Guide To Evaluation For
Family Literacy Projects
In Alberta

1997
Acknowledgements

Thanks are due first of all to the volunteer committee members of the Family Literacy Action Group (FLAG): Bonnie Annicchiarico, Toni Garlock, Candice Jackson, Bev Knutson-Shaw, and Judy Pool, as well as past committee members Kathy Day, Yvon Laberge, and Maureen Sanders. Thanks also to our project administrators at Medicine Hat College, Allen VandenBerg and Anne-Marie Shields, and our FLAG coordinator, Jana Joujan.

We would like to express our appreciation to the National Literacy Secretariat of Human Resources Development Canada and to Alberta Advanced Education and Career Development for funding this project, and specifically to Yvette Souque and Keith Anderson.

Thanks also to the family literacy workers in this province who took the time to participate in our research for this guide. Special thanks to those who braved Alberta's winter weather and treacherous roads to attend the focus groups set up to review these assessment and evaluation tools.

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Foreword

If comprehensive family literacy programs offer the hope that we can truly affect the role education plays within a family, even in families that have been "undereducated" from generation to generation, then we need to address the issues of evaluation and assessment. (Family Literacy Newsletter, Center for Family Resources 3 [2]: 1)

This guide to evaluation grew out of the research conducted by FLAG in 1994-95, which identified what you as family literacy workers in Alberta considered key issues and concerns. The most prevalent of these issues and concerns were the lack of on-going funding sources for family literacy programs and the need for strategies for reaching families most in need of this type of support. FLAG determined that the most effective way we could address those concerns would be to provide support in the way of building community partnerships, both for funding and for recruitment purposes, and to provide a resource on evaluation to assist you in demonstrating the value of your programs, again for both funding and recruitment purposes. As this guide will demonstrate, evaluation serves many other vital purposes in addition to these two. (As for providing support for building partnerships, FLAG published a "how to" manual in 1996.)

FLAG conducted another survey in 1995 to assess the current state of evaluation in Alberta family literacy programs. When we asked you what information and support would be most useful to your practice, you said that tools and strategies would be the most useful information we could provide in the evaluation guide. These tools and strategies must be tailored to meet the needs of Alberta programs, be user-friendly and non-threatening, and must measure qualitative as well as quantitative outcomes. You also told us that the guide should include support on how to use these tools.

Responses to the survey also identified relevant evaluation frameworks and a brief and to-the-point rationale on evaluation as being useful. Other suggestions for content included a resource list of effective programs, a bibliography, and a tool to analyze data.

We have based the development of this guide on your responses to our evaluation survey. Our aim has been to address your stated needs, and to make the guide as useful and relevant as possible. The information and tools presented here are to choose from and adapt as necessary to fit the type of program you're running, the objectives of your program, and your available resources. We recognize and applaud your work in promoting and supporting family literacy in this province, and hope this guide will assist you in those efforts.
Chapter One: Introduction

Chapter One explains how this guide came to be, and paints a picture of family literacy. The contents of the chapters are:

About FLAG
This section describes the activities and publications of our organization.

About the Evaluation Guide
Here you will find information on how the guide is organized, the sources of data used, and important information about the assessment and evaluation tools.

What is family literacy?
We have included a definition of family literacy and a description of family literacy programs.

Justification for Family Literacy
Why is family literacy important? We look at the most commonly cited reasons for this type of literacy approach.

What do family literacy programs look like in Alberta?
Here you will find a list of the types of family literacy programs operating (to our knowledge) in Alberta at the time of publication.

What are the characteristics of successful programs?
This section describes the characteristics of successful family literacy programs, as put forward by the International Reading Association.
Chapter One: Introduction

About FLAG

The Family Literacy Action Group (FLAG) has been actively promoting and supporting family literacy in Alberta since 1993. FLAG's activities have included:

- research into family literacy activities, resources, and issues;
- 1994 general survey of Alberta family literacy programs, 1995 survey of evaluation needs and practices of Alberta family literacy programs;
- publication of the Practical Guide to Family literacy (1995), a biannual newsletter, a position paper on family literacy (1995), and various brochures and information sheets;
- publication of Building Strong and Effective Community Partnerships: A Manual for Family Literacy Workers (1996);
- networking family literacy practitioners and sharing information on developments and issues that affect Alberta families;
- promotion and celebration of family literacy, including participation in the Premier's Council in Support of Alberta Families, the National Conference on Family Literacy, and various provincial literacy conferences; and
- publication of Readers Magazine, a magazine for kids and parents to read together.

About the Evaluation Guide

Assessment and Evaluation

It became obvious early in this project that, while our objective was to produce a guide on evaluation, evaluation actually consists of two parts: assessment and evaluation. Assessment can be seen as how we identify peoples' needs, attitudes, and abilities, and how we document progress towards their goals. Assessment shows us the extent to which project objectives are being met. Evaluation is the larger picture: interpreting learners' needs, developing goals and objectives, designing curriculum, selecting instructional approaches, monitoring the implementation of the project, identifying obstacles, and determining the overall success of the project. You will see a distinction made between assessment and evaluation throughout this document; for further explanation, please see the definition of terms on page 13 and the rationale for assessment and evaluation on page 14.

How the guide is organized

The guide has been published in binder format to enable you to add it to other resources on family literacy, and to accommodate future research. This format will also make it easier for you to pull out and reproduce the evaluation tools provided.

Our objective with this guide has been, first of all, to establish a context for evaluation and assessment in family literacy, in order to provide an understanding of the benefits, issues, and challenges involved. This makes up the first three chapters of the document. The next chapter provides an overview of evaluation frameworks that have been used in family literacy, or that are relevant to practice in this field. Chapter Five contains practical, useful information on conducting planning, accountability, and program clarification activities. Chapter Six describes strategies for gauging short-term effectiveness and longer-term program impact. Finally, Chapter Seven gives suggestions for collecting and analyzing data gathered through assessment and evaluation. The end of the guide contains a number of appendices: works cited and recommended reading, research instruments and their sources, and an updated list of family literacy programs in
Alberta, because we can learn invaluable lessons from each other. The final appendix summarizes evaluation practices in Alberta by program type, as reported in the 1995 survey.

As in previous FLAG publications, there is a description of contents at the beginning of each chapter to provide you with an overview and to make it easier to locate specific information or tools.

Please note that this document does not contain extensive background information on family literacy or developing a family literacy program. Please see *A Practical Guide to Family Literacy* (Skage, 1995) and the recommended resources listed in that publication for more information.

**Sources of data**

Primary information used for this guide includes: FLAG's 1994-95 research, including the 1994 survey of Alberta literacy practitioners; our 1995 survey of evaluation practices and needs in Alberta programs; discussions and correspondence with family literacy practitioners, and focus groups held around the province to refine the evaluation tools.

Secondary information includes: reports, articles, and books in FLAG's collection; 1995 literature review specific to evaluation; documents shared with FLAG by government agencies and literacy practitioners; and theses and dissertations specific to evaluation or family literacy.

**Important information about the assessment and evaluation tools**

The tools included in this guide can be used to provide you with useful, important information about your program and its participants. They have been developed to meet the needs of, and be within the means of, programs in this province.

We want to address the issues of reliability and validity of results. First, a brief explanation. In research terms, results are said to be reliable when an instrument produces the same results consistently (Holt, 1994, p. 11; Bhola, 1990, p. 304). Example: would the results of Mrs. Jones' interview be the same if the coordinator administered the questionnaire as they would if a volunteer did? Results are said to be valid when the instrument measures what it is supposed to measure (Bhola, 1990, p. 304). Example: does a reading skills test actually measure reading skills, or does it depend on the subject's knowledge of Canadian culture?

Validity and reliability require strict tests on large populations or samples. Such tests are beyond the means of the project that produced this manual. For this reason, we can't guarantee that the results of the evaluation tools included here will be scientifically valid and reliable.

Please note also that although the tools are presented here as text documents, they are not necessarily intended to be used that way. You will notice in the suggestions for many of the tools that they should be administered as verbal questionnaires, or used in group discussions, or employed in a number of other ways.

**What is family literacy?**

To establish a context for this evaluation guide, we first need to answer the question, "What is family literacy?" Although there are many definitions of family literacy available, the following two provide concise descriptions of the nature of family literacy itself, and the characteristics of programs that support family literacy. The first definition is from the International Reading
Association's Family Literacy Commission, and the second is from the work of Katherine Ryan.

- Family literacy encompasses the way parents, children, and extended family members use literacy at home and in their community.
- Family literacy occurs naturally during the routines of daily living and helps adults and children "get things done."
- Examples of family literacy might include using drawings or writings to share ideas; composing notes or letters to communicate messages; keeping records; making lists; reading and following directions; or sharing stories and ideas through conversation, reading, and writing.
- Family literacy may be initiated purposefully by a parent, or may occur spontaneously as parents and children go about the business of their daily lives.
- Family literacy activities may also reflect the ethnic, racial, or cultural heritage of the families involved.
- Family literacy activities may be initiated by outside institutions or agencies. These activities are often intended to support the acquisition and development of school-like literacy behaviours of parents, children, and families.
- Family literacy activities initiated by outside agencies may include family storybook reading, completing homework assignments, or writing essays or reports. (Family Literacy: New Perspectives, New Opportunities)
- The program is conceptualized around the concerns of the family as a unit in contrast to serving only an individual family member.
- Program components are developed on the basis of the community needs assessment and participant recommendation.
- Adults who need to improve their literacy skills and the child or children for whom they are responsible are the target population. [note: some programs also work with children requiring assistance regardless of parents' abilities]
- Parenting education is offered and literacy activities are provided so adults can attain a level of proficiency in basic skills that is sufficient to meet individuals' goals and social and economic demands for proficiency.
- Literacy, pre-literacy, and developmentally appropriate activities for children are provided.
- There are formal and/or informal activities with varying degrees of systematic adult and child interactions focusing on parents as teachers.
- The programs serve as a liaison with community agencies which focus their resources in basic problems faced by the families. (Ryan, 1991, pp. 2-3)

**Justification for Family Literacy**

Why is family literacy important? A summary of the research on family literacy reveals the following key points that form a rationale for family literacy initiatives:

- Parents are often unaware of the strong influence they have on their young children's literacy development. Studies in emergent literacy show that the family environment, and the interactions that take place in that environment, are the basis for a young child's natural, gradual development of listening, speaking, reading, and writing abilities.
- Parents with low literacy skills or who do not model reading and writing as useful, pleasurable activities may negatively influence their children's literacy development. Low literacy skills are often intergenerational.
- Parents may need support to increase their confidence as their children's first and most important teacher. They may have grown up in a non-literate or non-reading home, where there was not a lot of value placed on reading and writing. They may not feel they have
the abilities required to stimulate and support their children's literacy development.

- Parents with low literacy skills may not participate in and support their children's education. They may be intimidated by the school environment and may not act as effective advocates for their children's education. Family literacy fosters positive home-school relationships.
- Family literacy is proactive rather than reactive with the objective of building on and enhancing a family's strengths and positively influencing the literacy development of young children.
- Parents and caregivers who need to increase their literacy skills can be motivated to join programs for their children more easily than to join adult-only programs.
- Family literacy has positive implications for relationships within the family. It sets a pattern for parents and children to talk together about things and to share activities, and fosters closer relationships between parents/caregivers and children.
- Family literacy can be one part of a collaborative, integrated approach to supporting and strengthening the family and facilitating community development.

**What do family literacy programs look like in Alberta?**

There are a number of different family literacy programs operating in Alberta. The following section provides a brief description of the various models we are aware of, and that have determined the selection and development of the tools and strategies presented in this guide.

**Alpha+Gene=Profits (formerly Alpha Familiale à St-Paul)**

Alpha+Gene=Profits developed out of a need expressed by the participants in an adult literacy program for assistance in helping their children and grandchildren with reading, comprehension, and writing skills. The resulting family literacy component involves the adult learners in planning and developing the program.

The main goal of Alpha+Gene=Profits is to break the cycle of illiteracy among Francophone families. Other goals are to develop better communication between the parents and their children; to increase parents' knowledge in French in terms of reading, writing, and comprehension; and to generally increase interest in reading in French.

The group meets together for two hours one afternoon a week. For the first hour, parents and children spend time reading together. The focus is on understanding the story, word comprehension, vocabulary extension, and building writing skills using story vocabulary. In the second hour, parents go to their literacy class while children work on homework with a tutor's assistance.

**Books for Babies**

There are three distinct phases to the Books for Babies model. Phase One is the book bag presentation phase, where the program presents a book bag to parents of newborns, often at the maternity ward of the local hospital or at the community health unit. These bags contain materials that encourage and support reading to babies and young children, and often include such items as a children's book, a tip sheet on family reading, a colouring book, and information on local literacy programs. In addition to the book bag, in many communities there is a video presentation at the hospital, health unit, or local library on the importance of reading to children.

The second phase of the program consists of informal follow-up activities and keeping in touch with the parents. This may happen when the babies are brought in for check-ups and
immunizations. In such programs, health unit staff talk to parents about the importance of reading to their children, and ask them if they received a book bag and whether they've had time to use the materials. Other follow-up activities may include a newsletter or workshops for parents of newborns.

The third phase of the program is the evaluation phase. In Cardston, an outside evaluator is doing a longitudinal study on the effects of the program on children entering kindergarten. In other Books for Babies projects, evaluation cards are distributed by health unit staff to parents participating in the project.

Homespun
Three primary components make up Homespun's curriculum: 1) a focus on children's literature as well as extended discussion about the books used and activities related to the story, 2) opportunities for parents and caregivers to explore ideas on encouraging an environment in the home that is conducive to literacy development through readings, discussion, videos, and instruction, and 3) exploration and development of the parent's own literacy abilities, beliefs, and attitudes through personal journals, writing for children, and discussing adult readings.

Homespun sessions usually run for eight to fifteen weeks, with evening or daytime workshops offered for two hours each week.

Literacy and Parenting Skills
Literacy and Parenting Skills (LAPS) is designed to meet the needs of people who wish to improve their literacy skills by using parenting issues and material. The intention is to provide a supportive learning environment where both literacy and parenting skills are studied and the background of each participant is respected. The parents are active participants in the learning process, and select, reflect on, and adapt the literacy activities they experience to meet their own needs.

LAPS materials are based on several sources, including "Nobody's Perfect." There are ten "main" sessions in the program, and two supplementary sessions. Each session lasts two and a half hours, and focuses on a parenting-related topic.

Learning and Reading Partners
The Learning and Reading Partners (LRP) program is aimed at supporting parents of school-age children. There is also a program being designed for parents of preschool children, and one for parents with literacy difficulties.

Through a series of workshops and supporting program binder, LRP teaches parents strategies to use with their children to enhance learning and school success. These strategies are divided into those focusing on process of thinking, process of reading, process of writing, processing information, understanding the learner, and life management. LRP is a twenty-hour program, usually held in two- or 2 1/2-hour sessions.

Parent - Child Mother Goose Program
This program is aimed primarily at parents who feel unsure of their ability to communicate with and enjoy their children, or speak English with difficulty because it is not their first language.

Parents are usually divided into two groups: parents of children aged birth to 2 1/2 years and those of 2 to 4 year-olds. Once a week the parents and their children meet to learn rhymes and songs.
together, and to be introduced to the magic of language. The session ends with a story told to the parents so they too can appreciate the joy of language and listening. During the 30-week program (ten weeks at a time), parents gain skills and confidence while children are introduced to language and memory development. Equally important, parents build a repertoire of rhymes, songs, and stories, regardless of their literacy skills. As the sessions progress, and parents feel more comfortable with each other, rhymes from other cultures are shared as well.

**Parents as Tutors**
The objective of Parents as Tutors (PAT) is to provide training and support to parents who are interested in helping their child become a better reader through a process known as Paired Reading. (Paired Reading was developed by the Northern Alberta Reading Specialists Council in 1991. See Works Cited for reference.)

PAT is available to families who have elementary school children. A trained person from the community goes into the family's home five times a week for eight weeks. These sessions are fifteen minutes long, and are used to demonstrate Paired Reading. The trained community person is a non-teacher who acts as a liaison between the school and the family. This person's primary role is not to tutor the child, but to provide training and positive support to the parents as they develop skills as their child's tutor. In order to join the program, parents must agree to participate in each of the Paired Reading sessions, and to take over from the tutor before the end of the sixth week.

**Parents in Partnership**
This program is an outreach to "invisible parents," parents who don't feel comfortable coming into their children's schools and who separate the home and the school. These parents feel they have no part to play in their child's education, or have given up on it, perhaps based on their own school experience.

Parents in Partnership looks not only at the mechanics of getting parents involved in the schools, but also at metacognition and the understanding of how one learns that can develop in the parent. The goal is to develop a recognition of the value of learning by both the parent and the child. Objectives include having parents get over the feeling of discomfort or inferiority when it comes to dealing with teachers or the classroom situation.

**Partnership Approach to Literacy**
The Partnership Approach to Literacy program (PAL) offers one-on-one support and modelling of the enjoyment of reading by tutors to school students who do not enjoy reading, do not choose to read, and are in the bottom third of their class. Its approach proposes that we teach students how to read through their strengths and preferences, rather than dwell on their weaknesses. Tutors are volunteers, or are peer tutors from junior high and high school.

PAL recognizes the importance of parents reading to their children, and "reading for enjoyment" workshops may be held to give parents strategies. There are often "Read to Me, Mom and Dad" workshops for parents of preschool children, and "How to Make Your Child a Better Reader" workshops for parents of school children. In some programs, in-services are held for teachers in understanding learning styles, and student profiles are developed and discussed with staff.

Children participating in the PAL Project are referred to the program by their school, their parents, or themselves. They meet with their tutor at the school during or after school hours,
usually once a week for an hour and a half. The pair uses reading material selected by the student and prepared by the tutor based on student interest. Activities include learning reading strategies such as predicting, DRTA, language experience, phonetics, and many "hands-on" experiential activities.

**What are the characteristics of successful programs?**

The Family Literacy Commission of the IRA has developed a series of guidelines for family literacy programs that will increase the likelihood of success. While not all of these guidelines apply to all types of family literacy models operating in Alberta, they are still useful to consider when developing an evaluation strategy for your program.

- Successful family literacy programs respect and understand the diversity of the families they serve.
- Successful family literacy programs build upon literacy behaviours already present in families. Although these behaviours may be different from conventional school-like literacy, all families use literacy in the routine of their daily lives. These behaviours should be identified, acknowledged, respected, preserved, and developed within family literacy programs.
- Successful family literacy programs do not try to "correct" or "fix" the family. Rather, they view intervention as a supplement to the interactions that already exist.
- Successful family literacy programs are held in accessible locations that are non-threatening and friendly. Available transportation, child care, and refreshments at meetings contribute to creating a supportive climate.
- Successful family literacy programs follow sound educational practices appropriate for the literacy development of children and adults. Varied strategies for literacy learning are used.
- Successful family literacy programs may work with parents and children together or separately, helping families share in their learning experiences.
- Successful family literacy programs bring parents together in support groups to share experiences and learn from one another.
- Successful family literacy programs seek to improve both the quality and the range of parent-child interactions in reading and writing.
- Successful family literacy programs provide parents with ideas and materials for literacy activities in the home.
- Successful family literacy programs encourage parent input into the academic development of the children.
- Successful family literacy programs are collaborative efforts that combine the strengths of many agencies.

Family Literacy: New Perspectives, New Opportunities
Chapter Two:
Definitions and Rationale for Assessment and Evaluation

In Chapter Two, we’ve provided a list of definitions aimed at developing a common understanding of terms as they’re used in this document. The chapter also includes background information on assessment and evaluation. The contents of the chapter are:

Definition of terms
A list of nineteen terms are defined for the purposes of this evaluation guide.

Need for assessment and evaluation
This section gives a rationale for doing assessment and evaluation, looking at the variety of purposes that range from program development to accountability.

Issues in assessment and evaluation
There are many issues to be considered when you are planning your assessment and evaluation strategies. This section presents a range of those issues.
Chapter Two: Definitions and Rationale for Assessment and Evaluation

Definition of Terms

In the interests of using a common language and a common understanding of terminology, the following definitions are used in this guide.

alternative assessment  A flexible assessment approach that is representative of the curriculum, meaningful to learners, and indicative of the learners' acquired ability or knowledge. Examples are surveys, interviews, observations measures, and writing samples (Holt, 1994, p. 137).

assessment  The use of instruments and procedures to gather data on a regular basis. Assessment may focus on identifying learners' needs, documenting the learners' progress toward meeting their own goals, and ascertaining the extent to which the project objectives are being met (Holt, 1994, p. 137).

audience  Simply put, those who use evaluation information; "the audience for a particular evaluation will not only influence decisions concerning data collection and analyzes but also study dissemination. For example, an evaluation initiated by program personnel to improve the quality of their own services should differ from one undertaken at the behest of funders interested in the extent of community acceptance of the program. Neither audience is more or less legitimate; both are 'stakeholders' with information needs" (Weiss and Jacobs, 1988, p. 49).

baseline data  Data that are collected before project activities begin, and may be used for comparison with data obtained at a later point in the project.

descriptor  An explanation of an individual rating on a scale. For example, on a scale of 0 - 5, the descriptor for 0 may be "cannot read instructions" and the descriptor for 5 may be "reads instructions with ease" (Holt, 1994, p. 137).

evaluation  The systematic collection and analysis of program-related data for such purposes as developing and refining goals and objectives; monitoring the implementation of the program; and determining the overall success and impact of the program (Weiss and Jacobs, 1988; Holt, 1994).
focus group  A group that is formed for the purpose of providing input. Group members are interviewed according to a protocol that has been previously established (Holt, 1994, p. 137).

indicators  A unit of information about the condition of an organization, a system, or a program. To be useful, valid, and reliable, indicators must provide information that is uni-dimensional so there is no question regarding the intent or meaning (Adult Development Branch, Advanced Education & Career Development, no date).

interview  An alternative assessment approach for obtaining detailed information. An interview may be administered to individuals or to groups with respondents answering orally or in writing (Holt, 1994, p. 137).

literacy  The ability to use language and language-related strategies, especially those associated with reading and writing, in a variety of settings (home, community, school, work) to achieve one's own goals (personal, professional, academic) (Holt, 1994, p. 137).

norm-referenced assessment  See standardized assessment.

objective  A description of an outcome or change that is expected as a result of implementing a project. The content of objectives is determined by what the learners need, what the staff are prepared to teach, and what is possible to achieve within the time and budget constraints of the project (Holt, 1994, p. 137).

observation measure  An alternative assessment instrument for obtaining various kinds of information. Observations may focus on such features as learners' characteristics, group interactions, or language and literacy performance (Holt, 1994, p. 137).

performance sample  An example of a learner's work in selected tasks. Performance samples include writing samples, oral readings, role plays, and oral presentations.

portfolio  A collection of examples of a learner's accomplishments such as reading logs, language experience stories, and writing samples. The contents of the portfolio can be used to show a learner's progress over time (Holt, 1994, p. 137).

protocol  A specified set of procedures and questions designed to achieve the purposes of an assessment activity.
qualitative data  Facts, claims, and assertions in narrative form, and not in numbers. (Qualitative data can, however, be converted into numerical form by coding and scoring.)

quantitative data  Facts, claims and assertions presented in numerical forms.

rating scale  A technique for assessing an area of interest (for example, reading ability or self confidence) on a scale of intervals usually designated by numbers or descriptors (Holt, 1994, p. 137).

standardized assessment  An instrument that is created to allow for comparisons between individuals' current achievement and the average performance (norms) of selected participants (norming group) (Holt, 1994, p. 137). (also called norm-referenced assessment)

survey  An alternative assessment approach for obtaining information. A survey may be administered to individuals or groups with respondents answering orally or in writing.

