

INTRODUCTION

- Family engagement refers to the ways parents and other family members support children's learning at home, at school, and in community settings (Epstein, 1995).
- Home-based engagement, including reading and helping with homework, shows children that learning is important and builds their academic skills (Chirstenson & Sheridan, 2001).
- Recent interventions using text-messages to suggest home-based learning activities to parents have been effective (Hurwitz, Lauricella, Hanson, Raden, & Wartella, 2015; York & Loeb, 2017; York, Loeb, & Doss, 2016).

THE CURRENT STUDY

- ReadyRosie is a publicly available program that sends parents weekly emails and text messages containing videos of real parents and children modeling home-based learning activities.
- Many schools have adopted the program as part of their family engagement efforts. However, little evidence exists for the program's effectiveness.
- This study evaluated the following:

Accessibility

- Do low-income parents have the technology necessary to use ReadyRosie?

Adoption

- How many parents signed up for ReadyRosie and how many watched videos?

Acceptability

- Do parents like the program and find it helpful?

Effectiveness

- Did parents who watched ReadyRosie videos experience greater gains in home activity engagement and positive attitudes towards home learning activities than the control group?

METHOD CONTINUED

KEY MEASURES

- Parents reported the extent to which they agreed with a series of statements about ReadyRosie's effectiveness (1 = Strongly Disagree to 5 = Strongly Agree) at post implementation and whether (yes or no) they thought ReadyRosie changed their home-based practices
- Parents reported frequency of home math and language activities at pre and post (0 = Never to 5 = Every Day). Responses were summed to create indices (Math: 12 items, Cronbach's $\alpha = .81$ at pre and $.82$ at post; Reading: 14 items, Cronbach's $\alpha = .82$ at pre and $.71$ at post)

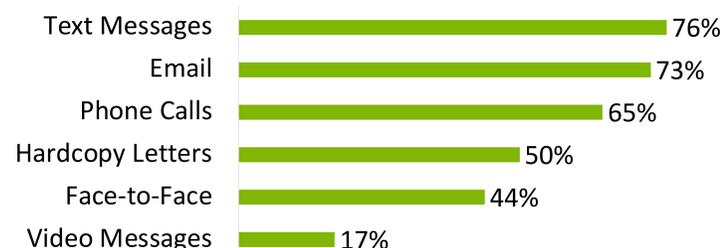
RESULTS

TECHNOLOGY AVAILABLE AT HOME



- Almost all parents (89%) reported having access to the Internet
- Most parents reported using either a computer (50%) or a smartphone (50%) to access the Internet

HOW PARENTS PREFER TO RECEIVE COMMUNICATION FROM SCHOOLS



- Most parents preferred text message and email communication
- No parents anticipated any problems with receiving electronic communication from schools

USE OF READYROSIE

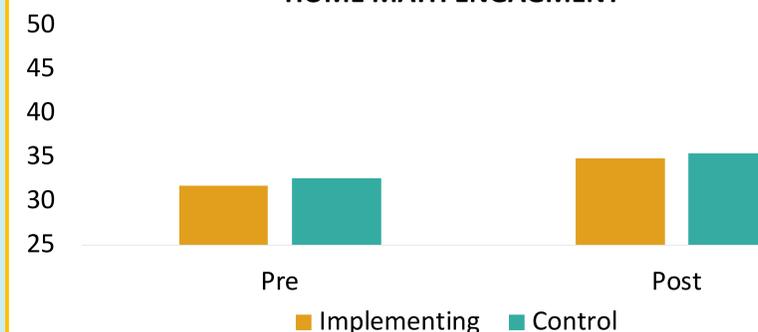
- 48% of parents in the implementing group who were offered ReadyRosie signed up to receive messages
- 26% of those parents watched at least one video to completion
- Of parents who watched videos, 59% said they did the suggested activities.

SATISFACTION WITH READYROSIE

- Almost all parents agreed or strongly agreed that the activities were age appropriate (100%), easy to replicate (100%), enjoyable for children (96%), and easy to incorporate in a daily routine (92%).
- Most (60%) said watching the videos changed their home practices.

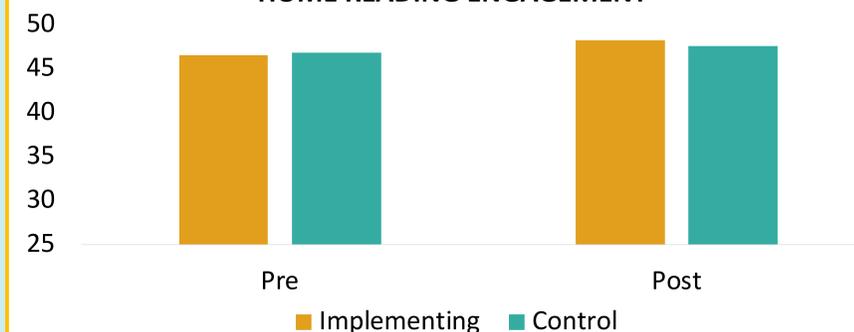
RESULTS CONTINUED

HOME MATH ENGAGEMENT



- There was no significant time x condition interaction for home math activities $F(1,40) = .001, p = .987, \text{partial } \eta^2 = .001$

HOME READING ENGAGEMENT



- There was no significant time x condition interaction for home reading activities $F(1,39) = 0.33, p = .568, \text{partial } \eta^2 = .008$
- Within the implementing group, watching more ReadyRosie videos was associated with more home reading activities at post-implementation, controlling for highest level of education, race/ethnicity, and pre-implementation activity engagement ($R^2 = .46, F(6,27) = 3.82, p = .007, \beta = 0.14, p = .045$)

DISCUSSION

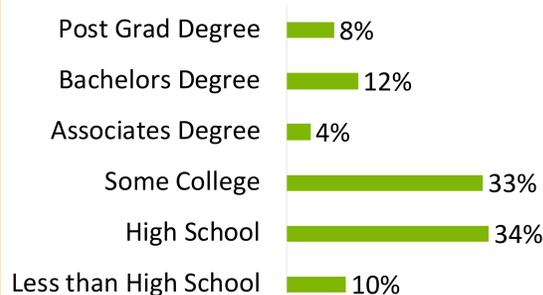
- Parents from this low-income urban community had access to the technology necessary to use ReadyRosie
- Adoption rates were low, given the ease of access, and few parents watched more than one video to completion
- Parents who used ReadyRosie liked the program and believed that it was helpful
- However, users did not experience any significant gains in activity engagement relative to controls
- Given the limited sample size, more research is needed to determine program effectiveness

METHOD

PARTICIPANTS

- 112 families from 15 pre-k classrooms in six low-income schools (3 implementing & 3 control)

CAREGIVER EDUCATION



CAREGIVER RACE/ETHNICITY

