

**Phase 2 of the  
Manukau Family Literacy Programmes  
Pilot Implementation**

**Final (Third) Formative and Process Evaluation Report**

**For the City of Manukau Educational Trust (COMET)**

**– funded by the Ministry of Education**

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## ***Report summary and recommendations***

### ***Overall evaluative comment on MFLP***

The Manukau Family Literacy Programme has now been in operation during 2003 at two sites, involving three intakes of adults and their nominated children (attending either the participating kindergarten or primary school). As a result of the evaluative data reported in this and the first two reports, the following statements represent a summary of the evaluation findings for the MFLP.

*Did the MFLP recruit and provide a service for the intended participants<sup>1</sup>?*

The MFLP recruited three intakes of participants (a total of 37 adults and 37 children) with an extensive range of educational needs, all of whom met the original intention of the programme. There was however a small number of enrolments with high literacy needs who were not accepted into the programme because of the academic demands of the course chosen for the adult education component; conversely, some applicants with higher levels of qualifications and/or skills were also not accepted on to the programme. Both sites planned and administered full family literacy programmes for the participants, including an adult education component, parenting education and Parent and Children Together Time (PACTT). All of the children were also enrolled at either a kindergarten or primary school in the project.

*Did the participants attend the programme on a regular basis and complete course requirements?*

Attendance for two of the intakes was in excess of 90% and 82% for the third intake. A total of seven people withdrew from the programme. In virtually all cases, the absences and withdrawals were because of factors beyond the control of the participants or for reasons that had nothing to do with the operation of the MFLP. School and kindergarten attendance of the nominated children appears to have been slightly up from prior to their involvement in MFLP.

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<sup>1</sup> Unless specified otherwise (e.g. child, adult), the term *participants* refers to both the children and their parents enrolled in the programme.

*Was the MFLP organised and administered effectively and efficiently?*

As with all pilot projects, there have been inevitable teething problems with setting up the administration elements of the programme, but these have steadily reduced throughout the year. The project is well administered, especially given the complexity of running a programme involving multiple partner institutions and individuals.

*How well did the MFLP achieve the aims that it specified at the beginning of the programme?*

This report is a formative and process evaluation and is not primarily intended to provide summative evaluation data that details the impact of the programme on the participants. All of the goals of establishing family literacy programmes at two sites in Manukau City were clearly achieved, both fully and effectively.

Notwithstanding the distinction between formative/process and summative evaluations, it is also clear that the programme has achieved significant impact on the academic skills of the adult participants, has helped challenge and change their parenting behaviours and probably improved the nominated children's attitudes to learning and standard of schoolwork.

This evaluation report also contains a discussion about the role of summative evaluation for the MFLP in the future and outlines a range of evaluation tools that can be used for this purpose.

*Overall, was the MFLP of educational merit for the participants, the partner institutions and funding agencies?*

The MFLP has been a very successful educational development in educational provision for high need families in Manukau City. It has been planned, administered and taught in a thoroughly professional manner by the MFLP staff and the partner institutions. The participants have reported extremely high levels of satisfaction with their involvement in the programme and recounted extensive positive outcomes for themselves and their families. A majority of the programme graduates have gone on to tertiary study or plan to do so. The MFLP has also generated significant positive outcomes for all of the partner institutions in areas such as professional stimulation,

links between the participating institutions, community relations and parental involvement.

## **Recommendations**

Based on the findings of the three evaluation reports on the MFLP, the following recommendations are suggested as guidelines for future development of the programme:

- that the MFLP be continued and expanded to other sites
- that the present format of MFLP (especially its duration, intensity and integrated components) be continued, with appropriate modifications as recommended in this report
- that commitment is secured from funders to finalise funding at least four months in advance to programmes starting
- that provision for enrolments with high literacy be re-considered
- that an explicit set of criteria for MFLP eligibility be developed and used for the selection of participants
- that provision for lengthening the enrolment period of high need students be included
- that students who make fast progress be tracked into tertiary courses before completion of the MFLP courses
- that developing a course specific to the intentions of the MFLP be planned and trialled with at least one site
- that Tahī PACTT be extended by five minutes and include non-reading activities
- that developing activities to involve non-PACTT children in activities be continued where possible
- that the physical facilities for adult participants be further improved, including Internet-linked computers
- that the 'free to families' policy be reviewed
- that the adult educators meet on a regular basis for professional support and development
- that on-going professional development for all project members continue to be integral to the MFLP
- that public acknowledgement of the programme and its participants be explicitly planned and maintained for all programme intakes

- that a newsletter be developed for circulation to all MFLP members
- that MFLP graduates going on to tertiary study be encouraged to undertake part-time study unless there is clear evidence that full-time study can be undertaken successfully both in terms of their academic success and family life
- that the *Second Step* programme be reviewed and re-formulated in 2004
- that a summative evaluation be introduced for all programmes in 2004
- that the MFLP re-considers its name as the Manukau Family Learning Programme

### ***Key features of the MFLP***

With one year of operation now complete, the MFLP experience has shown that a successful family literacy programme needs to include the following key components:

- a lead agency to plan and co-ordinate the overall project
- a skilled adult educator who understands and copes with the multi-faceted demands of family literacy
- a programme of reasonable duration and intensity built round the four components of family literacy – parent education, child education, adult education and parent and child together (PACT)<sup>2</sup>
- regular professional development that involves staff at all levels of involvement
- sustained commitment from all of the partner institutions
- clear understanding between all participating institutions of their respective obligations and responsibilities
- adequate funding to ensure all components of the programme are available
- regular and on-going management/operational meetings to ensure smooth functioning of the daily routines
- an adult-appropriate teaching space in a central location
- physical proximity for early childhood and primary school partner institutions<sup>3</sup>

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<sup>2</sup> The term Parent and Child Together (PACT) is used in US programmes; the MFLP has developed PACT at three levels – Tahi (one-to-one), classroom and whanau (extended family) – as designated by the term Parent and Child Together Time (PACTT); see second evaluation report (Benseman, 2002, p. 13) for further details.

<sup>3</sup> The proximity of the tertiary partner is probably less important; for Rowandale the isolation of the adult educator from AUT was seen as both a plus and a minus and the closeness of Manukau Institute of Technology at Bairds Otara was evaluated similarly.

- public celebration of key events and achievements (e.g. graduations)

## ***Evaluation of the Manukau Family Literacy Programme (MFLP)***

This is the third (and final) formative and process evaluation report on the pilot Manukau Family Literacy project funded by the Ministry of Education and administered by the City of Manukau Education Trust (COMET). The first report (Benseman, 2002) provided an overview of family literacy programmes, a literature review of the research on these programmes and a review of the development of the Manukau Family Literacy Programme during 2002, with a particular emphasis on management and structural issues that arose in the initial planning phase of the project. The second report (Benseman, 2003b) reviewed the operations of the MFLP on the two pilot sites over their first six months of operations in 2003. It also reported on the impact of the programme on the first two intakes of participants and the issues that arose during that period.

This final report covers the period of July to November 2003, when the first intake of participants at the Rowandale site in Manurewa completed their course and the second intake of participants at Bairds Mainfreight in Otara started and completed their course.

For readers who have not read either of the earlier the reports, the next few pages outline the purposes of this evaluation and provide an overview of the MFLP's operations. Readers familiar with this information should go to Page 13.

Formative and process evaluation involves the following:

- *Formative evaluation* is essentially about providing a critical perspective of the programme as it develops (by providing a range of relevant information and feedback) in order to improve it as it evolves, rather than waiting until after the programme finishes.
- *Process evaluation* documents what actually happens in a programme (which may differ significantly from what was originally planned) and endeavours to answer the questions of how and why a programme succeeds – or fails.

## Manukau Family Literacy Programmes (MFLP)

The MFLP grew out of an initiative by the Literacy Taskforce of the City of Manukau Education Trust (COMET).<sup>4</sup> The initial planning for the programmes was undertaken during 2002, culminating in two pilot sites starting operation in 2003 at Bairds Otara and Rowandale in Manurewa. The MFLP has been broadly based on the following educational components (usually referred to as the *Kenan Model* of family literacy):

1. An adult education<sup>5</sup> component designed to extend basic education skills, including teaching adult participants to: think critically and creatively, solve problems, set goals and achieve them and acquire successful interpersonal skills
2. Children's education to promote the growth and development of young children and to engage parents in their child's educational programme in order to foster meaningful involvement that will be maintained throughout the child's educational career.
3. Parent and child together time (PACTT)
4. Parent time to provide instruction on how children grow, develop and learn to read and write, address issues critical to family well-being and success, connect parents with a wide array of community resources and provide parents with opportunities to network and develop mutual support systems with others in the programme.

These four elements are shown in the diagram below. Figure 1 also illustrates what is sometimes referred to as the fifth element of family literacy programmes – integration. As Potts (Potts, No date), p. 4) says

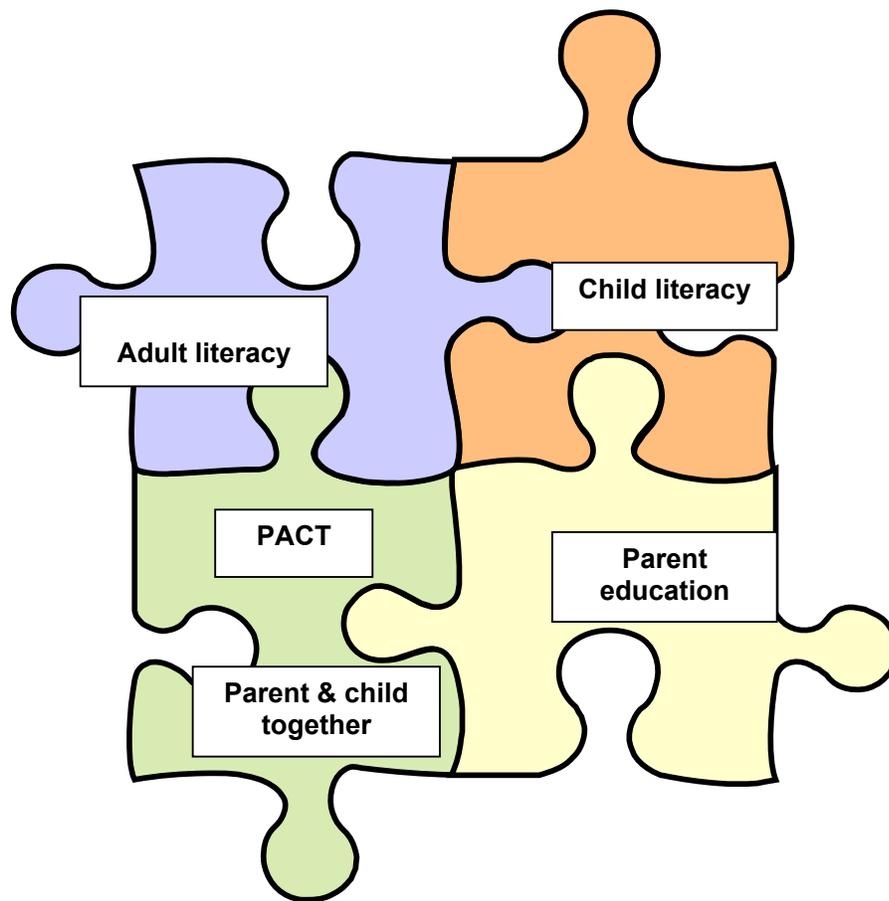
Integration has become a critical, defining characteristic of family literacy services, working to create a system for delivery of curriculum, instruction and assessment. Rather than providing stand-alone, isolated services such as early childhood education or adult basic skills education, family literacy programmes bring parents and children together to learn, weaving key strategies and message throughout the four primary components.... Integration of these components is used intentionally as a cohesive system to promote learning within the family unit.