**Need for assessment and evaluation**

Assessment and evaluation serve many purposes, the most important being that they provide staff and participants with necessary information for designing, modifying, and improving family literacy programs (Holt 1994). Relevant, non-threatening, and easy-to-use assessment will identify participants' needs, attitudes, and abilities. It will document progress towards their goals, help them assess their own learning, and demonstrate to funders that progress is being made.

Assessment does not only apply to program participants, but can also be used to measure the skills and performance of program staff.

Like assessment, evaluation also serves a number of purposes. These can be loosely organized into three different areas: developing and improving programs, determining program impact, and demonstrating value and success.

Evaluation aids in designing curriculum content and is also useful in selecting instructional approaches. It helps to both establish and refine program goals and objectives. Appropriate evaluation methods help us to monitor the implementation of our programs and identify obstacles to achieving our goals.
Evaluation also helps us to determine the overall impact of a program, both on participants and on the larger community. It tells us whether we are meeting the varied needs of the people we serve. New programs and approaches need to be evaluated to assess their effectiveness. Data gathered allow us to share information and compare results. As family literacy workers, we should remember that evaluation should not just document individual program effectiveness, but should also address collectively the questions asked by policy makers regarding which types of programs work and for whom.

Although evaluation of family literacy programs is important and necessary for all the reasons just listed, it is particularly important at this time. Family literacy in Alberta is gaining increasing visibility among literacy practitioners and educators, within community development groups, and with the general public. As a result, there is an increasing demand for information and demonstrated effectiveness.

As well as achieving a higher profile, family literacy exists in the same environment as other programs and services, an environment that is placing increasing emphasis on accountability and performance measurement. As a developmental tool, to meet the requirements for financial support and funding eligibility, and to demonstrate the value of our programs, we need to incorporate effective assessment and evaluation strategies into our practice.

**Issues in assessment and evaluation**

The areas of assessment and evaluation are impacted by a number of different and interrelated issues. For example, "family literacy" is a term somewhat loosely applied to a broad array of different activities serving the needs of parents and/or children from a wide variety of backgrounds. Participants in these activities are "strikingly diverse in terms of their linguistic and cultural backgrounds, the characteristics of their families, the demography of their communities, and their reasons for wanting to improve their literacy abilities" (Holt, 1994, p. 6). This diversity of programs and participants complicates the development of tools and strategies that will be relevant and effective. An evaluation approach that "can be fitted to each individual program rather than fitting an individual program to the design" is essential for useful evaluation (Ryan et al, 1991, p. 4).

Another issue that has implications for evaluation is the lack of standards or good practice guidelines for family literacy programs:

> The lack of emphasis in the past on program processes and implementation also has left the family support and education field short on cross-program knowledge gleaned from program practice. This lack is acute now that state and local policy makers want not only data on outcomes, but detailed information about how to design and implement programs. More emphasis should be placed on efforts to collect and share practice-based information about implementation issues such as staff recruitment, training and supervision; outreach strategies; staff turnover and burnout; use of volunteers; and meshing evaluation and service delivery needs. (Weiss and Jacobs, 1988, pp. 8-9)

Because this approach to literacy development is still relatively new, there is a scarcity of evaluation and assessment tools and strategies specific to family literacy, and those that are in use are largely developmental in nature (Weiss & Jacobs, 1988, pp. 7-8; Mechanics of Success, 1990, p. 10). Another consideration is the need to develop techniques and tools that are not only...
Another issue concerns the skills, abilities, and resources available to deliver and coordinate the programs. Many, if not most, family literacy programs have scarce human and financial resources, and very little of those may be available for developing program evaluation. Similarly, many family literacy practitioners lack training and expertise in conducting evaluation.

There are many other considerations affecting assessment and evaluation. What is the purpose behind the evaluation? For whom is it being conducted? To what extent will the program be evaluated, given the resources available? Will evaluation be conducted in collaboration with stakeholders?

Will standardized or alternative methods be used, or a combination of both? Weiss and Jacobs (1988) warn us to beware the "allure of measurement" and the "neglect of context," while at the same time warning us of the "serious and persistent problem of inadequate alternative child measures" and lack of adequate and culturally sensitive parental/family functioning measures (6).

...naturalistic inquiry and qualitative methods such as ethnography, document analysis, case reviews, and interviews should be an integral part of the basic evaluation design. Naturalistic inquiry is often considered "soft" and appropriate only as a supplement for the quantitative approach. However, qualitative methods are receiving increasing recognition as viable alternatives, especially for illuminating program processes and capturing the context of these complex programs. (Patton in "The Mechanics of Success for Families, Report #2," 1990, p.10)

It is obvious that we need to be able to document the achievements of our programs, to "measure" the progress of our participants, in order to be accountable. How we measure the "softer" outcomes is a challenge; for more information on using qualitative methods and alternative assessment strategies, see Daniel Holt, ed. (1994) Assessing Success in Family Literacy Programs: Alternative Approaches to Assessment and Evaluation and Michael Patton (1990) Qualitative Evaluation and Research Methods.

As noted above, there are many issues and considerations that will impact on and shape how you do evaluation and assessment. The following chapters will help you to address these issues as best suits your program and situation.
Chapter Three:
Evaluation in Alberta

In 1995 FLAG conducted a survey to learn about evaluation practices and needs from people who actually literacy in Alberta. That survey forms the basis of the following chapter describing evaluation in this province. The contents of the chapter are:

**Profile of current programs**
This section includes such information as the type of family literacy programs being offered, who their participants are, funding sources, and whether they are rural or urban programs.

**Current use of evaluation**
Here we look at the reasons why programs are evaluated, audiences for evaluation, and what the areas of evaluation are. There is also information on the methods used for collecting evaluation data, and on the uses for that data.

**Resources and support for evaluation**
At this point in the chapter, we list the resources that Alberta practitioners used to develop their evaluation activities.

**Evaluation needs of family literacy programs**
We asked Alberta practitioners to identify what they saw as the special evaluation needs of family literacy programs, and here we list their responses.

**Barriers or obstacles to evaluation**
What is it that makes evaluation difficult? Lack of time, lack of experience… the obstacles to evaluation are given here.

**What information is most needed on evaluation?**
Alberta practitioners told us just what they needed for evaluation.

**Other developments**
There is a lot evaluation and accountability work being done in other types of educational programs, and here we look at those closest to home.
Chapter Three: Evaluation in Alberta

Profile of current programs

Of the fourteen programs that responded to FLAG's 1995 survey of evaluation needs and practices, 50% used the Homespun model of family literacy, 21% used the Books for Babies model, 21% used a combination of models, and 7% used a model called Alpha+Gene=Profits. Sixty-four percent of programs identified parents and caregivers as their program participants, and 36% cited parents and children. (For a summary of the entire survey by program type or model, see Appendix D.)

The shortest program cycle of those programs surveyed was 2 weeks, the longest 8 to 10 months, and the average 11 weeks. The most recent program at the time of the survey was 4 months into their operation; the longest standing was 4.5 years, and the average was 1.8 years.

The requirements of funding agencies often includes specific evaluation needs. Funding sources for the programs were as follows:

- community donations (service clubs, etc.) - 43%
- fundraising - 14%
- Community Adult Learning Councils - 14%
- contributions in kind - 14%
- National Literacy Secretariat/cost-shared funding - 14%
- foundations - 7%
- grants - 7%
- registration fees - 7%
- Adult Basic Ed. program - 7%

In 93% of the programs, family literacy was delivered as part of another program. Forty-three percent of programs were identified as rural, while 21% were small town, and another 21% were said to serve both an urban centre and rural area. Fourteen percent were identified as urban.

Current use of evaluation

Ninety-three percent of programs said that evaluation was currently a part of their family literacy program. The following reasons were given for evaluating programs:

- useful for planning - 93%
- good practice - 71%
- policy of host/affiliate institution - 36%
- funding agency requirements - 29%
- family literacy program policy - 14%
- to assess whether objectives are being met - 14%
- for final report/support for other programs - 7%
- to more fully understand needs in community - 7%
- to provide measurable accountability in order to access additional funding - 7%

The reasons given for not evaluating programs were lack of time and financial resources, lack of experience in conducting evaluations, and being uncertain of the benefits of evaluation.

The audiences for evaluation included family literacy program staff (71%), family literacy
program participants (64%), community agency partners (57%), and funders (7%).

The survey indicated the following as areas of evaluation:
- participant satisfaction - 86%
- achievement of program objectives - 79%
- changes in attitude toward reading - 71%
- staff effectiveness - 64%
- changes in literacy skills (child) - 57%
- changes in literacy skills (parent) - 51%
- changes in family interaction - 50%
- need for service (community needs assessment, etc.) - 50%
- program efficiency (cost per participant) - 21%
- impact on community - 21%

Evaluation is conducted at the end of a program cycle (71%), continuously throughout the program (43%), at specific stages of the program (14%), or at the end of each workshop (7%).

A number of methods for collecting evaluation data were given:
- informal feedback and discussion - 79%
- participant questionnaire (self administered) - 71%
- participant interview (personal) - 43%
- focus group (participants) - 29%
- focus groups (community agency partners) - 21%
- staff evaluation (interview with coordinator/administrator) - 14%
- staff evaluation (self-administered questionnaire) - 14%
- participant interview (telephone) - 7%
- keeping on-going program records of the participants - 7%

We also asked what tools were used to organize and analyze the data gathered through evaluation activities. Responses for Homespun-type programs included summarizing general perceptions, highlights, and areas of concern; using "paper and pencil"; and coding observational data for themes, tabulating pre- and post-questionnaires, and recording comments. In programs using a combination of models, responses to this question included using a computer and internal evaluation instrument; and "Blood, sweat, and tears! - No formal tools in place."

Uses for the findings from evaluation activities included:
- planning future program cycles - 86%
- adjusting current programs as necessary - 86%
- including them in reports to funding agencies - 50%
- including them in a final report - 50%
- including them in reports to community partners - 50%
- being able to value your project in your community and have your partners value it - 7%

Resources and support for evaluation

50% of practitioners used resources and/or support beyond their own knowledge to develop their evaluation activities, including:
- articles
- other family literacy practitioners
- information from FLAG on evaluation
- literature search
support from the University of Alberta (partner)
different evaluations and questionnaires
input from board members and community partners
guidelines for projects used as models
expertise of parent participants
two national workshops on family literacy

**Special evaluation needs of family literacy programs**
When asked to identify what the special evaluation needs of family literacy programs were, responses included:

- pre- and post-tests and another for on-going evaluation
- a good format for group discussions to evaluate programs
- outcomes in the affective areas, not just improvements in reading (e.g. self-perceptions)
- measure of changes in attitudes
- pre-course evaluation to see what the participants' views are on literacy
- impact on the family as a learning unit
- change in family interaction
- impact on the child (school readiness)
- evaluation of needs of various age groups of children
- evaluation strategies that will enhance funding requests
- non-intrusive assessment procedures that will show progress to satisfy funders, but are not "off-putting" to participants
- evaluation tools that are consistent with the expectations and the needs of participants
- evaluation strategies that will lead to an increased number of participants
- multifaceted evaluation to meet expectations of participants and partners

**Barriers of obstacles to evaluation**
Evaluation was reported to be difficult due to the following considerations:

- lack of time
- lack of experience in the process of evaluation
- lack of financial resources
- not knowing standards
- participants may feel uncomfortable answering questions before course begins (participants are often already over-evaluated and can be easily "turned off")
- informality and the need for parent "ownership" makes a formal evaluation procedure difficult to conduct
- uncertain of benefits of evaluation
- the more appropriate techniques (anecdotal and observation) for measuring important qualitative outcomes are not as easy to do as more traditional evaluation
- making the participants understand the importance of their feedback and the importance of an evaluation (e.g. lack of response from participants, reluctance to provide constructive criticism)
- many different participants

**What information is most needed on evaluation?**
You told us that you wanted tools and strategies that are tailored to meet the needs of Alberta
programs, are user friendly and non-threatening, and will measure qualitative as well as quantitative outcomes. You also asked for support on how to use these tools, as well as strategies to analyze data collected. You want information on relevant evaluation frameworks, and a brief and to-the-point rationale on evaluation. You also said that a resource list of effective programs and a bibliography would be useful.

**Other developments**

There is a lot of emphasis being placed on evaluation and accountability in educational programs in Alberta and across the country. Alberta Advanced Education and Career Development (AE&CD), for example, has undertaken an initiative focusing on assessment of results. AE&CD is developing key performance indicators and an accountability framework for post secondary institutions, community-based programs, and other providers managed under the Department.

The Association of Literacy Coordinators of Alberta (LCA) is also involved in an initiative focusing on accountability and performance measurement. The Alberta Literacy Program Standards Project (ALPS) is a two-phased project which started in 1996. The first phase will result in the development of good practice statements for community-based volunteer literacy programs, as well as minimum standards that those programs should be able to meet. The second phase of ALPS will see the development of evaluation tools to measure the performance of programs, as well as criteria for funding.

Another development in the area of accountability is the *Best Practice Guidelines for Adult ESL/LINC Programming and Instruction in Alberta* prepared by Alberta Teachers of English as a Second Language (ATESL) in 1995. This document sets out a self-study evaluation process for all ESL programs in the province.
Chapter Four: Evaluation frameworks for family literacy

Chapter Four gives four examples of evaluation frameworks that could be used to plan an evaluation strategy for family literacy programs. These frameworks are:

An Integrated Literacy Framework

Objectives-Oriented Evaluation

Framework for Assessing Program Quality

The Five-Tiered Approach to Evaluation
Chapter Four:
Evaluation framework for family literacy

Before looking at specific evaluation tools, we need to consider the larger picture of what the evaluation framework or design should look like. This chapter includes several models of evaluation, however, it is important to remember that, in Bhola's words, "models are not usable as formulas." They are useful in that they are to "think with," but they are not meant to provide unchangeable sets of procedures, step by step" (Bhola, 1990, p. 47).

Let's look first of all at a literacy framework that integrates program planning, implementation, and evaluation.

An Integrated Literacy Framework

In a manual entitled Assessing Success in Family Literacy Projects, David Ramirez describes how assessment, evaluation, and other components of a literacy project need to work together in a mutually supportive fashion. The manual recommends using a "literacy framework" as a means of coordinating program components. This framework is the staff members' and learners' shared understanding of learners' literacy needs, program goals, curriculum and methodology, and approaches for assessing and evaluating literacy development.

According to Ramirez, a successful instructional program and evaluation design requires a thorough and on-going planning process involving the collaboration of staff members and adult learners (pp. 21-22). This process includes a pre-planning phase, a planning phase, and an evaluation phase. The steps involved in each phase are listed below:

**pre-planning phase**
1. develop goals
2. conduct needs assessment
3. design objectives

**planning phase**
4. develop curriculum and instructional activities
5. identify obstacles
6. identify necessary resources
7. assign responsibility
8. establish time line

**evaluation phase**
9. specify expected outcomes
10. design assessment instruments & collection procedures
11. analyze data
12. formulate conclusions and implications

Ramirez reminds us of the need to consider the difference in how individuals use language and literacy, and the contexts in which they read and write. He recommends alternative assessments because they have the advantage of measuring the learners' ability to use literacy in contexts that are relevant to their daily lives. He cites the work of Lytle et al (1989) in developing a framework to guide the assessment and evaluation of adult learners with diverse needs and contexts:

*Their framework has four dimensions: 1) literacy practices; 2) reading, writing, learning strategies, and interests; 3) perceptions of reading and writing, teaching.*
and learning; and 4) goals. "Literacy practices" or activities refer to how, when, and why learners use literacy in their lives. After the staff and learners have identified the role of literacy in various contexts, assessment and evaluation approaches can be used to measure changes in the way learners use literacy as the project is implemented. (Ramirez in Holt, 1994, pp. 18-19)

Objective-Oriented Evaluation

Bhola (1990) tells us that the objectives-oriented model of evaluation is perhaps the oldest of the available models. This type of evaluation compares what was identified as "intended outcomes" with the "actual outcomes" of programs. The common approach is to "test" adults and children to see if objectives that describe the acquisition of particular ways of thinking, feeling, and acting have been achieved (Bhola, 1990, pp. 36-37).

An objectives-oriented evaluation typically begins with an outline of the project objectives as presented in the project proposal. Each objective is examined at the end of the project to determine if they were met and to what extent. In addition, a summary statement regarding the general effectiveness of the project is provided (Bercovitz, 1994, p. 1). A program design chart is included to graphically present an overview of program components and activities.

In order to determine if and how well each objective was achieved, a number of indicators are developed for each one. For example, let's look at the first objective in Bercovitz's report: "To recruit a minimum of fifty families of 4 & 5 year olds enrolled in at-risk programs in East Aurora to participate in a family literacy program" (1994, p. 5). The indicators for this objective are number of participants, attendance records, and number of non-completers.

Objectives may be combined and examined using the same indicators. Again using Bercovitz as an example, we see three objectives grouped together for the purpose of evaluation:
- #4 To increase parents' abilities as their children's first educator.
- #5 To help parents develop parenting skills which can improve the child's home learning environment.
- #6 To increase parents' involvement in their children's school.

The indicators used for these objectives are selected parent responses, selected staff responses, parenting goals, barriers to adult education, and methods for overcoming barriers.

Framework for Assessing Program Quality

The Association for Community Based Education (ACBE) in Washington, D.C. has developed the Framework for Assessing Program Quality, which promotes "program improvement as a continuous process" (Effective Practices in Community Based Family Literacy, 1993, p. 5). This approach encourages programs to examine the processes and structures that contribute to their effectiveness, and evaluates standard practices, methodologies, strategies, and outcomes in the following major areas:
- program planning, evaluation and improvement
- learner achievement
- improvements in community development
- improvements in program quality
- learner recruitment, development, and retention
- staff recruitment, development, and retention
- program management and fiscal planning
The final report then summarizes the research findings and program results, suggests how to improve existing program strategies, looks at program funding, identifies program problems and possible solutions, and outlines action steps for further development.

**The Five-Tiered Approach to Evaluation**

Francine H. Jacobs (in Weiss and Jacobs, 1988; Ryan et al, 1991; and Nickse, 1993) has developed what she calls the "five-tiered approach" to evaluating family programs. This framework organizes evaluation activities at five levels or tiers, "each requiring greater efforts at data collection and tabulation, increased precision in program definition, and a greater commitment to the evaluation process" (Jacobs in Weiss and Jacobs, 1988, p. 50). Each level fulfills a different purpose, uses different techniques to gather information, with information useful to particular audiences. The framework is designed so that programs can and should engage in several levels of evaluation at the same time, within different program components, and move from one to another as appropriate in order to record program changes over time (Nickse, 1993, p. 37; Ryan et al, 1991, p. 5). For example, a program may be at the program clarification stage (Level III) in its adult-only component, but just beginning to assess the need for a child-only component to add to the program (Level I - Pre-Implementation).

The following is a brief description of the levels that make up the framework, plus the research questions for each level. More extensive information on the various levels of evaluation, based on Jacobs' framework, is found in Chapters Five and Six.

**Level I - Pre-Implementation**
Commonly referred to as the needs assessment stage, this level answers the question "What is the problem?" This level of evaluation determines whether there is a need for the service and provides a baseline for future evaluation.

**Level II - Accountability**
This is the program utilization level, and answers the question "Who are we serving, and what services are we providing?"

**Level III - Program Clarification**
This type of evaluation is formative or process clarification. It answers the question "How can we do a better job of serving our participants?"

**Level IV - Progress**
Evaluation in this level answers the question "Are participants making progress?" and measures short-term program effectiveness.

**Level V - Program Impact**
At this level, the program is committed to an experimental or quasi-experimental approach to evaluating program effects. It answers the question "What are the long-term effects of program participation?" (Jacobs in Weiss and Jacobs, 1988, pp. 50-62; Ryan et al, 1991, p. 5-10; Nickse, 1993, p. 37)

Every level in the evaluation framework contains a number of specific steps:
- purpose of the evaluation
- evaluation questions

- audiences for the information collected
- evaluation tasks and strategies
- types of data to collect and analyze
- interpretation and dissemination of findings
- program planning (Ryan et al, 1991, p. 5)

A variation of this framework can be found at the Illinois Literacy Resource Development Center (ILRDC). Using its own investigation of family literacy programs in that state and the work of Weiss and Jacobs, ILRDC has constructed a developmental and evaluation framework for family literacy (Mechanics of Success, Report #2, 1990). This framework combines five program components identified in the practice goals of the programs investigated in Illinois with Jacobs’ five levels of evaluation.

