

Section C – Evaluation and Communication Tools

This section of the manual includes the premise behind evaluation as well as all the evaluations used in **Get Set Learn**. This section includes:

- Assessment versus Evaluation
- Steps of Intake and Assessment
- Evaluation of the **Get Set Learn** Program
- Reviewing the **Get Set Learn** Program on a Continuous Basis
- Forms and Usage
- Appendices

Assessment versus Evaluation

This is the basis for our approach to assessment and evaluation:

Assessment

- Identification or determination of present skill levels and knowledge
- **Key question is “what is?”**

Evaluation

- Learning progress or gains from intervention or training in 3 areas of knowledge, skills, and attitudes or abilities
- **Key question is “What has changed?”**

There are four types of assessments and evaluations done with the parents in the program.

1. Initial telephone screening (assessment)
2. Parent Mid-point evaluation (evaluation)
3. Parent Final Evaluation (evaluation)
4. Parent Ongoing Comment : What did I learn today? (assessment)

No formal assessment of literacy skill levels is done by the facilitator but an intake or screening is done initially (Appendix 1). At the end of the course, the facilitator completes the “Parent Evaluation Form” located in the Appendices (Appendix 9). This sheet is not shared with the parent but at the end of the 8 week program, the parents are all evaluated as to whether or not they have the skills listed on the form. These “Knowledge, Skills, and Attitudes” are included as skills that may have been developed in the parents because of their participation in **GSL** classes. It is just a matter of whether or not the parents have acquired those skills. The information is recorded on an aggregate sheet of parent functional literacy levels.

Assessments are based on these three questions, taken from *Designing Down, Assessing Up* (Barber, 2001). See the individual assessments located in the appendices (Appendices 2, 3 and 4) for more information.

Key questions for the parents:

How do I know if...

1. This program is helping me and my child get where we want to go?
2. This program has made a difference in what I can do with my child?
3. What I have learned here counts anywhere else?

Key questions for the **GSL** facilitator:

How do I know if the parents...

1. Have made progress towards their goals in measurable ways?
2. Can apply what has been learned to every day life?
3. Have achieved skills that count in terms of their next step?

In facilitating the classes, the facilitator needs to ensure that parents can answer “yes” to the above questions. In the intake, parents are asked what goals they have for themselves and their children. The facilitator should refer to these answers and ensure that the focus of **GSL** classes incorporates the items the parents have listed as their goals in the intake. It may help to record these goals on a separate sheet of paper so that the facilitator can refer back to the parent goals. When the midpoint and final evaluations are done, if the parents have answered that the class has met their needs, then learning has taken place.

The children are informally assessed by the child care providers during each class. Nothing is recorded until the end of the program. At this time, a “Child Report Card” (Appendix 7) is given to each parent based on the child’s behaviours during children time with the child care providers. This report card focuses on observed improvements in knowledge, skills and attitudes in emergent literacy skills. This is a summative evaluation. The child care providers are the professionals who interact with the **GSL** facilitator on a daily basis. They also complete an overall evaluation on the relationship with the facilitator, how the class went, how the parents interacted with them and their children as well as anything of interest.

Key questions for the child care providers:

How do I know if the children...

1. Have made progress? (knowledge, skills, behaviours)
2. Have had fun?
3. Have achieved skills that count in terms of being school-ready?

Caseworkers not only refer to **Get Set Learn** but they also record their client’s participation in the program. At the end of the program, they are asked to complete a survey and fax it back to the **GSL** facilitator. This is another summative evaluation that tracks the satisfaction of the caseworkers with the **GSL** program (see appendix 7).

Key questions for the caseworkers:

How do I know if the parents...

1. Have made progress towards their goals in measurable ways?
2. Can apply what has been learned to every day life?
3. Have achieved skills that count in terms of their next step?

Centres that host the program are also asked for their feedback. Each session, their feedback is used to constantly improve on the program (Appendix 8).

For the host sites:

How do I know if the families...

1. Were comfortable in our site?
2. Will return for other programs in our site?
3. Will refer other families to our site?

Finally, as a check for the facilitator, they are asked to review their program practices to ensure that they have met the needs of the families consistently. Since every group of parents is different, even though the curriculum content will be similar, a facilitator will have to adapt facilitation strategies in order to make the material relevant for the families.