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<sup>4</sup> Additional details of the early stages of the MFLP were covered in the first evaluation report (Benseman, 2002).

<sup>5</sup> The term 'adult education' is often used synonymously with 'adult literacy' in the US.

**Figure 1 - Family Literacy's four components**



Each MFLP site involves three partner institutions – an early childhood centre, a primary school and a tertiary provider.<sup>6</sup> The kindergartens and the primary schools work with the child participants (one per parent) enrolled in the programme and link with the adult components for key parts of the programme such as Parents and Child Together (PACT). The tertiary providers employ the adult educator who is responsible for teaching the adult participants, as well as some involvement in other components of the programme. Both MFLP programmes are located on primary school premises – Bairds Mainfreight and Rowandale Primary.

<sup>6</sup> Both tertiary providers and some of the other participating agencies have developed Memoranda of Understanding with COMET.



### **Programme site goals**

The second evaluation report detailed the goals that each MFLP site had identified for the programme in 2003 (p. 5 for Bairds Otara and p. 9-10 for Rowandale). As part of the professional development day on October 17, the staff involved in each site were asked to review these goals and clarify if any should be deleted or added. While there was considerable debate about the goals, they were all basically re-confirmed. The only substantial change to emerge was to include a goal to recognise the cultural component of the programme.

Some of the goals are still probably beyond the immediate capability of the MFLP (e.g. 'reduce transiency'), and while they do reflect the broad intent of family literacy could be reduced further to provide a sharper focus for the programmes.

### **Data summary of MFLP participants**

Over the course of 2003, a total of 37 adults and 37 children participated at the Bairds Otara (two intakes) and Rowandale (one intake) sites.

	<b>Bairds Otara Intake 1</b>	<b>Bairds Otara Intake 2</b>	<b>Rowandale</b>	<b>MFLP total</b>
<b>Initial intake Adults/children</b>	11/11	12/12	14/14	37/37
<b>No. withdrawn</b>	1	3	3	7
<b>% attendance*</b>	92%	82%	90%	88%
<b>Men</b>	1	2	1	4
<b>Maori</b>	7	5	1	13
<b>Pasifika</b>	4	7	11	22
<b>Other</b>	-	-	4	4
<b>No qualification (of initial intake)</b>	9	6	12	27

\* Does not include attendance data from those who withdrew

The above data shows that the recruitment of participants for the MFLP has been very successful in attracting predominantly learners who have been historically

under-represented in New Zealand tertiary education and are the focus of current tertiary education policy (Ministry of Education, 2002).

### ***Second Step Programme***

Of the original 11 students in the second intake for Bairds Otara, ten completed the family literacy programme; of this ten, six went on to tertiary study (five at Manukau Institute of Technology), two have been involved in caring for elderly parents, one resumed her previous job (but intends to enrol in tertiary education next year) and one left New Zealand. Of the six who enrolled in tertiary study, three completed their foundation studies programmes (one of these students is enrolled in a management diploma and one in a teaching degree for 2004); of those who did not complete, one withdrew because of financial problems and is now self-employed and the other two withdrew because of major issues within their families.

Several people questioned the desirability for MFLP graduates to take on full-time study obligations because of the demands on their time (ironically putting their children at risk of not continuing and enjoying the new activities started in the MFLP) and the risk of failure because of the academic demands given that many are still taking tentative steps as learners. While part-time courses may slow down their rates of progress, it is probably more important to maintain high rates of academic success and minimise the demands on their families, especially given the high degree of responsibility many have in their extended families.

When the first intake of students from the Bairds Otara site graduated in June, it was felt that it was important to provide some form of on-going support beyond the MFLP. The purpose of the programme was “to provide support for students who have participated in the MFLP as part of their transition out of the programme and into other activities – tertiary study, employment and/or parenting” (funding proposal).

The two main components of the Second Step programme involved Whanau PACTT activities (such as a sports and games outing) and support meetings for those students enrolled at Manukau Institute of Technology. Attendance at these activities varied considerably, but was lower than originally hoped.

This part of the MFLP has probably been the least successful component. Maintaining momentum with an intake is inevitably difficult as the students go their

different ways, even when a significant number go on to a single tertiary institution. Second Step probably worked best for the latter students who continued to see each other at Manukau Institute of Technology as well as having weekly meetings. The realities of undertaking substantial study programmes however (most were full-time) meant that time was at a premium, which necessitated brief meetings in their lunch half-hour. Despite the lack of time, the adult educator devised a feedback sheet to record issues arising in their studies and family life. She then followed these issues up by phone at night.

There is strong support for the need of a follow-up programme within MFLP to sustain and consolidate the impact achieved, but the present structure needs to be reviewed in the light of the first model trialled.

### ***Professional development***

Another professional development programme was held on the evening of Thursday October 16 and all day of Friday October 17 at the ARC Botanical Gardens study centre. A total of 29 people attended at least part of the programme; five were from AUT and Manukau Institute of Technology, five from the two kindergartens, 14 from the two primary schools and the remainder from COMET. The focus of the sessions was to:

- review the year's programmes
- consider issues around co-ordination and planning
- consider potential evaluation process for MFLP in the future
- consider future development of the MFLP in 2004 and beyond.

The workshop represented considerable commitment for all of the project partners as relief teachers had to be funded in many cases or the workshop nominated as a professional development day for some of the institutions. The programme was evaluated very positively by those who attended. Many commented that they valued the opportunity to meet with others in the project for a sustained period and that it enabled them to get to know more about the project in its entirety and areas with which they were not familiar.

Feedback from this day about the impact on the programme participants and issues around programme administration is integrated into the various sections of this report.

### ***Operation of the MFLP***

The second MFLP evaluation reported data predominantly collected from the adult participants about the operation of the programme. For this final report, a wider range of data sources was used to increase the triangulation of the data and thereby extend the credibility of the findings.

### **Feedback from schools and kindergartens**

Feedback from school and kindergarten staff (principals, staff who teach nominated children and other teachers) has been gathered throughout the year through formal interviews, informal talks and questionnaires. All of the feedback has been extremely positive and supportive of the MFLP at both sites. One principal commented, "It's made a major impact in a very short time". Another said that the parents had now "added ownership" to the school. Teachers felt that having the adults on site in the schools had been a very positive development towards gaining their support and involvement in the school/kindergarten generally and their children's education specifically. One teacher commented, "they love their kids to bits, but they don't always know how best to help them."

One particular benefit staff at both sites mentioned was the positive spin-off effect of improving the links between the schools and kindergartens. Although Bairds Kindergarten is actually on the Bairds Mainfreight Primary School site and the Manurewa West Independent Kindergarten is less than 100 metres from Rowandale Primary School, the links between the schools and kindergartens had not been close in the past. Teachers commented that they had known each other to say 'hello', but very little beyond this level. As a result of the MFLP, teachers reported that much closer relationships had developed, not only in relation to the workings of the MFLP, but in other areas such as programme development, common understandings of curricula and follow-up on children's issues. Teachers from kindergartens said they felt that primary teachers had greater respect for what they were doing; the reverse was true also reported by primary teachers.

Although this effect mainly concerned the primary schools and the kindergartens, some also commented that they also felt they were in much closer contact with the tertiary institutions – something that had been non-existent previously.

Allied to this improvement in relationships between the partner institutions, some teachers said that they felt that their involvement in the MFLP had raised their professional expectations generally.<sup>7</sup> They said this had resulted from a feeling of being involved in a bigger group of professional colleagues (“we have a broader professional setting now, we’re less isolated”), from the excitement of developing a pilot project and from some of the associated activities such as attending a national conference to present a paper on the project.

This evaluation did not set out to gather data about changes in the nominated children’s school performances (this will be the focus of the summative evaluation in 2004). Nonetheless, many of the teachers also commented about the MFLP’s effect on the nominated children. The feedback was generally positive, although there were also a number of conditional statements made about some of the children’s progress. Teachers identified a number of children who had clearly made significant progress in their foundation skills, self-esteem and general attitudes towards learning. Even in cases where teachers felt there had not been significant change, they usually added that “it is too early to tell at this stage, given the time they’ve been in it” and were still optimistic about long-term improvement. Several teachers observed that the participants are now more confident about talking to teachers about issues and there had been noticeable changes in the relationships between some parents and their children – “they’re more intimate, it’s like they share a secret now.” The other comment added in this regard was that they felt that some of the parents in these cases would benefit from longer involvement in the MFLP.

### **Feedback from tertiary providers and other project members**

Feedback was also recorded from several other sources, including the tertiary partners and a number of people who have a professional involvement with the partner institutions and their staff. Again the feedback was very positive, both for the learners involved and the teaching staff.

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<sup>7</sup> This observation was also confirmed by professional workers outside the schools/kindergartens.