Evaluation Framework for Family Literacy Programs

<table>
<thead>
<tr>
<th>(program components)</th>
<th>Child</th>
<th>Adult</th>
<th>Adult-Child</th>
<th>Family Support Services</th>
<th>Economic Self-Sufficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>(levels of evaluation)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Level 1</td>
<td>Needs Assessment</td>
<td>Pre-implementation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 2</td>
<td>Accountability</td>
<td>Program Documentation</td>
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<tr>
<td>Level 3</td>
<td>Formative Evaluation</td>
<td>Program Clarification</td>
<td></td>
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<tr>
<td>Level 4</td>
<td>Program Progress</td>
<td>Progress Toward Objectives</td>
<td></td>
<td></td>
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<tr>
<td>Level 5</td>
<td>Program Impact</td>
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(Mechanics of Success, 1990, p. 13)

The concept of the five-tiered approach to evaluation has been further developed by such notable family literacy researchers as Katherine Ryan and Ruth Nickse, as noted in the references above. In Canada, Adele Thomas and Bram Fisher used Weiss and Jacobs’ work in developing their framework for family literacy evaluation in Ontario (Thomas and Fisher, 1995).
Chapter Five:
Conducting program evaluation

This chapter opens with a list of guidelines for program evaluation, and then provides an adaptation of the first three tiers or levels of Jacobs and Weiss' five-tiered approach to evaluation (pre-implementation, accountability, and program clarification). The discussion of each level includes:

- how this level applies to Alberta programs
- suggested audiences for the information
- strategies and activities
- tools and sources of information.

After describing the three levels, there is a selection of tools that you can adapt for use in your program. There is supporting information and suggestion for use for each tool in the chapter.

Tools included:
Intergenerational Needs Assessment pp. 32-34
Focus Group Interview for Workplace/Adult Literacy Program 35-36
Program Design Chart 37-38
Small Group Discussion Guide 39-40
Preschool Child Language Assessment Record 41-42
Combined Goals, Attitudes, & Practices Questionnaire 43-45
Parent/Caregiver Goals and Expectations Questionnaire 46-47
Parent/Caregiver Questionnaire - Attitudes and Beliefs 48-50
Parent/Caregiver Questionnaire - Literacy Practices and Activities 51-52
Emergent Reading Observation Record 53-54
Program Summary (Books for Babies - type program) 55-58
Registration form for Homespun-type program 59-61
Midpoint Evaluation 62-63
Chapter Five:  
Conducting program evaluation

The following two chapters of this guide are intended to provide you with practical support in developing an evaluation strategy specific to your program. They are based on the framework developed by Jacobs and Weiss, and adapted using other research to suit our work in family literacy here in Alberta. Chapter Five deals with the first three levels of the literacy framework, and Chapter Six looks at participant progress and long-term impact (Levels Four and Five). For each level we look at how it applies to Alberta program types, audiences for evaluation information, various strategies and activities that support that level of program evaluation, and finally a range of tools that can be used to collect data. Tools that are included in the guide are marked with an asterisk (*) and are located at the end of each chapter. There is also a list of research instruments and their sources in Appendix B.

The tools included in these two chapters have been developed or adapted for this guide, and have been revised based on feedback from Alberta family literacy practitioners in focus groups held in January 1997. It must be emphasized that they are intended to be flexible and adapted to suit the needs of your program, your participants, and your resources. Given the diverse range of family literacy models used in Alberta, and the variety of approaches from one program to another, it would be difficult if not impossible to present tools that are exactly suited and relevant to all programs. Instead, we have prepared a wide range of tools for you to choose from and adapt as your program requires. Please review the information about the tools in Chapter One.

Before looking at Level One, let's look at a list of guidelines for program evaluation taken from Parent Programs in Reading: Guidelines for Success (Fredericks and Taylor, 1985, p. 26):

An evaluation should:
- be keyed to the stated objectives of the program
- assess the effect of the program while it is on-going as well as at its end
- involve parents [and students, if applicable] in the design, administration, and analysis of the evaluation strategies
- use a variety of evaluation tools (formal and informal; parent and student impact; ongoing and concluding)
- gather information for a purpose: to change an existing program or to plan for a future one

Level One: Pre-implementation

"What is the problem?"

Application to Alberta programs

This level or stage identifies the need for service and is the planning period for future evaluation. It "creates the conditions for all subsequent evaluation efforts" (Weiss and Jacobs, 1988, p. 50).

Needs assessments serve many purposes that apply to the range of family literacy programs in Alberta. Without adequate needs assessment, it can never be shown that the program has responded to the actual needs of its community; programs are all too often based on guesswork of what needs exist rather than documented needs. Needs assessments indicate
how best to use resources, often in short supply in this field; they help to match services with
needs; they take some of the guesswork out of planning; and they increase accountability
(Doing it right!, 1993, p. 9). Needs assessments can also build community awareness,
support, and ownership.

Another purpose of evaluation in this level is to provide general baseline data, or the
"groundwork" for future evaluation. Collecting baseline information at this level will allow
for the broadest range of future evaluation options (Weiss and Jacobs, 1988, p. 51). As the
demand for accountability increases, programs in Alberta will need to develop solid
evaluation strategies that include this type of information.

Audiences for information
- potential participants
- potential funders
- potential partners
- community groups
- local media

Strategies and activities
- detail proposed program (including clearly stated program components, goals and
  objectives, population to be served [preschoolers & their families, etc.], cost of service,
  anticipated effects on families as a result of receiving services)
- identify needs of potential participants
- interpret findings in a summary report
- revise objectives of proposed program to meet needs

Tools and Sources of Information
- local demographics (e.g. population size and change, geographic distribution, etc.)
- relevant national or local statistics relating to literacy rates and their consequences
- review of local media
- standardized achievement tests (see Appendix B)
- intergenerational needs assessment questionnaire *
- focus group protocol for workplace or adult literacy program *
- program design chart *
- small group discussion guide (parents/primary care givers) *
- telephone interview form (parents/primary care givers)
- key informant interview form (community leaders [especially of populations the program
  will serve], preschool and elementary school teachers, adult literacy instructors, etc.)
  * included at the end of the chapter

Level Two: Accountability
"Who are we serving, and what services are we providing?"

Application to Alberta programs
Evaluation at this level "paints a picture" of who your program participants are and the
services you are providing. Gathering information about the people in the program allows
you to understand their needs, goals, and abilities, and will show you if you are reaching your
target population. It also provides you with essential baseline information about participating
individuals and families (as opposed to baseline information on the community gathered in
the first level) for use in further participant assessment and program evaluation.
This level is called the "accountability level" because information gathered is necessary for the program to be minimally accountable to funders, participants, and the larger community. "A program, however small, should be able to report that, in a particular time period, X number of families were provided Y amount of service at a cost of Z" (Weiss and Jacobs, 1988, p. 56). Comparing information on participants and services provided can be used to justify or increase expenditures. (For example, you may find that a large number of your participants require ESL instruction, and funding for this additional service will be needed.)

Although this is essential information to gather for a variety of reasons, practitioners are wary of intimidating or "turning off" program participants by asking too many questions or questions that may seem intimidating. We are also aware that many participants or potential participants lack the literacy skills necessary for paper-and-pencil assessments. Use your judgment to determine which of the tools you would use as a personal interview instrument, in a focus group, or as a written form, whether scribed or filled out by the individual.

Audiences for information
- funders and donors
- participants
- program providers
- community partners
- community leaders
- media

Strategies and activities
- describe services offered
- collect data on client backgrounds
- collect data on use of service (number of individuals served)
- determine program costs

Tools and Sources of Information
- writing samples
- preschool child language assessment record *
- parent/caregiver questionnaire (combined goals, attitudes, & practices) *
- parent/caregiver questionnaire (goals and expectations) *
- parent/caregiver questionnaire (attitudes and beliefs) *
- parent/caregiver questionnaire (literacy practices and activities) *
- child emergent reading observation record *
- program summary (Books for Babies-type programs) *
- registration form for Homespun-type programs *
- instructor log
- student/participant records
- program budget and financial records
- program design chart *

* included at the end of the chapter
Level Three: Program Clarification

"How can we do a better job of serving our participants?"

Application to Alberta programs
This level of evaluation is formative, and provides information that will help to clarify how services can best be delivered. It helps programs make use of information gathered in previous levels while encouraging them to draw on staff and participant feedback to monitor and improve services. In response to our 1995 survey, Alberta practitioners told us that they wanted tools and strategies that would provide on-going evaluation, rather than just summative processes. As pointed out earlier in this guide, evaluation is essential not only to "judge success," but also to develop and refine services and objectives.

Audiences for information
• program staff
• program participants

Strategies and activities
• develop questionnaires targeting participant satisfaction
• conduct personal interviews with participants
• conduct telephone interviews with participants
• review original program material defining orientation and organization · integrate lessons learned during implementation
• review program goals and objectives
• review needs identified during pre-implementation phase

Tools and Sources of Information
• program mission, goals, objectives, and strategies
• needs assessment results
• minutes of staff meetings, advisory council meetings
• case management of individuals or families, if applicable
• mid-point evaluation form *
• telephone participant satisfaction survey
• participant journals
• staff journals
• lesson plans
• focus group questionnaire
• participant withdrawal information
• class transcriptions

* included at the end of the chapter
**Name of Tool:** Intergenerational Needs Assessment

**Type of tool:** Formal needs assessment

**Source(s):** Adapted from *Intergenerational Literacy*, 1990

**Purpose:** To assess awareness of the importance of family reading, to gauge family reading activities in the community, and to build awareness of and support for the proposed project.

**Suggestions for use:**

**Who to use it with**
Existing groups that are likely to include parents or caregivers of young children (Adult Basic Education classes; volunteer literacy program students; parenting classes; drop-in programs; parents of children in daycare, kindergarten, and elementary school). It can also be used with a random sample of the general public, perhaps at a shopping mall or trade fair.

Alberta practitioners suggested using this form in a collaborative effort with daycares, kindergartens, and elementary schools on the first day of registration. It could also be used with the health unit, Sunday schools, and churches.

**When to use it**
It should be used during the early stages of planning a program.

**How to use it**
Have individuals fill out the form while in class or group; if literacy skills are not sufficient, administer the form one-on-one as a verbal questionnaire, either in person or in a telephone interview. Telephone interviews are generally very time-consuming, as it often takes several calls to complete one interview. Mail-in responses are generally very low.
Intergenerational Needs Assessment

Directions:
(Name of organization) is gathering information on the need for a family literacy (or name of program) program in our community. Please help us by completing this form and (instructions on how information will be collected). You can call (name) at (telephone number) if you would like more information.

This information will not be used by any other organization or for any other purpose.

1. How many preschool children are there in your household? _____________
   How old are they? _____________, _____________, _____________
   How are you related? (for example, mother, aunt, father) _____________

We are interested in finding out if you have a chance to spend time reading to or looking at books with your preschool children.

2. How often do you look at or read books with your children?
   _____ never (too busy with work)
   _____ less than once a week
   _____ about once a week
   _____ a few times a week
   _____ about once a day
   _____ several times a day

3. Is there anyone else who reads or looks at books with your children? _____________

4. How is that person related to the child? (Grandmother, friend, etc.) _____________

5. Does your child/children go to daycare, preschool or to a babysitter? _____________

6. Do you have any children's books that stay in the home? _____________
   If so, how many? 1-5 _____ 11-20 _____ 6-10 _____ more than 20 _____

7. Do you ever borrow books or other reading materials from the library? _____________
8. Do you enjoy reading? ______________

9. If you enjoy reading, how often do you read?
   ______ never
   ______ rarely
   ______ occasionally
   ______ a lot

10. When you were a child, do you remember if you were read to?
    ______ yes
    ______ no

11. If you remember being read to as a child, how often?
    ______ rarely
    ______ sometimes
    ______ every day

12. Would you be interested in a program that helps parents to support their children's literacy development? Parents do not need advanced reading skills to take part; the emphasis is on making reading with children fun and positive.
    ______ yes
    ______ no

13. Would you be able to come in the daytime or evening?
    ______ daytime
    ______ evening

14. If child care and transportation were available, would they make it easier for you to come to the workshops?
    ______ transportation
    ______ child care

15. How many children would you need child care for? ______________

16. Do you want us to let you know when the program is going to start? ______________

   Name__________________________________ Phone #__________________________

Thank you very much for answering these questions.
Having this information will help us plan our family literacy program.
<table>
<thead>
<tr>
<th>Name of Tool:</th>
<th>Focus Group Protocol for Workplace or Adult Literacy Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of tool:</td>
<td>Informal needs assessment</td>
</tr>
<tr>
<td>Source(s):</td>
<td>Adapted from Mikuleckey, 1994</td>
</tr>
<tr>
<td>Purpose:</td>
<td>To obtain a range of responses and ideas on what the community needs are for family literacy programs. It also builds support for the proposed program.</td>
</tr>
<tr>
<td>Suggestions for use:</td>
<td></td>
</tr>
</tbody>
</table>
  **Who to use it with**  
  - parents who participate in literacy or workplace training programs  
  - practitioners also felt it could be used with a parent advisory council, or that the first six questions could be used as a general needs assessment at a trade fair or similar event  
  **When to use it**  
  Well after people are comfortable with their tutoring or class situation.  
  **How to use it**  
  The tool is primarily intended to be used as discussion questions in a focus group setting. Alberta practitioners who reviewed the tool also suggested that it could be used in a telephone interview, or in a one-on-one discussion between tutor and student after a trust relationship has developed. |
Focus Group Protocol for Workplace or Adult Literacy Program

Directions:
We are planning a family reading program for our community. We are going out to different groups to talk to people about what the program should be like. We're combining all of the comments we hear, and we don't record who said what. We have some questions to ask you, but we'd like to hear any other comments you have about the subject, too.

There are no "right" or "wrong" answers to these questions. We don't need to agree with each other or see things the same way. We do need to listen to and respect each other's views.

1. At home, what reading or writing do your children see you doing? (e.g. reading the paper, writing Christmas cards, using recipes or directions, making lists, etc.)

2. What kinds of reading or writing materials do you keep at home for your children? (i.e. wooden letter blocks, paper, crayons, chalkboard, books, magazines, comics, dictionary, etc.)

3. What kinds of reading or writing activities do you do with your children? (i.e. visiting the library, looking at books or magazines together, making shopping lists, showing them how to read or write, etc.)

4. What activities are you involved in at your children's school? (i.e. parent-teacher interviews, school fundraising, committees, assisting in classroom, helping child read at home, reading notes and newsletters from school, etc.)

5. Is there anything about your child's school that prevents you from helping out?

6. Why do you think some children learn to read and write well in school and others don't?

7. What do you think parents can do to help their children learn to read and write better?

8. Have you begun anything new with your child related to reading and writing since you started classes here?
   a. Materials (i.e. books, magazines, etc.)
   b. Activities
   c. Modelling reading and writing as important
   d. School
   e. Other

9. Would you be interested in attending a family reading program?
**Name of Tool:** Program Design Chart

**Type of tool:** Pre-implementation and planning

**Source(s):** Adapted from Bercovitz, 1994

**Purpose:** To organize information about the proposed program and to summarize how it will be delivered and to whom. It can also be used to track how the program has developed over time.

**Suggestions for use:**

*Who to use it with*
- advisory committees, boards
- community agencies who are interested in being a partner
- with participants at the beginning of a session

*When to use it*

This tool could be used at the beginning of each session to share information. It could also as a planning tool, by reviewing past design charts and identifying areas that need to be changed or updated.

*How to use it*

The program coordinator could be responsible for completing or updating the chart, or it could be a joint responsibility between staff and advisory councils if applicable.
The Northwest Family Literacy Program will be a three-year program developed and implemented by the Cloverdale Community Association in Anytown, Alberta. The program will be delivered in ten-week sessions. Each session will be divided into six components: 1) Family Literacy, 2) Children’s Program, 3) Parenting Discussion, 4) Adult Education, 5) Referral and Support, and 6) Public Awareness. It will be offered once a week for three hours each week. Recruitment will focus on under-educated adults with preschool children.

### Components of Each Session

<table>
<thead>
<tr>
<th>Component</th>
<th>Participant</th>
<th>Type of activities and services provided</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Family Literacy</td>
<td>all parent / adult participants</td>
<td>• sharing children’s literature&lt;br&gt;• chorale reading, reading circles, silent reading&lt;br&gt;• discussions of themes and related activities&lt;br&gt;• discussions of parents’ experiences sharing books at home each week</td>
<td>each week for 1 hour</td>
</tr>
<tr>
<td>Name of tool:</td>
<td>Small Group Discussion Guide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------</td>
<td></td>
<td></td>
</tr>
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<td>Type of tool:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Source(s):</td>
<td>FLAG</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose:</td>
<td>To obtain a range of responses and ideas on what the community needs for family literacy are. It also builds support for the proposed program.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Suggestions for use:**

*Who to use it with*
Existing groups that are likely to include parents of young children (adult basic education, mothers' drop-in, parenting classes, prenatal classes, etc.)

*When to use it*
During class time (allow at least 45 minutes for discussion).

*How to use it*
If you have quite a large group (more than ten), divide into small groups of 4 - 5 people, with a discussion leader for each group. This person can record responses, or have a recorder present for each group. Read the directions first, then start with a sample discussion question. Use the other questions or statements (ask them to react to statements, agree or disagree, etc.) as needed. Make sure to include the questions on programs and services.
Small Group Discussion Guide

Directions:
We are planning a family reading program for our community. We are going out to different
groups to talk to people about what the program should be like. We're combining all of the
comments we hear, and we don't record who said what. We have some questions to ask you, but
we'd like to hear any other comments you have about the subject, too.

We are here to talk about ideas, not to judge them. We don't need to agree with one another, just
listen to and respect each other.

This information will not be used by any other organization or for any other purpose.

Sample discussion questions:
Why do you feel reading to young children is important?

How early should you start reading to your child? Why?

How should parents help their children learn?

Does a person have to be a good reader to share books with his/her child?

Sample discussion statements:
Reading a book is the only way to be a good reading role model.

Children learn to read when they start kindergarten.

Sharing a book with my child means more than reading the words and looking at the pictures.

Programs and services:
Do you know of any programs that teach parents how to make reading to young children fun?

Do you know of any other programs that teach the importance of reading to babies and young
children?

When and where should a program like this be offered?

Would you be interested in taking a program like this?
<table>
<thead>
<tr>
<th><strong>Name of tool:</strong></th>
<th>Preschool Child Language Assessment Record</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of tool:</strong></td>
<td>Initial data record, Short-term assessment</td>
</tr>
<tr>
<td><strong>Source(s):</strong></td>
<td>adapted from Thomas &amp; Fisher, 1995; Outcomes and Measures in Family Literacy Programs, 1996</td>
</tr>
<tr>
<td><strong>Purpose:</strong></td>
<td>To provide baseline information as well as to record changes in language development over a specified period of time</td>
</tr>
</tbody>
</table>
| **Suggestions for use:** | **Who to use it**  
If there is a children's component in the family literacy program, staff can use this tool to record initial information as well as gauge changes over time in preschoolers' language development. Practitioners who reviewed this tool suggested that parents involved in the program could use it to track their child's development.  

**When to use it**  
Use it at the beginning of the program to gather baseline information, and at regular intervals depending on the length of the program and intensity of intervention.  

**How to use it**  
Staff should use this tool at predetermined intervals to record observations of children's language-related development. Care must be taken to ensure that all staff interpret the indicators and descriptors consistently.  

Alberta practitioners suggested that the tool could also be used as a simplified assessment tool, perhaps for parents, by deleting the rating scale and using check marks to indicate achievements. Directions would have to be added for parents, perhaps using the title, "Things to enjoy about your child's language development."
Preschool Child Language Assessment Record

Name of Child: ____________________________

Observer: ________________________________

Date of Observation

<table>
<thead>
<tr>
<th>Language Use</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Asks who, what, where &amp; when questions</td>
<td></td>
</tr>
<tr>
<td>Responds to who, what, where, when questions</td>
<td></td>
</tr>
<tr>
<td>Uses 2-4 word sentences</td>
<td></td>
</tr>
<tr>
<td>Uses 4-5 word sentences</td>
<td></td>
</tr>
<tr>
<td>Talks about causality by using &quot;because&quot; &amp; &quot;so&quot;</td>
<td></td>
</tr>
<tr>
<td>Labels his or her own creations</td>
<td></td>
</tr>
<tr>
<td>Identifies herself/himself</td>
<td></td>
</tr>
<tr>
<td>Addresses others by name</td>
<td></td>
</tr>
<tr>
<td>Expresses desires</td>
<td></td>
</tr>
<tr>
<td>Describes simple actions</td>
<td></td>
</tr>
<tr>
<td>Can state name and address</td>
<td></td>
</tr>
<tr>
<td>Recalls isolated words from a story</td>
<td></td>
</tr>
<tr>
<td>Can discuss a story just told (generally)</td>
<td></td>
</tr>
<tr>
<td>Recites a familiar poem or song</td>
<td></td>
</tr>
<tr>
<td>Speech is clear to adults</td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Key: 1 = not at all   2 = beginning   3 = consolidating   4 = mastery
<table>
<thead>
<tr>
<th>Name of tool:</th>
<th>Combined Goals, Attitudes &amp; Practices Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of tool:</td>
<td>Initial data record, planning tool</td>
</tr>
<tr>
<td>Source(s):</td>
<td>adapted from Thomas &amp; Fisher, 1995; Holt, 1994; Bercovitz, 1994; Fredericks &amp; Taylor, 1985</td>
</tr>
<tr>
<td>Purpose:</td>
<td>To identify individual goals, to obtain baseline information for evaluation; for program planning; for registration records</td>
</tr>
<tr>
<td>Suggestions for use:</td>
<td>Who to use it with Parents/caregivers who are new participants in a family literacy program.</td>
</tr>
</tbody>
</table>

**Who to use it**
Parents/caregivers who are new participants in a family literacy program.

**When to use it**
Use the questionnaire near the beginning (perhaps the second or third session), and go over the completed questionnaire again at the end of the program to determine if goals were achieved.

**How to use it**
Identify the sections and individual items that are relevant to your program, and delete the rest. Some items may need to be adapted to suit your objectives.

Some practitioners said that they would prefer to use the items as open-ended questions. As it is a long form already, this seems like a lot to ask of new participants, but it could be easily adapted if that seems appropriate to your situation.

Before beginning the questionnaire, go over the directions and explain what the form will be used for and how. Emphasize confidentiality.

You will likely administer the questionnaire orally in a one-on-one interview, depending on the skill level and confidence of your participants.

You can also use the questionnaire as an evaluation tool at the end of the program cycle, reviewing the goals parents had set for the program and gauging the degree to which they were achieved. This would also enable you to identify changes in attitudes and in the nature and frequency of literacy-related activities.