Steps of Intake and Assessment

1. Initially all parents who phone about registering for **GSL** are screened for appropriate literacy level for each program. The initial telephone screen tool is found in Appendix 1. We have found that it is helpful if parents are able to understand the information presented and practised in the **GSL** classes. It is important for the registration person that the parent has a reason for wanting to enroll in the program (goal) as well as that parent is having some difficulties with literacy, self-confidence and self-esteem. All of these skills are strengthened in a **GSL** class.
2. After the **GSL** classes are underway, each parent is given the "What did I learn today" form so that an anecdotal record can be recorded. These anecdotes are used as quotes in the final reports.
3. The midpoint evaluation is given to the parents. It is important that the facilitator review these evaluations to see if the parents are learning things that are important to them (review the section on Adult Education principles in this manual – Section A).
4. The facilitator makes modifications as necessary based on the communication form and midpoint evaluations.
5. Child care providers continue to record their observations on the children's learning in preparation for completing the "Child Report Card." (Appendix 5)
6. Parent final evaluation is done by parents.

7. Evaluations are faxed to the caseworkers and recorded by the facilitator when returned.
8. Host centres and child care workers also complete the evaluations and share with the **GSL** facilitator.
9. All data is recorded in final report.
10. **GSL** facilitators meet to discuss recommendations and changes to be made for the next session of **GSL**.

Evaluation of the Get Set Learn Program

The **GSL** family literacy program is dependent upon funding to continue. Because of this, accountability is paramount. **GSL** has various assessment tools that are used at different stages of the program. These assessments are used to determine how the knowledge, skills, and attitudes of the parents and children have changed/strengthened so that the parents and children are closer to achieving their goals. Since **GSL** is a program that is often the first time a parent has entered a learning program for either themselves or their child, assessment is done anonymously and all information is kept confidential. Assessment is done individually, however, the results are reported to the funder and the host sites as an aggregate so that no parent can be identified from the summary.

Both formative and summative evaluations have been developed for **GSL**. Formative evaluations enable agencies to make judgements about the work while it is being undertaken. They allow one to evaluate whether or not the program is meeting its intended purpose and what might need to change to further improve the program. The primary focus of a formative evaluation is for further improvements in the program.

A summative evaluation is used for decision-making. It enables agencies to demonstrate that they have fulfilled the objectives of the project. It is completed at the end of a program session.

Many parts of the program are evaluated in each session and a final report is distributed to the caseworkers, sites, and executive directors of the Region (the funder) and Project READ Literacy Network. Evaluation is done with the parents and children by the facilitator and child care workers. The host site does an evaluation of how things went in their site. Parents evaluate how and if they are benefiting from the program at mid-point and at the end of the program. As well, the caseworkers do an evaluation on how well they felt their client benefited from the program. In this way, all aspects of the program are evaluated.

Reviewing the Get Set Learn Program on a Continuous Basis

As a **GSL** facilitator, it is important that you constantly review what you are doing with your group (your practice) to ensure that you are meeting their needs. The following six questions can guide you as to whether or not you are adapting to meet the needs of your participants.

1. Is most of your time with the group spent talking in front of them or are you working with them and ensuring they interact with you and the other families?
2. Do you follow a course outline that you have set or do you modify based on group needs?
3. Have you researched information for your group or do you use the same information each time you facilitate **GSL**?
4. Do the parents work on the same homework each session or do you vary it?
5. Do you find that it is necessary that you “get through” all of the curriculum or are you flexible and cover most of it over the 16 sessions?
6. Is your **GSL** session the same this time as the last time or have you adapted it to suit your families?

It is also extremely important that you constantly review how things are going with the other people involved in helping you run the **GSL** program including the child care providers and the coordinators. This will ensure that information is being shared and if problems arise, they can be solved sooner rather than later.

Forms and Usage

In the appendices, directly following this information, you will see nine evaluation forms that are used in **Get Set Learn**. The other forms used in **GSL** are found in Section B, “Ready, Set, Go!”

Appendix 1

The first appendix is “Initial Telephone Screening.” This form is used when clients are either referred or call themselves to attend **GSL**. If a caller cannot understand your questions, ask to talk to someone else and refer them immediately to an ESL class. In **GSL**, comprehension of the English language is imperative. If the participant cannot understand your questions on the phone, they will have difficulties understanding all of the information given in class. The main things we look for in allowing a parent to register in the **GSL** class are: what goals have they for themselves and child and what is their level of education. If they have a University degree or College diploma, likely this class will move too slowly to keep their interest. The target of **GSL** is parents who are struggling with reading, writing and/or math. Of utmost importance though is whether or not they want to help their child improve their literacy skills and do well in school.