Changes observed included a raising of expectations by staff, greater openness to receiving feedback and a number of improved educational practices. While obviously not all of this improvement is attributable to the MFLP, these people felt that it had been an important component of the progress observed.

Feedback on changes in the kindergartens included more literacy material on display, favourite books being carried round by children, improved use of books, greater focus on reading, increased verbal confidence and linking to parents about the child's early childhood programme.

Both tertiary partners were positive about their involvement in the MFLP. Manukau Institute of Technology felt that their physical proximity to the Bairds Otara site had been an advantage in allowing ready access for the students to the various facilities at Manukau Institute of Technology such as the library, the Student Learning Centre and the health clinic. It also meant that specialist teachers for subjects such as maths and computing could be integrated into the programme more readily.

The physical distance between AUT's central facilities and Rowandale was seen as both positive and negative. While the adult educator was in one sense professionally isolated from AUT colleagues (albeit with excellent support from the school and the kindergarten), this factor meant that she was tied into the Rowandale programme more fully, which was seen as an advantage overall. AUT's acquisition of a site in the Manukau City mall in 2004 for teaching their Certificate in Early Childhood Education (Pasifika) should be a positive development for the Rowandale programme.

Both tertiary institutions also valued their involvement in the MFLP for its furthering their links into the local community and the schools/kindergartens.

## **Feedback from adult learners**

As with the second evaluation report, all adult participants in the MFLP at both sites were interviewed at the beginning of their programme and its completion. Data from these interviews is presented below.

### **Bairds Otara**

The second intake of Bairds Otara started their programme in late July and finished in November. A total of 18 applicants were interviewed by Manukau Institute of Technology staff; of these, 11 started the programme; three enrolments were not accepted – one already had a tertiary qualification and two had high literacy needs that were judged to be beyond the present capacity of the programme. The remainder were offered places, but did not take them up. It is interesting to note that several of this second intake were motivated to enrol because they had known someone in the first intake and had been impressed by the effect the programme had on that person. As one person said, “I could see the person she [student in first intake] was becoming, she showed me what I could do. I thought you had to be brainy.”

The overall attendance for the second intake was 82%. Three withdrew from the course; one because of falling below the minimum attendance figure, one due to a family health crisis, the other due to leaving New Zealand.

### ***Course ratings by participants***

As part of Manukau Institute of Technology’s course evaluations, each of the four components (Communications, Computing, Maths and Parenting) was evaluated by the adult participants. Overall, the ratings (covering clarity of aims and objectives, appropriateness of content, number of sessions, order of content, total time, resources and assessment tasks) were predominantly very positive, with the Maths and Computing courses rated slightly more positively than Communications and Parenting. The only negative ratings were about the Parenting course and to a lesser extent, the Maths and Computing courses.

### ***Self-ratings of confidence and literacy skills***

At the start of the programme, each participant was asked if they had any difficulties in reading, writing, spelling or maths, and if so, how they rated their skills in that area on a 1 (low) – 10 (high) scale. The most frequently identified areas of difficulty were maths (8 mentions), speaking English (4), spelling (2), reading (2) and writing (2). Only one student said that they did not have difficulties with any of these areas. All of the group were also asked to assess their levels of self-confidence on the same 1-10 scale. The table below summarises their ratings at the beginning of the course and at the end. There is a clear gain in the students' areas of difficulties and their self-confidence.

	<b>A - Literacy skill rating at start</b>	<b>B - Literacy skill rating at end</b>	<b>C - Self confidence rating at start</b>	<b>D - Self-confidence rating at end</b>
Average self-rating	4.5	8.25 (+3.75)	5.6	9.75 (+4.15)

A: included one rating of 8+, three of 3-

B: included seven ratings of 8+, none of 3-

C: included two of 8+, one of 3-

D: included seven of 8+, none of 3-

### ***Assessment of the programme - November interviews***

A number of the participants in this intake of students have had considerable domestic issues that have hindered their attendance and compliance with course requirements. Asked what had been the most challenging part of the programme, several said:

Just being here every day really.

Nonetheless, all of the participants rated the course very positively.

Coming here is like coming home.

I had high expectations, but it's been even better. I have a future now. I'm totally different and I'm very proud.

Awesome – no days off. I'm always itching to come to school to see what we're going to learn.

It's given me the courage to continue, I'm not so spooked. Everything is sweet.

I love the course, it's just awesome. Before this, I never knew what I wanted to do.

Several made specific mention of the adult educators' skills in making the course relevant, intelligible – and possible.

It's easy, it's in my language. I've been to Tech and they speak another language there.

I didn't understand what they were saying [talking about a Training Opportunities course], not like here.

[Following a major domestic issue] I was going to quit because of it, but I went home and thought about the course, [adult educator] and the class, and I told my Mum, 'I'll go back' and I have.

For some, the greatest rewards have been their learning gains,

The maths was hard, but now I'm asking for extra work.

What I'm getting here, I didn't get at school.

Before I couldn't write properly or add and do all that, but now I see myself moving on. It's the way she teaches.

While for others, it has been in parenting.

I was a sux parent. I was never interested in helping them, but now I go and ask them what they're doing. It's just great.

And others it has been their changed relationship with the school.

I never used to have anything to do with the school, I just used to be abusive to the teachers, never used take the time to talk to them [this student plans to do voluntary work at the kindergarten].

### ***Impact on participants and family***

One of the most common comments about their experiences in the MFLP has been how it differs from their schooling experience and how they have often encountered subjects such as maths in a positive way for the first time.

I thought it would be more like school, I certainly didn't think I'd enjoy maths, but I have.

There are tricks of the trade you know.

Most felt that they had been consistently challenged in their academic skills in ways that they hadn't experienced previously.

I read the dictionary now, I know how to put them [words] in sentences and it's all helped my reo. I certainly speak better.

Maths is a bit hard, but it's cool!

One thing I've learnt is, 'if anyone can help me, then why not?'

In terms of their nominated children, the parents identified a number of changes they had noticed.

I can tell the difference, why they come to school. The kids are keen to come to school – didn't used to. I didn't worry [about absenteeism], but now I do.

He used to go to the teacher for help all the time, but he does things with me now. He reads more now and likes it. He doesn't skim through.

I didn't realise how fast he's picking things up.

In some cases, the changes were small, but still seen positively.

He's calmed down a wee bit.

She's starting to make progress, she now asks before she jumps [into things].

She couldn't read at all or identify pictures before, but is starting to.

Others have gained real insights into their child's educational processes.

I didn't know why they [children] didn't know before. I didn't realise it was because of what I was doing. It's up to me is what I realise now.

I always wanted to know how to help his development, I read to him and things, but I was never quite sure. But I know, now.

Some say they have 're-discovered' their children through PACTT.

I love doing PACTT, seeing her in her own learning environment. I just love watching her, she's so bright.

It's very interesting being with my daughter in her class. So now we connect and we sit and write stories and so on. We go to the library on Saturday s instead of doing nothing – and it helps!

At home, the participants described a range of things they now do differently as a result of the course.

I thought I was a good parent, but now I can see things so differently and I'm trying all sorts of things.

I've been pretty hard on them, always saying 'no' and disciplining them. But now we do other things.

I'm more focussed on my children. I used to send them away, now I read to them.

When the kids come home from school, I didn't always read [to them]. Now the key thing for our kids and study is read with them. It's helped me and my family.

Now I do childish things with them instead of adult things.

We plan things a lot more – never used to.

I did absolutely nothing at home. I was never interested in helping them, but now I go and ask them what they're doing.

You learn good parenting. I'm not very patient, it's made me slow down.

### ***Future ambitions and plans***

All nine who finished the course plan to go on to a tertiary programme in 2004<sup>8</sup>  
Asked where she would be in five years time, one student said:

I should be..... where I want to be!

While another student summed up her experience on the course in this way.

Before I was at home, watching TV. Now I can see that education is the number one thing, especially for my kids. I have a totally different insight into life itself – beside the education, it opened up things I never knew existed. I'm not going to do what I was, that's for sure. I'm doing things different with my kids, I'm getting a lot of praise from my family – they think it's great, they can see it's changing me.

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<sup>8</sup> Unlike the first intake, the programmes include some not at Manukau Institute of Technology.

## **Rowandale**

The second evaluation report detailed the background of the Rowandale participants and their initial assessments of the programme after approximately four weeks of the programme (pp. 24-30). The following data is taken from interviews with the 11 participants<sup>9</sup> in the final week of the course in November.

The overall attendance rate for the adult participants (not including the three withdrawals) was 90%, with one person attending 100% and the lowest attendance being 82%. All three withdrawals had been reasonable attenders until they withdrew.

### ***Self-ratings of confidence and literacy skills***

At the start of the programme, each participant was asked if they experienced any difficulties in reading, writing, spelling or maths, and if so, how they rated their skills in that area on a 1 (low) – 10 (high) scale. The most frequently identified areas of difficulty were spelling (4 mentions), maths (4), speaking English (2), writing (2) and reading (2). Two students said that they did not have difficulties with any of these areas. All of the group were also asked to assess their levels of self-confidence on the same 1-10 scale. The table below summarises their ratings at the beginning of the course and at the end.

	<b>A - Literacy skill rating at start</b>	<b>B - Literacy skill rating at end</b>	<b>C - Self confidence rating at start</b>	<b>D - Self confidence rating at end</b>
Average self-rating	5.2	7.6 (+2.4)	5.9	8.8 (+2.9)

A: included three ratings of 8+, four of 3-

B: included seven ratings of 8+, none of 3-

C: included five of 8+, four of 3-

D: included nine of 8+, none of 3-

### ***Assessment of the programme - November interviews***

The very positive assessments of the programme in the initial interviews were clearly sustained through to the completion in November. The following comments were

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<sup>9</sup> Three had withdrawn by the end of the programme.

made when they were asked assess the overall value of the course for themselves and their families.

As a person, it's just opened me up to what to look for next year. It motivates me, always new things to learn.

Coming to class is like a haven for me.

Awesome, because I know what I want to do now. I missed one day.

Most commented how difficult they found the course at the beginning, but how these difficulties steadily decreased because of the skills of the adult educator in helping them build a belief in their abilities, offering support in their various crises and teaching the various academic skills.

Spelling was really hard, but [adult educator] made it so easy for me by the end.

She was always there, she listens – I was going to leave, I never thought I'd finish the course.