Alberta practitioners who reviewed this instrument also saw great potential in using the "attitude" questions at the top of page two as topics for weekly discussions during the program.
# Combined Goals, Attitudes & Practices Questionnaire

Directions: Your answers to these questions will help us to decide what to include in the program. They will also help you to set personal goals for what you want to learn. The information will also help us to follow any changes in the families that take part in the program, and will help us to improve the services we offer.

There are no "right" or "wrong" answers.

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>Phone</td>
</tr>
</tbody>
</table>

## What do you want to learn in this program?

### Family Literacy:
- [ ] to learn more about why reading to young children is important
- [ ] to get my child interested in books and reading
- [ ] to learn how to use the library with my children
- [ ] to learn how to tell stories to children
- [ ] to learn how to share books with children
- [ ] to encourage my child to write or pretend to write
- [ ] to learn how to encourage children to do homework
- [ ] to learn how to talk to children's teachers
- [ ] to help my children succeed in school
- [ ] other ____________________________

### Parenting:
- [ ] how children develop and grow
- [ ] how to discipline children
- [ ] how to talk to and share feelings with my child
- [ ] how to listen to children
- [ ] how to help my child feel good about him/herself
- [ ] how to help my child feel good about his/her culture
- [ ] about healthy eating
- [ ] about health (nutrition, personal hygiene, healthy habits)
- [ ] about making the home and play areas safe
- [ ] about monitoring home activities, including the use of television
- [ ] how to teach my child and be a good role model for learning
- [ ] how to be an even better parent
- [ ] other ____________________________

### English:
- [ ] to learn to speak English better
- [ ] to learn to read English better
- [ ] to learn to write English better

What else would you like to get out of this program? ___________________________________
Put an "x" in the box that best describes how you feel about each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>I strongly agree</th>
<th>I agree</th>
<th>I'm not sure</th>
<th>I disagree</th>
<th>I strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing books with children is important.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I enjoy reading in my free time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents should help their children learn.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children don't need to be read to until they are school age.</td>
<td></td>
<td></td>
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<tr>
<td>Children should know how to read fast.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Knowing all of the words is important in reading.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books and magazines are good reading materials.</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Good vision is important for good reading.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Families should read more together.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children do most of their learning in school.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Education is important to my child's future.</td>
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</tr>
</tbody>
</table>

Parents and children do many things together. Here is a possible list. Check (✓) the things you do with your family, and how often you do them. Add other things that you and your family enjoy.

<table>
<thead>
<tr>
<th>Family activity</th>
<th>never</th>
<th>once a month or less</th>
<th>several times a month</th>
<th>once or twice a week</th>
<th>almost every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go to the park</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watch TV together</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eat meals together</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do homework together</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Look at books or magazines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play games</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work in the garden</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Go for a walk</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play sports (hockey, baseball)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Go to the library</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talk about school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name of tool: Parent/Caregiver Goals and Expectations Questionnaire

Type of tool: Initial data record, planning tool

Source(s): adapted from Holt, 1994; Bercovitz, 1994; Fredericks & Taylor, 1985

Purpose development: To identify individual goals; for program planning; for program

Suggestions for use:

Who to use it with
Parents/caregivers who are new participants in a family literacy program.

When to use it
Use it as an intake tool and again as a final review. As an intake tool, use it after one or two sessions so that participants have a better sense of what the program can offer. As a final review, go over the completed questionnaire at the end of the program to see if goals were achieved. This review could also take the form of a discussion group.

How to use it
Identify the sections and individual items that are relevant to your program, and delete the rest. Some items may need to be adapted to suit your objectives.

Before beginning the questionnaire, go over the directions and explain what the form will be used for and how. Emphasize confidentiality.

Depending on the skill and confidence levels of your participants, the questionnaire could be:

- administered orally as a personal interview
- used in a group discussion to find out what people expect from the program
- filled out by a volunteer and participant
- handed out for participants to complete
Parent/Caregiver Goals and Expectations Questionnaire

Directions: We need the following information to help us decide what to include in the program, and to help you set personal goals for what you want to learn.

Name _________________________  Date _________________________
Address _________________________ Phone _________________________

Why did you come to this program?

What do you want to get out of this program? (Check [✓] five that are most important to you.)

_____ to learn more about why reading to young children is important
_____ to help my children succeed in school
_____ to learn how to teach my child
_____ to learn how to be an even better parent
_____ to be able to share books with my children
_____ to get out of the house
_____ to make new friends
_____ to learn about how children develop
_____ to share my experiences with other parents
_____ other (please explain) ________________________________

What do you want your kids to get out of this program? (Check [✓] five that are most important to you.)

_____ to have fun playing with other kids
_____ to do something fun with me
_____ to increase his/her concentration on a story while it's being read
_____ to learn to read
_____ to learn to write
_____ to get out of the house
_____ to make new friends
_____ to prepare for going to school
_____ other (please explain) ________________________________
Name of tool: Parent/Caregiver Questionnaire - Attitudes and Beliefs

Type of tool: Initial data record, planning tool, exit assessment

Source(s): adapted from Thomas & Fisher, 1995; Holt, 1994; Bercovitz, 1994; Fredericks & Taylor, 1985

Purpose: To obtain baseline information for evaluation; for program planning.

Suggestions for use:

Who to use it with
Parents/caregivers who are new participants in a family literacy program.

When to use it
Use it as an intake tool and again as a final review. As an intake tool, use it after one or two sessions so that participants have a better sense of what the program is about and what it can offer.

How to use it
Identify the sections and individual items that are relevant to your program, and delete the rest. Some items may need to be adapted to suit your objectives.

Before beginning the questionnaire, go over the directions and explain what the form will be used for and how. Emphasize confidentiality.

Depending on the skill and confidence levels of your participants, the questionnaire could be:
- administered orally as a personal interview
- filled out by a volunteer and participant
- handed out for participants to complete

You can also use the questionnaire as an exit assessment tool at the end of the program cycle. This would also enable you to identify changes in attitudes that parents/caregivers have about their children's literacy development.

Alberta practitioners who reviewed this instrument also saw great potential in using these "attitude" questions on page two of the questionnaire as topics for weekly discussions during the program.
Parent/Caregiver Questionnaire - Attitudes and Beliefs

Directions: To plan the program, we need to know what participants' views are on reading and learning. It will also help us to see what changes take place in families involved in the program.

There are no "right" or "wrong" answers.

Name _________________________ Date _________________________

Tell us what, in your opinion, helps children learn.

Talking about __________________________________________________________________
______________________________________________________________________________
(for example, talking about going to a birthday party)

Teaching children to _____________________________________________________________
______________________________________________________________________________
(for example, teaching children to ride a bike)

Helping children with __________________________________________________________
______________________________________________________________________________
(for example, helping them with writing a card to a grandparent)

Asking children questions about __________________________________________________
______________________________________________________________________________
(for example, asking about their friends)

Telling children that _____________________________________________________________
______________________________________________________________________________
(for example, telling them that everyone makes mistakes)

Other comments you might have about how children learn:
Put an "x" in the box that best describes how you feel about each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>I strongly agree</th>
<th>I agree</th>
<th>I'm not sure</th>
<th>I disagree</th>
<th>I strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing books with children is important.</td>
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<tr>
<td>I enjoy reading in my free time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents should help their children learn.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children don't need to be read to until they are school age.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Children should know how to read fast.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowing all of the words is important in reading.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books and magazines are good reading materials.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Good vision is important for good reading.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Families should read more together.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children do most of their learning in school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education is important to my child's future.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank you for taking the time to fill this out!
<table>
<thead>
<tr>
<th>Name of tool:</th>
<th>Parent/Caregiver Questionnaire - Literacy Practices and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of tool:</td>
<td>Initial data record, planning tool, exit assessment</td>
</tr>
<tr>
<td>Source(s):</td>
<td>adapted from Thomas &amp; Fisher, 1995; Bercovitz, 1994; Fredericks &amp; Taylor, 1985</td>
</tr>
<tr>
<td>Purpose:</td>
<td>To obtain baseline information for evaluation; for program planning; for registration records</td>
</tr>
<tr>
<td>Suggestions for use:</td>
<td><strong>Who to use it with</strong>&lt;br&gt;Parents/caregivers who are new participants in a family literacy program.</td>
</tr>
<tr>
<td></td>
<td><strong>When to use it</strong>&lt;br&gt;Use the questionnaire near the beginning (perhaps the second or third session), and go over the completed questionnaire again at the end of the program as a final review.</td>
</tr>
<tr>
<td></td>
<td><strong>How to use it</strong>&lt;br&gt;Identify the sections and individual items that are relevant to your program, and delete the rest. Some items may need to be adapted to suit your objectives. Before beginning the questionnaire, go over the directions and explain what the form will be used for and how. Emphasize confidentiality. You will likely administer the questionnaire orally in a one-on-one interview, depending on the skin level and confidence of your participants. You can also use the questionnaire as an exit assessment tool at the end of the program cycle, reviewing the completed form to determine changes in the nature and frequency of literacy-related activities.</td>
</tr>
</tbody>
</table>

Parent Questionnaire - Literacy Practices and Activities

Directions: We need the following information to help us plan our program. It will also help us to see what changes take place in families involved in the program. There are no "right" or "wrong" answers to the questions.

Name _________________________ Date _________________________

Parents and children do many things together. They might go to the park, cook food, look at magazines, or watch T.V. Check (√) the things you do with your family, and how often you do them. Add things that are not on the list.

<table>
<thead>
<tr>
<th>Family activity</th>
<th>never</th>
<th>once a month or less</th>
<th>several times a month</th>
<th>once or twice a week</th>
<th>almost every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go to the park</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watch TV together</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cook or clean the house</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do homework together</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Look at books or magazines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play games</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work in the garden</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Go for a walk</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play sports (hockey, baseball)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Go to the library</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Talk about school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other activities</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

How often do you do the following things?
1. I read for fun or information every
   ___day ___week ___month ___year ___never
2. I check books for myself out of the library every
   ___day ___week ___month ___year ___never
3. I share books with my child every
   ___day ___week ___month ___year ___never
4. My children tell me what they are doing in school every
   ___day ___week ___month ___year ___never
5. I answer my child's questions every
   ___day ___week ___month ___year ___never
Name of tool: Emergent Reading Observation Record

Type of tool: Initial data record, Short-term assessment

Source(s): adapted from Thomas & Fisher, 1995

Purpose: To provide baseline information as well as changes in emergent reading development over a specified period of time

Suggestions for use:

Who to use it with
If there is a children's component in the family literacy program, staff can use this tool to record initial information as well as gauge changes over time in preschoolers' emergent reading development. Practitioners who reviewed this tool suggested that parents involved in the program could use it to track their child's development.

When to use it
Use it at the beginning of the program to gather baseline information, and at regular intervals depending on the length of the program and intensity of intervention.

How to use it
Staff should use this tool at predetermined intervals to record observations of children's emergent reading development. Care must be taken to ensure that all staff interpret the indicators and descriptors consistently.

Alberta practitioners suggested that the tool could also be used as a simplified "before and after" assessment tool, perhaps for parents, by deleting the rating scale and using check marks to indicate achievements. Directions would have to be added for parents, perhaps using the title, "Things to enjoy about your child's reading-related development."
# Emergent Reading Observation Record

**Name of Child:** _______________________

**Observer:** _______________________

<table>
<thead>
<tr>
<th>Date of Observation</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enjoys listening to stories</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points out named objects in the pictures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chooses to &quot;read&quot; during play</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks adult to read with him/her</td>
<td></td>
<td></td>
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<tr>
<td>Can sit for a time and &quot;read&quot; a book by self</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Attends to pictures in book, not forming a story</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Attends to pictures in book, forming an oral story</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retells stories and rhymes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likes to write/scribble/draw</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Holds book upright</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Uses pictures as clues to the story line</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Understand that print has a message</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Knows to go left to right in text, and to return</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes some high frequency words in context</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Writes some high frequency words independently</td>
<td></td>
<td></td>
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<tr>
<td>Other (specify)</td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments: (include date)</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Key:** 1 = not at all  2 = beginning  3 = consolidating  4 = mastery
<table>
<thead>
<tr>
<th>Name of tool:</th>
<th>Program summary (Books for Babies-type program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of tool:</td>
<td>Program development tool, use of service record</td>
</tr>
<tr>
<td>Source(s):</td>
<td>adapted from <em>Books for Babies Pilot Project Report, 1994</em></td>
</tr>
<tr>
<td>Purpose:</td>
<td>To document use of program; to adjust program goals or delivery methods; for use in summative evaluation.</td>
</tr>
</tbody>
</table>

**Suggestions for use:**

*Who to use it with*
This tool can be used by program staff and program partners as a general review and for program development. It can be shared with program funders and potential funders to indicate evidence of need; it can be used with the community as public relations information; and it can be used in evaluation to show that objectives have been met.

*When to use it*
The tool can be used at year-end or the end of the program cycle, and possibly at midpoint depending on the program needs.

*How to use it*
The tool pulls together and summarizes information from various types of program records and community statistics. It can be completed by the program coordinator or by an evaluation committee.

As with other tools in this guide, you should identify components of the program summary that are relevant to your program, adapt them if necessary, and delete the rest.

The intent of this form is to systematically summarize all of the program components that are necessary for evaluation. A few Alberta practitioners, however, suggested that project objectives, future goals, and suggestions for development be included in other documents.
Program summary (Books for Babies-type program)

Name of Organization:
Address:

Project Name:
Length of Project:
Date:

Project Objectives:

Statistics for Program Cycle:
Number of babies born during project: ___
Number of book packages delivered: ___
Number of parents registered: ___
Number of parents registered who live in service delivery area: ___
Cost per book package: ___
Number of volunteers involved: ___
Number of hours of paid and volunteer time: ___
Activities:
Volunteer Recruitment:

Training:

Visitations:

Invitations:

Workshops:
(attach sample workshop outline, if desired)

Follow-up Strategies and Results:
Publicity/
Community Relations:

Evaluation Strategy and Results:

Recommendations
for Project Development:

Attachments: (e.g. financial statement, sample book bag information sheet, etc.)
Name of tool: Registration form for Homespun-type programs

Type of tool: Initial data record, planning tool

Source(s): adapted from Bercovitz, 1994

Purpose: To obtain baseline information for evaluation; for registration records; for general demographic data

Suggestions for use: Who to use it with

Use this instrument with people registering for the program.

When to use it
Upon registration.

How to use it
This instrument can be used in a one-on-one interview, with the program coordinator recording the responses, or it can be completed by the registrant depending on his or her skill and confidence levels.

Before beginning the interview or giving the person the form, be sure to explain what its purpose is and how it will be used.
Registration form for Homespun-type programs

Directions: We need the following information to register you for the program. It will also help us to plan the program specifically for the people registered in it.

There are no "right" or "wrong" answers.

Name _____________________  Address _____________________
Phone _____________________  _____________________

Child's Name _____________________  Birth Date __________ Sex __________
Child's Name _____________________  Birth Date __________ Sex __________
Child's Name _____________________  Birth Date __________ Sex __________
Relation to Children (e.g. mother, father, aunt) _____________________

Name and phone number of someone who would know if you move _____________________  _____________________

If child care and transportation were available, would they make it easier for you to come to the workshops?

_____ transportation  _____ child care (for how many children? _____)

Please check how often you do the following things:

1. I read for fun every
   _____ day  _____ week  _____ month  _____ year  _____ never

2. I check reading materials for myself out of the library every
   _____ day  _____ week  _____ month  _____ year  _____ never

3. I share books with my child every
   _____ day  _____ week  _____ month  _____ year  _____ never

4. My children tell me what he or she is doing in school every
   _____ day  _____ week  _____ month  _____ year  _____ never

5. I answer my child's questions every
   _____ day  _____ week  _____ month  _____ year  _____ never

6. I take my child to the library every
   _____ day  _____ week  _____ month  _____ year  _____ never

7. I find information and help to deal with life's problems every
   _____ day  _____ week  _____ month  _____ year  _____ never

F.L.A.G. Guide to Evaluation  page 60
8. I buy books for us to keep at home every ___ day  ____ week  ____ month  ____ year  ____ never
9. I explain the world to my child every  ____ day  ____ week  ____ month  ____ year  ____ never

Check if you agree, don't have an opinion, or disagree with the following sentences:
1. Children do most of their learning at school.
   ___ agree  ____ don't have an opinion  ____ disagree
2. Teachers are more qualified to help my child learn than I am.
   ___ agree  ____ don't have an opinion  ____ disagree
3. Education can help me get a better job.
   ___ agree  ____ don't have an opinion  ____ disagree
4. Children don't need to be read to until they are school age.
   ___ agree  ____ don't have an opinion  ____ disagree
5. I am able to answer my child's questions.
   ___ agree  ____ don't have an opinion  ____ disagree
6. Education is important to my child's future.
   ___ agree  ____ don't have an opinion  ____ disagree
7. I can tell if a book is good to read to my child.
   ___ agree  ____ don't have an opinion  ____ disagree
8. I think my child will get his or her high school diploma.
   ___ agree  ____ don't have an opinion  ____ disagree

How did you hear about this program? _______________________________________________

What do you want to get out of this program? (Check as many as apply to you.)
   ___ to learn more about why reading to young children is important
   ___ to help my children succeed in school
   ___ to learn how to teach my child
   ___ to learn how to be an even better parent
   ___ to be able to read stories to my children
   ___ to get out of the house
   ___ to make new friends
<table>
<thead>
<tr>
<th>Name of tool:</th>
<th>Midpoint Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of tool:</td>
<td>Participant feedback tool</td>
</tr>
<tr>
<td>Source(s):</td>
<td>adapted from Fredericks and Taylor, 1985</td>
</tr>
<tr>
<td>Purpose:</td>
<td>To adjust curriculum or goals of program; for use in summative evaluation</td>
</tr>
</tbody>
</table>

Suggestions for use:

Who to use it with
Parents/caregivers participating in any workshop-style family literacy program

When to use it
Halfway through the program; although the questions would be useful for feedback at the end of the program as well.

How to use it
Give participants class time to complete the form. Read directions aloud and use an example. You can also have someone other than the workshop leader read the form to individuals and record responses.
**Midpoint Evaluation**

Directions:
Think about the *(name of program)* workshops that you have taken part in so far. We would like you to tell us about how well you think the workshops are run. We would also like you to tell us how they could be improved. This will help us to plan future workshops.

Please circle the number that shows how you feel about different aspects of the workshops. A high number (5) means you thought it was very good. A low number (1) means you thought it was not very good. You do not need to put your name on the form.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>High (5)</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Low (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose of each workshop is clear</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>Purpose is not clear</td>
</tr>
<tr>
<td>Workshops are well organized</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>Workshops are poorly organized</td>
</tr>
<tr>
<td>Leader is well prepared</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>Leader is poorly prepared</td>
</tr>
<tr>
<td>I like the content</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>I don't like the content</td>
</tr>
<tr>
<td>We cover all the content</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>We don't cover all the content</td>
</tr>
<tr>
<td>The materials are helpful</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>The materials are not helpful</td>
</tr>
<tr>
<td>I enjoy the activities</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>The activities are boring</td>
</tr>
<tr>
<td>The workshops are fast-paced</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>The workshops are slow</td>
</tr>
<tr>
<td>We have enough time to talk</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>We do not have enough time to talk</td>
</tr>
<tr>
<td>Workshops are relevant to my family</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>They aren't relevant to my family</td>
</tr>
<tr>
<td>The workshops give me what I want</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>They don't give me what I want</td>
</tr>
</tbody>
</table>

1. What are the strong points of the workshops? What do you like best and why?

2. How could these workshops be better?

3. Other comments:
Chapter Six: Strategies for conducting participant assessment

Like the previous chapter, the next section of the guide provides an adaptation of Jacobs and Weiss' evaluation framework, this time looking at the last two levels. These levels are short-term effectiveness and program impact.

Tools included:
Adult Literacy Observation Record pp. 68-69
Program Coordinator Self-Assessment Form 70-77
Evaluation Questionnaire for Homespun-type Programs 78-81
Evaluation Questionnaire for Mother Goose-type Programs 82-84
Exit Assessment (adult) 85-87
Exit Assessment (child) 88-90
Follow-up Questionnaire for Books for Babies-type Programs 91-92
Literacy Activity Record 93-94
Literacy Activity Record (open-ended) 95-96
Observation Measure for Objectives other than Reading & Writing 97-98
Parent Checklist 99-100
Parent-Child Observation Record 101-102
Writing Assessment Tool 103-104
Program Evaluation Plan 105-123
Chapter Six: Strategies for conducting participant assessment

Assessment is an essential aspect of the evaluation process. We need to identify and measure individual progress and achievement in order to understand the degree to which our programs are meeting their objectives and providing value to the community and the people it serves.

Assessing change and progress in family literacy is not without its challenges:

... family literacy programs have inherited all the assessment issues from adult literacy, early childhood education, and family support programs and perhaps from education in general that have never been satisfactorily resolved. How to define progress, operationalize it, and what represents significant progress has not been clarified. (Ryan et al, 1991, p.11)

In response to this challenge, Ryan discusses recent developments in both performance-based assessment and an alternative assessment model used in adult literacy, and recommends that family literacy programs use a combination of the two (12). Performance-based assessment is often accomplished through the use of standardized tests; for a list of these instruments, please see Appendix B.

In this chapter, we'll look at assessing participant progress, both in the short and long term. Some of the tools suggested for use in Level Four are included in Chapter Five, as noted.

Level Four: Short-term Program Effectiveness

"Are participants making progress?"

Application to Alberta programs

The primary difference between this and previous levels of evaluation is that here the emphasis is on accountability for client progress, rather than accountability for service provision. All models of family literacy aim to result in positive benefits for participants; strategies and activities associated with Level Four measure how effective programs are in the short-term.

To conduct this level of evaluation, programs need to have been in operation for an extended period of time, and have the necessary financial and human resources available. (Instruments may need to be adapted or developed, time is needed to administer standardized tests, data needs to be collected and analyzed, and results need to be interpreted.) External or professional evaluators could be engaged at this point to design the evaluation and help staff implement it. It is possible to obtain useful information without the assistance of external evaluators, however, which is important given the limited resources available in the majority of programs in the province.

Audiences for information

- funding agencies
- community
- program providers
- external review committee
- program participants
Strategies and activities

- examine outcome (short-term) objectives
- develop measurable indicators of success for these objectives
- decide on data analysis procedures
- administer standardized tests (look at pre- and post-test strategies from earlier levels)
- administer surveys or questionnaires to identify participants' views of change or progress
- observe participants during program activities
- conduct performance-based assessment of participants
- compare assessment results with initial data records
- review and analyze anecdotal records
- analyze program records
- analyze the difference in program effectiveness among individuals in the program

Tools and Sources of Information

- participant feedback (journal reflections, anecdotal)
- observation records
- portfolio (instructor-, collaboratively, and participant-collected data; could be individual or family portfolios)
- oral reading assessments (miscue analysis, informal reading inventories, oral "cloze" passages)
- writing assessments (journal writing or other writing samples) *
- literacy activity records (open-ended or checklist) *
- observation measure for objectives other than reading and writing *
- parent checklist of attitudinal and activity-related changes *
- activity logs (parent reading logs for individual reading, reading with children, etc.)
- performance rating scales or checklists (for assessing conversational English, public speaking, communication skills)
- preschool child language assessment record **
- child emergent reading observation record **
- standardized pre- and post-test scores (see Appendix B)
- program coordinator self-assessment form *
- evaluation questionnaire for Homespun-type program *
- evaluation questionnaire for Mother Goose-type program *
- follow-up questionnaire for Books for Babies-type program *
- program evaluation forms (participant, staff, key stakeholder)
- evidence of support for or resistance to program in community (e.g. letters, media coverage, financial support, etc.)

* included at the end of the chapter  
** included at the end of Chapter Five

Level Five: Program Impact

"What are the long-term effects of program participation?"

Application to Alberta programs

Evaluation at this level determines the long-term effects of participating in the family literacy program. Level Five requires that a program will have been in operation for a long period of time, and will have successfully conducted evaluation on the other four levels. Level Five evaluation is often multi-year in nature, with intensive data collection and analysis. Often this type of evaluation is beyond the resources and expertise of single programs; more often they are externally directed or done in partnership with a research institution. In such cases they are
meant to contribute more broadly to developmental theory and clinical or evaluation practice (Ryan, 1991, p. 9; Weiss and Jacobs, 1988, p. 61).

Depending on the type of family literacy program you are operating, some of the following strategies and tools will apply, and others will not.

**Audiences for information**
- program providers
- participants
- external reviewers

**Strategies and activities**
- identify specific impact objectives that are to be achieved
- identify measure(s) that can assess enduring and/or lifestyle changes among participants
- compare the effects of different approaches
- develop an evaluation plan that reflects common understandings among evaluator, program personnel, contractor (if different from personnel) & participants

**Tools and Sources of Information**
- summarized and analyzed quantifiable client-related data, including use of service, and test results
- summarized and analyzed qualitative client-related data, including client interviews, feedback forms, etc.
- longitudinal survey (adult participant)
- longitudinal survey (child participant)
- control group data or comparison group standards
- case studies of participants who are representative of the targeted population
- ethnographic observation
- cost/service analysis
- evaluation plan *

* depending on the objectives of the program, change in local employment statistics, use of library services, preschool/kindergarten statistics related to school readiness, etc.

* included at the end of the chapter

Ryan recommends the following resources for further study on evaluation in Level Five:
- Campbell and Stanley (1963) and Cook and Campbell (1979) - experimental and quasi-experimental designs
- Joreskog and Sorbom (1988) - statistical methods used in observational studies
- Denzin (1989) and Patton (1980) - problems with the experimental and quasi-experimental approach to evaluation
- Denzin (1989) - discussion of qualitative methods including ethnography and case study

See also Weiss and Jacobs, 1988.
Name of tool: Adult Literacy Observation Record

Type of tool: Short-term assessment

Source(s): FLAG

Purpose: To collect information on improvements in literacy development and related behaviours and activities

Suggestions for use:

Who to use it with
Participants in a family literacy program that includes a basic literacy or adult education component.

When to use it
Use the observation record at regular intervals appropriate to the length of your program and your objectives. For shorter programs, it can be used as program entry, mid-point, and exit assessment.

How to use it
Identify the items on the form that are relevant to your program's activities and objectives. Add any others that are necessary, and delete the rest.

If more than one person is using the form, ensure that there is a common understanding and interpretation of the indicators and descriptors. Complete the form immediately after the session, using the descriptors at the bottom of the page. As you'll see, there is a range of numbers to use for each descriptor: a range of 1-3 to describe those behaviours or actions that are less evident during the observation, a range of 4-6 to describe those behaviours that are evident, and a range of 7 - 10 to describe those behaviours that are highly evident.

Using the back of the form, add additional comments or explanations, particularly if the descriptors aren't quite an accurate description of the participants.
## Adult Literacy Observation Record

Name: __________________
Observer: __________________

### Literacy development & related items

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

- Improvement in listening skills
- Improvement in comprehension
- Improvement in oral reading
- Improvement in silent reading
- Improvement in writing skills
- Improvement in problem solving skills
- Strong sense of self as student & role model
- Higher confidence levels both academically & socially
- More open to constructive criticism
- Greater participation in group discussions
- Brings outside materials to sessions
- Greater use of resources & services outside program
- Follows through on expressed interests
- Improved organizational skills
- Increased self-directed learning
- Increased interest in further education or training

### Other:

Add comments or explanatory notes on the back of the form.

<table>
<thead>
<tr>
<th>N/O</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not observed</td>
<td>less evident</td>
<td>evident</td>
<td>highly evident</td>
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</tr>
</tbody>
</table>
Name of tool: **Program Coordinator Self-Assessment Form**

Type of tool: Program development tool, professional development tool

Source(s): adapted from *Effective Practices in Community-Based Family Literacy*, 1993; *Intergenerational Literacy*, 1990

Purpose: to identify strengths and areas for improvement in the program coordinator's performance

Suggestions for use:

**Who to use it with**
Depending on the way your family literacy program is operated, the assessment can be completed by the program coordinator, or by a team of family literacy program staff.

**When to use it**
At the end of the program cycle. Alberta practitioners also suggested that sections of the form could be used if there is a perceived weakness in a given program area.

**How to use it**
Identify those areas of the assessment form that apply to your program, add other relevant areas of operation, and delete those that do not apply.

Again, depending on how your program is operated, the form can be completed as a self-assessment by the program coordinator, or it can be done by a team of staff members. The form is too comprehensive and time-consuming to be used as an interview form.

The assessment could also be prepared in chart form to cut down on its bulk. An example is given below.

<table>
<thead>
<tr>
<th>Area of evaluation</th>
<th>Responsibilities</th>
<th>Methods</th>
<th>Strengths</th>
<th>Need for improvement &amp; proposed strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program development</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Community support</td>
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<tr>
<td>Recruitment &amp; retention</td>
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<td></td>
</tr>
<tr>
<td>Staff/volunteer development</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Program Coordinator Self-Assessment Form

Name: __________________________

Date of self-assessment: __________________________

Please describe your responsibilities in each of the following areas, and the methods used to carry out those responsibilities. Include what you perceive to be your strengths in that particular area, as well as how you feel you could improve.

Part One: Program Development (e.g. planning, implementation, evaluation)
Responsibilities:

Methods used: (How did you go about carrying out your responsibilities in this area?)

Strengths:

Need for improvement and proposed strategies:
Part Two: Community Support (e.g. building partnerships, fundraising, etc.)
Responsibilities:

Methods used:

Strengths:

Need for improvement and proposed strategies:
Part Three: Participant Recruitment and Retention
Responsibilities:

Methods used:

Strengths:

Need for improvement and proposed strategies:
Part Four: Staff/Volunteer Development and Support

Responsibilities:

Methods used:

Strengths:

Need for improvement and proposed strategies:
Part Five: Promotion and Public Awareness

Responsibilities:

Methods used:

Strengths:

Need for improvement and proposed strategies:
Part Six: Record Keeping and Office Administration
Responsibilities:

Methods used:

Strengths:

Need for improvement and proposed strategies:
Comments:
Please take this opportunity to comment on any aspects of your performance or your position. (For example, do different people have different expectations for your performance? Does your job description accurately reflect your daily activities? Are there barriers within the organization that make it difficult for you to do your job? Are there accomplishments that you would like to emphasize? Did you take part in training or professional development activities that you would like recorded?) If desired, attach any relevant examples of feedback from program participants.
<table>
<thead>
<tr>
<th>Name of tool:</th>
<th>Evaluation Questionnaire for Homespun-type Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of tool:</td>
<td>Participant feedback tool, planning tool, exit assessment</td>
</tr>
<tr>
<td>Source(s):</td>
<td>adapted from <em>Intergenerational Literacy</em>, 1990</td>
</tr>
<tr>
<td>Purpose:</td>
<td>To determine whether the program met its objectives; to determine whether the program met participants' expectations; and to adapt or change the programs' activities and objectives.</td>
</tr>
</tbody>
</table>
| Suggestions for use: | **Who to use it with**  
Participants in a Homespun-type family literacy program or a program that teaches strategies on sharing books with children.  

**When to use it**  
At the end of the program cycle.  

**How to use it**  
Adapt as necessary to fit the objectives and activities of your program.  
Distribute the questionnaire at the end of the last workshop for participants to fill out, or have someone other than the workshop leader administer it to individuals as a verbal questionnaire.  
Compare the information collected using this form with baseline information gathered at the start of the program (e.g. library use, amount of reading with children, etc.) to show changes in attitudes and behaviours as a result of this course. You might also want to adapt the form to use as a follow-up after an appropriate period of time, showing the degree to which these skills, attitudes, and behaviours stay with the participants.  
Please note: you could also use the Registration form for Homespun-type programs (page 60) with a few minor changes as an exit assessment. |
Evaluation Questionnaire for Homespun-type Programs

Directions:
Please complete this form to help us plan our next series of (name of program) workshops. You do not need to put your name on this form unless you want to.

1. Which part of our program did you enjoy the most? Please check only one.
   ______ library visit
   ______ borrowing children's books
   ______ learning how to make sharing books with children fun
   ______ learning activities and crafts to do with children
   ______ discussion with other parents
   ______ adult readings
   ______ using a journal
   ______ getting to know other parents
   ______ other (please identify) ________________________

2. Which part of our program did you enjoy the least? ________________________
   Why? ____________________________________________________________________

3. Which part of our program do you consider the most valuable?
   ______ we were encouraged to share books with our children
   ______ we learned the value of sharing books with children
   ______ we learned how to use the library
   ______ we learned how to choose the best books for our children
   ______ other (please identify) ________________________

4. There are currently 15 workshops in the program. Do you think there should be:
   ______ more workshops    ______ the same number    ______ fewer workshops

5. Did you and your children enjoy the books we used in the program?
   ______ We did not enjoy them.
   ______ I enjoyed them, but my child(ren) wasn't really interested.
   ______ We enjoyed them.
6. How often do you visit the library? ________________________

7. Have you borrowed any of these from the library in the past month?
   _____ children's books
   _____ adult fiction
   _____ adult non-fiction (cookbooks, travel books, how-to books, etc.)
   _____ video tapes
   _____ audio cassettes

8. How often were you read to as a child?
   _____ every day
   _____ sometimes
   _____ hardly ever
   _____ never

9. How often are you able to share books with your own child?
   _____ never (too busy with work, other children, etc.)
   _____ less than once a week
   _____ once a week
   _____ 2 or 3 times each week
   _____ every day

10. Is there any other person who reads to your child? ______
    If so, who? ________________________

11. Do you feel that you are sharing books more with your children now as a direct result of this
    program?
    _____ yes _____ no

12. Is it easier to find time now to share books with your children?
    _____ yes _____ no
13. Do you think it is more important now to share books with your children than you did at the start of this program? ______ yes ______ no

14. How has this program changed how you feel about your child's learning?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

15. Did you get what you wanted out of this program? ______ yes ______ no
   Please explain.______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

16. Would you recommend this program to others? ______ yes ______ no

17. Any other comments? (Please use the back of the sheet if you need more space.)

Thank you for taking the time to fill out this form!
It will help us plan and improve the (name of program).
Name of tool: Evaluation Questionnaire for Mother Goose-type Programs

Type of tool: Participant feedback tool

Source(s): Intergenerational Literacy, 1990

Purpose: To determine whether the program met its objectives, and to provide information for program change and development.

Suggestions for use: Who to use it with
Parents/caregivers who have been involved in a family literacy program that teaches how to use storytelling, songs, and nursery rhymes with young children.

When to use it
At the end of the program cycle.

How to use it
Have someone other than the workshop leader administer the questionnaire verbally to individuals. Alternatively, if participants’ literacy skills are sufficient, participants could fill it out at the end of the last workshop.
Evaluation Questionnaire for Mother Goose-type Programs

Directions:
We are going to use your answers to help us plan our next series of (name of program) workshops. It will take about ten minutes to fill out the form.

We do not need to put your name on this form unless you want to.

1. Which part of our program did you enjoy the most? Please check only one.
   _____ learning nursery rhymes, songs and stories
   _____ having a fun, free activity to do with my child
   _____ meeting other parents
   _____ hearing songs and rhymes from other countries
   _____ learning why it's important to play with my child
   _____ other (please identify) ________________________

2. Which part of our program did you enjoy the least? Please check only one.
   _____ learning nursery rhymes, songs and stories
   _____ having a fun, free activity to do with my child
   _____ meeting other parents
   _____ hearing songs and rhymes from other countries
   _____ learning why it's important to play with my child
   _____ other (please identify) ________________________

3. Which part of our program do you consider the most valuable to you? Why?

______________________________________________________________________________
______________________________________________________________________________

4. Which part of our program do you consider the least valuable to you? Why?

______________________________________________________________________________
______________________________________________________________________________

5. Right now there are ( ) number of workshops in the program. Do you think there should be
   _____ more workshops _____ the same number _____ fewer workshops

6. How often did your parents teach you rhymes or stories as a child?
   _____ never
   _____ hardly ever
   _____ sometimes
   _____ every day
7. How often are you able to tell nursery rhymes and sing to your own child?
   ______ never (too busy with work, other children, etc.)
   ______ less than once a week
   ______ once a week
   ______ 2 or 3 times each week
   ______ every day

8. Is there any other person who tells stories and rhymes to your child?
   ______ father or mother
   ______ other relatives, friends
   ______ child’s grandparents
   ______ teachers/caregivers
   ______ child’s brother or sister
   ______ other (please identify) ________________________

9. Do you feel that you are playing more with your children as a result of this program?
   ______ yes
   ______ no

14. Is it easier to find time now to play with your children?
   ______ yes
   ______ no

15. Do you think it is more important now to play with your children than you did at the start of this program?
   ______ yes
   ______ no

16. Would you recommend this program to others?
   ______ yes
   ______ no

Thank you for taking the time to fill out this form!
It will help us plan and improve the (name of program).
<table>
<thead>
<tr>
<th>Name of tool:</th>
<th>Exit Assessment (adult)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of tool:</td>
<td>Short-term assessment tool</td>
</tr>
<tr>
<td>Source(s):</td>
<td>FLAG</td>
</tr>
<tr>
<td>Purpose:</td>
<td>to summarize the results of on-going individual assessment during the program; to provide information for program evaluation</td>
</tr>
<tr>
<td>Suggestions for use:</td>
<td><strong>Who to use it with</strong></td>
</tr>
<tr>
<td></td>
<td>Adult participants in a family literacy program</td>
</tr>
<tr>
<td></td>
<td><strong>When to use it</strong></td>
</tr>
<tr>
<td></td>
<td>Upon completion of the program</td>
</tr>
<tr>
<td></td>
<td><strong>How to use it</strong></td>
</tr>
<tr>
<td></td>
<td>Identify the items on the assessment tool that are relevant to your program. Adapt them if necessary. Delete the other items. The assessment form should be completed by the program coordinator, using other data collected over the course of the program (observation records; registration data outlining participant goals, abilities, activities; on-going assessment data; journal writings; etc.).</td>
</tr>
</tbody>
</table>
Exit Assessment (adult)

Name: ________________________________

Date of assessment: ________________________________

1. What were this individual’s goals for involvement in the program? Were these goals met? Why or why not?

2. What were the program objectives for this individual’s participation? List each objective, the degree to which it was attained, and an explanation.
   a)

   b)

   c)

3. Describe changes in literacy-related behaviours recorded through periodic observation, self-assessment, journal reflections, portfolios, etc.
4. Compare the results of any pre-/post-tests conducted. Include the name of the test, dates administered, and relevant comments.

5. Additional areas of assessment:

6. What indications are there that this individual applies what is learned in the sessions to his/her family and community life?

7. Summary: Briefly describe how this person has benefited from involvement in the program.
Name of tool: Exit Assessment (child)

Type of tool: Short-term assessment

Source(s): FLAG

Purpose: to summarize the results of on-going individual assessment during the program; to provide information for program evaluation

Suggestions for use:  

Who to use it with  
Children participants in a family literacy program

When to use it  
Upon completion of the program

How to use it  
Identify the items on the assessment tool that are relevant to your program. Adapt them if necessary. Delete the other items.

The assessment form should be completed by the program coordinator, using other data collected over the course of the program (entry assessment data, observation records, etc.).
Exit Assessment (child)

Name of child: _______________________________

Parent's name: _______________________________

Date of assessment: ___________________________

1. What were the parent's/caretaker's goals for the child's involvement in the program? Were these goals met? Why or why not?

2. What were the program objectives for this child's participation? List each objective, the degree to which it was attained, and an explanation.
   a) ___________________________________________

   b) ___________________________________________

   c) ___________________________________________

3. Describe changes in literacy-related behaviours recorded through periodic observation.
4. Compare the results of any pre-/post-tests conducted. Include the name of the test, date administered, and relevant comments.

5. Describe changes in language development and the methods/tools used to assess these changes.

6. Additional areas of assessment:

7. Summary: Briefly describe how this child has benefited from involvement in the program.
Name of tool:  Follow-up Questionnaire for Books for Babies-type Programs

Type of tool:  Participant feedback tool

Source(s):  adapted from *Intergenerational Literacy, 1990*

Purpose:  To determine the effectiveness of book and information distribution.

Suggestions for use:

*Who to use it with*

Parents/caregivers who have received a book bag

*When to use it*

Programs vary in when they do follow-up. We suggest three months after the materials are received.

*How to use it*

Decide whether you want to include question #9 (information about other literacy programs) in your follow-up.

If you prefer to keep questions more open-ended (such as #2), and are using the form as a verbal questionnaire, use the choices below the question as prompts if necessary. If it is self-administered, remove the choices.

We recommend that you work with the health unit and have staff there administer the questionnaire during well baby clinics or immunization appointments. (Confidentiality issues and not having regular or direct contact can pose problems in having literacy program staff administer the form.) Alberta practitioners suggested that if working through the health unit is not possible, that efforts be made to obtain telephone numbers when the book bag is given out, and that the follow-up be done by telephone. Another suggestion was to include the form in the book bag and ask parents/caregivers to send it in after a specified period of time, but practitioners generally agreed that response rates would be very low.

The form as presented can be used as a self-administered questionnaire. It can be adapted easily to use as a verbal interview administered by a staff person. The person asking the questions would read the directions at the top of the form, and could ask the respondent for additional comments at the end of the form.

A Books for Babies coordinator also suggested that this form could be adapted for use at the ECS level, to obtain information from parents of children entering first grade, who had received a book bag when their children were infants.
Follow-up Questionnaire for Books for Babies-type Programs

Directions:
A few months ago you received a bag of books and information on reading aloud to your child. The (name of program), who distributed the book bags, needs to know what you think of this project and what ideas you have for making it better.

Please call (name) at (telephone number) if you need more information.

Date ______________________________
Place you received this form ______________________________
Age of youngest child ______________________________

1. Have you had a chance to look at the books with your child? ______

2. How often are you able to sit down with your child to read or look at books?
   ______ never because of busy schedule
   ______ two or three times a month
   ______ two or three times a week
   ______ about once a day

3. Is there anyone else at home who reads to the child or looks at books with him or her?
   ______ yes  ______ no

4. If yes, how often does that person share books with the child? ___________________

5. Have others in the family enjoyed the books? ______

6. Do you think that you are sharing books more with your children since you received the book bag? ______

7. Do you or your child have a favourite book? ______
   If so, what is it? __________________________________________________________

8. Would you like other information about the importance of reading or how an adult can improve his or her reading and writing skills? ______
   If yes, please call (name) at (telephone number) or the Alberta Literacy Helpline at 1-800-767-3231

9. Do you think this (name of program) is worthwhile? ______

Please add your comments about the program or how it could be improved on the back of this sheet.

Thank you for taking the time to fill this out!
Name of tool: Literacy Activity Record

Type of tool: Short-term assessment tool

Source(s): adapted from Paratore, 1994; Holt, 1994; Thomas and Fisher, 1995

Purpose: To collect baseline data, to assess the general increase in literacy practices over the length of the program; to provide a family profile of literacy activities.

Suggestions for use:

Who to use it with
Parents involved in a family reading program.

When to use it
At the beginning of each session.

How to use it
Adapt the form as necessary to reflect the number of sessions in your program. Add a section for parents' comments if desired.

The participants can fill the form out themselves if their skills are sufficient, or a staff member can go over the form with them. Privacy needs must be respected if it is the latter.

Alberta practitioners also suggested that the form could be used at school parent evenings at the beginning of the year for literacy awareness.

Another suggestion for use is to adapt the form for use at beginning, mid-point, and conclusion of the program.

See following pages for an open-ended literacy activity record.
Directions:
Please check (✓) each activity that takes place in your home. This will help us to see what changes take place in families involved in the program. You will not be "graded" or "judged" by how many activities you check.

Name: _________________________

<table>
<thead>
<tr>
<th>Week of Program</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 1 - Child Activities</strong></td>
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<tr>
<td>Looked at books</td>
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<tr>
<td>Used a crayon or pencil to draw/scribble/write</td>
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<tr>
<td>Retells stories or rhymes</td>
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<tr>
<td>Asks what printed words &quot;say&quot;</td>
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<tr>
<td>Played school or library</td>
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<tr>
<td><strong>Section 2 – Parent/Adult Activities</strong></td>
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<tr>
<td>Read for enjoyment</td>
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<td></td>
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<td></td>
<td></td>
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<tr>
<td>Read material from work</td>
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<tr>
<td>Read for information</td>
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<tr>
<td>Borrowed a book from the library</td>
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<tr>
<td>Bought a book, magazine, or newspaper</td>
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<td>Wrote a note or list</td>
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<td>Filled out a form</td>
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<td>Wrote a cheque</td>
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<td>Used a recipe</td>
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<td><strong>Section 3 – Parent/Adult and Child Activities</strong></td>
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<td>Read to child</td>
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<td>Listened to child read</td>
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<td>Helped with homework</td>
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<td>Asked about homework</td>
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<td>Wrote a note or message to child</td>
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<tr>
<td>Helped child write a card/letter</td>
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<td>Played a game involving words</td>
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<td>Watched T.V. together</td>
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<tr>
<td>Talked about T.V. program</td>
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<td>Talked about the pictures or words in a story</td>
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<td>Went to the library</td>
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<td>Borrowed or bought a book</td>
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<td><strong>Other</strong></td>
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</tbody>
</table>
Name of tool: Literacy Activity Record (open-ended)

Type of tool: Short-term assessment tool

Source(s): adapted from Holt, 1994

Purpose: To record literacy events, and to provide a profile of home literacy activities. Can be used to compare with learner's original goals.

Suggestions for use:

Who to use it with
Parents involved in a family reading program.

When to use it
At the beginning of each session.

How to use it
Add a section for parents' comments if desired.

Pair people with similar levels of literacy skills. If the participants' skill levels are not sufficient for filling in the form, staff members can complete it one-on-one.

See previous pages for a more structured literacy activity record.
Literacy Activity Record (open-ended)

Directions:
Talk with another person in the class (a partner) about the kinds of activities you do with your children that have to do with reading, writing, or using books or other reading materials. Record your partner's responses.

Partner's name: ________________________ Date: ________________________

Example: This week, I took my son to the library.
This week, my daughter and I made pictures with crayons.
Name of tool: Observation Measure for Objectives other than Reading and Writing

Type of tool: Short-term assessment tool

Source(s): adapted from Holt, 1994

Purpose: To assess learners' performance in nonlinguistic domains relating to learning and literacy development. Can be used for baseline data, and to document changes over the course of the program.

Suggestions for use:

Who to use it with
A workshop instructor or leader could use this observation measure with the participants in a family literacy program. Also, it could be used by an outside observer who attends the class on a regular basis (e.g. social worker, practicum student).

When to use it
This tool should be used at regular intervals depending on the length of the program. If it is a fairly short program (less than ten weeks), it should be used at the beginning, mid-point, and end of the program.

How to use it
Ensure the areas of observation (confidence, participation, transfer to real life) are relevant to your program and its objectives. (You may want to include such areas as problem solving, prior knowledge of content, or awareness of community services.)

The person completing the form should be familiar with the areas of observation and the descriptors for each. If more than one person is using the form, ensure that there is a common understanding and interpretation of the descriptors.

Complete the form immediately after the session, using additional data if required (e.g. journal writings that describe transfer of learning, etc.) Add additional comments or explanations, particularly if participants don't quite fit the descriptors.
## Observation Measure for Objectives other than Reading and Writing

**Date** ________________________  **Observer** ______________________

**Location** ________________________  **Name of Program** ______________________

<table>
<thead>
<tr>
<th><strong>Confidence</strong></th>
<th><strong>Participation</strong></th>
<th><strong>Transfer to real life</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Descriptor:</strong></td>
<td><strong>Descriptor:</strong></td>
<td><strong>Descriptor:</strong></td>
</tr>
<tr>
<td>1. Appears shy and unsure of own abilities.</td>
<td>1. Likes to work independently most of the time; does not enjoy group work.</td>
<td>1. Does not yet use literacy skills outside of the program in obvious or explicit ways.</td>
</tr>
<tr>
<td>2. Acts confidently when in familiar situations, seems willing to take risks.</td>
<td>2. Appears overly dependent on one or two friends or group members.</td>
<td>2. Practices new skills at home.</td>
</tr>
<tr>
<td>3. Extremely confident; has a tendency to dominate group.</td>
<td>3. Uses the group as a resource and acts as a resource.</td>
<td>3. Brings examples and questions from home to the class.</td>
</tr>
</tbody>
</table>

**Name:** John Doe  
1. Approached instructor at coffee break about date of library visit.  
2. Greater participation in group discussion.  
3. Brought resources (magazine article) from outside the program.

**Name:** Jane Smith  
1. Does not take part in choral reading; does not speak unless spoken to in group work.  
2. Significantly more eye contact with the instructor.  
1. States that she hasn’t had time to use the story books with her children.

**Comments:**

---

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page 98
Name of tool: Parent Checklist

Type of tool: Short-term assessment tool

Source(s): adapted from Fredericks and Taylor, 1985.

Purpose: To determine if the program met its objectives, to plan for future programs, and to assess program impact on participants.

Suggestions for use: Who to use it with
Participants in Homespun-type programs, parents or caregivers trained in Paired Reading, or parent partners in PAL programs. You may want to adapt the tool for use only with parents of preschoolers, or only with parents of elementary school children.

Consider compiling results only for participants who have attended frequently, to ensure validity of results.

When to use it
Last workshop.

How to use it
If the program is delivered in workshops, allow time in the workshop to complete the form. It's advisable to have a person other than the workshop leader administer the tool. Read the instructions aloud. If appropriate, use an overhead of the checklist, read the statements aloud, and have the participants follow along and check the items. It could also be used orally if the participants are not able to use print or if they would not be comfortable with the form.

Alberta practitioners also suggested using this tool during Health Unit check-ups or as a telephone interview.
Parent Checklist

Directions:
Please check (✓) everything that describes the changes in how you and your child feel about reading or sharing books, or changes in your family's activities. Check as many as needed to tell us how you and your family have changed while you have been in this program.

This information will help us to plan for our next program. You do not have to put your name on this form unless you want to.

1. Changes in attitude toward reading:
   My child
   ____ seems to enjoy reading more.
   ____ enjoys reading with me.
   ____ enjoys reading or pretending to read to other members of the family.
   ____ asks to go to the library more often.
   ____ sees reading as fun or worthwhile.
   ____ asks to be read to, or asks more often.

   Myself
   ____ I enjoy reading activities with my child more.
   ____ I enjoy our sharing times more.
   ____ I understand more about how reading happens.
   ____ I can now help my child succeed.
   ____ I have a more positive attitude towards school
   ____ I can make reading a natural part of what we do as a family.
   ____ I can now make reading fun.
   ____ I can be an even better role model for my child.
   ____ I understand the importance of reading in my child's life.
   ____ I now know how to go to the library and borrow books.

2. Changes in activities:
   ____ Our family reads together more often.
   ____ Our family chooses reading as a free-time activity.
   ____ We visit the library or visit it more often.
   ____ We watch less T.V.
   ____ Our family talks about magazines, newspapers, and books.

Comments: (for example, "I know reading is important but I never have the time.")
**Name of tool:** Parent-Child Observation Record  

**Type of tool:** Short-term assessment tool  

**Source(s):** FLAG  

**Purpose:** To provide baseline information as well as changes in parent-child interaction over a specified period of time  

**Suggestions for use:**  

*Who to use it with*  
Parents/caregivers and their children who are involved in a family literacy program. Suitable for Homespun-style programs where there is a parent-child activity component, for Paired Reading-style programs where the parent is the tutor, for Mother Goose-type programs, or any other type of program where there are activities that involve both parent and child.  

*When to use it*  
Use this observation record at regular intervals depending on the length of your program. In shorter programs, use it as to collect baseline, mid-point, and exit data.  

*How to use it*  
Staff completing the observation form must be very familiar with the items. If more than one person is completing the forms, make sure there is a common understanding and interpretation of the items.  

Complete the form during the parent-child activity of your workshop, or during a home visit for a Paired Reading-type program. The observation should, of course, be as unobtrusive as possible.
Parent-Child Observation Record

Names of Parent and Child: ________________________  Date: ______
Observer:  ________________________

<table>
<thead>
<tr>
<th>Activities/Behaviours</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the &quot;tone&quot; of the parent-child interaction. (e.g. very warm, reserved, etc.)</td>
<td></td>
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<tr>
<td>During the observation, is the child able to stay focussed on the activity with the parent?</td>
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<tr>
<td>How often does the parent &quot;direct&quot; or &quot;manage&quot; the child?</td>
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<tr>
<td>How often does the parent teach the child by modelling?</td>
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<tr>
<td>Does the parent let the child lead the play activity?</td>
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<tr>
<td>Does the child appear to be enjoying the activity/interaction?</td>
<td></td>
</tr>
<tr>
<td>Does the parent appear to be enjoying the activity/interaction?</td>
<td></td>
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<tr>
<td>Does the parent listen attentively to the child?</td>
<td></td>
</tr>
<tr>
<td>Do the parent and child talk about their play? (e.g. during clean-up, as they're leaving)</td>
<td></td>
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<tr>
<td>Other: (describe)</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Name of tool:</strong></th>
<th><strong>Writing Assessment Tool</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of tool:</strong></td>
<td>Short-term assessment</td>
</tr>
<tr>
<td><strong>Source(s):</strong></td>
<td>adapted from Gelardi in Holt, 1994; <em>Outcomes and Measures in Family Literacy Programs</em>, 1996</td>
</tr>
<tr>
<td><strong>Purpose:</strong></td>
<td>To assess progress in writing skills over time.</td>
</tr>
</tbody>
</table>
| **Suggestions for use:** | *Who to use it*  
Adults participating in a family literacy program that includes improvement of writing skills as an objective.  

*When to use it*  
Use the tool at regular intervals, depending on the length of your program and your objectives.  

*How to use it*  
Adapt the categories (A,B,C) and corresponding indicators depending on the objectives for your program's writing activities. |
Writing Assessment Tool

Participant Name: ________________________ Date: ________________________

Name of Person Completing Form: ________________________

Instructions: Complete Sections A, B, and C by assigning one of the ratings (1 - 4) that best describes the writer's abilities in that section. Add any additional information in the "comments" area of each section.

A. Sentence mechanics/use of language

Score: ______

Comments:

4= Some minor mechanical usage or sentence errors. Language is used competently to express ideas.

3= Enough usage errors to attract attention away from the content. Sentences are understandable, but unconventional.

2= Language and mechanical errors impair meaning.

1= Unable to provide writing sample.

B. Length/organization of material

Score: ______

Comments:

4= Focuses on one main idea. Has clear beginning, middle, and end. Well organized and well developed.

3= Fairly well focused and organized. Appropriate length, but no clear ending.


1= Unable to provide writing sample.

C. Understanding of task/knowledge of subject

Score: ______

Comments:

4= Shows good understanding of task. Has prior knowledge of subject.

3= Has not correctly understood the task. Shows some knowledge of subject.

2= Did not understand the task. Does not have prior knowledge of subject.

1= Unable to provide writing sample.
Name of tool: Program Evaluation Plan

Type of tool: Summative evaluation

Source(s): adapted from *Family Literacy Program Quality Self-Study*, 1994; Holt, 1994

Purpose: To gather and organize information relating to program effectiveness

Suggestions for use:

*Who to use it with*
The instrument can be completed by an evaluation committee or contractor, the program coordinator, or divided between coordinator, other staff, and/or advisory committee members.

*When to use it*
The instrument is intended to be used as a comprehensive evaluation plan to be completed at the end of the program cycle. It can also be used to review several program cycles and revise program operation. The evaluation plan can be referred to during program planning sessions, to ensure that all of the items are still relevant.

*How to use it*
Identify which major topic areas and associated items in the evaluation plan are relevant to your program or need to be adapted. Delete the other components or individual items. Ensure that all people involved in the evaluation have a common understanding and interpretation of the indicators.

The document is quite lengthy, which is positive in that it is comprehensive and negative in that it is time-consuming to complete. If you feel it would be less intimidating to those whom you wish to involve in the evaluation, you could reduce its bulk by eliminating the space for responses, and simply listing the contents.
Program Evaluation Plan

Name of Program: ________________________
Completed by: ________________________
Date: ________________________

Overview:
I. Program Objective
II. Program Goals
III. Structural Features
   Components of program
   Frequency
   Duration
IV. Operational Features
   Content
   Process
   Assessment
   Facilities, Equipment and Materials
   Recruitment, Intake and Orientation
   Human Resources
   Community Support
   Planning
V. Long-Term Impact
VI. Summary and Action Plan

Instructions:
Select the sections of the evaluation plan that are relevant to your program. Delete and add additional indicators as necessary to show how your program delivers services and achieves objectives in each section. Use the "Comments" areas to describe achievements, and to add relevant information.

Example: Adults benefit from opportunities to discuss common issues, to learn from each other's experiences, and to function as group members. At the same time, individual goals must be respected. Therefore, sessions should include both group and individual learning activities.

Indicators:
1. Sessions include regular large and small group activities.
   Comments: We have a large group discussion on parenting issues every week, as well as small group reading circles.

   2. Sessions include individual learning activities.
   Comments: We provide time each week for free writing exercises and writing in a reflective journal.
Section I: Program Objective
State the overall objective of your family literacy program. For example: "To break the intergenerational cycle of undereducation by helping parents/caregivers to support the literacy development of their children."

Section II: Program Goals
List the goals set for the program which will lead to achieving your program objective. For example: Provide services that support parents/caregivers by a) improving access to quality children's books; b) teaching skills in sharing books with children; c) providing parenting information and discussion opportunities; and d) providing information and referral to adult literacy programs.

Section III: Structural Features
List the components of your family literacy program. For example: parenting session, sharing children's books, parent and child play times, adult literacy instruction.

State the frequency of your program. Number of hours per day, days per week.

State the duration of the program. Number of weeks or months in total for each program cycle.
Section IV: Operational Features

A. CONTENT

1. Program content is relevant.

Indicators:

a) All participants have identified areas of interest for the program.
Comment: 

b) Children's books are culturally appropriate.
Comment: 

c) Adult readings relate to participants' experiences, concerns, and backgrounds.
Comment: 

d) Group discussions focus on interests of common concern, such as early childhood development, parenting skills, discipline, etc.
Comment: 

e) Content is applicable to real life contexts.
Comment: 

2. The children's program is developmentally appropriate.

Indicators:

a) Child care staff have relevant, recognized training in early childhood education or child care.
Comment: 

b) Activities are suited to the ages of the children enrolled in the program.
Comment: 

c) Child care worker/child ratios are below those required by locally established regulations.
Comment: __________________________________________________________

B. PROCESS

1. Group and individual learning activities are appropriately balanced.

Indicators:
a) Sessions include large and small group learning activities.
Comment: __________________________________________________________

b) Sessions include individual learning activities.
Comment: __________________________________________________________

2. Activities are appropriately suited to the abilities of participants.

a) Lesson plans accommodate the range of skill levels among learners.
Comment: __________________________________________________________

3. The program explicitly builds on prior knowledge and promotes transfer of learning.

Indicators:
a) Adult activities build on and emphasize participants' strengths and abilities.
Comment: __________________________________________________________

b) Sessions include activities designed to activate learners' prior knowledge about the topic and to encourage them to form a purpose or goal for reading and learning.
Comment: __________________________________________________________
c) Lesson planning includes a consideration of required background knowledge and strategies to provide background information as necessary.
Comment: 
______________________________________________________________________________

______________________________________________________________________________

d) Sessions include strategies to enable transfer of new learning, skills, and knowledge to other settings, with an emphasis on family issues and daily life.
Comment: 
______________________________________________________________________________

______________________________________________________________________________

e) Connections are made between what is learned in the parent component and the children's instructional program.
Comment: 
______________________________________________________________________________

______________________________________________________________________________

f) Workshop leaders model thinking and problem solving skills.
Comment: 
______________________________________________________________________________

______________________________________________________________________________

3. **Adult education principles are practised.**

**Indicators:**

a) Workshop leaders function as resource people and facilitators.

Comment: 
______________________________________________________________________________

______________________________________________________________________________

b) The program is presented as sharing learning among equals.

Comment: 
______________________________________________________________________________

______________________________________________________________________________

c) Program participants are involved in program planning and evaluation.

Comment: 
______________________________________________________________________________

______________________________________________________________________________
d) Facilitators practice empowering strategies: they provide resources and information, make referrals, offer suggestions, and model appropriate behaviour, but avoid "helping" in a way that encourages dependency.
Comment: 
______________________________________________________________________________
______________________________________________________________________________

e) During group discussions, the facilitator sits among the group, encourages interaction between group members, and asks open-ended questions.
Comment: 
______________________________________________________________________________
______________________________________________________________________________

f) Facilitators take part in oral reading, silent reading, or journal writing.
Comment: 
______________________________________________________________________________
______________________________________________________________________________

4. The learning environment is supportive and empowering.

Indicators:
a) Staff work with participants to address common barriers (such as lack of transportation, lack of child care) and identify appropriate support services.
Comment: 
______________________________________________________________________________
______________________________________________________________________________

b) Ground rules for group discussions are established early in the program to ensure respect for differing opinions, feelings, and experiences.
Comment: 
______________________________________________________________________________
______________________________________________________________________________

c) All members of the group participate and are given the opportunity to participate in discussions.
Comment: 
______________________________________________________________________________
______________________________________________________________________________
d) The parenting component is used as an opportunity to identify community resources that support families.
Comment: _________________________________________________________

5. Parents are given opportunities to reflect on observation and learning.
Indicators:
a) Sessions include time for group discussion or individual reflection on literacy-related activities or behaviours in the home, and how they have applied what they have learned in the program to their family situation.
Comment: _________________________________________________________

b) Staff support and encourage reflection by valuing a wide variety of impacts and outcomes relating to what participants learn in the program.
Comment: _________________________________________________________

c) Parents are given time to "debrief" after parent-child activities.
Comment: _________________________________________________________

6. The children's program supports emergent literacy development.
Indicators:
a) The children's environment has relevant and appropriate books, paper, crayons, and other materials that support literacy development.
Comment: _________________________________________________________

b) Activities are appropriate for the ages of children involved in the program.
Comment: _________________________________________________________
c) The environment reflects the homes and lives of children in terms of culture and language. Children's work is displayed.
Comment: 

______________________________________________________________________________

______________________________________________________________________________

d) Instructors model expressive language by talking to and sharing books with children.
Comment: 

______________________________________________________________________________

______________________________________________________________________________

e) The environment is language-rich. Children are read to in every session, and books and other reading materials are abundant. Songs, rhymes and group stories are frequent activities. The staff demonstrate many ways to encourage children to talk about their experiences and to represent their ideas in stories and pictures.
Comment: 

______________________________________________________________________________

______________________________________________________________________________

f) Staff help parents understand how home activities can reinforce and support children's development.
Comment: 

______________________________________________________________________________

______________________________________________________________________________

7. The children's and adults' components are integrated and complementary.

Indicators:
a) Staff in both components work as a team to plan, deliver, and evaluate the program.
Comment: 

______________________________________________________________________________

______________________________________________________________________________

b) Staff in both the children's and adults' programs make explicit references to and connections between the two components.
Comment: 

______________________________________________________________________________

______________________________________________________________________________
c) Opportunities are provided for parents and children to be aware of and participate in each other's education.

Comment: 

______________________________________________________________________________

______________________________________________________________________________

d) Staff ask parents to help plan some activities in the children's program.

Comment: 

______________________________________________________________________________

______________________________________________________________________________

C. ASSESSMENT

1. Parents/caregivers are adequately and appropriately assessed.

Indicators:

a) Any assessment methods used are non-threatening, tied to program objectives, and relevant and useful to the participant.

Comment: 

______________________________________________________________________________

______________________________________________________________________________

b) Program participants' need for confidentiality is respected in how assessments are used.

Comment: 

______________________________________________________________________________

______________________________________________________________________________

c) If standardized tests are used, staff are trained in test administration and interpretation.

Comment: 

______________________________________________________________________________

______________________________________________________________________________

d) If informal assessment methods are used, policies are in place that establish procedures and methods for interpreting results.

Comment: 

______________________________________________________________________________

______________________________________________________________________________
2. Children are adequately and appropriately assessed.

Indicators:

a) Staff regularly record observations of children to assess their development.
Comment: ____________________________________________________________

b) Recorded observations are regularly categorized and interpreted according to areas of
development.
Comment: ____________________________________________________________

c) Parents are informed of their child's development.
Comment: ____________________________________________________________

d) Staff explain to parents how assessment is used to plan activities.
Comment: ____________________________________________________________

e) Parents advise staff on child's readiness for various activities and on their progress.
Comment: ____________________________________________________________

D. FACILITIES, EQUIPMENT, AND MATERIALS

1. The physical environment is appropriate, adequate, and conducive to learning.

Indicators:

a) Space and furniture allow for large and small group activities as well as individual work.
Comment: ____________________________________________________________
b) The environment for both the children's and adults' sessions is bright, cheerful, clean, and well-maintained.
Comment: ________________________________

______________________________________________________________________________

c) The physical environment for the children's program is safe, stimulating, and has adequate space, furnishings, lighting, and ventilation.
Comment: ________________________________

______________________________________________________________________________

d) Program space is sufficient for storing books, materials, program records, and confidential storage of participant files.
Comment: ________________________________

______________________________________________________________________________

2. The facilities are easily accessed.

Indicators:
a) The location of the program is on a bus route, if applicable.
Comment: ________________________________

______________________________________________________________________________

b) Program participants are not likely to feel intimidated by the program's location.
Comment: ________________________________

______________________________________________________________________________

3. Program staff have access to adequate equipment.

Indicators:
a) Staff have access to the office equipment they need to carry out their duties, such as telephone, photocopier, computer, and printer.
Comment: ________________________________

______________________________________________________________________________

F.L.A.G. Guide to Evaluation
4. Materials are adequate, appropriate, and accessible.