Appendices 2 & 3

The next two appendices are the Mid-program and Final evaluations. These are given to the parents at the half-way mark of the course, either class 7, 8, or 9 and the final is given at the last class. Preferably, it is better if someone other than the facilitator distributes the evaluation and helps the parents complete it. This allows for a more honest evaluation of the class. Begin by saying that the information shared on the evaluation will help improve the course in the future.

Appendix 4

“What Did I Learn Today” is a form that is used to ensure that parents are learning things and enjoying the class. The quotes are used in our final report. This form is completed by the parents.

Appendix 5

“Child Report Card” is completed by the child care providers in the last couple of classes. Ensure that it is collected from them before the final class and read it to make sure it is positive. Give it to the families at the final class. It provides parents with an idea of the skills that the child care providers have observed when the children are with them.

Appendix 6

“Child Care Providers Final Program Evaluation” is the final evaluation of the program completed by the child care providers. As a facilitator, you have been meeting on a regular basis with the child care providers to monitor all aspects of the program including ways to improve it, and how best to work together for the benefit of the families.

Appendix 7

“Caseworker Evaluation” is given to the caseworkers to evaluate the program. This evaluation ensures that the **GSL** program is meeting the needs of the sponsoring agency. It also confirms adequate communications have occurred between **GSL** and caseworkers, since they are a key referral source.

Appendix 8

“Host Site Coordinator Final Evaluation Program” is given to the host site coordinators to complete. This gives the facilitator an overall picture of how they saw the **GSL** class. Again, similar to the child care providers, the facilitator should “touch base” with the coordinators to ensure that everything is running smoothly while the **GSL** course is occurring. The final evaluation should not come as a shock.

Appendix 9

“Parent Evaluation” is completed by the facilitator and used in the final report. This is an observational report on each parent in the program. You will notice that it is “noted improvement” in the following areas. You may want to evaluate the parents at the beginning of the program to see where they are at so that you have a baseline for the end of the program.

Appendix 10

“Communication Form” is completed by the facilitator, child care providers, and coordinators of the program. It is a weekly form that is shared between all so that if problems arise, they can be addressed early. Some sites prefer that it be completed following each class. It is up to the people involved to determine what will work best at the sites.

Appendices

Appendix 1 - Initial Telephone Screening

Appendix 2 - Mid-program Evaluation

Appendix 3 - Final Program Evaluation

Appendix 4 - What did you Learn Today?

Appendix 5 - Child Report Card

Appendix 6 - Child Care Provider Final Evaluation

Appendix 7 - Caseworker Evaluation

Appendix 8 - Host Site Evaluation

Appendix 9 - **Get Set Learn** Parent Evaluation (based on observation)

Appendix 10 - Communication Form

Appendix 1 Get Set Learn Parent Intake Form 2008

File #	Date:	
Name:		
Address:		
Telephone Number: Cell Phone:	Date of Birth (year only):	
Marital Status:	Transportation:	
Child's Name	Gender	Age

How did you hear about GSL?	Flyer at site	
Cheque insert Caseworker	Friend	Other

Allergies:

Caseworker Name:

Education and Training		
Please check all that apply		Specify
Grade School		
High School		
Trade School		
Upgrading/ESL		
College/University		
Other		

Languages Spoken	Languages Written
English	
French	
Other (specify)	

Goals:	
What do you hope to get out of this program (for yourself – goal)?	
What skills would you like us to help your child with?	<ol style="list-style-type: none"> 1. School ready 2. Socialization 3. Learn numbers/letters 4. Better English speaking skills 5. Other:
What essential skills do you need help with?	<ol style="list-style-type: none"> 1. Thinking Skills 2. Oral Communication 3. Working with Others

Appendix 2

Get Set Learn

Mid – Program Evaluation

1. Please check (✓) why you came to **Get Set Learn**. (You may check more than one):

- To help my child get ready for school
- To get out of the house
- To help my child learn to be with other people
- To learn new things
- To have some social time for my child
- To have some social time for me
- Other - please explain: _____

2. Think about why you came to **Get Set Learn**. Do you think that the program is meeting your needs?

- Yes
- No - Please explain: _____

3. What are the top 3 things that have helped you so far?

- How to tell a story from pictures
- Learning Styles/Multiple Intelligences
- Parent as Role Model
- Importance of Music, Rhythm and Rhyme
- Importance of Literacy Play
- Multi-sensory Learning
- How to choose a book
- How to enrich T.V.
- Other: be specific _____

