed task (adult initiated or child initiated task)	NO E D P A NA	
	5. Is aware of potential safety concerns	NO E D P A NA	
	6. Uses suitable communication styles, e.g. directive in helping child complete task, inquiry in discussing a child's interest, and encouraging when a child may be struggling	NO E D P A NA	

	7. Lowers body to be accessible at child's level.	NO E D P A NA	
Encouragement	1. Encourages the child to express him/herself (verbal and non-verbal), e.g. through specific questions	NO E D P A NA	
	2. Allows the child to take the lead in activities	NO E D P A NA	
	3. Guides a child's efforts to work independently with verbal and or non-verbal cues	NO E D P A NA	
	4. Has a welcoming attitude towards the child	NO E D P A NA	
	5. Models appreciation of others' successes	NO E D P A NA	
	6. Gives appropriate verbal and or non-verbal praise	NO E D P A NA	
Teaching	1. Gives explanations of new tasks using age-appropriate vocabulary	NO E D P A NA	
	2. Gives 1, 2 or 3 step directions as age appropriate	NO E D P A NA	

	3. Demonstrates tasks step by step as child follows along, allowing for repetition as needed	NO	E	D	P	A	NA	
	4. Allows child to experiment and explore with materials	NO	E	D	P	A	NA	
	5. Initiates activities with the child	NO	E	D	P	A	NA	
	6. Allows wait time for child to answer questions	NO	E	D	P	A	NA	
	7. Checks for understanding during teaching	NO	E	D	P	A	NA	

Appendix 6. Observation Results Table

MOTHER'S CLUB – Early Childhood Education Strand Observation Instrument

Scale: NO- Not Observed, E- Emerging, D- Developing, C- Consistent, A- Advanced

Domains	Indicators	Toddlers	2-Year-Olds	Pre-School	Pre-K
Affection	6. Facilitates a child's social competence by using positive encouragement	A	A	A	A
	7. Initiates physical touch, e.g. touches child with a pat on the back, offers a hand	A	C	A	A
	8. Reciprocates a child's non-verbal physical touch, e.g. a child reaches for an adult and the adult reaches back	D	A	A	D
	9. Shows empathy to a child's concerns	A	A	C	D
	10. Models appropriate level of emotions/affections	C	A	D	A
Responsiveness	8. Is aware of non-verbal cues	D	A	C	D
	9. Provides age appropriate physical support, e.g. not carrying a 3 year old	D	C	D	A
	10. Intervenes appropriately to give the child tools to resolve conflict	A	A	A	C
	11. Gives suitable responses to a child's completed task (adult initiated or child initiated task)	A	D	A	C

	12. Is aware of potential safety concerns	A	A	A	A
	13. Uses suitable communication styles, e.g. directive in helping child complete task, inquiry in discussing a child's interest, and encouraging when a child may be struggling	A	A	A	A
	14. Lowers body to be accessible at child's level.	A	A	A	A
Encouragement	7. Encourages the child to express him/herself (verbal and non-verbal), e.g. through specific questions	A	A	A	A
	8. Allows the child to take the lead in activities	A	D	D	D
	9. Guides a child's efforts to work independently with verbal and or non-verbal cues	A	A	A	C
	10. Has a welcoming attitude towards the child	A	A	A	A
	11. Models appreciation of others' successes	D	D	D	C
	12. Gives appropriate verbal and or non-verbal praise	A	A	C	C
Teaching	8. Gives explanations of new tasks using age-appropriate vocabulary	D	D	NO	D
	9. Gives 1, 2 or 3 step directions as age appropriate	A	D	A	E
	10. Demonstrates tasks step by step as child follows along, allowing for repetition as needed	A	A	A	D
	11. Allows child to experiment and explore with materials	A	A	C	D

	12. Initiates activities with the child	A	A	A	A
	13. Allows wait time for child to answer questions	D	D	D	D
	14. Checks for understanding during teaching	D	D	D	D

[i] Defined as 185% of the federal poverty level guidelines released annually by HUD.