It was good, but *hard* work.

Several commented on how the course had brought them into close contact with other cultures in a way that they had never experienced before.

I knew her [woman of a different cultural background], but I never *knew* her you know? It really opens your eyes about other cultures.

It's all helped me re-connect with my own culture really.

### ***Impact on participants and family***

Without exception, all the participants felt they were 'different people' as a result of the course.

I've come out of my shell. I looked confident, but I wasn't. Now I don't try to be someone else, I'm a better [parent] now.

The best thing for me was talking to the principal [about son being bullied]. I'm so proud to do it. I couldn't have done it before.

It brought out things in my I didn't know, made me a better person.

Most felt that their involvement in MFLP had helped their nominated children in their schoolwork and that they now felt much more confident about how to help.

She was sick a lot this year, but she's still improved because I know what she's doing at school you know?

Reading was a problem, but this term PACTT in reading time I was able to see what the teacher does – he's really jumped ahead. He loves being the one whose mum comes in, he doesn't want it to stop. We went on a camp together – we could never have done that before.

Now I understand what they do, so I can sit down and work on his homework with him.

It's fantastic seeing what goes on in his class, just 15 minutes watching what he does in his reading.

A lot different. I used to want them to do things straight away, now I listen to what they say. I can help all my children now. I take my daughter to the library to help her, [library staff] give me books to help.

Several talked about having a new level of relationship with their children.

She wasn't that close to me, well not much. Now we have a much closer bond, she was always [other parent's] girl before.

Even in cases where the improvement with their children had not been profound, parents still felt optimistic about their prospects in the longer term.

There's been a little bit of change, especially in maths – but we're both excited!

He even sits still now when I tell him.

In terms of changes in their family lives, some spoke about 're-organising things' in a more positive way.

I've made some rules, so I'm not running around so much and everyone contributes. So I can get some time to myself to get organised.

Or simply changes in how they interact with them.

It's communicating with your kids, instead of doing what we want, you give them a chance to explain themselves. I didn't used to notice what she did, now we do it all together. We were never this close before, but we understand each other now.

I listen differently. The communication lines have opened up, we sit down every Sunday and talk about what's going on, it's a sharing time for the whole family.

It's different. We never used to sit together, now we all sit together. They especially help me with the computer [purchased as a result of being in MFLP].

I'm more observant and take time to look at the overall picture – you don't assume, jump to conclusions. I push my kids harder, I don't want them leaving early like I did.

He listens. He can read what I'm doing with him and follow it.

I used to have a high voice. Now I listen more. I didn't have time, but now I sit down and we discuss what they did at school.

For others, the changes in how they now discipline their children has been profound.

I used to beat the living daylight out of her, but we've learnt other ways of doing things. I still find it hard not to lose my temper, but I've got three pictures on the wall that help me. One is of a cross, one is a man looking at a girl and another one [not explained]. When I get angry I go and look at the pictures and they help me. The cross is 'cos I don't want her to end up dead, the man is 'cos I don't want to have to go back to her father and the other is 'cos I don't want them to take her off me. It works.

I used to smack my kids, now I order them. They [older children] were shocked when I said I wasn't going to [smack] any more. Now I tend to listen and not get angry.

I used to think you did it the way we did it back in the islands. Now I stop and listen to what they want to tell me. I've stopped yelling and listen. I have a feeling I can move on and set a better example for my kids.

### ***Future ambitions and plans***

Of the 11 students who completed this course, one has secured a teacher aide job, another will work as a teacher aide for the MFLP, one has been interviewed for an early childhood course at the Auckland College of Education, four plan to enrol in the AUT Diploma of Teaching in Early Childhood (Pasifika) in June, one is enrolled in an AUT teaching degree, one has secured a full-time job, one has enrolled in an Manukau Institute of Technology social work course and two are undecided about their plans at the time of writing (January).

Below are some comments they made about the course in relation to their future plans.

It's put me back on track to tertiary studies. It's re-ignited the flame that I had before having children.

I've always been interested in early childhood education, but I didn't know how to get there.

It's given me a pathway for my future – I don't know what I would be doing otherwise, but now I know I can do other courses.

Not sure yet [about two part-time tertiary courses], but I tell you what, I have no intention of staying at home like I was before.

## **Fictionalised case studies**

Case studies of individual students are a useful way of conveying the impact a programme has on programme participants. Projects like MFLP present a particular problem however, because the limited number of project participants runs the risk of individuals being able to be identified, thereby breaking commitments of confidentiality that were guaranteed in the consent forms. In order to maintain confidentiality, but still retain the value of case studies, I have therefore constructed some fictionalised case studies that are based on elements taken across the range of participants in the MFLP.<sup>10</sup> While each of the case studies accurately reflects the characteristics and actions of the MFLP participants, none of the case studies is an actual person in the programme. Some of the detail is based on actual occurrences; some is similar to what has occurred.

Three case studies are presented to illustrate three broad types of adult participants I have observed in the two MFLP sites. Each of the case studies represents an 'outlier' of people who represent either extreme results (both positive and negative) or particular issues (in this case, withdrawal from the programme). This approach is based on *success case study* evaluation methodology developed by Robert Brinkerhoff (Brinkerhoff, 2003), who argues that such case studies are a powerful and valid mechanism for drawing out the key features of a programme that either make it successful, or conversely, unsuccessful. The lessons learnt from these case studies can be used as a basis for maximising the positive aspects of the programme and minimising the less successful aspects.

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<sup>10</sup> This strategy was prompted by a workshop by the American evaluator Michael Quinn Patton I recently attended where he talked about creative evaluation methodologies.

**Mele** is a 29 year old single mother<sup>11</sup> of four children. Born in the Pacific, she attended school until she was 18, but did not gain any qualifications. After working part-time in some manual jobs for several years, she migrated to New Zealand, where she met her partner and had her four children. Since her arrival in New Zealand she has worked from time to time on a part-time basis, but has spent most of her time raising her children. Since her partner left to go to Australia, she has been on a benefit, although her mother is nearby and offers support and childcare when needed.

Mele was approached by one of her teachers at primary school about enrolling in the MFLP. Initially she was very reluctant to enrol, but was convinced because she was keen to be able to help her children with their homework, especially her youngest child who had just started school. The MFLP was the first educational programme Mele had done since leaving school, so she was very nervous at the beginning of the programme. Her English fluency was not great and she had difficulties with writing and spelling. She had never used a computer prior to joining the programme.

At the beginning of the programme, Mele had difficulties with the payment of her benefit, which was only resolved after many phone calls and a case worker visiting the programme. Then, during the programme, one of Mele's children developed a serious health problem that necessitated her not attending for several weeks while she managed her health care. Although her mother was able to help with many of the on-going absences of her child, Mele continued to miss occasional sessions and needed additional help in order to complete the course requirements.

At the completion of the programme, Mele felt a lot more confident about speaking English, especially with strangers. Although she was extremely nervous about making a presentation to the class, she was able to achieve this milestone and sees this as one of her greatest achievements. One of her older children had experienced bullying and she was thrilled that she was able to approach this child's teacher to raise the issue – something she felt she would never have been able to do before. Mele is now able to perform basic functions on a computer, but does not feel that her writing or spelling have changed much. Mele's nominated child in the programme, Sam, has been very excited to have his mother at school in the programme. He has

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<sup>11</sup> Because the great majority of participants are female, all the case studies are female.

looked forward to her PACTT visits, much to the envy of his classmates and has taken on a new interest in reading since Mele started PACTT. He now has several favourite books and his teachers have commented on his improved attention span in class.

Mele completed the course successfully, but has no plans to do any more tertiary study. She thinks she will “probably look for some sort of job,” but is unsure about anything beyond this. She says that her most important priority is “helping her kids with their homework.” She is also thinking about coaching a school sports team next year.

**Miriama** was born in a small country town in Northland. She is in her early 40s and has four children with her husband. As the oldest daughter, Miriama left school in the Third Form to look after her sick mother. When her mother died, she felt it was too late to return to school, so drifted through a series of seasonal jobs before moving to Auckland, where she met her husband. As a mother of four children she has been active in many community and school activities, as well as occasional part-time jobs working in supermarkets and fruit-picking. With her youngest child, Ben, now at primary school, Miriama has felt that “my time has come now” to make up for what she missed as a child. She was not clear about what she wanted to do, or even how to go about finding out what her options are, although her family’s very limited resources were a very real constraint to her options. A leaflet that Ben brought home from the school about MFLP seemed to be an interesting option, especially as it coincided with her desire to “do something different” and the zero enrolment fees were an added bonus.

Like most of her classmates, Miriama found the beginning of the course an uphill struggle as she came to grips with organising new routines at home to fit her studies into the family routines (including some re-allocation of family jobs to free her time up) and doing things she hadn’t done “since I was at school – and that was some time ago!” Within a short time however, Miriama quickly established herself as a hard-working, able adult student who was intent on making up for lost ground. She re-discovered her love of books and enjoyed making time to read to Ben at home –

something she wishes she had done more of for her other children when they were young.

Miriama completed the MFLP programme in her stride and has enrolled in a business qualification at the local polytechnic – “I want to carry a suitcase, not a shovel.” From being behind his peers, Ben has made steady progress and is now “up to scratch” according to his teacher. Asked what the best thing he does with his mother, Ben replies, “going to the library with her on Friday night.”

**Mary** was born in New Zealand, is in her mid-30s and has been living on and off with a partner for the past five years. They have two children together and she also has a child from a previous relationship. There has been a history of violence in her present relationship, which has been fuelled by her partner’s serious substance addictions. Mary was expelled from school when she was 14 and recalls her schooling as a time of “extreme frustration” apart from sport and “hanging out with my mates.” Since leaving school she has worked in a series of jobs, but most of them were “dead-ends” and low paid.

She joined the MFLP because she saw it as a “second chance to get an education” and “get a better job a bit further down the track.” She also saw it as her best chance of escaping her relationship in the long term. Her nominated child, Tanya, has not been to any early childhood programme and she has enrolled her as part of enrolling in MFLP. Tanya is a very quiet, ‘clingy’ child who stays very close to her mother whenever possible.