4. What have you liked most about the program?

5. What have you liked least about this program?

6. Do you write more in front of your child since you started **Get Set Learn**?

- Yes
- No



7. Do you do more math in front of your child since you started **Get Set Learn**?

- Yes
- No

8. How often do you read with your children?

- Once in while
- Daily
- Other – please note: _____

9. Do you read more with your children since you started Get Set Learn?

- Yes
- No

10. Do you think that the program is helping your child?

- Yes – Please Explain: _____
- No – Please Explain: _____

11. Have you noticed a change in your child’s attitude towards books since beginning **Get Set Learn**?

- Yes – How? _____
- No – How? _____

12. Please circle the rating that applies.

Poor

Okay

Great



My child likes Get Set Learn	1	2	3	4	5
I like Get Set Learn (parent)	1	2	3	4	5
The teacher is eager and helpful	1	2	3	4	5
I like the in class activities	1	2	3	4	5
The child care teachers are eager and helpful	1	2	3	4	5

Appendix 3

Get Set Learn Final Program Evaluation

1. Think about why you came to **Get Set Learn**. Did you get what you came for?
 Yes
 No – Please explain: _____

2. What are the top 3 things that you have learned from this class?
 - 1.
 - 2.
 - 3. Other: be specific _____

3. Please list the ways that **GSL** has helped you. (benefits)

4. What parts of this program have not been helpful?

5. Do you Write MORE in front of your child(ren) now than when you started **Get Set Learn**?
(Being a Literacy Role Model)
 Yes
 No

6. Do you do MORE Math in front of your child(ren) now than when you started **Get Set Learn**?
(Being a Math Role Model)
 Yes
 No

7. How often do you read with your children, no matter what their ages?
 1 time a week
 Daily
 Rarely/Never
 Other : _____

8. Do you Read MORE with your children since you started **Get Set Learn**?
 Yes
 No

9. Do you think that the program has helped your child(ren)?

Yes – Please Explain: _____

No – Please Explain: _____

10. Has your child's attitude towards books changed since starting **Get Set Learn**?

Yes – How? _____

No – Please Explain: _____

11. Will you attend other programs held at this facility after **Get Set Learn** is done?

Yes – _____

No – Please Explain: _____

12. Would you like someone from Project READ to call you to talk about going back to school?

Yes – Provide number and first name _____

No

13. Will you tell your friends about this program?

Yes

No

14. Please circle the rating that applies.

Poor



Okay



Great



My child likes Get Set Learn	1	2	3	4	5
I like Get Set Learn (parent)	1	2	3	4	5
The teacher is eager and helpful	1	2	3	4	5
I like the in class activities	1	2	3	4	5
The child care teachers are eager and helpful	1	2	3	4	5