Indicators:
a) There are enough copies of all books, hand-outs, craft supplies, etc. for all participants.
Comment: 

b) Resources used are culturally and socially appropriate.
Comment: 

c) Program participants have easy access to additional resources.
Comment: 

E. RECRUITMENT, INTAKE, AND ORIENTATION

1. Recruitment strategies are carefully planned and regularly evaluated.

Indicators:
a) Recruitment strategies are appropriate for reaching people with low literacy skills.
Comment: 

b) Partnerships with other community agencies and organizations lead to referrals.
Comment: 

c) Recruitment strategies reflect the cultural diversity of the community.
Comment: 

d) Recruitment methods are evaluated by recording activities and noting recruitment sources at enrolment.
Comment: 

F.L.A.G. Guide to Evaluation
2. Intake procedures are adequate yet non-threatening

Indicators:

a) "Front line staff" are friendly, helpful, and knowledgeable about the program.
   Comment: _____________________________________________________________________
   _________________________________________________________________________

b) Enrolment or registration procedures are simple and straightforward, and assistance is provided in completing any paperwork.
   Comment: _____________________________________________________________________
   _________________________________________________________________________

c) The location for initial assessment is free of distractions and as private as possible.
   Comment: _____________________________________________________________________
   _________________________________________________________________________

d) Intake strategies include identifying participants' expectations for the program.
   Comment: _____________________________________________________________________
   _________________________________________________________________________

e) Intake procedures are sufficient to collect baseline information necessary for assessing participant progress and program effectiveness.
   Comment: _____________________________________________________________________
   _________________________________________________________________________

3. Orientation provides the participant with adequate understanding to fully participate in the program.

Indicators:

a) An orientation to the program is in place.
   Comment: _____________________________________________________________________
   _________________________________________________________________________

F.L.A.G. Guide to Evaluation
b) All participants receive a program fact sheet that outlines the purpose of the program and its objectives.
Comment: 

______________________________________________________________________________

______________________________________________________________________________

c) The orientation process is applied consistently to every participant.
Comment: 

______________________________________________________________________________

______________________________________________________________________________

**F. RETENTION**

1. **Efforts are made to overcome barriers to participation and keep people in the program.**

   **Indicators:**
   a) Staff display an interest in participants' lives by informally learning about family members, taking time to listen, and providing praise and encouragement.
   Comment: 

   ________________________________________________________________________________

   ________________________________________________________________________________

b) The program supports the self-esteem of participants and staff.
Comment: 

______________________________________________________________________________

______________________________________________________________________________

c) Staff attempt to contact (by phone if possible) participants who miss a specified number of sessions.
Comment: 

______________________________________________________________________________

______________________________________________________________________________
G. HUMAN RESOURCES

1. Paid staff are appropriately screened, trained, and supported.

Indicators:

a) Qualifications for paid staff positions are determined by the program's advisory committee or board, and are on file.

Comment: ___________________________________________________________

b) Roles and responsibilities for paid staff are clearly documented. Comprehensive and realistic job descriptions for all positions are on file.

Comment: ___________________________________________________________

c) Adequate time for teamwork and consultation is available to program staff.

Comment: ___________________________________________________________

d) Professional development opportunities are provided to program staff.

Comment: ___________________________________________________________

e) Staff have adequate and appropriate resources to support their work and further their development.

Comment: ___________________________________________________________

2. Volunteers are appropriately screened, trained, and supported.

Indicators:

a) A thorough and well-documented screening process is in place for volunteers.

Comment: ___________________________________________________________
b) Volunteers receive the training (both initial and on-going) they require to carry out their responsibilities.
Comment: _____________________________________________________________________
______________________________________________________________________________

c) Expectations for volunteers are clearly documented and communicated.
Comment: _____________________________________________________________________
______________________________________________________________________________

d) Volunteers have access to and communication with program staff, and concerns are addressed promptly.
Comment: _____________________________________________________________________
______________________________________________________________________________

e) Volunteers have access to the resources and materials they need.
Comment: _____________________________________________________________________
______________________________________________________________________________

f) Volunteers are appropriately supervised and assessed.
Comment: _____________________________________________________________________
______________________________________________________________________________

H. COMMUNITY SUPPORT

1. The program is supported by and addresses the needs of its community.

Indicators:

a) The services offered by the program reflect the nature and needs of the community in which it is found.
Comment: _____________________________________________________________________
______________________________________________________________________________
b) The program pursues and maintains appropriate partnerships with like-minded agencies.
Comment:_____________________________________________________________________
____________________________________________________________________________

c) Support (financial and otherwise) by the community is publicly recognized.
Comment:_____________________________________________________________________
____________________________________________________________________________

I. PLANNING

1. The program has a regular and systematic planning process.

Indicators:
a) Program planning is based on needs assessment data collected in the community.
Comment:_____________________________________________________________________
____________________________________________________________________________

b) Planning includes program participants or potential participants as well as staff.
Comment:_____________________________________________________________________
____________________________________________________________________________

c) Program planning incorporates findings from previous program evaluation.
Comment:_____________________________________________________________________
____________________________________________________________________________
SECTION V: Long-Term Impact

The program recognizes the need to develop strategies to gauge long-term impacts of its services on individuals, families, and the community.

Indicator:

a) Results of participant assessments are documented and collected over time.
Comment: ________________________________________________

b) A process for following up on former participants is developed.
Comment: ________________________________________________

c) Feedback from relevant community agencies and stakeholders is solicited and documented.
Comment: ________________________________________________

d) Strategies are developed to document participation in other community services by former program participants (i.e. enrolment in adult basic education or tutoring programs, library usage, participation in parenting programs, etc.)
Comment: ________________________________________________

e) School readiness is tracked for children of families involved in the program.
Comment: ________________________________________________

f) Educational bodies or research organizations are contacted for assistance with long-term program evaluation.
Comment: ________________________________________________
SECTION VI. Summary and Action Plan

Name of Program: ________________________
Completed by: ________________________

Date: ________________________

Summary
Comments on evaluation process and program in general: _______________________________
______________________________________________________________________________
______________________________________________________________________________

Program components or services to be changed, improved, or expanded:____________________
______________________________________________________________________________
______________________________________________________________________________

Action Plan
<table>
<thead>
<tr>
<th>Action</th>
<th>Person(s)</th>
<th>Time</th>
</tr>
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<tbody>
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</table>

Possible future action: _______________________________
______________________________________________________________________________
______________________________________________________________________________

F.L.A.G. Guide to Evaluation
Chapter Seven:
Suggestions for summarizing, analyzing, and reporting data

In this chapter, we look at different ways for you to work with the information that you collect through assessment and evaluation so as to make it useful to your program. We'll look at information collected using the following types of instruments:

Questionnaires and surveys

Interviews

Observation measures

Writing samples
Chapter Seven: Suggestions for summarizing, analyzing and reporting data

After investing time and resources into conducting assessment and evaluation, you want to be sure it is summarized, analyzed, and reported in such a way that is useful to the program and to others who will receive the findings. In this chapter we'll look at ways to work with the data that you collect during your assessment and evaluation activities. We'll look at approaches for four general data-gathering methods: questionnaires and surveys, interviews and focus groups, observation measures, and writing samples.

As with much of this evaluation guide, how you decide to summarize, analyze, and report your evaluation findings will depend on your objectives and your audience. We will provide you with suggestions and possible models, but it is up to you to tailor them to meet the needs of your own program.

Before looking at the different types of data-gathering methods mentioned above, it might be useful to look at the subject of data analysis, the more challenging of the three stages of evaluation addressed in this chapter:

Data analysis is the process of systematically searching and arranging the interview transcripts, fieldnotes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others. Analysis involves working with data, organizing them, breaking them into manageable units, synthesizing them, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others.

Bogdan and Biklen, 1992

Questionnaires and Surveys

Questionnaires and surveys generally use "closed" questions, which allows for fairly straightforward summary and analysis. (For information on summarizing responses to open-ended questions, see the next section.) The first step in summarizing the data collected on a questionnaire or survey is to tabulate each question on the form to determine a) the range of responses and b) the number of people who selected each response. For the purposes of explanation, let's look at the Intergenerational Needs Assessment form found on page 32 of this guide. (See reproduction next page.)

The first question asks how many preschool children live in the household. The range of responses for this question would consist of the smallest and largest number of children living in each household. A frequency count would indicate how many respondents selected each response. Data should be tabulated in the same way for each question (item) on the form. The range of responses and the frequency should be tallied for each question according to the type of response choices (e.g. once a day, several times a day, etc.; names of people who read to the children; types of relationship to child; etc.) After the data have been compiled, the total frequency count should equal the number of people who completed the survey.
Looking at our example of the Intergenerational Needs Assessments form, let’s say this form was used with one hundred people at a local shopping mall. Possible ranges of responses and frequency counts could be as follows.

<table>
<thead>
<tr>
<th>Question #</th>
<th>Range of Response</th>
<th>Frequency Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How many pre-school children are there in your household?</td>
<td>0 – 5</td>
<td>0: 32, 1: 20, 2: 28, 3: 8, 4: 8, 5: 4</td>
</tr>
<tr>
<td>2. How often do you look at or read books with your children?</td>
<td>never – several times a day</td>
<td>never: 7, less than once a week: 21, about once a week: 16, a few times a week: 22, about once a day: 28, several times a day: 6</td>
</tr>
<tr>
<td>3. Is there anyone else who reads or looks at books with your children?</td>
<td>yes – no</td>
<td>yes: 34, no: 66</td>
</tr>
</tbody>
</table>

And so on for the rest of the questions.
In order to analyze the data effectively, it should be organized according to the research questions or desired information that led to the survey or questionnaire in the first place. In the case of needs assessments, what is it you wanted to know about your community or potential participants? For existing programs, you may want to organize the data analysis by posing questions that focus on key aspects of the project.

Using the example of the Intergenerational Needs Assessment form again, the areas in which information is required lead to the sample questions for the data analysis. The questions on the form that will provide this information are identified in parentheses for each of the sample questions. (See this page and the previous page for diagrams of the assessment form.)

Sample Questions for Data Analysis
Intergenerational Needs Assessment

1. How many families surveyed practice activities that indicate support for their preschool children's literacy development? (questions 2,3,4,5,6,7)

2. How many families surveyed may need support in developing their children's literacy development? (questions 2,3,4,5,6,7)

3. Does the respondents' own childhood experiences involving books suggest that support is needed in providing his/her children with literacy- and learning-related stimulation? (questions 10, 11)
4. Do the respondents' current literacy practices suggest that support is needed in being an effective "literacy model"? (questions 7, 8, 9)

5. Of those surveyed, how many are interested in and/or available to participate in the program? (questions 12, 13)

6. What are the potential participants' needs for child care? (questions 14, 15)

7. What are the potential participants' needs for transportation? (question 14)

The way that you report the findings of your survey or questionnaire results depends on how the information will be used and by whom. Possibilities for needs assessments, for example, include written reports, presentations, public meetings, and discussion groups. Combinations of these can be used depending on your situation and resources. Some of the audience for this information may want a full report, and for others a brief presentation may be more appropriate.

Numerical or quantitative information can be presented in a variety of ways: tables, charts, graphs, maps, and/or text. Descriptive or qualitative analysis can also be presented in a variety of ways. These include written descriptions, video tapes, pictures, and/or audio recordings.

When preparing a formal written report of your findings, consider the following as possible sections:

- executive summary and recommendations
- purposes of the study
- background
- methodology
- research findings
- analysis and discussion of findings
- recommendations (Doing it Right!, 1993, p. 30)

**Interviews and Focus Groups**

The fundamental principle of qualitative interviewing is to provide a framework within which respondents can express their own understanding in their own terms.

In order to obtain useful results from your interviews and focus groups, you need to keep your methods tied closely to your evaluation purposes. Because of the open-ended nature of this type of evaluation and assessment, data will inevitably include information of greater and lesser importance. Some data will be analyzed in detail, others mentioned briefly, and some ignored altogether. Selection decisions should be made based on your project objectives, your evaluation objectives, and the intended audience(s) for the analysis.

Interview and focus group data is usually gathered initially by means of written transcripts or audio- or videotape recordings. Taped recordings should be transcribed as well. The first step in summarizing this data lies in reviewing the transcripts and the interviewer's description and comments.

(Note: Videotape is preferable for recording interviews and focus groups for a number of reasons, but especially because it allows for recording and later assessing a variety of related learner needs

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After this review, responses should be organized by categories or topics. Your goal in organizing interview data is to systematically examine participants' comments in order to identify trends or patterns that appear among different individuals or groups (Krueger, 1988 in Holt). You will be looking for common opinions, feelings, or perceptions, even though they may be expressed in different terms or styles. Using one of the following techniques may help in this organization:

- marking all related topics in the transcript with the same coloured highlighting pen, or
- assigning codes for various categories, or
- extracting comments that deal with the same issue and writing them on a single page, or
- rearranging the text (using scissors and tape) according to specific topics.

If you are familiar with content analysis as a data collection procedure, you may find that certain levels apply to summarizing and analyzing interview and focus group data. Content analysis can be used as both a quantitative and qualitative approach, but it used primarily as a way to quantify what is emphasized in communication (Merriam and Simpson, 1989, p. 140). Simply by counting the number of times words or themes (phrases or sentences) occur, you can make inferences about the preferences or values of the respondent(s). For example, looking for the number of sentences that contain references to "training" as opposed to "education" might suggest preferences for the type of learning participants in the study wish to be engaged in (ibid).

Again, it's important to emphasize that topics may be "named" using different language or vocabulary. Doing an initial "sort" using specific vocabulary may be a useful starting point, but be careful to group responses according to similar topics or issues, not just specific language.

The next step in the summary process is to reduce and further organize the raw data by developing descriptive statements that summarize the participants' responses according to various topics. This summary can also include quotes from participants that illustrate or represent common themes. It should be noted that this summary process should be done as soon as possible after each session, in order to accurately preserve participants' responses.

Ideally, the interviewer or focus group leader should also analyze the results, and again should do so soon after the event. This person is in the best position to interpret the results in light of interpersonal dynamics, body language, and other factors that may have influenced the session. If this is not possible, give careful consideration to the interviewer's notes and description that should have been attached to the transcript.

From the descriptive statements that summarize responses, you should be able to draw conclusions and interpret the data. Make conclusions about common themes and patterns that relate to your purpose in holding the interviews or focus groups. Be sure to include any unexpected outcomes of the research, and also note the range and diversity of interviewees' perceptions.

Be sure to make valid inferences when analyzing information by considering:

- commonly used words or phrases,
- frequency of certain responses,
- tone and intensity of the speaker's voice (another reason for having the interviewer do the analysis, and doing it promptly),
- context of the participants’ responses (whether it was in response to a direct question, was spontaneous, was triggered by another participant's response, etc.), and
- whether particular responses are consistent, i.e. whether participants change their minds based on other comments.
In the analysis, you may give more weight to comments based on predetermined criteria, such as statements being based on personal, first-hand experience rather than second-hand knowledge.

The design of your focus group or interview report should depend on its purpose and the needs of the report's audience. Again depending on needs, the report can be communicated orally or in writing (Gelardi in Holt, p. 198).

There are three models for reporting focus group and interview data:
- a raw data model that simply presents the questions or topics that the interviewees addressed and a list of their responses;
- a summary description model that summarizes the responses and includes selected quotes of participants;
- an interpretive model that provides a descriptive summary, illustrative quotes, and a narrative interpretation of the results.

The first model, the raw data model, is most appropriate for audiences who are interested in seeing all of the participants' responses. It is also the easiest to prepare. Readers of the report make their own inferences about the data presented, and come to their own conclusions.

The descriptive and interpretive models provide progressively more detailed analysis of the findings, and may be more useful by helping the audience understand the significance of the participants' responses (Gelardi in Holt, p. 108).

Depending on the report's audience and its purpose, it should include some or all of the following:
- the purpose of the session (need for study, nature and scope of the general information sought)
- an outline of the key questions asked of the group or individual
- summary of the session (number of people, selection or invitation criteria, etc.)
- a description of how the data was analyzed
- discussion and interpretation of results
- aspects of the session that may have limited participants' responses in any way, or that may limit the usefulness of the data
- a summary, conclusions and recommendations (provides a way to integrate key findings into a concise summary, and to suggest ways to change the project based on the results)
- the focus group protocol, quotes from participants, and/or the entire transcript as appendices

When you are reporting the results of your research, you should be careful not to omit verbatim comments of the people you have surveyed. These are often the most effective, convincing evidence of need and should be included in some fashion. It is important, however, to look for common themes among the responses and highlight these in your summary.

For a more complete discussion of standard formats for research reports, see Merriam and Simpson, 1989.
Observation measures

**Summarizing** observation measures depends largely on the tools used to gather information. If a rating scale was used, you can simply tabulate the number of learners/participants who achieved each rating for each activity or item. Results will need to be tabulated for each interval if the measure was used periodically. If the total number of participants varied for each observation, the data should be presented as percentages of the total number of participants observed. (When making comparisons of observation data, you should use percentages because the number of learners/participants usually varies for each observation period and for each project cycle.)

If a rating scale was used, you can also add to the analysis and interpretation of the data by assigning numerical values to the descriptors on the scale. For example, if the descriptors on a scale were "never," "seldom," "frequently," and "always," the numerical values could be "1," "2," "3," and "4" respectively.

Data collected through observation measures can be **analyzed** according to a "modified cohort design" (Gelardi in Holt, p. 114). This means that participants' progress can be measured against a comparison group (cohort). This approach is an alternative to comparing project participants with adult learners who are not part of the project. Modified cohort design is based on the assumption that the comparison group data represents levels of performance that would have been demonstrated by individuals who had not benefited from participating in the project.

The steps for using a modified cohort design are as follows:

- **at the start of the program cycle**, collect data on new participants before instruction or activities begin
- **if the program operates on a continuous intake basis**, collect data on new participants within two weeks of their joining the project
- **at a predetermined interval**, collect observation data and measure it against the comparison group (new participant) data to assess participant progress
- **staff** compare the differences between the comparison group and the project participants in terms of the number and percentage of individuals who received each rating on the instrument.

Observation results analyzed using modified cohort design can be **reported** using different techniques. You can use a bar graph to represent differences between participant and comparison groups over specified periods of time. You should include a narrative description to explain the relationship between the participants' progress and the services provided.

Descriptive statements can also be used in a report to tell what participants or groups of participants can do relative to project goals, objectives, and services. Include descriptions or examples of the content or activity in which people were involved when the observation was made.

Note that you should present results for only those people who attend regularly, as including data on those with irregular attendance will make the observation results invalid. Similarly, don’t combine data for learners who start at different times unless the data approximates the same amount of instructional or contact time.

The following page shows an example of how you can present observation findings by using a simple bar chart and a narrative description.
Comparing the six month participants with the new participants (modified cohort design), we see that the family literacy program is having a positive effect on how members of the group make the connection between the information and skills acquired in the workshop and the activities and behaviours present in their homes.
Writing samples

Collecting and assessing writing samples, such as reflective journals or free writing exercises, on a regular basis and with agreed-upon rating scales will help you to both determine participants' progress and see the degree to which project objectives are being met.

When collecting participants' writings, you might want to consider a portfolio approach to evaluation. Portfolios are an effective method of keeping a record of selected examples of participants' writing. Although writing may be a more frequent part of your program, you can have participants select their best work for inclusion in the portfolios according to an appropriate schedule. Involving the participant in selecting the contents of the portfolio is vital; see the entries for J. Lorraine Hoffman and R. J. Popp in the bibliography for more information on using portfolio assessment. (Portfolios can be much broader than collections of writing. They can include drawings, audio- or videotapes, photos, or items representing other accomplishments such as copies of report cards or driver's licenses.)

After collecting the writing samples, you will assess them individually using a tool such as the one found on page 104 of this guide. Depending on the literacy levels of your participants, you may want to consider having them assess their own work. This may require simplifying the descriptors so that learners are able to read and use the rating scale for self-assessment. In this way, assessment is used as an instructional tool that helps learners to recognize and judge effective writing. Whether it is members of the staff using the rating scales, or learners doing self-assessment, you need to make sure that they have a thorough and commonly-shared understanding of the descriptors.

An easy way to summarize assessments of writing samples is by preparing a class list such as the one below (adapted from Holt). Using a format such as this will help you monitor the progress of individual participants as well as the progress of the class as a whole. The dimensions of writing identified by the letters (A = Sentence Mechanics/Use of Language) should be adapted or developed based on the literacy levels of your participants and the objectives of your writing activities. The frequency and number of the assessments will also depend on your own particular project. Record the results of writing assessments on a regular basis as suits your evaluation and project purposes. This may be weekly, monthly, or quarterly if you have a longer program cycle.

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>First Assessment</th>
<th>Second Assessment</th>
<th>Third Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Joe Smith</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jane Brown</td>
<td></td>
<td></td>
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<tr>
<td>John Doe</td>
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<td>etc.</td>
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<tr>
<td>etc.</td>
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</tbody>
</table>
Looking at the range of ratings achieved and simple frequency counts are useful ways to **analyze** writing samples, for individuals and for the group of participants as a whole. By using the class list, determine what the range of ratings are for each dimension of writing used, looking at each interval separately. Then do a frequency count to show how many participants achieved each rating, still looking at each interval separately. Then you can compare achievements over time, comparing one interval to subsequent intervals. Your results could look something like this:

<table>
<thead>
<tr>
<th>Summary of Three Writing Activities</th>
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<tr>
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<tr>
<td><strong>Assessment</strong></td>
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<tr>
<td></td>
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<tr>
<td>First (Sept. 1996)</td>
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<tr>
<td>Second (Dec. 1996)</td>
</tr>
<tr>
<td>Third (March 1997)</td>
</tr>
</tbody>
</table>

As noted in previous sections of this chapter, how you **report** your findings about writing samples depends on the audience for your report. You could use the class list along with a narrative description, or you could provide a summary like the one illustrated above. You could also demonstrate participants' progress in each dimension of writing in chart form, and provide an accompanying explanatory narrative. In other words, you could provide a detail of the chart above, say the information relating to mechanics and usage, and explain the numerical information provided in that chart. Again adapting the work of Gelardi, here is an example:

<table>
<thead>
<tr>
<th>Participants' Progress in Writing (Mechanics and Usage)</th>
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<tbody>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>First (Sept. 1996)</td>
</tr>
<tr>
<td>Second (Dec. 1996)</td>
</tr>
<tr>
<td>Third (March 1997)</td>
</tr>
</tbody>
</table>

The table shows the percentage of participants scoring at each level (1,2,3,4) for each of the three assessment intervals (September, December, and March). The percentage of participants who progressed from low levels (1 and 2) to higher levels (3 and 4) increased steadily over the three assessment intervals. The initial assessment in September identified 72% of participants at Level 1 and none at Level 4. When they were assessed again in December, the number of participants at Level 1 had decreased to 57% and the number scoring at Level 4 had increased to 3%. By the end of the workshops in March, however, only 19% of participants scored at Level 1 and 17% of participants scored at Level 4.