Tanya’s enrolment at the kindergarten has not been easy, but she really has really enjoyed her mother visiting during PACTT. She has been growing steadily in confidence, especially in speaking. Mary has been very energized by her progress in the programme. She has now formulated a long-term plan to become “either a teacher or a social worker” and has been particularly excited by several tertiary study options. Although she says that her “brain was pretty rusty to begin with,” she is now making steady progress in her academic skills. She has particularly enjoyed her re-discovery of maths – a subject she loathed at school, but now finds challenging and satisfying, “because how they teach it here.” Mary has made strong friends among

her fellow students, with whom she readily shares her dreams and concerns. She especially likes the discussions about their children and what they do to help them with their learning. She also says that she now enjoys “sitting round the table doing our home-work together” with her other children.

Half way through the course, Mary disappeared from the course without any explanation. The adult educator found out through a friend that financial issues had prompted a series of beatings by Mary’s partner and she had gone into hiding in another town. Mary’s children were being looked after an aunty and Tanya had been withdrawn from the kindergarten. Mary had asked her friend to pass on to the MFLP staff that she still hoped to go on to polytech, but that “it may take a while to sort things out.”

## ***Further issues arising***

The first two evaluation reports detailed a number of issues that have arisen in the development of the MFLP. In addition to these issues, the following have arisen or developed further during this final phase of the pilot projects.

### **Funding approval**

Funding for the MFLP was only approved in December for 2004, despite negotiations and applications having started several months ago. The net effects of this delay are clearly detrimental for the programme. COMET have not been able to confirm contracts with their partner institutions, publicity for recruitment has been delayed and there has been an on-going danger that the MFLP Co-ordinator and the adult educators (who have been a key component in the programme's success and have accumulated valuable experience in their roles as family literacy practitioners) will seek alternative employment because their contracts have now finished. Earlier resolution of the contracts would have avoided this delay and meant that considerable logistic and morale problems could have been avoided.

### **Recruitment of appropriate participants**

The previous evaluation report raised the issue of whether the MFLP project had been able to recruit the most appropriate adult participants to the programme. The first intakes for both sites included some people (approximately a quarter of the total group) who had quite reasonable levels of literacy skills and who probably did not meet the original intentions of the programme.<sup>12</sup> Subsequent experience has shown however that this situation was probably to be expected, where the first intake is often an atypical group compared with subsequent intakes.<sup>13</sup> Conversely, it needs to be noted that several adults with high literacy needs were not accepted onto the Bairds Otara programme because it was judged that they would not be able to cope with the academic demands of the courses. These applicants were referred to alternative programmes, but the fact that the present structures meant that they could not be included does raise some challenges about the present MFLP structures: what would need to be changed to accommodate these applicants or alternatively,

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<sup>12</sup> These people for example reported in my interviews that they felt that they had 'no' or 'few' problems with reading, writing, spelling or numeracy skills and rated themselves in these skills as 9 or 10 on a 10-point scale.

<sup>13</sup> Sometimes referred to as the 'halo effect' or the 'honeymoon period' of programmes.

does the present nature of MFLP mean that it is not a programme for adults with high literacy needs? By way of contrast, it is interesting to note that a number of adults at both sites have had significant difficulties with their English and in most cases these people completed the courses successfully.

It is interesting to note on the other hand that all of the adults with reasonable literacy skills were challenged considerably by other elements of the programme. In some cases there was clearly an impact in terms of parenting issues and in other cases, on the nominated child. Overall therefore, it is reasonable to state that the MFLP has been successful in recruiting a group of adults with high needs, although these needs have not always been in terms of literacy skills.

Interviews with the principals also confirm that they feel that the programmes have now started to involve families they had originally hoped would come into the programme.

At this stage of the project, the question of how big the pool of potential participants has started to emerge as an issue and for which there is no clear answer as yet. Although the programmes' growing momentum (including the recruitment by graduates of MFLP) should help with the process of recruitment for the next intakes, it appears that enrolment numbers for 2004 are not yet assured, as had been originally hoped. The nature of recruitment is changing a little (for example three of the second intake at Bairds Otara reported that they had effectively been recruited by their children who had informed them of the programme and then encouraged them to enrol), but it appears that shoulder-tapping by key teachers is still the most likely means of recruiting. The recruitment success will be influenced to some extent by how big the potential pool of participants is in a school of approximately 500 and an early childhood centre, which remains unclear.

There is informal feedback that there are some potential participants interested in the programme, but are not able to enrol because their child attends another (nearby) school or because of the demands of part-time work; in other cases, it is simply a case of under-confidence that hinders people applying.<sup>14</sup> Whether the MFLP needs to go outside the partner kindergartens and primary schools to attain viable numbers

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<sup>14</sup> This observation could be applied to some of this year's intakes, but active recruitment by MFLP partners' staff overcame this hindrance.

remains to be seen, but such a move would involve considerable logistical implications (mainly for PACTT) that may well be beyond the realms of possibility.

It is also noted that at least one of the programme sites intends to extend eligibility criteria to include all of the primary school and not just children in their first few years of schooling.

### **Selection processes**

At present the selection process for the Bairds Otara site is handled completely by Manukau Institute of Technology staff as part of their Foundation Studies enrolment process; the Rowandale site is run by representatives from AUT, Rowandale Primary and the Manurewa West Independent Kindergarten. While the Manukau Institute of Technology process is understandable in terms of the adult students being Manukau Institute of Technology enrolments, it is not as inclusive as the process established at Rowandale.

Even though there is a reasonable mutual understanding among those involved in the enrolment process, neither site has specified their selection criteria in a public way to date. The negotiation of a set of programme eligibility could be a useful process not only for improving common understanding, but also refining the overall purposes of the programme.

### **Participants' on-going personal crises and their impact on MFLP**

Throughout this pilot project, one of the distinguishing features has been the extent and intrusive nature of the crises in some of the participants' daily lives. The crises have included physical assault, custody issues, accommodation problems, major health trauma, police-related incidents, benefit difficulties, family disputes, and underpinning or alongside many of these problems, money issues. Talking about her home situation, one participant whose husband had recently been arrested, said, "we live in an unsafe environment. We're being harassed by Police and the neighbours, we've been robbed five times, the front fence crashed into three times, so I've put my kids with my mother."

This situation is certainly not true of all the participants, but a significant number have had considerable issues and crises that have resulted in on-going absences,

difficulties completing course requirements and withdrawal from the programme. In many cases, the crises have not directly concerned the learners themselves, but people (almost always family members) for whom they have responsibility.<sup>15</sup> These various crises have placed considerable pressure on the project staff and especially the adult educators at both sites. These adult educators have demonstrated real commitment to the programme by their efforts to help resolve the issues, which are well beyond the normal expectations of staff roles. Nonetheless, they see these demands as 'part and parcel' of family literacy and as one adult educator said, "I would not expect it to be any other way."

While these crises are an indicator that MFLP is indeed recruiting appropriate people for the programme, they still require considerable energy and time from project staff that could otherwise be focussed on educational activities. It is interesting for example to note that a Ministry for Social Development draft proposal for a 'high need intervention programme' currently being considered has recognised this need by identifying the role of a case worker who would be available to help resolve non-educational issues of participants. While the present model of MFLP does not include provision for such a worker, future developments could consider this possibility. Due consideration needs to be made however of one adult educator's comment that she considered that her involvement in working these crises through with her students helped give her programme its distinctive flavour, was integral to her credibility with the students and an important reason behind the overall impact of the programme.

### **Length of programme**

It is clear that the fixed length of the programme does not always fully match the participants' learning needs. For a small number, the present programmes are not long enough; these people would benefit from a longer period of involvement (this is particularly true for people with English language difficulties and for high need literacy students if they were enrolled in the future). For another group, there ideally should be some consideration given to moving them on for example, to some form of tertiary education (such as a couple of foundation courses) more quickly. This change would not necessarily mean a total withdrawal from MFLP, but would recognise their quick gains in confidence and self efficacy (i.e. belief in their abilities as learners).

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<sup>15</sup> Both legally and in terms of cultural/familial responsibility.

Accommodating these sorts of changes will not be straightforward across several dimensions (e.g. funding, timetabling), but would certainly add a level of sophistication and effectiveness to MFLP beyond its present structures.

### **Non-PACTT children**

Feedback from the adults earlier this year indicated that some of the parents felt some unease about being able to only have one child nominated for the MFLP who takes part in the Tahī PACTT activities. This issue mainly concerned parents with more than one child at the same school or kindergarten. However, even those parents with one child at the school and one at the kindergarten for example still reported the non-PACTT child feeling left out and/or envious of the nominated child. This issue has been debated within MFLP and various options discussed. One partial solution has been tried at Rowandale where the adult educator endeavours to alternate non-PACTT children from the school in activities that are not part of the ongoing literacy programme (e.g. art). This variation has been rated positively by those involved and does not detract from the overall functioning of Tahī PACTT.

It should be noted however, that the development of the other forms of PACTT (and especially Whānau PACTT) has been much more successful in this regard, because of their involvement of the wider family members.

### **Appropriateness of courses used in MFLP**

The second evaluation report raised the question of the appropriateness of the two set curriculum courses chosen for the adult education component of MFLP, as opposed to an open curriculum, needs-driven course as is the norm in many adult literacy programmes. The two courses used for the MFLP (a foundation course for Bairds Otara and an early childhood course at Rowandale) were chosen as the 'best fit' between the MFLP goals and the programmes available at Manukau Institute of Technology and AUT that were eligible for EFTs funding. In both cases, these courses have meshed reasonably well with the ideals of family literacy, with the added advantage that passing these courses also provides the learners with formalised qualifications that have broad recognition outside the MFLP.

Feedback from the learners specifically identified the *Future Focus* component of the Bairds Otara programme as particularly valuable in helping develop medium to long-

term aims – something that most reported they had never had previously. The parenting section was seen as the least successful component of this programme. With the Rowandale programme, the early childhood development focus of the certificate appears to have been an invaluable basis for many discussions and debates about parenting issues; feedback from these students indicated that most had strongly valued these debates and they felt they now had a broader repertoire of parenting options available as a result. A significant number of the parents in this programme also reported they had adopted non-physical disciplining in response to these debates.

While it is true that both courses have content that is more related to external requirements than the personal learning needs of the participants, both programmes have been able to operate with a reasonable degree of flexibility. This flexibility has enabled the adult educators to maximise the relevance of the courses for the learners by going beyond the minimum requirements of the set curricula.

Several people felt that there is a need for teachers across the partner institutions to let each other know about their long-term plans in order to enable better co-ordination of their programmes and take advantage of key events such as cultural festivals.

## **Attendance**

Overall attendance at the programme has been consistently high for the adult students and their children. At the Rowandale site for example two adults received certificates acknowledging their 100% attendance records and five of the first intake at Bairds Otara also achieved this figure. Attendance rates were lowest for the second intake at Bairds Otara (two were below 70% and two were above 90%), which probably reflects the more difficult circumstances of some of this group's members. However, there was also feedback that some of this group were noticeably less committed than others, which prompted the debate about reviewing the 'free to families' policy.

## **Costs to participants**

Erratic attendance in the latter part of the programme at Bairds Otara has raised the issue of enrolment fees. Some of the project members feel that introducing some

form of fee for enrolment (all the programmes have been free to date) would help increase students' commitment to the programme and help introduce them to the realities of tertiary education costs. At the time of writing this issue is not resolved, but has been informally discussed among project members. There is more support for introducing some form of fee for the *Second Step* programme, although this move will always need to be weighed up against the plus factor of no costs for most of the participants.

### **Maintaining momentum**

The first intakes at both sites were (justifiably) given tremendous acknowledgement and public support through graduation ceremonies, media coverage, visitors and so forth. There has been some feedback that the second intake was not given quite the same degree of public acknowledgement.

While it is almost inevitable that the first intake of a new programme receives the greatest accolades, it is important that every effort be made to match the momentum achieved by the previous programme. Prominent and on-going acknowledgement has been consistently mentioned as an important element of the MFLP success and therefore warrants specific mention in its planning.

### **PACTT**

Overall, all three forms of the PACTT component of the programmes at both sites have worked well. Despite initial difficulties sorting timetabling issues, Tahī and Classroom PACTT ran smoothly for most of the project. Feedback from both teachers and the adults indicated that they would like Tahī PACTT to be a bit longer as it often reduced to approximately 10 minutes by the time the parents arrived and fitted in with the classroom routine. Parents reported that they valued Tahī PACTT for the way that it made their children "feel special" – usually to the envy of the other children in the classroom. The most frequent feedback on these sessions was around the positive value of working intensively with their children and getting to know what was going on in their child's current schoolwork. Several commented that they especially liked being able to watch how the teachers taught their pupils. "I always knew that I wanted to show my daughter how to read and so on, but I never actually knew how you do it. Now I do."

Besides the suggestion that Tahi PACTT time be extended to approximately 20 minutes, the other main suggestion was that the time be varied occasionally in order to expose parents to how teachers teach subjects such as science and art. Several teachers also suggested that more careful planning could allow for better co-ordination of programme topics across the kindergarten, primary school and the adult programmes.

All of the Whanau PACTT activities were rated very positively overall and are seen as an important strategy for spreading the awareness of the programme (e.g. with partners) and helping consolidate its impact within families.

### **Logistical issues and facilities**

Setting up the two teaching rooms for the MFLP adults has involved considerable negotiation and logistical demands on the people involved. While both facilities are now reasonably comfortable, 'adult-friendly' spaces, there is still potential for further improvement. AUT's provision of computers at the Rowandale site for example has been a very constructive move for this group; the provision of Internet-linked computers is probably the single most valuable addition that could be made in the next phase of the project.

It is important to note that the central location of the FL classrooms in both schools has been a very positive move. Their centrality helps add both physical and psychological prominence to the programme and its adult participants in the schools. The sight of children coming and going into the FL classroom amid everyday routines epitomises what the MFLP has meant to these schools.

There have been numerous 'nuts and bolts' issues to be resolved in implementing this programme; in general these issues have been resolved amicably and effectively. Most interviewees have agreed that they have steadily reduced over the year as routines and agreements about them have been reached. Nonetheless, logistical issues are likely to continue to arise in the life of the MFLP as new issues arise and new staff members join in. Mechanisms such as operational meetings are therefore essential in ensuring smooth running of the programmes.

## **Communication within the project**

The MFLP involves a wide range of people with varying levels of involvement. Co-ordinating activities and ensuring that information is sent to appropriate people has been well done on the whole in this project for those closely involved in the daily running of the project. Some people more on the periphery however indicated that they did not always understand how everything fitted together or what was currently happening. To this end, they said they would appreciate some form of regular newsletter informing them about current events and activities in the project. This form of communication will become even more important as the number of programme sites continues to grow.

In this regard, it should be noted that one important benefit of the professional development days was their role in raising awareness of the various components and overall structure of the MFLP to project members on the periphery (for example classroom teachers with a PACTT child and even teachers who did not currently have a PACTT child, but who were interested in the programme). Most of any newsletter's content could be taken from reports that are regularly compiled and distribution in many cases could be done via e-mail attachments.

Allied to this issue is the fact that the two adult educators did not manage to meet very much during the programme. This is probably attributable to their being employed by different institutions, but given their fundamental importance in the MFLP and the fact that both have been pioneering this work, regular, informal contacts should be mutually beneficial as well as to the project.

## **Literacy vs. learning - what's in a name?**

Several interviewees have raised the issue of how appropriate the term *family literacy* is. They felt that the MFLP is a much broader programme than "just literacy" and that the term *literacy* is often perceived as a stigmatised term by potential learners. There are certainly a reasonable number of adult students who do not have significant literacy difficulties, but who are nonetheless appropriate for this programme. Equally, several people with high literacy needs who applied to join the programme were not accepted because it was felt that they would not cope with the academic level of the curriculum. If the MFLP continues as a *family literacy*

programme, there needs to be some consideration given to how these people could be accommodated (e.g. changing the tertiary course).

One alternative would be to re-name the programme as the *Manukau Family Learning Programme*. Such a title signals a broader educational intent and be less stigmatised; on the other hand, 're-branding' a programme can lead to a loss of momentum as it becomes recognised under its new title and there is a danger of losing eligibility as a *literacy programme*.

## ***Issues of evaluation and assessment for the MFLP in the future***

### ***Issues of assessment and evaluation***

The second MFLP evaluation report signalled that this final report would consider issues of assessment and summative evaluation and in particular how these processes could be built into the on-going operations of future programmes. The following section of this report therefore provides an overview of these processes, criteria for selecting appropriate mechanisms, a discussion of possible options and the outline of a possible summative evaluation framework.

*Assessment* measures changes in learners' knowledge, skills and attitudes.

*Evaluation* is a more inclusive term, referring to judgements of value of a programme and answers the questions, "does the programme work and why?" Evaluations can include learning assessment data, but also other forms of data (such as attendance).

*Summative evaluations* make judgements about the value of programmes in terms of the impacts achieved as a result.

Although the MFLP evaluation has been primarily formative and process to date, it has inevitably included some summative (or impact) evaluation components. The summative data has eventuated partly in response to project members' expectations and partly due to the fact that summative data has emerged in the course of the evaluation work. It is important to note however that these initial MFLP reports are not intended primarily as summative evaluations; the requirements for this type of evaluation are considerable, depending on the evaluation method and scale involved.

The following discussion is intended to provide an overview of summative evaluation and how it can be integrated into the future, on-going operations of the MFLP. Most of the options discussed assume that an external evaluator is available to carry collect, analyse and report the data that is generated. If an external evaluator is not available, the extent of the evaluation will need to be reduced and allocated to the workload of an MFLP co-ordinator.

## **'Unpacking' evaluation for the MFLP**

Before moving to specifics of evaluation processes, it is useful to briefly outline the various dimensions of evaluation in a project such as MFLP. In many cases, evaluations involve multiple combinations of these factors (e.g. multiple audiences for reports).

Firstly, evaluation of programmes is done for a variety of audiences, including:

- The MFLP participants
- The staff directly involved in the MFLP
- COMET and associated groups
- Partner institutions
- Funding bodies
- Other individuals and groups with an interest in family literacy.

Secondly, evaluations can serve a variety of purposes, including:

- Accountability to funders
- Programme improvement
- Individual records of learning.

Thirdly, evaluation can utilise two main research perspectives (or combinations of the two):

- Quantitative, drawn from the empirical tradition and reliant primarily on numerical data; the choice of evaluative methods reflect this tradition – e.g. tests, surveys
- Qualitative, drawn from the social science tradition where people's experiences and opinions constitute the data; this form of data is generated by methods such as interviews and observation.

Fourthly, data can either be:

- Descriptive – records characteristics such as gender, previous educational experience
- Evaluative – records changes in knowledge, skills or attitudes.

Fifthly, summative evaluations can be done:

- On completion of the programme
- At some point after the programme has finished (e.g. a year later)

Sixthly, the evaluation can be carried out by:

- An external evaluator
- Programme staff
- Staff from partner institutions not involved in the programme

Finally, it is worth noting that there is a commonly-accepted hierarchy of evaluation approaches (or study designs) in terms of the reliability of the evidence that can be procured (Comings, 2003). This form of rating is especially prominent among funding bodies and policy-makers in their drive to identify the most effective use of funding resources (although usually implicit, rather than explicit). The designs can be summarised as follows:

- *Experimental methods* employing two identical groups of participants randomly assigned to treatment and control groups (sometimes referred to as the 'gold standard' of evaluation because of its ability to provide evidence that a programme causes a change in behaviour etc.).
- *Quasi-experimental methods* use treatment and comparison groups that are not randomly assigned, but are as similar as possible, although they may have differences.
- *Correlational with statistical controls* employs treatment and comparison groups that are not identical, but researchers use statistics to control for differences that may be important (e.g. ethnicity). These statistical controls endeavour to 'match' the two groups equivalent to what happens by random allocation in the top method.
- *Correlational without statistical controls* employs treatment and comparison groups that are different, but the differences between the two groups are assumed not to be important, usually because the total sample numbers are large.

- *One group, pre/post studies* measure participants prior to starting the programme and then compare these measures at the completion of the programme without any reference to controls.
- *One group post-only studies* measure participants at the completion of the programme without any comparison with their entering behaviour or controls.
- *Case studies* usually only involves a treatment group (i.e. the participants in the programme), often because the sample size is small.
- *Programme record analyses* only use data usually taken off from enrolment forms; comparisons can be made with national distributions (e.g. Census) or comparable groups (e.g. local government population profiles) to compare participants with broader populations. They do not usually measure changes in knowledge, skills or attitudes, although the results of measurements done for other purposes (e.g. children's reading tests carried out as part of normal school procedures).

The statistical reliability is greatest with experimental methods and decreases coming down the list. It is important to note that this hierarchy only occurs in relation to the degree of confidence in 'proving' that an intervention/programme produced the results vs. their occurring randomly or being caused by some other factor(s). It does not mean that methods towards the bottom of the list are unable to provide insight and understanding about how a programme operates and the effects on the participants. It is interesting to note that many leading researching who have conducted meta-analyses of research in foundation skills<sup>16</sup> have noted the inadequacies of quantitative/empirical methods in the understanding of this field (Brooks et al., 2001; Padak, Sapin, & Baycich, 2002; Sticht, 1999).

The dilemma for evaluators is that while qualitative data (sometimes derided as 'soft' evidence) is invaluable and valid within its own sets of criteria, policy-makers and funders tend to want 'crunchy numbers' in keeping with the positivist 'medical model' of research. As Brooks et al. (2001, p. 146) concluded, "Positivist research methods may not always be suitable, but indirect measures of attainment may be less convincing."

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<sup>16</sup> The term *foundation skills* is used in preference to *literacy* or *basic skills* because its broader coverage better reflects MFLP's programmes and is more in keeping with the current Tertiary Education Strategy (Ministry of Education, 2002) and Ministry of Education Priorities (Ministry of Education, 2003).

Study designs	Cost	Ability to prove causation	Involvement of external evaluator	Complexity
A Experimental	High	High	High	High
B Quasi-experimental				
C Correlational with statistical controls	↓	↓	↓	↓
D Correlational without statistical controls				
E One group, pre/post study	↓	↓	↓	↓
F One group post-only study				
G Case studies			Medium	Medium
H Programme records only	Low	Low	Low	Low

All of these dimensions need to be considered in planning a summative evaluation; some options are more desirable than others, but may not be feasible practically or financially.

### Criteria for selection of evaluation measures

Even this brief review shows that a diverse range of evaluation dimensions is possible, each with its relative strengths and weaknesses. It is important therefore to establish some baseline criteria for choosing the measures, so the following criteria are proposed for the MFLP evaluation measures:

- They meet commonly accepted *ethical standards* (such as minimising harm, minimal intrusion, the right not to participate etc.); these can be safeguarded by subjecting the evaluation to a reputable human subject ethics committee or a set of professional ethics standards such as the Australasian Evaluation Society<sup>17</sup>
- *Utility* – that the measures provide useful information to everyone (including the learners) involved in the programme as well as funding bodies
- *Brevity* – measures need to be minimally intrusive to the actual running of the programme and uses existing data sources if possible
- *Validity* – strategies need to be valid measures of outcomes (e.g. measurement of self confidence)

<sup>17</sup> The MFLP evaluations to date have been approved by the Human Subjects Ethics Committee of The University of Auckland.

- *Economical* - strategies should involve realistic costs, relative to the level of programme funding
- *Commonality* – while there should always be room for variations within programme sites, there also needs to be elements common to all MFLP sites
- *Acceptability* – all participating parties should be in broad agreement about the measures
- *Causality* – the evaluation should endeavour to show the links between the programme and changes in knowledge, skills and attitudes.

## **MFLP programme logic**

*Programme logic* refers to the assumed logic of causation behind any programme intervention. Essentially, it endeavours to make explicit what is often implicit or stated only in part, detailing the assumed lines of ‘knock-on’ effects that occur as a result of implementing a programme or intervention. In the case of the MFLP, project members identified a range of programme aims early in 2003, that were reported in the second evaluation report (Benseman, 2003b). The following programme logic for the MFLP has been written based on this initial set of aims, subsequent discussions within the project (especially the MFLP Reference Group meeting of June 11, 2003) and input from project members in response to an email of September 11, 2003.

Several points need to be stressed about the programme logic. Firstly, it is anticipated that this programme logic will be constantly modified as the MFLP continues to evolve. Secondly, it refers to the generic or core elements of the MFLP. Individual programme sites will be able to add components they feel that their sites offers in addition, including elements of the adult education programme taught at that site.

### Programme logic for MFLP<sup>18</sup>

Outcomes hierarchy ↓	Success criteria	Factors within control of programme	Factors outside control of programme	Evaluation activities
High need community identified ↓	'Need' clearly defined with funders & community representatives			Programme target groups & aims clearly defined among all participating organisations
Partnerships established with school/ECE & tertiary partners ↓	MOUs negotiated & signed Adult educator appointed Adult education programme identified & planned Appropriate management structures established Evaluation procedures agreed & organised	Effective administrative structures & processes; clear understanding of roles, incl. rights & obligations	Other demands on project members Changes in regulations and policies	Recording of meetings organised, circulated & archived Evaluation framework established
Parents told of programme & potential participants approached ↓	High level of awareness & understanding among parents Multiple enquiries about the programme	Timing of programme launch Suitable people/methods to publicise programme	Availability of alternative ed. programmes/jobs	Records of enquiries & reasons for non-enrolment
Parents enrol with nominated child ↓	Minimum of 12 high need enrolments Increase in ECE enrolments	FT ECE possible	Availability of ECE places Availability of childcare for < 2 yr-olds	Enrolment socio-economic data
Participants attend programme on regular basis ↓	80% attendance	Pastoral care & follow-up Peer support School/ECE support	Family illness, crises, gaining employment	Attendance records Completion rates for participants

<sup>18</sup> For a review of research literature that backs the links between family literacy programmes and changes in the home environment see (Seaman, 1992), (Ponzetti & Bodine, 1993) and Brooks et al. (2001, p. 141-142).

Parents & chn participate in PACTT ↓	Attendance & effective functioning Changes in reading behaviours	Timetabling Cooperation of ECE/school teachers	Absences	Teacher feedback Learning journals Expert observation
Adult participants gain in self-confidence & self-efficacy	Increased self-confidence Changes in healthy living behaviours	Course covers these elements	Home issues	Case studies of successes Learning journals Self-rating scales
Participants improve foundation skills ↓	Parents pass course assessments, improve foundation skills Chn improve on school assessments		Health factors	Adult Literacy Achievement Framework, qualifications, learning journals (adults)  Running Records (schools) Learning Stories (ECE)
Parents review & change parenting behaviours ↓	Awareness of alternatives & adoption	Built round participants' strengths & needs, not deficits	Partner behaviour	Case studies of successes Learning journals Self-assessment scales
Adult participants raise aspirations ↓	Plan tertiary ed. &/or career	Skills & support for realistic & appropriate goal-setting	Financial factors	Records of long-term goals (adults & chn.)
Parents increase participation in school & community ↓	Involvement in ECE/school activities & governance	Structures & processes for increasing participation in ECE/school	Moving outside area Factors within the ECE/school	Case studies of successes Teacher feedback
Parents enrol in further education or gain jobs	Enrolling in TEO programme Gaining employment Gaining more satisfying job	Information & support beyond initial programme	State of national/local economy Availability of suitable programmes	Enrolment & completion of TEO programmes (adults) Employment sustained

## Assessment of foundation skills

Foundation skills are a key component national educational strategies, as well as the MFLP. The assessment of these skills is therefore an important consideration when planning a summative evaluation. The assessment of adults' foundation skills and children's need to be considered separately not only because of the differences in their development and use of the skills, but also because of the differences in the availability of measures to assess them.

### *Children's foundation skills*

Because children are enrolled in the formal education system, there is always a range of means for measuring their reading, writing, spelling and related foundation skills, although there is no single measuring process common to all New Zealand schools. The *Peabody Picture Vocabulary Test* (PPVT) and the *Peabody Individual Achievement Test* (PIAT) appear to be commonly used in both the US and the UK (Brooks et al., 1997; Wasik, 2001). Family literacy evaluations in both countries also report the use of teacher assessments of child participants' progress (Brooks et al., 1997; Hayes, 1997).

In the two pilot programme primary schools, current assessment methods include Running Records, the New Zealand Numeracy Framework, writing exemplars, the School Entry Assessment Kit and Early Numeracy. Both of the early childhood centres in MFLP are currently uses learning portfolios as part of their learning assessment procedures. The MFLP has also been developing the use of *Learning Stories* (Carr, 2001) that focus on 'identity as a learner' through five learning dispositions: taking an interest, being involved, tackling difficulty, communication and contribution.<sup>19</sup>

The asTTle project developed at The University of Auckland for the Ministry of Education would be another alternative that would enable national comparative data, but this is limited to Years 5, 6 and 7.

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<sup>19</sup> There is a possibility of pilot programmes using Learning Stories being offered in 2004.

### *Adults' foundation skills*

There has been a long-standing debate about the accurate assessment of adults' foundation or literacy skills. In the US, standardised tests have been widely used for many years, although it appears that their use has been as a result of funding requirements rather than any belief about their accuracy or validity on the part of practitioners (Ehringhaus, 1991). The most commonly used tests are the Comprehensive Adult Student Assessment System (CASAS) and the Test of Adult Basic Education (TABE). In the UK there has been less use of standardised tests apart from Wordpower and Numberpower developed by the Basic Skills Agency.<sup>20</sup>

In New Zealand there has been a long-standing antagonism towards formal testing measures, partly because of the widespread belief that no valid test exists, but also of the negative connotations that many adult literacy learners have about such tests.<sup>21</sup>

With the increased interest in adult literacy following the adoption of the national policy *More than words* (Ministry of Education, 2001) and the recognition of foundations skills in the *Tertiary Education Strategy* (Ministry of Education, 2002), has come a corresponding increase in interest in being able to demonstrate literacy gains. Some researchers and practitioners have used tests such as the Burt, which were only ever intended for use with children and are seen as somewhat antiquated even in that context.<sup>22</sup> While there appears to be no research as yet that gives an understanding of what assessment practices adult literacy educators actually use in New Zealand, some of the most probable include

- Portfolios of learners' work
- Credits on the National Qualifications Framework
- Achievement of competency or completion of programme specific requirements
- Overseas assessment tools (e.g. Texas Rite)

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<sup>20</sup> (Brooks et al., 2001) report that these instruments are currently being revised.

<sup>21</sup> See for example, (Benseman & Tobias, 2003) for a detailed account of the negative effects of schooling that many adult literacy learners have experienced.

<sup>22</sup> These comments are based on my recent literature review (Benseman, 2003a) and as a member of the committee reviewing applications to the Ministry of Education's Literacy Innovations Fund.

- Locally designed assessment tools that are programme-specific and are therefore not standardised or the results generalisable.

Probably the most promising development to provide some form of standardised assessment on literacy gain in this regard is the draft Adult Literacy Achievement Framework (ALAF) that is currently being trialled among adult literacy providers. If the ALAF project is continued, it will be extended across a larger number of literacy providers, including community-based programmes, workplace providers, PTEs and other settings such as prisons. The great advantage of using ALAF is that it has been developed for the New Zealand context and it allows providers to use their current assessment tools. The information gained from those tools is then mapped onto ALAF. ALAF is structured in such a way that it enables tutors to take into account both programme and out of programme skill gain when making judgements about learners' progress. The Tertiary Education Commission has already made the use of the draft ALAF a requirement for anyone applying for innovative project funding in adult literacy. It is highly likely that ALAF or something comparable will be adopted throughout the sector. For these reasons (and the absence of any other clear alternatives), it is probably the preferable option for MFLP.

(Padak et al., 2002, p. 21) report there are no studies or measures in the ERIC database specifically evaluating PACT.

## **Assessment**

In addition to the assessment methods discussed above, a number of other evaluation/assessment mechanisms could be used in the MFLP, including:

- *self-assessment scales* for elements such as self-confidence and self-efficacy
- *adult learner ratings* for evaluating the running of the programme and changes in their children
- *portfolios* of learners' work can be kept (including material included in learning journals) and used as the basis for recording in ALAF
- *learning journals*<sup>23</sup> kept by the programme participants; these could include structured headings to log behaviours such as parents reading to children, key incidents in relation to parenting issues, including pre/post-programme comparisons

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<sup>23</sup> Learning journals are rated very positively as an adult learning strategy (Galbraith, 1990).

- *teacher assessment*, especially in relation to child participants, but also the parents
- *expert assessments* – for example, video records of pre/post-programme behaviours
- *case studies* of individual learners or families who exemplify various aspects of the programme
- *course passes* of the adult education programme (e.g. Foundation Education modules)
- *Qualifications Framework unit standards* (not used on either site to date)
- *programme records*; taken from enrolment forms and course records, these data can provide information on the types of learners involved (especially in relation to the goals of the programme) as well as other relevant information gathered for the programme.

In addition to tests such as the Peabody tests for children and the TABE and CASAS for adults discussed earlier, there is also a range of other tests available to measure parent/child outcomes, parenting skills, self-esteem and literacy in the home (National Center for Family Literacy, 2001).

### **Possible issues arising**

Before detailing a suggested summative evaluation framework, several issues should be noted that may arise in adopting some or all of the above strategies.

#### ***Conflict with other assessment requirements***

Each of the two programme sites to date has involved the locating of the MFLP adult component within existing course structures. Both of these courses have their own assessment requirements independent of any MFLP assessment/evaluation components. Because the tertiary partners have their own assessment requirements, the MFLP components would come on top of the former, with a potential danger of over-burdening the programme with assessment activities. This could lead to a reduction in the co-operation of the participants around these activities and a perception that the MFLP is 'top-heavy' with evaluation.<sup>24</sup>

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<sup>24</sup> It is interesting to note that on a recent visit to some family literacy programmes in the US, most of the people I spoke to felt that the programmes were excessively evaluated. As one person said, "if it moves, they'll assess it and if it doesn't, they'll assess to know why it doesn't."

### ***Guarantee of completion***

In terms of the current Memoranda of Understandings between partner institutions and COMET, there is no requirement currently that the partners either complete MFLP evaluations/assessments or supply the MFLP with the results of their own assessments (although this is done very readily in most cases). In other words, the partner institutions would be free to complete or not complete the proposed MFLP assessment tools. If the MFLP adopts a summative evaluation framework, there will need to be negotiations about how the requirements are implemented by the partner groups involved.

### ***Unrealistic expectations***

Some observers of programmes such as MFLP have ‘Rolls-Royce expectations’ of a ‘Skoda budget’. Programme evaluations involving fully randomised trials do provide judgements with a high degree of confidence and generalisability, but are difficult to implement without large budgets. It is interesting to note that a review of the 94 family literacy evaluations carried out in the US (Wasik, 2001), there had been no randomised experimental evaluations and only nine quasi-experimental studies. It is important therefore to ensure that expectations of the summative evaluation framework are kept in proportion to the budget available.

### **Proposed summative evaluation framework**

In the light of the above discussion, the following framework of evaluation and assessment strategies is proposed for MFLP sites from 2004. The strategies are linked to a shortened version of the programme logic outlined earlier.

**[A = adult only; C = child only; B = both adult and child]**

<b>Outcomes hierarchy</b>	<b>Success criteria</b>	<b>Evaluation activities</b>
↓ Parents told of programme & potential participants approached ↓	High level of awareness & understanding among parents Multiple enquiries about the programme	<b>Data Records:</b> numbers of enquiries & reasons for non-enrolment [A]
↓ Parents enrol with nominated child ↓	Minimum of 12 high need enrolments Increase in ECE enrolments	<b>Data records:</b> Participants' socio-economic data [B]

Participants attend programme on regular basis ↓	80% attendance?	<i>Data records:</i> Attendance records [B] Completion rates for participants [A]
Parents & chn participate in PACTT ↓	Attendance & effective functioning of PACTT Changes in reading behaviours	<i>Teacher feedback forms:</i> children's academic work [C] <i>Learning journals:</i> log of reading activity, attitudes [B] <i>Expert observation:</i> records of reading behaviours & parent/child interactions [B]
Participants gain in self-confidence & self-efficacy ↓	Increased self-confidence Changes in healthy living behaviours	<i>Case studies:</i> of successes [B] <i>Learning journals:</i> key events [B] <i>Self-rating scales:</i> pre & post-programme self-assessments of self-confidence & self-efficacy [A]
Participants improve foundation skills ↓	Parents pass course assessments, improve foundation skills Chn improve on ECE/school assessments	<i>Adult Literacy Achievement Framework, qualifications, learning journals</i> [A]  Running Records – schools [C] <i>Learning Stories</i> - ECE [C]
Parents review & change parenting behaviours ↓	Awareness of alternatives & adoption of new practices	<i>Case studies</i> of successes [B] <i>Learning journals</i> [A] <i>Self-assessment scales</i> [A]
Participants raise aspirations ↓	Plan tertiary ed. &/or career	<i>Learning journals:</i> participants' short and long-term goals [B]
Parents increase participation in school & community ↓	Involvement in ECE/school activities & governance	<i>Case studies</i> of successes [B] <i>Teacher feedback:</i> [B]
Parents enrol in further education or gain jobs	Enrolling in TEO programme Gaining employment Gaining more satisfying job	<i>Follow-up interviews:</i> Enrolment & completion of TEO programmes & employment sustained [A]

### Evaluation activities summary

Evaluation/assessment strategy	Elements recorded	Relevant funder	Person responsible *
Beginning of programme			
Programme data records	Socio-demographic characteristics ECE enrolments Passes in adult education courses Attendance records/completion rates	MOE, TEC, MSD	MFLP Co-ord/partners  Evaluator
During programme			
Learning journals **	Parent/child reading log Parenting issues/changes Longer term goals/aspirations Participation in ECE/school/community	MOE, TEC, MSD	Adult educators

	activities Changes in healthy living elements		Evaluator
Pre & post-programme			
Teacher assessments (can include comparisons with control peers)	Changes in children's foundation skills & ECE/school activities Participation of parents in ECE/school community	MOE, TEC, MSD	Teachers  Evaluator
Self-rating scales	Self-confidence & self-efficacy scales Adult foundation skills	MOE, TEC, MSD	Evaluator
Adult Literacy Achievement Framework	Adult foundation skills	MOE, TEC	Adult educators Evaluator
Learning Stories	Early Childhood children's' foundation skills	MOE, TEC, MSD	ECE teachers Evaluator
Running records	Primary school children's foundation skills	MOE	Primary teachers  Evaluator
Case studies	Individual examples of MFLP successes as well as issues (e.g. withdrawals)	MOE, TEC, MSD	Evaluator
Post-programme only			
Follow-up interviews (including withdrawals)	Subsequent education enrolments and/or employment Foundation skills usage		Evaluator

\* Includes responsibility for both collecting the data and analysing/reporting it (usually the evaluator)

\*\*care would need to be taken to specify access to learning journals in ethics consent forms

### **Proposed evaluation measures for 2004**

Based on the above discussion, consultation with people involved in the MFLP and procedures already in use, the following strategies are proposed to provide a summative evaluation in the future.



Speaking to a large group of people Very 10 9 8 7 6 5 4 3 2 1 Not at  
 confident all confident

Speaking to someone in  
 a government department Very 10 9 8 7 6 5 4 3 2 1 Not at  
 (e.g. WINZ, Inland Revenue) confident all confident

Speaking to your child's teacher Very 10 9 8 7 6 5 4 3 2 1 Not at  
 confident all confident

**C - Assessments by teachers of primary school children** (based broadly on the methodology used in a British study, (Brooks et al., 1997)

Teachers of nominated children will be asked to rate them against control children (chosen to be a child “most like the family literacy-nominated child” at the beginning of the programme) in the following areas: academic performance, motivation, support from family, relations with other pupils, attendance, classroom behaviour, self confidence and probable success in school using the following five-point scale:

1. much below the other child
2. somewhat below the other child
3. about the same as the other child
4. somewhat above the other child
5. much above the other child

Running Records for family literacy children and their controls could also be collected.

**D - Assessments of kindergarten children using Learning Stories** (Carr, 2001) – this form of assessment is probably best carried out by someone with previous experience in this tool.

**E – Use of learning journals by adult participants**

Elements of learning journals are already being used in the programmes. They could therefore be expanded to include

- records of books read (personal and read to children)
- key events/insights about themselves as learners and their parenting role (“The most important thing I learnt this week has been ....”)
- evaluation of the course content and processes
- participation in school/kindergarten/community activities

**F – Follow-up interviews** with graduates six months after the programme finishes to record their subsequent activities.

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