15. Please provide any additional comments in the space below.

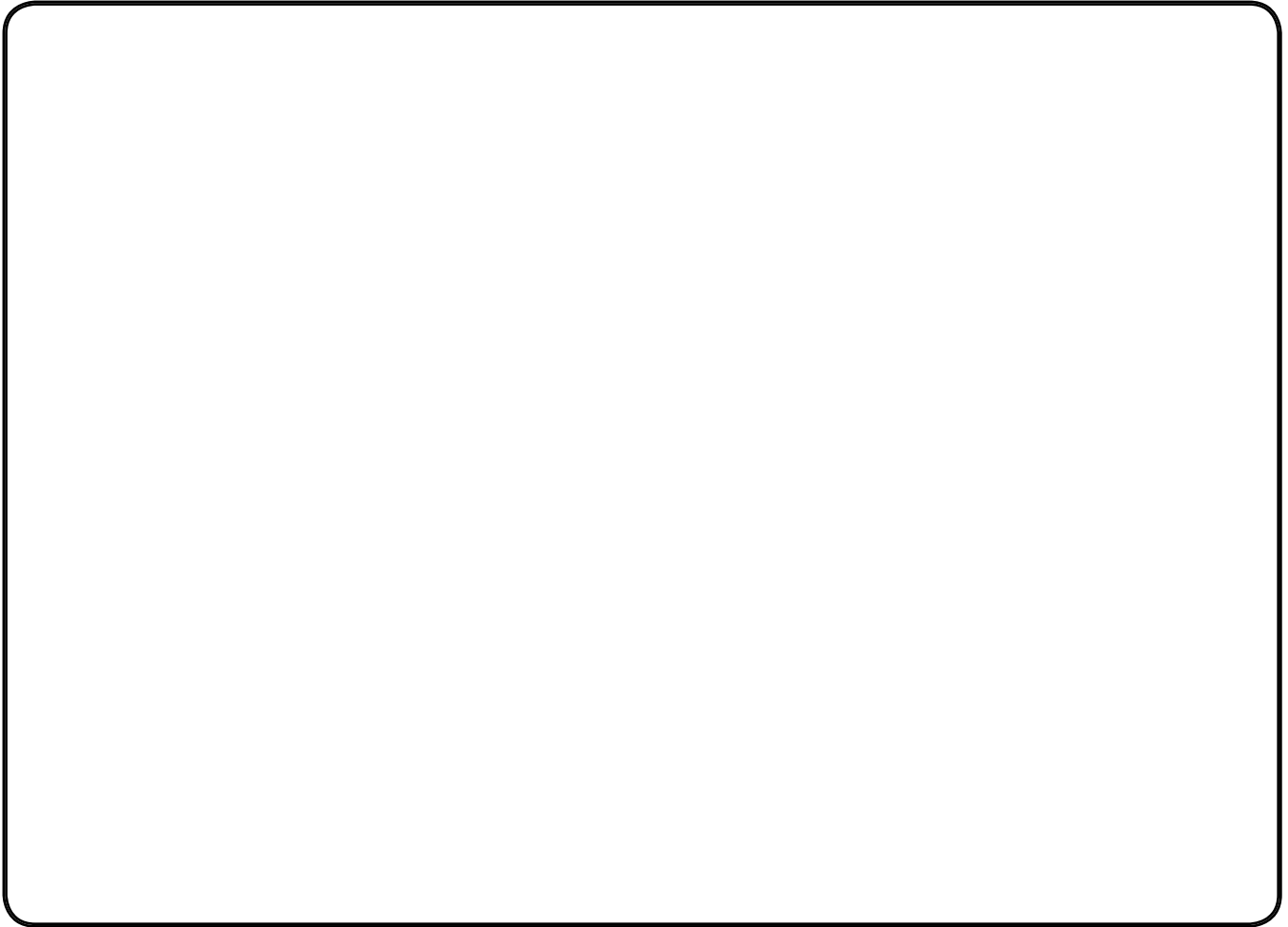
Thank you.

Appendix 4

Get Set Learn Parent Comments

What Did I Learn today?

What did you learn today?



Appendix 5 Get Set Learn Child Report Card

Child's Name:

Date:

Child Care Provider's Name:

Noted Improvement in Following Areas	Yes
Knowledge	
Increased vocabulary	
Knows ABC songs	
Increased knowledge of other songs and fingerplays	
Knows routines of class	
Increased recognition of colours	
Increased recognition of names	
Increased recognition of letters	
Increased recognition of numbers	
Increased recognition of words	
Increased recognition of shapes	
Skills	
Responds to own name	
Listens to others and follows directions	
Demonstrates problem solving abilities	
Attempts activities on own (toileting, clean up toys)	
Asks for help (initiates communication)	
Has good gross motor skills (sitting, walking, standing)	
Has good hand-eye coordination (catching, moving blocks, Simon Says)	
Has good fine motor skills (pre-writing) holding a pencil, scribbling, tracing, cutting	
Uses all senses to experience the environment	
Attitudes	
Respects other people and materials	
Responsible for personal space (keeps hands to self)	
Independence	
Shows pride in work (self-confidence)	
Interaction with other children (socialization)	
Interaction with child care staff	
Separates from parent without difficulty	
Enjoys activities	
Sharing and cooperating	

Any other comments about this child, please list below.

Appendix 6 Get Set Learn Child Care Providers Final Program Evaluation

Poor



Okay



Great



Your satisfaction with the Get Set Learn program format	1	2	3	4	5
Your satisfaction with the facilitator	1	2	3	4	5
Your satisfaction with the program participants	1	2	3	4	5
Your satisfaction with the overall outcome of being a part of the Get Set Learn program	1	2	3	4	5

Question	Answer
1. Do you have any comments about the group in general? If so please detail.	
2. By the end of the 8 week program, did you notice improvements in most of the children? Be specific about some if possible.	Yes No
3. Please comment in general about the progress of the children over the 16 classes.	
4. Do you have any observations about the parents? Please detail here.	
5. Any additional comments?	