Participants took part in thirty minutes of writing activities per class, once a week for twenty-eight weeks. The assessment results clearly show that the participants have made progress in the mechanics and usage of written language.
Appendices

We have added four appendices to the guide in order to direct you to further information on evaluation in family literacy, and to provide more detail on certain aspects included in previous chapters.

A. Works cited and recommended reading

B. Research instruments and their sources
   (using standardized tests in family literacy programs)

C. List of family literacy programs in Alberta

D. Summary by program type of evaluation practices in Alberta according to FLAG survey (1995)
A. Works cited and recommended reading


*Education Indicators*. (no date) Government of Alberta, Adult Development Branch, Advanced Education & Career Development.


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B. Research instruments and their sources

Navarrete et al (in Holt, 1994, p. 129) suggest that standardized tests of basic skills and language proficiency can be used in family literacy programs given that the following conditions and precautions are taken into account:

- they are not the sole measurement of learners' achievements, and
- scores are interpreted carefully.

If you wish to use standardized tests in your evaluation, you need to do some careful research before deciding which ones to use. In order to obtain the most appropriate standardized tests for your project, White (in Holt, 1994, p. 128) suggests using the following process:

1. Review the objectives of your project. If necessary, rank them in order of importance.
2. Identify four or five potential tests by using the following list, talking to other literacy programs, reading evaluation reports, contacting and looking for reviews of tests in professional journals.
3. Determine the viability of the tests by consulting professional test review sources (e.g. Test Critiques by Keyser & Sweetland, 1984) to ensure the tests meet the needs of your project.
4. Request the technical manual and a review copy of the tests you are interested in. Determine whether there is a match between the test objective and your project objectives and a match between the demographics of the test norming group and the participants in your project.
5. Use the test on a group of learners, ideally learners from two very different skill levels. See if they feel comfortable with the test, if the test can differentiate between learners with different skill levels, and if the scores provides useful information about the learners.

**Adult Component**

*Adult Basic Learning Exam (ABLE) (1967-86)*
Source: The Psychological Corporation, Harcourt Brace & Co., 555 Academic Court, San Antonio TX 78204-2498
Purpose: reading, writing, math
Literacy requirements: Grade 2 English

*Basic English Skills Test (BEST) (1981-87)*
Source: Center for Applied Linguistics, 1118 22nd St. N.W., Washington DC 20037
Purpose: speaking, listening, reading, writing
Literacy requirements: low proficiency, non-native English

*CASAS Adult Life Skills - Reading*
*CASAS Adult Life Skills - Listening*
Source: CASAS, 8910 Clairemont Mesa Blvd., San Diego CA 92123-1104
Purpose: reading, listening
Literacy requirements: Grade 1 English

*Cornell Critical Thinking Test (CCTT) (1985)*
Source: Critical Thinking Press and Software, Box 448, Pacific Grove CA 93950-0448
Purpose: measuring critical thinking; should be used as a teaching tool rather than a program evaluation instrument
Purpose:
GED Official Practice Tests (1987-88)
Source: Steck-Vaughn Co., Box 26015, Austin TX 78755
Purpose: determining students' readiness to take GED tests

Reading, Evaluation, Adult Diagnosis (READ) (1972-82)
Source: Literacy Volunteers of America, 5795 Widewaters Parkway, Syracuse NY 13214
Purpose: reading inventory
Literacy requirements: Grade 1 English

Test of Adult Basic Education (TABE) (1987)
Source: Publisher's Test Service CTB/McGraw Hill, 2500 Garden Road, Monterey CA 93940
Purpose: reading, writing, math
Literacy requirements: Grade 2 English

Test of Applied Literacy Skills (TALS) (1991)
Source: Simon & Schuster Workplace Resources, 5 Columbia Circle, New York NY 10023-7780
Purpose: Open-ended questions assess the ability to apply skills in three subtests: Prose Literacy, Document Literacy, and Quantitative Literacy.
Literacy requirements: most appropriate for learners who have decoding skills

Child Component
Activities Choice Probe (1975)
Source: Kessen, W. and Fein, G. (August 1975). (ERIC #ED 118 233)
Purpose: variations in home-based infant education: language, play, and social development

Bayley Scales of Infant Development (BSID) (1969)
Source: The Psychological Corporation, Harcourt Brace & Co., 555 Academic Court, San Antonio TX 78204-2498
Age suitability: the first two-and-a-half years of life

Child Observation Record (COR) (1992)
Source: High/Scope Educational Research Foundation, 600 N. River St., Ypsilanti MI 48198-2898
Purpose: assessing early childhood developing in six categories: initiative, social relations, creative representation, music and movement, language and literacy, and logic and mathematics.
Age suitability: two-and-a-half years to 6 years

Peabody Picture Vocabulary Test - Revised (1981)
Source: American Guidance Service, Publishers' Building, P.O. Box 99, Circle Pines MN 55014-1796
Purpose: measuring receptive (hearing) vocabulary for standard American English.
Age suitability: two-and-a-half years to 40 years

Preschool Inventory (PSI) (1991)
Source: Abt Associates, 55 Wheeler St., Cambridge MA 02138-1168
Purpose: measuring the skills "regarded as necessary for success in school"
Age suitability: three to five year olds

Parenting and Parent-Child Interaction Components
Coopersmith Self-Esteem Inventory (SEI) (1967-1981)
Source: Consulting Psychologists Press, 3803 East Bayshore Rd., Box 10096, Palo Alto CA 94303

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Purpose: measuring a person's attitude toward him/herself in the areas of social, academic, family, and personal functioning. Adult form and child form available.

Literacy requirements: grade 4 level reading level, or can be easily administered orally

Source: Dr. John B. Fotheringham, Ongwanada Medical Associates, Suite 314, 797 Princess Street, Kingston ON K7L 1G1

*Familia Inventory* (1992)
Source: Family Reading Resources, 7100 East 131 St., Grandview MO 64030-3317
Purpose: assessing literacy practices in families. Inventory is completed on a personal computer; a paper form is available for home use, but the software is necessary to generate reports of family results.

Source: Bettye M. Caldwell, Center for Child Development and Education, University of Arkansas at Little Rock, 33rd and University Ave., Little Rock AR 72204
Purpose: measuring the quality and quantity of stimulation and support available to a child in the home environment.

*Parent as Teacher Inventory (PAAT)* (1984)
Source: Scholastic Testing Service, 480 Meyer Road, P.O. Box 1056, Bensenville IL 60106
Purpose: measuring how parents feel about certain aspects of the parent-child interactive system, their standards for assessing importance of various child behaviours, and their value preferences concerning child behaviour. For parents of children three to nine years old.

*Parental Attitude Checklist* (1978)

*Teaching Young Children Questionnaire* (1978)
Source: The Portage Project, 626 East Slifer Street, P.O. Box 564, Portage WI 53901
Purpose: measuring parental attitudes and knowledge about teaching and child management techniques; measuring parents' confidence in their ability to act as teachers of their children.
C. List of family literacy programs in Alberta

The following list of programs was current at the time of publication, but unfortunately will not remain up-to-date for long as new programs begin and other programs close. You may wish to check with the Alberta Literacy Helpline for current information: 1-800-767-3231.

Programs are organized alphabetically according to the town or city they are located in. Our apologies to any programs we may have missed!

Programs are listed according to the following information:

- **Program name**
- **Contact**
- **Organization**
- **Address**
- **Telephone**
- **Last updated for FLAG list of programs**

<table>
<thead>
<tr>
<th>Program name</th>
<th>Contact</th>
<th>Organization</th>
<th>Address</th>
<th>Telephone</th>
<th>Fax</th>
<th>Update</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Barrhead PAL Project</strong></td>
<td>Carol Roberts</td>
<td>Barrhead &amp; District Reading &amp; Writing</td>
<td>5306 - 49 St. Barrhead AB T7N 1N2</td>
<td>674-7532 phone</td>
<td>674-3262 fax</td>
<td>February 1997</td>
</tr>
<tr>
<td><strong>Homespun</strong></td>
<td>Cheryl Cann</td>
<td>Box 103</td>
<td>Blairmore AB T0K 0E0</td>
<td>562-2580 phone</td>
<td>November 1996</td>
<td></td>
</tr>
<tr>
<td><strong>Parents in Partnership</strong></td>
<td>Elaine Garner</td>
<td>Box 103</td>
<td>Blairmore AB T0K 0E0</td>
<td>562-2580 phone</td>
<td>November 1996</td>
<td></td>
</tr>
<tr>
<td><strong>Literacy and Parenting Skills (LAPS)</strong></td>
<td>Laureen MacKenzie or Elaine Cairns</td>
<td>AVC Calgary</td>
<td>332 - 6th Ave. S.E. Calgary AB T2G 4S6</td>
<td>297-3377 phone</td>
<td>297-4801 fax</td>
<td>February 1997</td>
</tr>
</tbody>
</table>
Tutor Your Child*
Mary Davison
Basic Education Alternate Delivery, AVC
332-6 th Ave. SE
Calgary AB T2G 4S6
297-4803 phone
297-4801 fax
February 1997

*Tutor Your Child is no longer
in operation, but Mary has a
number of resources developed
for the program that may be of
interest to practitioners

Madeline Crilley
Bow Corridor Adult Literacy Society
Box 757
Canmore AB T0L 0M0
678-2468 phone
678-2165 fax
November 1996

Books for Babies
Mary Peterson and Shannon Palmer
Cardston & District Home & School Association
Box 89
Hill Spring AB T0K 1E0 (Cardston)
626-3888 phone
February 1997

Books for Babies
Sheelagh Matthews
County of Lethbridge Adult Literacy Program
1920 17th St.
Coaldale AB T1M 1M1
345-3160 phone
345-1311 fax
October 1996

Tiny Tot Tales
Carol Ulmer
Drayton Valley Adult Literacy Society
Box 6321
Drayton Valley AB T0E 0M0
542-3373 phone
542-4334 fax
February 1997

BOOKS; Parent - Child Mother Goose Program
Maureen Sanders
Prospects Literacy Association
9913-108 Ave.
Edmonton AB T5H 1A5
421-7323 phone
421-7324 fax
November 1996
Books for Babies; Homespun
Jan Karasek
Edson Literacy Project
#201, 111 - 54 Street
Edson AB T7E 1T2
723-3630 phone
723-4227 fax
November 1996

Books for Babies
Penny Silve magel
Elnora Community Health Centre
Box 659
Elnora AB T0M 0Y0
773-3636 phone
November 1996

Family and Children's Circle
Kathleen Brown
Box 1123
Grande Cache AB T0E 0Y0
827-3899 phone
December 1996

Parent workshops
Ellen Kildaw
The Reading Network
10109 - 99 St.
Grande Prairie AB T8V 2H3
538-4363 phone
532-8857 fax
February 1997

Books for Babies
Shirley Damberger
Flagstaff Literacy Project
Box 535
Killam AB T0B 2L0
385-3900 phone
385-3904 fax
November 1996

Family Reading Program
Roberta Dogterom
County of Lacombe Lifelong Learning Council
5404 - 56 Ave.
Lacombe AB T4L 1G1
782-7655 phone
782-4266 fax
February 1997

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Books for Kids
Janice Johnson
Project Read
Box 26
Nanton AB T0L 1R0
646-3030 phone
November 1996

Books for Babies
Anne Elle
Friends of Literacy Society
Box 1090
Pincher Creek AB T0K 1W0
627-3311 phone
627-5065 fax
February 1997

Parent-Child Mother Goose
Kathy Day
Friends of Literacy Society
Box 1090
Pincher Creek AB T0K 1W0
627-3311 phone
627-5065 fax
February 1997

Homespun
Toni Salonen
Friends of Literacy Society
Box 1090
Pincher Creek AB T0K 1W0
627-3311 phone
627-5065 fax
February 1997

Family Reading Program
Donna Grutter
Volunteer Tutor Bank, Red Deer College
Box 5005
Red Deer AB T4N 5H5
346-2533 phone
347-1698 fax
February 1997

Rocky Read to Me; Books for Babies
Donna Reid
Rocky Community Learning Council
Box 2037
Rocky Mountain House AB T0M 1T0
845-4544 phone
845-5301 fax  rclc@ccinet.ab.ca
February 1997

Family Literacy Program (Lac la Biche, Plamondon, and St. Paul)
Margo Fauchon
Centre educatif communautaire de l'Alberta
Box 2920
St. Paul AB T0A 3A0
645-6214 phone
645-6251 fax
November 1996

Paired Reading
Pat Ewert
Adult Literacy Program
21 Festival Way
Sherwood Park AB T8A 5T8
464-4044 phone
449-1220 fax
November 1996

PAL Program
Lois McDonald
Parkland Adult Literacy
#15, 420 King St.
Spruce Grove AB T7X 2C6
962-4423 phone
962-4826 fax
February 1997

Rhyming Kids
Sandra Davis
Stettler Public Library
6202-44 Ave.
Stettler AB T0C 2L1
742-0338 phone
February 1997

Reading PALS
Angela Schmiemann
c/o Bag 6
River Valley School
Sundre AB T0M 1X0
638-3939 phone
February 1997

Books for Babies
Tom Laubman
Kneehill Read Project
Box 639
Three Hills AB T0M 2A0
443-5556 phone
443-5115 fax
November 1996
Parents as Tutors; Times for Rhymes
Bev Knutson-Shaw
Rainbow Literacy Society
Box 180
Vulcan AB T0L 2B0
485-2241 phone
485-2920 fax
February 1997

Little PALS; Rhyming Babies; Rhyming Tots
Veronica Park
Wetaskiwin Community Literacy Program
Box 6265
Wetaskiwin AB T9A 2E9
352-7257 phone
352-7257 fax
November 1996

Books & Butterflies
Sandra Dye
A.L.P.H.A. Project
Box 495
Wildwood AB T0E 2M0
325-2090 phone
325-2108 fax
February 1997
D. Summary by program type of evaluation practices in Alberta according to FLAG survey (1995)

Homespun
1. Evaluation is/is not currently a part of the family literacy program:
   • All programs except one include some type of evaluation.

4. Audience for the evaluation:
   • family literacy program staff 57%
   • family literacy program participants 57%
   • community agency partners 57%
   • funders 14%

5. What is evaluated:
   • participant satisfaction 86%
   • achievement of program objectives 86%
   • changes in attitude toward reading 6%
   • changes in family interaction 71%
   • staff effectiveness 57%
   • changes in literacy skills - child 57%
   • need for service (community needs assessment, etc.) 43%
   • changes in literacy skills - parent 29%
   • program efficiency (cost per participant) 0
   • impact on community 0

6. When program is evaluated:
   • end of program cycle 86%
   • continuously throughout program 29%
   • at specific stages of program 0

7. How evaluation data is collected:
   • informal feedback and discussion 71%
   • participant questionnaire - self administered 71%
   • participant interview - personal 29%
   • focus group - participants 29%

8. Tools used to organize and analyze evaluation data:
   • summarize general perceptions, highlights, areas of concern
   • "paper and pencil"
   • observational data was coded for themes, pre-, post-questionnaires are tabulated and comments are recorded.

9. Use of findings from evaluation activities:
   • use them to adjust current programs as necessary 100%
   • use them in planning future program cycles 86%
   • include them in reports to funding agencies 57%
   • include them in a final report 57%
   • include them in reports to community partners 43%
10. Resources or support for developing evaluation activities:
   • own knowledge
   • articles, other family literacy practitioners, information from FLAG on evaluation.
   • first literature search done with funds from NARSC. Support from University of Alberta personnel.

11. Special evaluation needs of family literacy programs:
   • pre- and post-tests and another for on-going evaluation
   • outcomes in the affective areas, not just improvements in reading (e.g. self-perceptions)
   • tool to measure changes in attitudes
   • pre-course evaluation to see what the participants' views are on literacy. This could be compared to their perceptions after the course is over.
   • impact on the family and child. (school readiness)
   • evaluate needs of various age groups of children
   • evaluation to enhance funding requests
   • evaluation that will lead to an increased number of participants
   • not to lose participants at the start by overly intrusive assessment procedures. We need evaluation tools that show progress to satisfy funders, but are not off-putting to participants. Informal methods are probably most suitable. We need a good format for group discussions to evaluate programs.

12. Barriers or obstacles to evaluation:
   • time
   • not knowing standards
   • participants may feel uncomfortable answering questions before course begins.
   • the informality - the parent ownership, while the most important factor, makes a formal evaluation procedure difficult to conduct
   • lack of experience in the process of evaluation to achieve program growth and progress
   • participants are often already over-evaluated. Even producing a checklist can turn people off.
   • cost can be a factor, and needs to be built into the budget

13. Types of evaluation information that would be most helpful for this program:
   • bibliography
   • resource list of effective programs
   • rationale for evaluation
   • different evaluation frameworks relevant to Alberta
   • tools and strategies currently in use, relevant to Alberta
   • a tool to analyze data
   • an evaluation technique that is very user-friendly and non-intimidating
   • a tool that will give us evidence that the program really is changing people's attitudes toward literacy and their children
   • appropriate ways to use the tools, maybe hints and tips, etc.

Books for Babies
1. Evaluation is/is not currently a part of the family literacy program:
   • All programs include some type of evaluation.

4. Audience for the evaluation:
   • family literacy program staff 67%
   • family literacy program participants 33%
   • community agency partners 33%

5. What is evaluated:
- participant satisfaction 67%
- need for service (community needs assessment, etc.) 33%
- staff effectiveness 33%
- changes in family interaction 33%
- changes in attitude toward reading 33%
- changes in literacy skills - parent 33%
- changes in literacy skills - child 33%
- achievement of program objectives 33%

6. When program is evaluated:
- continuously throughout program 33%
- end of each workshop 33%

7. How evaluation data is collected:
- informal feedback and discussion 67%
- participant questionnaire - self administered 67%
- participant interview - personal 33%
- focus group - participants 33%
- focus groups - community agency partners 33%

8. Tools used to organize and analyze evaluation data:
- no response

9. Use of findings from evaluation activities:
- use them in planning future program cycles 67%
- include them in a final report 33%
- include them in reports to funding agencies 33%
- include them in reports to community partners 33%
- use them to adjust current programs as necessary 33%

10. Resources or support for developing evaluation activities:
- input from literacy board members and health unit nurse who deliver these packages

11. Special evaluation needs of family literacy programs:
- attitude changes
- impact on the family as a learning unit

12. Barriers or obstacles to evaluation:
- lack of time & financial resources
- lack of experience in conducting evaluation
- uncertain of benefits of evaluation
- anecdotal and observation techniques are more appropriate when working on attitude changes or with young children. This is not as easy to do as administering a skill test, i.e. reading level.

13. Types of evaluation information that would be most helpful for this program:
- rationale for evaluation
- different evaluation frameworks
- tools and strategies currently in use
- looking at evaluation of a family rather than adults -- differences and similarities.
1. Evaluation is currently a part of the family literacy program.

4. Audience for the evaluation:
   - family literacy program participants
   - family literacy program staff

5. What is evaluated:
   - need for service (community needs assessment, etc.)
   - staff effectiveness
   - participant satisfaction
   - changes in literacy skills - parent
   - changes in literacy skills - child
   - achievement of program objectives
   - impact on community

6. When program is evaluated:
   - at specific stages of program
   - continuously throughout program

7. How evaluation data is collected:
   - informal feedback and discussion
   - participant interview - personal
   - staff evaluation - interview with coordinator/administrator
   - focus groups - community agency partners

8. Tools used to organize and analyze evaluation data:
   - Keeping reports of the expectations and needs of the participants. Keeping reports of the evaluation.

9. Use of findings from evaluation activities:
   - include them in reports to community partners
   - use them in planning future program cycles
   - use them to adjust current programs as necessary
   - to be able to value your project in your community and your partners

10. Resources or support for developing evaluation activities:
    - the expertise of the parents involved in the Adult Literacy Program
    - the expectations and needs of the parents and children
    - two national workshops

11. Special evaluation needs of family literacy programs:
    - to make sure that you are always on the right track with expectations and the needs of your participants

12. Barriers or obstacles to evaluation:
    - to make the participants understand the importance of their feedback and the importance of an evaluation
13. Types of evaluation information that would be most helpful for this program:
   - different evaluation frameworks
   - tools and strategies currently in use

**Other Programs**
1. Evaluation is/is not currently a part of the family literacy program:
   - Evaluation was included in all programs.

4. Audience for the evaluation:
   - family literacy program participants 100%
   - family literacy program staff 100%
   - community agency partners 100%

5. What is evaluated:
   - achievement of program objectives 100%
   - program efficiency (cost per participant) 100%
   - staff effectiveness 100%
   - participant satisfaction 100%
   - changes in literacy skills - parent 100%
   - need for service (community needs assessment, etc.) 67%
   - changes in attitude toward reading 67%
   - changes in literacy skills - child 67%
   - impact on community 67%
   - changes in family interaction 33%

6. When program is evaluated:
   - end of program cycle 100%
   - continuously throughout program 67%
   - end of each workshop 33%

7. How evaluation data is collected:
   - informal feedback and discussion 100%
   - participant interview - personal 67%
   - participant questionnaire - self administered 100%
   - staff evaluation - interview with coordinator/administrator 33%
   - staff evaluation - self-administered questionnaire 33%
   - focus group - participants 33%
   - focus groups - community agency partners 67%
   - keeping on-going program records of the participants 33%

8. Tools used to organize and analyze evaluation data:
   - computer, internal evaluation instrument.
   - "Blood, sweat, and tears!" No formal tools in place.

9. Use of findings from evaluation activities:
   - use them in planning future program cycles 100%
   - use them to adjust current programs as necessary 100%
   - include them in a final report 67%
   - include them in reports to funding agencies 67%
   - include them in reports to community partners 67%
10. Resources or support for developing evaluation activities:
   - number of different evaluations, questionnaires
   - guidelines for projects we have modelled ourselves after

11. Special evaluation needs of family literacy programs:
   - change in attitude towards learning
   - change in family interaction
   - multifaceted evaluation to meet expectations of participants and partners

12. Barriers or obstacles to evaluation:
   - most of the valuable results are subjective, therefore they are more difficult to record
   - time, many different participants, lack of response
   - reluctance to provide constructive criticism

13. Types of evaluation information that would be most helpful for this program:
   - examples of evaluation tools that have been successful and strategies that are effective
   - rationale for evaluation
   - different evaluation frameworks