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 TITLE Learning with East Aurora Families. Project Evaluation.
 INSTITUTION Waubonsee Community Coll., Sugar Grove, Ill.
 SPONS AGENCY National Inst. for Literacy, Washington, DC.
 PUB DATE Jan 94
 NOTE 82p.; For a related guide, see CE 067 009.
 PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC04 Plus Postage.
 DESCRIPTORS *Adult Basic Education; Daily Living Skills; English (Second Language); *High Risk Students; High School Equivalency Programs; Home Instruction; Home Visits; Literacy Education; *Parent Child Relationship; *Parent Education; Parenting Skills; Parent Participation; Parents as Teachers; *Preschool Children; Preschool Education; Program Development; Program Effectiveness; Program Evaluation

IDENTIFIERS *Family Literacy; Illinois (East Aurora)

ABSTRACT

The Learning with East Aurora Families (LEAF) Project was a 1-year family literacy program developed and implemented by Waubonsee Community College in Sugar Grove, Illinois. It recruited 51 parents and other significant adults of 4- and 5-year-olds enrolled in at-risk programs. Each of the 4-week sessions were divided into 5 components: adult education, preschool or kindergarten classes, parenting/life skills classes, parent/child and family times, and home visitations. The project provided parents and preschool children participants with 708 hours of classes and other activities. Approximately 75 percent of participants were still attending the LEAF program at its conclusion. Parents who were pre- and posttested on the Test of Adult Basic Education (TABE) showed an average gain of .86 reading level; parents who were pre- and posttested on the English Language Skills Assessment (ELSA) Test gained an average of 1.1 levels. Data for preschoolers showed a 1.288 years gain on the language test. Responses to a parents' questionnaire indicated overall enthusiasm for the parenting and life skills programs. The project provided child care, transportation, and a support system to overcome identified barriers. (Instruments in both English and Spanish are attached. A discussion of data offers the following: summaries of results of pre- and posttests in TABE, ELSA, language test for children, and Gesell for children; instruments with answers; and attendance records.) (YLB)

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LEARNING WITH EAST AURORA FAMILIES

PROJECT EVALUATION

Waubonsee Community College
Aurora, Illinois

Connie Dickson, Project Director

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January, 1994

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LEARNING WITH EAST AURORA FAMILIES

PROJECT EVALUATION

OUTLINE OF EVALUATION

This summative evaluation was compiled with respect to the seven objectives as outlined in the Learning with East Aurora Families (LEAF) Project proposal. The seven objectives are:

1. To recruit a minimum of 50 families of 4 & 5 year olds enrolled in at-risk programs in East Aurora to participate in a family literacy program.
2. To increase the average educational level of the parents by one grade level within the 24-week period of adult literacy instruction.
3. To increase the readiness skills of the children participating with their parents in the project.
4. To increase parents' abilities as their children's first educator.
5. To help parents develop parenting skills which can improve the children's home learning environment.
6. To increase parents' involvement in their children's school.
7. To assist parents in increasing their literacy skills by removing the barriers of lack of child care, transportation and a support system.

Each objective was examined at the end of the project year to ascertain if the proposed objectives were met. The findings for each objective are discussed in this report. In addition, a summary statement regarding the general effectiveness of the project and its implementation is provided.

PROGRAM DESIGN

The LEAF Project was a one-year family literacy program developed and implemented by Waubensee Community College in Sugar Grove, Illinois. The LEAF program model (as outlined in the following chart) was designed in four-week sessions. Each of the four-week sessions were divided into five components: 1) Adult Education, 2) Pre-School or Kindergarten Classes, 3) Parenting/Life Skills Classes, 4) Parent/Child and Family Times and 5) Home Visitations.

COMPONENTS OF EACH FOUR-WEEK SESSION

COMPONENT ACTIVITY	TYPE OF ACTIVITIES PROVIDED	FREQUENCY OFFERED
• Adult Education	Classes and/or tutoring in: - Adult Basic Education - GED - English as a Second Language	5 times (2½ hrs. each)
• At-Risk Pre-School or Kindergarten Classes	Instruction in: - socialization - reading/math readiness	6 times (2½ hrs. each)
• Parenting Classes/Life Skills Classes	Parenting discussions and instruction focusing on: - keeping your children healthy - working with your child's teacher - job application skills - knowing your rights in the community - discipline - gang prevention - fire safety - domestic violence	1 time for 2½ hrs.
• Parent/Child Times and Whole Family Times	- parent preparation and discussion of parent/child times - parent/child & family activities included reading a book, math, cooking, science projects, field trips, and picnics - debriefing with parents after parent/child times	2 times (2½ hrs. each)
• Home Visitations	Visits included: -parental support discussion -parent/child time	An average of 4 visits per family. (Some families had more visits than others.)

The four-week session model was offered twice (8 weeks of classes) between November-December, 1992, and four times (16 weeks of classes) between January-May, 1993. The program was held 6:00 p.m. - 8:30 p.m. on selected Tuesday and Thursday evenings at the

ADDITIONAL LEAF PROGRAMMING

Although not originally proposed, the LEAF program provided a five-week summer session during June and July. This supplemental programming insured that LEAF families had access to additional learning activities throughout the summer. Parents were encouraged to help their children build on their socialization and readiness skills. The summer session provided a 3-hour parent/child time in the evenings once a week for four weeks. The fifth parent/child activity was a full-day field trip held on a Saturday.

The evening programs included a night in Waubensee Community College's computer lab, a science night and an awards night. In the computer lab, the parents and children composed a book and to use several types of software. The science night included eight learning stations. At the end of each evening each participant (all family members) was given a special, personal award. Cake and punch completed each evening.

The full-day activity was a train trip to Brookfield Zoo. This activity provided many of the families (especially the children) with their first experience riding a train. After lunch at the zoo, the families attended the dolphin show and then explored the zoo. Almost every participating family attended this field trip. Many parents took a vacation day from work so they could attend.

PROGRAM OBJECTIVES

Objective #1: To recruit a minimum of 50 families of 4 & 5 year olds enrolled in at-risk programs in East Aurora to participate in a family literacy program.

Number of Participants

The Project had a total number of 162 participants. The total number of participants was comprised of:

- 51 parents and other significant adults
- 35 pre-schoolers (4 years old)
- 17 kindergartners (5 years old)
- 37 younger siblings (under 4 years old)
- 22 older siblings (6-12 years old)

The chart on the next page lists the types of adult participants in reference to their relationship with participating pre-schoolers and kindergartners.

Participants	ABE/GED Participants	ESL Participants
<ul style="list-style-type: none"> • Couples* parents grandparents 	4 (8 individuals) 1	4 (8 individuals) 1
• Mothers only	14	9
• Fathers only	4	2
• Other family members	2	2
* 35% of the adult participants attended as couples.		

Attendance Records:

The project provided parents and preschool children participants a total of 708 hours of classes and other activities (not including the summer program). The chart below illustrates the average percentage of hours the participants attended the LEAF program.

Participants	Average % of Hours Attended
• ABE/GED parent participants	64%
• ESL parent participants	63%
• Pre-schoolers	60%

Presumably, parents had slightly higher attendance record than their pre-schoolers because parents were able to come without their children. That is, if children were sick and babysitters were available, parents could attend the LEAF program without their children.

Non-Completers

Approximately 75% of the participants in the project were still attending the LEAF program at its conclusion. The majority of the 25% of participants who did not complete the LEAF program cited personal reasons or job changes as their reason for leaving.

Non-completers attended an average of 62% of program hours while they were participants in the project. By participants, this breaks down to:

Non-Completers	Average % of Hours While Attending
• ABE/GED parent participants	55%
• ESL parent participants	71%
• Preschoolers	61%

Objective #2: To increase the average educational level of the parents by one grade level within the 24-week period of adult literacy instruction.

Twenty-nine parents were given the TABE locator and the appropriate form of the TABE (Test of Adult Basic Education). Students were given either Form E, M, D, or A, depending on their level. Of the 29 who were pre-tested, 45% (13 parents) were post-tested. Parents who were pre and post-tested with the TABE gained an average of .86 reading level.

Twenty-one parents with limited English proficiency were given the ELSA Test (English Language Skills Assessment Test). This test reports eight ESL proficiency levels (from zero proficiency to advanced plus) rather than grade level equivalencies. Of the 21 who were pretested, 48% (10 parents) were post-tested. Parents who were pre and post-tested with the ELSA gained an average of 1.1 ESL levels.

The majority of adult participants indicated through end of the year questionnaires that they felt learning had taken place in their ABE/GED and ESL classes. From the tone of the participant responses, they appeared to be hungry for learning. Some typical responses from parents were as follows:

"I have learned more English."

"You could do your own work at your own speed."

"I had hoped to get my GED. This program gave me that opportunity."

"I'm learning English at the same time my children are learning."

"I pay more attention in learning more English."

"I learned more than I knew."

"It [the classes] showed me I could do it."

When questioned if their career plans had been changed because of the LEAF program participants gave the following comments:

"I would like to study to be a teacher's aide."

"My plans are to keep studying English and this program gives me the energy."

"I have more determination to continue my career as a teacher."

"I would like to get into real estate, but I think I have to learn more English."

The following academic progress was cited by program staff:

- one participant took and passed the GED test
- three participants were ready to take the GED test
- one participant transferred into the Waubensee Community College Vocational School

Objective #3: To increase the readiness skills of the children participating with their parents in project.

The pre and post testing results are available for 86% of the preschoolers (4 years old) participating in the LEAF program. Pre-testing was conducted in September and post-testing was completed in late April/early May. The children were tested in receptive and expressive language/cognitive skills, visual-motor/adaptive skills, and gross motor skills.

The data shows that the average score gains for the language test was 1.288 years (pre-test average: 4.384, post-test average: 5.672). Further, there was a 1.064 year gain for the Gesell test (pre-test average: 4.308, post-test average: 5.372).

All parents' responses reflected their feelings that their children (preschoolers and kindergartners) were learning and growing through their classroom experiences. Below is a sampling of their comments:

"My children like to read and they have learned a lot of English."

". . . now he can learn more."

"He (son) is more obedient and more happier and sure of himself."

"They (children) have improved and they enjoy coming."

"He has learned to be better in school in daytime and that makes me feel good."

Objectives:

- #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.

Objectives #4, #5, and #6 address changes in parental behavior. Changes in parents' involvement in their children's learning (both at home and school), development of healthy self-concept, and improvement of family relationships should be assessed qualitatively as behavioral modifications are observed and recognized. At the end of the project, questionnaires were distributed to LEAF staff and participants to ascertain the if parents had begun taking a more active role in their children's education process both in their homes and with the schools. The following sample of responses to the questionnaire reflect both the parents' and staff's overall enthusiasm for LEAF's parenting and life skills programs. The responses indicate that behavior modifications had indeed been taking place in the majority of adult participants.

Selected Parent Responses

"With this program I learned to communicate with my children."

". . . before we were like enemies and here we have learned how to get along with them [children]."

". . . now I can read to them [children]."

"My home life has changed as well as my mind."

"I learned things about my child and how to take care of my children."

"I see my children as they want me to see them, there is more communication, and we play more."

"My relationship with my son has changed because I understand much more how important education is."

"They [children] listen more and they [LEAF] have shown us ways of discipline."

". . . I didn't know there was other ways to discipline without hitting."

Selected Staff Responses

". . . many parents expressed that their relationships with their child had been enhanced."

"Parents and children seemed more at ease with each other. Parents seemed more able to direct their children than they were at the beginning of the (LEAF) program. They kept a more positive tone with their children and raised their voices less often."

"I observed families open their lines of communication and saw parents become more confident in working with their children."

". . . she was also more outwardly affectionate with them (children)."

"A father told me that since his son has seen him coming to school and how he values learning, his son has shown more interest in school...even the older brother has been motivated by his father's educational pursuit."

"Parents told me how much more prepared they felt they were to play with their children, to read with them, help them with homework, and to simply be a parent."

"All ESL participants regularly checked out children's books to take home."

Parenting Goals

Through a questionnaire conducted in May, 1994, LEAF participants indicated the most important reasons why they returned to school. The parents used a Likert scale of 1-5 (5 = most important, 1 = least important) to rate each reason. The charts below are a sampling of the reasons which were given highest priority.

ABE/GED Participant Responses

Reason to Return to School	Likert Rating
• To have the skills to continue on to advance education or training.	4.9
• To feel better about myself.	4.82
• To get a better job.	4.73
• To help my child succeed in school.	4.55
• To learn how to teach my child.	4.55

ESL Participant Responses

Reason to Return to School	Likert Rating
• To have the skills to continue on to advance education or training.	5.0
• To get a better job.	5.0
• To become better informed.	5.0
• To become a better reader.	5.0
• To learn to write better.	5.0
• To be able to fill out forms.	5.0
• To be able to read stories to my children.	5.0

These responses indicate that parents recognize the importance of parenting education.

#7 To Assist parents in increasing their literacy skills by removing the barriers of lack of child care, transportation and a support system.

Barriers to Adult Education

All adult participants were given a questionnaire listing reasons as to why they didn't return to school sooner. Participants were asked to rate each reason by how important it was to them on a likert scale of 1-5 (5 most important; 1 least important). The charts below highlight the most frequently mentioned barriers by the LEAF participants. (Barriers are listed in priority order.)

ABE/GED Participant Responses

Barrier	Likert Rating
• I didn't have childcare.	4.36
• Can't pay for transportation or childcare.	3.45
• Thought program would be too expensive.	3.36
• No appropriate program available.	3.00
• Didn't know about program, or how to find out information.	2.82

ESL Participant Responses

Barrier	Likert Rating
• No appropriate program available.	4.33
• I didn't have childcare.	3.50
• I was too self-conscious.	3.33
• I didn't have transportation.	3.00
• The existing programs didn't fit my schedule.	3.00
• I didn't believe I could learn.	3.00

Overcoming Barriers

The LEAF project attempted to overcome the barriers identified by its adult participants by providing the following support services:

- Child Care
- Transportation
- A Support System

Childcare was provided for the younger and older siblings of the preschoolers and kindergartners. The following chart outlines the sibling childcare that was provided:

Child Care Services	Age Group	Activities Offered	% of Families Utilizing Service
Younger Siblings	under 4 years old	Babysitting	76%
Older Siblings	6-12 years old	- homework help - arts & crafts - reading - games - movies	53%

The following sampled parents' comments reflected the positive results of providing childcare services:

" I also liked the program because they offer childcare while our other children are in class."

" . . . without a program like this, I wouldn't be able to return to school since I have five children."

"I can't go to another place because I don't have anyone to watch my children."

"I never had anyone to take care of them and here I have that kind of help."

Transportation was available to all LEAF program participants. Fifty-two percent (52%) of the families took advantage of the free bus services.

A Support System for LEAF's families was provided by the project's parent educators through consultations during home visitations, meetings at the project site, interagency referrals, and intervention. Listed below are some examples of how the parent educators provided the needed support to their participants:

- When there was a death in a participant's family, the parent educator arranged grief counseling for the family members.
- When a participating family moved to another home within the district, the parent educator intervened with the school to insure that the children could continue going the school they had been attending.
- When a mother had difficulties with her children's school, the parent educator spoke to both the principal of the school and the mother and was able to open lines of communication.

By providing bus service, comprehensive childcare services, and other support services, the LEAF program was effectively able to overcome the usual barriers to adults attending adult education programs. As summarized by one of the program's family literacy specialist:

"By eliminating two of the greatest barriers, lack of child care and lack of transportation, families are able to attend classes, giving parents the opportunity for the advancement they sought."

MATERIALS PRODUCED

- *Learning with East Aurora Families: A National Institute for Literacy Demonstration Project Family Literacy Curriculum* was written by the LEAF project staff.

The LEAF Project publication incorporates information for developing the program model, as well as specific activity ideas for the different 32 program components. The publication includes:

- Staff development descriptions
 - Curricula for early childhood, adult basic education, parent and child time
 - Parenting workshop topics
 - Home visitation model and activities
 - Field trip summaries
- A 23-minute video, "LEAF", was produced by Waubonsee Community College. The video shows the various LEAF Project components accompanied by explanations from staff as to the planning and implementing of the program model.

Both the curriculum and the video are meant to be a developmental aid for any agency starting-up a family literacy program.

Waubonsee Community College intends to distribute their curriculum and video in northern Illinois through conference and workshop presentations, as well as housing the material at the Adult Learning Resource Center's lending library.

FUTURE DEVELOPMENT OF THE LEAF PROJECT

The project staff, as well as project participants, contributed suggestions for changes or improvements in the LEAF Project model.

Staff Suggestions

It was very evident from the questionnaire responses that the LEAF staff felt the Waubensee Community College provided all the ongoing guidance, coordination, and support needed to plan and implement the LEAF Project. However, there were suggestions for future development in the areas of home visitations and staff development.

Home Visitations:

- Parent educators should be making four home visitations to every family and have the flexibility of making even more visits if a family's situation warrants it.
- Preschool and kindergarten teachers should have the opportunity to make home visitations.
- Parents should be included in designing the home visitation model. Parents need to be surveyed to find out what they liked or didn't like about home visitations and what information they would like parent educators to provide.

- Staff Development:

- The following topics were suggested for additional training sessions: 1) parent/child time activities, 2) planning and implementing parenting workshops, and 3) home visitations.
- Project staff would benefit from attending family literacy conferences.

Participant Suggestions

All the participant responses to their questionnaires indicated complete satisfaction with the program. The only suggestions for change were requests for more adult education teachers and classes.

ATTACHMENTS

ATTACHMENT #1

FAMILY LITERACY QUESTIONNAIRE
(Beginning of Year)

Please check how often you do the following things.

1. I read for fun every.....
2. I check books for myself out of the library every.....
3. I share books with my child every.....
4. My child tells me what he or she is doing in school every.....
5. I answer my child's questions every.....
6. I take my child to the library every.....
7. I find information and help to deal with life's problems every.....
8. I buy books for us to keep at home every.....
9. I explain the world to my child every.....

	Day	Week	Month	Year	Never
1					
2					
3					
4					
5					
6					
7					
8					
9					

Check if you agree, don't have an opinion, or disagree with the following sentences.

1. Children do most of their learning at school.-----
2. Teachers are more qualified to help my child learn than I am.-----
3. Education can help me get a better job.-----
4. Children don't need to be read to until they're school age.-----
5. I am able to answer my child's questions.-----
6. Education is important to my child's future.-----
7. I can tell if a book is good to read to my child.-----
8. I think my child will get his or her high school diploma.-----
9. I will not continue my education when this program is over.-----

A	NO	D

Please answer the following questions.

1. Why did you come to this program? _____

2. What do you want to get out of this program? _____

3. What do you want your kids to get out of this program? _____

4. What kinds of things have kept you from going back to school before? Why are you doing it now?

FAMILY LITERACY QUESTIONNAIRE
(End of Year)

Please check how often you do the following things.

1. I read for fun every.....
2. I check books for myself out of the library every.....
3. I share books with my child every.....
4. My child tells me what he or she is doing in school every.....
5. I answer my child's questions every.....
6. I take my child to the library every.....
7. I find information and help to deal with life's problems every.....
8. I buy books for us to keep at home every.....
9. I explain the world to my child every.....

	Day	Week	Month	Year	Never
1					
2					
3					
4					
5					
6					
7					
8					
9					

Please check if you agree, don't have an opinion, or disagree with the following sentences.

1. Children do most of their learning at school.-----
2. Teachers are more qualified to help my child learn than I am.-----
3. Education can help me get a better job.-----
4. Children don't need to be read to until they're school age.-----
5. I am able to answer my child's questions.-----
6. Education is important to my child's future.-----
7. I can tell if a book is good to read to my child.-----
8. I think my child will get his or her high school diploma.-----
9. I will not continue my education when this program is over.-----

A	NO	D

Please answer the following questions.

1. What did you like about this program? Dislike? _____

2. Did you learn what you had hoped to? What should we cover that we didn't? _____

3. Has your relationship with your child changed because of this program? How? _____

4. Have your career plans changed because of this program? _____

5. Has anything else in your life changed because of this program? _____

FAMILY LITERACY QUESTIONNAIRE
(Comienzo Del Año)

Día	Seman.	MES	Año	NUNCA
-----	--------	-----	-----	-------

Ponga una palomita en la casilla que expresa la frecuencia con que Ud. desarrolla cada actividad.

1. Leo para la diversión cada.....
2. Saco libros de la biblioteca cada.....
3. Leo libros a mis niños cada.....
4. Mi niño me cuenta lo que hace en la escuela cada.....
5. Contesto las preguntas que me hace ni niño cada.....
6. Llevo mi niño a la biblioteca cada.....
7. Busco información para ayudarme con los problemas de la vida cada.....
8. Compró libros para la casa cada.....
9. Le explico a mi niño como es el mundo cada.....

1					
2					
3					
4					
5					
6					
7					
8					
9					

Por favor, ponga una palomita en la casilla de la respuesta que refleja su opinión.
(DA=de acuerdo, NTO=no tengo opinion, NE=no estoy de acuerdo.)

1. La mayoría del aprendizaje de los niños ocurre en la escuela.-----
2. Las maestras están mas preparadas que yo para ayudar a mi niño.-----
3. La educación me puede ayudar a encontrar un trabajo mejor.-----
4. A los niños no se les necesita leer hasta que se inscriban en la escuela.----
5. Soy capaz de contestar las preguntas de mis niños.-----
6. La educación es importante al futuro de mi niño.-----
7. Soy capaz de determinar si un libro es bueno para leer a mi niño.-----
8. Pienso que mi niño va a sacar su diploma de secundaria.-----
9. Al terminar este programa, no voy a continuar mi educación.-----

	DA	NTO	NE

Conteste las preguntas siguientes, por favor.

1. ¿Por qué vino al programa? _____

2. ¿Qué es lo que espera aprender en el programa? _____

3. ¿Que es lo que Ud. espera que aprendan sus niños en el programa? _____

4. ¿Cuales obstáculos causaron que Ud. no regresara a la escuela antes? _____



FAMILY LITERACY QUESTIONNAIRE
(Fin Del Año)

Día	Seman	Mes	Año	Núm
-----	-------	-----	-----	-----

Ponga una palomita en la casilla que expresa la frecuencia con que Ud. desarrolla cada actividad.

1. Leo para la diversión cada.....	1				
2. Saco libros de la biblioteca cada.....	2				
3. Leo libros a mis niños cada.....	3				
4. Mi niño me cuenta lo que hace en la escuela cada.....	4				
5. Contesto las preguntas que me hace mi niño cada.....	5				
6. Llevo mi niño a la biblioteca cada.....	6				
7. Busco información para ayudarme con los problemas de la vida cada.....	7				
8. Compró libros para la casa cada.....	8				
9. Le explico a mi niño como es el mundo cada.....	9				

Por favor, ponga una palomita en la casilla de la respuesta que refleja su opinión.

(DA=de acuerdo, NTO=no tengo opinion, NE=no estoy de acuerdo.)

1. La mayoría del aprendizaje de los niños ocurre en la escuela.-----
2. Las maestras están mas preparadas que yo para ayudar a mi niño.-----
3. La educación me puede ayudar a encontrar un trabajo mejor.-----
4. A los niños no se les necesita leer hasta que se inscriban en la escuela.----
5. Soy capaz de contestar las preguntas de mis niños.-----
6. La educación es importante al futuro de mi niño.-----
7. Soy capaz de determinar si un libro es bueno para leer a mi niño.-----
8. Pienso que mi niño va a sacar su diploma de secundaria.-----
9. Al terminar este programa, no voy a continuar mi educación.-----

	DA	NTO	NE

Conteste las preguntas siguientes, por favor.

1. ¿Qué es lo que le gustó del programa? ¿Que es lo que no le gusto? _____

2. ¿Aprendió lo que esperaba aprender? ¿Qué es lo que le hubiera gustado aprender o estudiar? _____

3. ¿Ha cambiado su relación con su niño a causa del programa? Como? _____

4. ¿Han cambiado sus planes para una carrera a causo del programa? _____

5. ¿Ha cambiado cualquier aspecto de su vida a causo del programa? _____

ATTACHMENT #2

Name _____ Age _____ Male _____ Female _____

Ages of children _____ Ethnic Origin (circle one) H A W B O

IMPORTANCE OF GOALS

Below are some reasons that adults have given when asked why they returned to school. Rate each goal according to its importance to you in deciding to attend the LEAF program--5 being most important, 1 being not important at all.

1. To feel better about myself.
5 4 3 2 1
2. To become better informed.
5 4 3 2 1
3. To be able to fill out forms.
5 4 3 2 1
4. To get along better with family members.
5 4 3 2 1
5. To get pleasure from reading.
5 4 3 2 1
6. To get a job.
5 4 3 2 1
7. To be more self reliant.
5 4 3 2 1
8. To become a better reader.
5 4 3 2 1
9. To get a better job.
5 4 3 2 1
10. To be a better parent.
5 4 3 2 1

11. To become more active in the community.
5 4 3 2 1
12. To make new friends.
5 4 3 2 1
13. To be with other adults like myself.
5 4 3 2 1
14. To have more self esteem.
5 4 3 2 1
15. To learn to write better.
5 4 3 2 1
16. To be able to read stories to my children.
5 4 3 2 1
17. To learn parenting skills.
5 4 3 2 1
18. To make more money.
5 4 3 2 1
19. To get a promotion at work.
5 4 3 2 1
20. To help my child succeed in school.
5 4 3 2 1
21. To learn how to teach my child.
5 4 3 2 1
22. To be able to write checks.
5 4 3 2 1
23. To be able to vote.
5 4 3 2 1
24. To have the skills to continue on to advanced education or training.
5 4 3 2 1

Please list any other goals that you have:

Nombre _____ Edad _____ Hombre _____ Mujer _____

Edades de los hijos _____ Origin etnico _____

LA IMPORTANCIA DE LAS METAS

Lo siguiente es una lista de razones que varios adultos han dado para asistir a la escuela. Califique cada meta segun el papel que esta tuvo en decidirse a asistir al programa de LEAF. El numero 5 quiere decir que la razon tuvo un papel muy importante y el numero 1 quiere decir que no tuvo un papel muy importante.

1. Para sentirme mejor conmigo mismo.
5 4 3 2 1
2. Para aprender ingles.
5 4 3 2 1
3. Para poder llenar las formas.
5 4 3 2 1
4. Para llevarme mejor con mi familia.
5 4 3 2 1
5. Para aprender a leer ingles como diversion.
5 4 3 2 1
6. Para obtener un trabajo.
5 4 3 2 1
7. Para tener confianza en mi mismo.
5 4 3 2 1
8. Para leer mejor en ingles.
5 4 3 2 1
9. Para obtener un trabajo mejor.
5 4 3 2 1
10. Para ser un padre mejor.
5 4 3 2 1
11. Para ser mas activo en la comunidad.
5 4 3 2 1
12. Para hacer amistades nuevas.
5 4 3 2 1
13. Para estar con otros adultos.
5 4 3 2 1

14. Para tener mas auto estima.
5 4 3 2 1
15. Para aprender a escribir mejor el ingles.
5 4 3 2 1
16. Para poder leer cuentos a mis hijos.
5 4 3 2 1
17. Para aprender destrezas de paternidad.
5 4 3 2 1
18. Para ganar mas dinero.
5 4 3 2 1
19. Para recibir un ascenso en el trabajo.
5 4 3 2 1
20. Para ayudar a mi nino a tener exito en la escuela.
5 4 3 2 1
21. Para aprender como enseñar a mis ninos.
5 4 3 2 1
22. Para poder escribir cheques.
5 4 3 2 1
23. Para poder votar.
5 4 3 2 1
24. Para obtener las destrezas para continuar una educacion mas
avanzada u otro entrenamiento.
5 4 3 2 1

Favor de anotar otras metas que Ud. tenga.

ATTACHMENT #3

Name _____ Age _____ Male _____ Female _____

Ages of children _____ Ethnic origin (circle one) H A W B O

BARRIERS TO PARTICIPATING IN ADULT EDUCATION PROGRAMS

Below are listed reasons adults give for why they did not return to school sooner. Please rate these reasons by how important they were to you--5 being the most important, 1 being not important. Circle the appropriate number below each item.

1. There was no appropriate program available.

5 4 3 2 1

2. I didn't know about programs or how to find out information.

5 4 3 2 1

3. I thought it would be expensive.

5 4 3 2 1

4. I didn't like the way they taught.

5 4 3 2 1

5. I was too self-conscious.

5 4 3 2 1

6. I don't like school or taking courses.

5 4 3 2 1

7. I didn't have transportation.

5 4 3 2 1

8. Courses interfered with my job.

5 4 3 2 1

9. The existing programs didn't fit my schedule.

5 4 3 2 1

10. I was afraid I wouldn't succeed.

5 4 3 2 1

11. I didn't have child care.

5 4 3 2 1

12. I didn't know how to register.
5 4 3 2 1
13. I was afraid of discrimination.
5 4 3 2 1
14. My friends were not doing it.
5 4 3 2 1
15. I was afraid to return to school.
5 4 3 2 1
16. I didn't have the time.
5 4 3 2 1
17. I was not interested in returning to school.
5 4 3 2 1
18. I thought I was too old.
5 4 3 2 1
19. My family didn't want me to return.
5 4 3 2 1
20. I didn't believe that more education would help me.
5 4 3 2 1
21. I didn't believe I could learn.
5 4 3 2 1
22. My spouse didn't want me to return to school.
5 4 3 2 1
23. I didn't like the location where the courses were held.
5 4 3 2 1
24. I couldn't pay for transportation or child care.
5 4 3 2 1
25. I was too lazy.
5 4 3 2 1
26. I didn't think I was smart enough.
5 4 3 2 1

27. There was too much on my mind to return to school.
5 4 3 2 1

28. I didn't have enough energy.
5 4 3 2 1

Nombre _____ Edad _____ Masculino _____ Femenino _____

Edades de los hijos _____ Origin etnico _____

BARRERAS A LA PARTICIPACION EN LOS
PROGRAMAS EDUCATIVOS PARA LOS ADULTOS

Lo siguiente es una lista de razones que varios adultos han dado para no asistir a la escuela. Por favor, clasifique las razones segun su opinion. El numero 5 quiere decir que Ud. esta de acuerdo y el numero 1 quiere decir que Ud. no esta de acuerdo. Ponga un circulo alrededor del numero que mas refleja su opinion.

1. No existia un programa apropiado.
5 4 3 2 1
2. No estaba enterado de ningun programa ni sabia como enterarme de ellos.
5 4 3 2 1
3. Pensaba que costaria mucho.
5 4 3 2 1
4. En otros programas no me gusto la manera en que enseñaron a los participantes.
5 4 3 2 1
5. Estaba muy consciente de mis prejuicios.
5 4 3 2 1
6. No me gusta ni asistir a la escuela ni tomar cursos.
5 4 3 2 1
7. No tuve transporte.
5 4 3 2 1
8. Los cursos interferian con mi trabajo.
5 4 3 2 1
9. Los programas que ya existian no eran conveniente con mi horario.
5 4 3 2 1
10. Tenia miedo de no tener exito.
5 4 3 2 1
11. No tuve quien cuidar a mis ninos.
5 4 3 2 1

12. No sabia como inscribirme.
5 4 3 2 1
13. Temia la discriminacion.
5 4 3 2 1
14. Mis amigos no participaron.
5 4 3 2 1
15. Temia el regreso a la escuela.
5 4 3 2 1
16. No tuve tiempo.
5 4 3 2 1
17. No me interesaba regresar a la escuela.
5 4 3 2 1
18. Creia que yo ya era muy grande.
5 4 3 2 1
19. Mi familia no queria que yo regresara.
5 4 3 2 1
20. No creia que mas educacion me iba a servir.
5 4 3 2 1
21. No creia ser capaz de aprender.
5 4 3 2 1
22. Mi esposo/a no queria que yo regresara a la escuela.
5 4 3 2 1
23. En otros programas, no me gusto el lugar donde ofrecieron las clases.
5 4 3 2 1
24. No pude pagar ni por el transporte ni por la guarderia de ninos.
5 4 3 2 1
25. Tuve mucha flojera.
5 4 3 2 1
26. No me creia suficientemente inteligente.
5 4 3 2 1
27. Estaba demasiado distraido/a para regresar a la escuela.
5 4 3 2 1
28. No tuve energia.
5 4 3 2 1

ATTACHMENT #4

LEAF PARENT QUESTIONNAIRE

1. Why did you decide to come to LEAF?
2. If you could make changes in the LEAF family literacy program, what would they be?
3. What have you liked about attending LEAF?
4. What didn't you like about LEAF?
5. Will you continue next year if the program is offered? Why or why not?
6. Will you continue your education at Waubensee Community College if LEAF does not continue? Why or why not?

7. Which parenting topics did you find valuable? Why?

8. What other parenting topics would you have liked to have had included?

9. Are there any parts of the LEAF program you would like to see eliminated?

10. Which wa your favorite parent and child time together? Why?

11. Were the parent and child times together valuable to you? Why or why not?

12. Why did you leave school before high school graduation?

CUESTIONARIO PARA LOS PARTICIPANTES DEL PROGRAMA LEAF

1. Porque decidio asistir al programa?
2. Si pudiera hacer cambios en el programa, cuales cambios haria?
3. Que es lo que le ha gustado del programa?
4. Que es lo que no le gusto del programa?
5. Si se ofrece de nuevo el programa para el proximo ano escolar, piensa regresar? Porque? Porque no?
6. Si no ofrece de nuevo el programa, va a seguir estudiando ingles en el Colegio Comunitario de Waubonsee? Porque? Porque no?
7. Cuales topicos de paternidad encontro de mayor provecho? Porque?
8. Cuales otros topicos de paternidad le hubiera gustado incluir en el programa?
9. Hay aspectos del programa que le gustaria eliminar?
10. Cual momento junto con los ninos fue su favorito? Porque?
11. Fueron de valor para usted los momentos junto con los ninos? Porque? Porque no?
12. Porque se salio de la escuela antes de graduarse?

ATTACHMENT #5

DISCUSSION OF DATA FOR LEAF PROJECT

Compiled by:
Connie Dickson
Kris Kaelin, WCC Research
Maria Fisher
Marianne Vandenberg

Discussion of Data for LEAF Project

Since a number of families were absent on the dates the questionnaires and tests were given and the format of the model did not allow time to reschedule, there was not 100% participation in each type of assessment. In each type of research done, over half of the participants have recorded scores or responses to questionnaires. Testing results for kindergarten age children were not obtained. There are no comparisons to parents and children who did not participate in the program. Comparisons can only be made to school district average scores and adult education average scores.

The data is presented with instrument, results, and discussion in the following order.

1. Pre and post TABE for adult basic skills and GED adult students.
2. Pre and post ELSA for ESL adult students.
3. Pre and post language test for preschool children.
4. Pre and post Gesell for preschool children.
5. Questionnaire about goals for the parents attending LEAF.
6. Questionnaire about the barriers to participating in adult education.
7. Open ended questionnaire about the program.
8. Attitude questionnaire about parents' participation in the education of their children.
9. Attendance records.
10. Rate of checking out library materials.
11. Staff questionnaires.

Introduction

Some interesting ideas emerged from the data that was collected during the model project year. This grant was for a demonstration project and staff time and effort were directed to developing the best model family literacy program possible within the year of the grant. The research part of this report was not done as well as it could have been done by a researcher with time to devote to developing the best research project possible. Some of the instruments developed were only used as a post test because the participants had already attended family literacy for some time before the instruments were ready.