Appendix 7

Caseworker Evaluation for Get Set Learn

Caseworker's Name: _____ (this will be kept confidential)

Date: _____

1. How did you find out about the Get Set Learn Program? <ul style="list-style-type: none">• Brochure• Telephone call• Caseworker meeting• Other: please explain
2. Did you receive enough information about the program? <ul style="list-style-type: none">• Yes• No please explain
3. Did you refer any clients? <ul style="list-style-type: none">• Yes• No• No my client phoned on own
4. If yes, was it difficult to refer them? <ul style="list-style-type: none">• Yes (please explain how it could have been made easier) • No
5. Did you receive the faxes including the initial and summative fax? (In 2004, the surveyed caseworkers said to send only initial and summary faxes) <ul style="list-style-type: none">• Yes• No
6. Did you receive any feedback from your clients about the program? If yes please detail. <ul style="list-style-type: none">• Yes • No
7. Have you noticed any changes in these clients? Please explain.
8. Would you recommend this program be offered again? <ul style="list-style-type: none">• Yes• No
9. Do you have any additional comments?

Appendix 8

Get Set Learn Host Site Coordinator Final Program Evaluation

Centre:

Please circle the rating that applies.

Poor



Okay



Great



Your satisfaction with the Get Set Learn program format	1	2	3	4	5
Your satisfaction with the facilitator	1	2	3	4	5
Your satisfaction with the program participants	1	2	3	4	5
Your satisfaction with the overall outcome of hosting the Get Set Learn program	1	2	3	4	5

Question	Answer
1. Is there anything that Project READ Literacy Network could do differently to make it easier for your site to host Get Set Learn again? Please be specific.	
2. Would you be willing to host Get Set Learn again?	Yes No
3. What did you like most about the program?	
4. What did you like least about the program?	
5. Any additional comments?	



Appendix 9

Get Set Learn Parent Evaluation (based on Observation)

Name:

Date:

Facilitator:

Goal:

Parent Intake Form

Noted a Marked Improvement in Following Areas	Yes
Knowledge	
Understands how bathtub play can be linked to literacy	
Understands number sense	
Knows routines of class	
Knows GSL 3 Key messages	
Knows the basics of reading to children	
Knows how to use all 5 senses to describe/identify an object	
Knows new fingerplays and songs	
Knows how to choose an appropriate book	
Knows importance of routine for child's learning	
Knows how to use observation to compare and contrast objects	
Knows the developmental stages of reading and language	
Knows what literacy play is and its importance to child's learning	
Knows how literacy-rich the kitchen is	
Knows and understands the term Media Literacy	
Knows their own multiple intelligences and those of their child	
Knows what a learning disability is	
Knows their learning style	
Knows what SMART goals are	
Knows about health literacy	
Knows about financial literacy	
Knows 5 math strands	
Knows that all things in the environment can be used for literacy purposes	
Skills	
Demonstrates self-management skills (time management, prepared with appropriate materials etc...)	
Able to link activities to specific math strand	
Able to create more literacy-rich games	
Able to teach to child's learning style	
Able to teach to child's multiple intelligences	
Able to communicate with facilitator, peers and child care providers	

Able to recognize patterns and scaffold these patterns with child	
Listens to others and follows directions	
Able to perform both methods of 5 finger check	
Demonstrates problem solving abilities	
Asks for help (initiates communication)	
Shows initiative	
Able to advocate for self and child	
Attitudes	
Respects other people and materials	
Confidence in advocating for themselves and child	
Confidence in setting goals	
Confidence in communicating with peers, staff and other children	
Respects child's and own multiple intelligences	
Appreciates importance of gearing their "teaching time" to child's preferred learning style	
Appreciates how important music is to literacy skill development	
Shows pride in work (self-confidence)	
Feels that math is fun; not scary	
Appreciates what can be done in the bathtub to enhance literacy skill development	
Appreciates the importance of non-literary environmental print as a learning tool	
Appreciates that exposure of child to many experiences will expand literacy skills	
Believes money does not have to be a barrier to learning	
Embraces the belief that they are child's first teacher	





Appendix 10 Get Set Learn Communication Form

Site:

Facilitator Comments:

Date:

Child care Provider Comments:

Date:

Librarian Comments:

Date:

Manager/Supervisor Comments:

Date: