

Abriendo Puertas/Opening Doors, 3rd Edition SAMPLE Evaluation Report

Abriendo Puertas/Opening Doors (AP/OD). is a comprehensive, 10-session parenting skills and advocacy program developed by and for low-income parents with children ages 0 to 5. Since its launch in 2007, it has grown rapidly in scope and impact to meet the needs of parents nationwide. Drawing from the real-life experiences of parents, and local data about their schools and communities, sessions are filled with interactive activities that aim to develop parents' self-understanding as powerful agents of change to improve the lives of their children. The information is presented in ways that are easy for parents to understand and act on within their daily lives. This unique curriculum builds on participants' cultural strengths to transform the achievement gap into an opportunity to improve and enrich the lives of their children and families.

About Our Community.

Programs insert community description here.

Method

Participants. Our evaluation reflects the **20 parents** who completed both Session 1 Survey and Session 10 Survey. Below, you can see their home languages, race/ethnicity, and education levels.

Procedure. To understand our program's effectiveness we measured participants' knowledge gains after participating in Abriendo Puertas/Opening Doors. We asked parents to complete a survey in the first session (Session 1 Survey), and again in the last session (Session 10 Survey). By comparing participants' answers to the questions before and after Abriendo Puertas/Opening Doors, we can better understand how much they learned.

There are 40 questions about the 10 Sessions that cover 10 key dimensions: Parenting, Early learning, Language and literacy development, Nutrition and physical activity, Socioemotional development, Use of technology, Mathematical development, School readiness, Advocacy, and Confidence. Each dimension (and Session) had 4 multiple-choice or true-false questions.

Results

Parenting. In this section, parents were assessed on their general knowledge about children's learning, and setting goals to promote their children's well-being. Topics included when children's learning starts and how parents can improve their children's school success. Before participating in the AP/OD program, **50% of parents** correctly answered all the questions in this dimension; after the program, **85% of the parents** did.

Analyses indicated **significant gains** in parenting knowledge after participating in the AP/OD program ($t=-3.6667$, $p=0.0351$). The effect size (**2.1573 SD**) was large.

Early learning. The early learning section of the survey examined parents' general knowledge about how children's brains develop, and how young children learn. Specifically, parents were asked about the most important time period for children's brain development, the most important areas of children's development, and the consequences of stress on the brain. Before participating in the AP/OD program, **60% of parents** correctly answered all the questions in this dimension; after the program, **62% of the parents** did.

Analyses indicated **no significant gains** in early learning knowledge after participating in the AP/OD program.

Language and literacy development. In the language and literacy development scale, parents were assessed on their knowledge of the foundations for communication and on how to support the development of strong language and literacy skills. Parents were asked, among other questions, about the consequences of using two languages, and about the means to promote language skills. Before participating in the AP/OD program, **50% of parents** correctly answered all the questions in this dimension; after the program, **90% of the parents** did.

Analyses indicated **significant gains** in language and literacy development knowledge after participating in the AP/OD program.

Nutrition and physical activity. Parents were assessed on their knowledge of basic health information pertaining to diet and exercise for themselves and their children. Questions focused on the consequences of spending too much time in front of a screen, the benefits of playtime, and the most effective ways to promote a healthy lifestyle. Before participating in the AP/OD program, **30% of parents** correctly answered all the questions in this dimension; after the program, **75% of the parents** did.

Analyses indicated **significant gains** in nutrition and physical activity knowledge after participating in the AP/OD program ($t=-7, p=0.006$). The effect size (**4.9497 SD**) was large.

Socioemotional Development. The AP/OD survey tapped parents' understanding of children's social-emotional development. Parents were asked four questions about supporting children's social-emotional development. For example, parents were asked to define positive social-emotional skills, how they can help their child learn to express her/his feelings constructively, and the impact of parental socioemotional health on their child's development. Before participating in the AP/OD program, **40% of parents** correctly answered all the questions in this dimension; after the program, **95% of the parents** did.

Analyses indicated **significant gains** in socioemotional development knowledge after participating in the AP/OD program ($t=-4.371, p=0.0222$). The effect size (**3.4785 SD**) was large.

Use of technology. On this scale, parents were asked how they can ensure their children benefit from what technology has to offer. Topics included good practices around the use of technology, and criteria for choosing shows and apps for children. Before participating in the AP/OD program, **80% of parents** correctly answered all the questions in this dimension; after the program, **83% of the parents** did.

Analyses indicated **no significant gains** in use of technology knowledge after participating in the AP/OD program.

Mathematical development. The mathematical development section examined parents' knowledge of children's mathematical learning, and on the promotion of strong mathematical skills through everyday activities. Questions included the age at which children start developing mathematical abilities and defining some essential math skills. Before participating in the AP/OD program, **50% of parents** correctly answered all the questions in this dimension; after the program, **80% of the parents** did.

Analyses indicated **significant gains** in mathematical development knowledge after participating in the AP/OD program ($t=-4.371$, $p=0.0222$). The effect size (3.4785 SD) was large.

School readiness. To assess parents' knowledge and beliefs regarding school readiness, they were asked about what they can do now to help their young children succeed later in school. For example, they were asked about the actions that reflect strong parental involvement or how parents can improve their child's opportunities to do well in school. Before participating in the AP/OD program, **60% of parents** correctly answered all the questions in this dimension; after the program, **90% of the parents** did.

Analyses indicated **significant gains** in school readiness knowledge after participating in the AP/OD program ($t=-5.1962$, $p=0.0138$). The effect size (3 SD) was large.

Advocacy. In this final scale, parents were asked about their confidence with regards to their parenting skills, their ability to teach their children their home language and basic skills for school, and their ability to advocate for their children's needs. Before participating in the AP/OD program, **60% of parents** correctly answered all the questions in this dimension; after the program, **63% of the parents** did.

Analyses indicated **no significant gains** in advocacy knowledge after participating in the AP/OD program.

Confidence. In this final scale, parents were asked about their confidence with regards to their parenting skills, their ability to teach their children their home language and basic skills for school, and their ability to advocate for their children's needs. Before participating in the AP/OD program, **40% of parents** correctly answered all the questions in this dimension; after the program, **80% of the parents** did.

Analyses indicated **significant gains** in self-reported confidence after participating in the AP/OD program ($t=-4.371$, $p=0.0222$). The effect size (3.4785 SD) was large.

Results 4 participants

	Average Session 1	Average Session 10	Difference Session 1-10	Significant?	Effect Size
Parenting	1	3	2	true	2.1573
Early Learning	1	3	2	false	1.5894
Language and literacy development	1	3	2	false	1.3887
Nutrition and physical activity	0	4	4	true	4.9497
Socioemotional development	1	4	3	true	3.4785
Use of technology	1	3	2	false	1.2769
Mathematical development	1	3	2	false	1.4446
School readiness	1	3	2	true	3
Advocacy	1	3	2	false	1.7889
Confidence	0	0	0	false	NaN

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