If the National Institute for Literacy will be funding research projects in the future, some important information could be gained by continuing the research begun by model projects. By refining and using the instruments developed within several family literacy projects, more information can be compiled that could be helpful to future planning and funding.

1. Pre and post TABE scores for Adult Basic Education/GED participants

The highest total gain for one student was 4.9 grade levels. The average gain was .78 vocabulary, 1.37 comprehension, .75 overall for the group that started in November. The average gain for the group that started in January was .62 vocabulary, .7 comprehension, and 1.0 overall. The average gain for both groups was .88. The percentage of participants who were post tested was only 43%. The results on average were not as high as we had hoped. The overall average for the Waubensee Adult Literacy project was 2.0 for 67 hours of instruction. The average for the LEAF project was 1.0 per 71.5 hours of instruction. The national average is 1.0 for 100 hours of instruction. The average gain was higher than the national average but lower than the Waubensee average. The goal of 1.0 for the 24 weeks of instruction was not quite achieved. Because this population was the hardest to reach and teach, perhaps a lower average gain should have been expected.

2. Pre and past ELSA for the English as a Second Language participants

The highest gain for one student was 3 levels. The average gain was 1 level. Sixty-one percent of the participants were pre and post tested. The goal for gain with the ESL participants was met.

3. Pre and post language test for children

The average gain for children was 1.22 grade levels. A gain of 1.0 would be average for those attending at-risk preschool. The extra language enrichment of the LEAF program probably contributed to the above average gain. It is interesting to note that those children who had the lowest pretest scores made the most gain. One child tested 2.11 on the pretest and 5.1 on the post test, another tested 3.8 on the pretest and 5.9 on the post. The program appears to have been particularly beneficial to children who had very low level language skills when they entered the program. One third of the children came from families where English was not the first language. None of the children were below where they should be when entering kindergarten.

4. Pre and post Gesell test for children

The average gain for children on the Gesell was 1.064 grade levels, slightly higher than is expected after a year in preschool. All children post tested ready to enter kindergarten.

5. Discussion of Goals of participants

This instrument should be given as a pre and post test instrument. It will be used as such as the project continues under funding through an Even Start Grant.

It is likely that the number one goal "To have the skills to continue on to advanced education or training." would not have been number one when the adults entered the program. However, to see this come through as a number one goal toward the end of the program is strong evidence that the program helped establish long term goals that included further education. The fact that education is now valued in the families could be a factor

in the target children's graduating from high school and perhaps seeking higher training.

Twenty of the goals were rated with an average score of 3.0 or more and therefore important to the majority of the participants. The important goals were personal, economic, educational and parental: 7 goals (items 1, 4, 7, 11, 12, 13 and 14) were personal goals; 5 goals (items 2, 3, 8, 15 and 24) were educational goals; 4 goals (items 9, 6, 18 and 19) were economic goals; 5 goals (items 10, 16, 17, 20, and 21) were parental goals. The largest number of goals that were considered important had to do with personal happiness and self esteem. This is an important factor in planning and implementing any literacy program. The participants need to feel good about themselves. They need to be treated as intelligent, functioning adults who want to improve their parenting and educational skills.

6. Discussion of Results of Barriers to Participation Questionnaire

The questionnaires used to determine barriers was developed by taking items from several studies concerning barriers to adults attending adult education classes. (See bibliography.)

The number one barrier to having previously attended an adult education program was, as expected, lack of child care. It was number one for adult basic education/GED and number two barrier for English as a Second Language students. The most surprising result was the number one choice for ESL and number two for basic skills/GED was the lack of program availability. There has been instruction available in a variety of locations for over 15 years. This population of the hardest to reach and teach needed to be recruited. They were not aware of what was available to them in the community.

Lack of transportation was also seen as a barrier. This barrier was also removed.

The other four reasons seen as barriers by the respondents were either psychological barriers or wrong information.

For English as a Second Language students the number three barrier was that they were too self conscious. That barrier was probably removed by personal phone calls and personal contact through parent meetings by a family literacy specialist who spoke Spanish. Probably, once they felt that they would be able to communicate, they felt comfortable in attending the program. The English instructor did not speak Spanish. All class sessions were held in English. The parent liaison who did home visits and supervised the parenting workshops was fluent in Spanish. One family was Hmong. There was no translator for that family. Retention for ESL families was 91%.

The English as a Second Language parents also felt that they could not learn English. Perhaps, the lack of schooling in their own country for many was the reason for this perception.

The basic skills/GED students listed program expense, program availability and unawareness of programs as barriers three, four and five. The programs have been

available in a wide variety of places and locations free of charge for over 15 years.

Recruitment of the parents was not difficult. Fliers were given to the children enrolled in at-risk preschool to take home. Parents either returned the fliers to their child's teacher or called a family literacy specialist directly to enroll. The family literacy specialists also attended parent meetings at the various schools and spoke about the program. The program started with 30 families in November and added 20 families in January. Several families had to be referred to other classes because the LEAF program was full.

Probably personal recruitment, as well as child care and transportation, was necessary to remove the psychological barriers that existed.

7. Open-ended questionnaire about the program

The parents responded very positively about the program. The fact that they wanted to continue the following year was very positive. The program has been funded for this year as an Even Start project and 31 families have returned. Many would have liked more time in class. The program was from 6 to 8:30 p.m. which was late for young children. We were aware that this was a problem, but with parents' work schedules and allowing time for the bus to pick up the families we were not able to start any earlier. The parents all stated that they came to the program to learn English or get their GED. They were pleased with the parent/child times together.

8. Attitude questionnaire about the parents' participation in the education of their children

A pre and post test were given. However, the pretests have been misplaced. The information gained from the post test has been helpful in determining attitudes that the program did not succeed in changing. Items #1 and #2 in the second part of the attitude questionnaire revealed that at the end of the program most ESL and most basic skills/GED parents thought that their children did most of their learning at school and that teachers were more qualified than they were to help their children learn. Perhaps modesty prevented them from saying that they were as qualified. In the future more emphasis will be placed on the premise that parents are their children's best and first teacher.

Even though each family visited the library and received a library card the post test revealed that half the basic skills/GED parents did not take their children to the library. Of the ESL parents, 11 families did visit the library, 6 did not. Of course, many check out materials were available through the LEAF program, which could have been a factor.

Most families shared books with their children every day. Their children shared what they did in school every day. The basic skills/GED parents found information and help to deal with life's problems every day. Most of the ESL parents found information at least every month with 4 families answering never. All families purchased books for the family more than once a year. All families explained the world to their children every day.

Almost all families agreed with items 5 through 8. Almost all parents indicated that they would continue their education after the LEAF program was over.

9. Attendance records

The average attendance for basic skills/GED students beginning in November was 83 hours out of a possible 132 hours for a 62% attendance rate. Those who started in January attended 70 hours out of a possible 108 for a 65% attendance rate. The seven parents who dropped attend 55% of the time.

The average attendance rate for ESL parents was 70 hours out of 129 for a 55% rate of attendance. Those who began in January had an average attendance of 77 hours out of a possible 105 for an attendance rate of 73%

Three parent participants only attended once a week because of jobs. Attendance is often lower in family literacy class because of illnesses of young children. Sometimes a family with several children will miss two or three weeks. Families were called if they missed more than one time to touch base and to encourage them to return even if they had to be absent for a couple of weeks.

The preschool children who began in November attended an average of 73 hours out of a possible 129 equalling a 57% attendance rate. Those who began in January averaged 58 hours of attendance out of 105 possible for a rate of 61% attendance. Parents were allowed to attend class if their child was sick if there was someone at home to care for the child. That is probably the reason the adult rate of attendance is higher.

10. Rate of checking out library materials

The average check out rate was 12 per family. The checkout rate was close to one book per week per family. Since a large check out library was not available until February, the check out rate was very high. The project was very successful in getting parents to read to their children.

11. Staff Questionnaires

The staff liked working in the LEAF program. They saw positive changes in families.

At-Risk Preschool Student Gains
Participants in LEAF '92-'93

Student ID Number	Pre lang	Post lang	Pre Gesell	Post Gesell
069614	4.4	5.7	4.0	5.6
069619	3.5	4.6	3.11	5.6
069621	4.0	5.7	4.0	5.0
069626	3.6	5.5	4.0	5.0
069644	---	---	---	---
069651	4.1	5.5	4.2	5.5
069652	3.6	5.7	4.5	5.3
069666	5.3	5.9	5.0	5.8
069667	4.5	4.9	4.6	5.0
069672	5.9	5.9	4.9	5.0
069673	4.4	5.9	4.0	5.2
069674	4.4	5.2	4.6	4.9
069682	4.2	5.0	4.9	5.10
069685	3.8	5.9	4.0	5.0
069697	---	4.6	---	5.6
069700	5.0	6.6	4.6	6.0
069710	4.5	5.8	3.9	5.0
069719	5.6	6.3	5.0	6.0
069721	4.8	6.0	3.9	5.3
069723	5.3	6.8	4.6	6.0
069742	5.0	5.11	4.0	5.0
069745	2.11	5.1	4.0	5.0
069749	4.9	5.9	4.6	5.3
069757	4.4	6.0	4.10	5.5
069773	4.1	5.4	4.11	5.7
069783	4.1	5.6	4.6	5.9
069794	4.1	5.8	4.5	5.6

Average (25 ppl) 4.384 5.672 4.308 5.372
Average Gain (25 ppl) 1.288 1.064

BARRIERS TO PARTICIPATION IN AN ADULT EDUCATION PROGRAM

QUESTION TEXT	OVERALL AVERAGE	OVERALL RANK	ABE AVERAGE	ABE RANK	ESL AVERAGE	ESL RANK
11 I didn't have childcare	4.06	1	4.36	1	3.5	2
1 No appropriate program available	3.47	2	3.0	4	4.33	1
16 I didn't have the time	3.29	3	2.73	6	2.33	11
24 I couldn't pay for transportation or childcare	3.18	4	3.45	2	2.67	7
3 I thought it would be expensive	3.0	5	3.36	3	2.33	11
5 I was too self-conscious	2.71	6	2.36	9	3.33	3
2 Didn't know about programs, or how to find out information	2.65	7	2.82	5	2.33	11
7 I didn't have transportation	2.53	8	2.27	10	3.0	4
12 I didn't know how to register	2.47	9	2.45	7	2.6	10
9 The existing programs didn't fit my schedule	2.18	10	1.73	13	3.0	4
15 I was afraid to return to school	2.06	11	2.45	7	1.33	20
21 I didn't believe I could learn	1.94	12	1.36	22	3.0	4
18 I thought I was too old	1.94	12	1.73	13	2.33	11
17 I wasn't interested in returning to school	1.88	14	1.45	20	2.67	7
10 I was afraid I wouldn't succeed	1.88	14	1.82	12	2.0	15
20 I didn't believe that more education would help me	1.82	16	1.36	22	2.67	7
28 I didn't have enough money	1.76	17	1.64	18	2.0	15
25 I was too lazy	1.71	18	1.64	18	1.83	18
26 I didn't think I was smart enough	1.71	18	1.73	13	1.67	19
27 There was too much on my mind to return to school	1.71	18	1.91	11	1.33	20
8 Courses interfered with my job	1.59	21	1.36	22	2.0	15
6 I didn't like school or taking courses	1.47	22	1.73	13	1.0	24
13 I was afraid of discrimination	1.47	22	1.73	13	1.0	24
23 I didn't like the location where classes were held	1.35	24	1.36	22	1.33	20
4 I didn't like the way they taught	1.29	25	1.45	20	1.0	24
14 My friends were not doing it	1.18	26	1.18	26	1.17	23
19 My family didn't want me to return	1.0	27	1.0	27	1.0	24
22 My spouse didn't want me to return to school	1.0	27	1.0	27	1.0	24

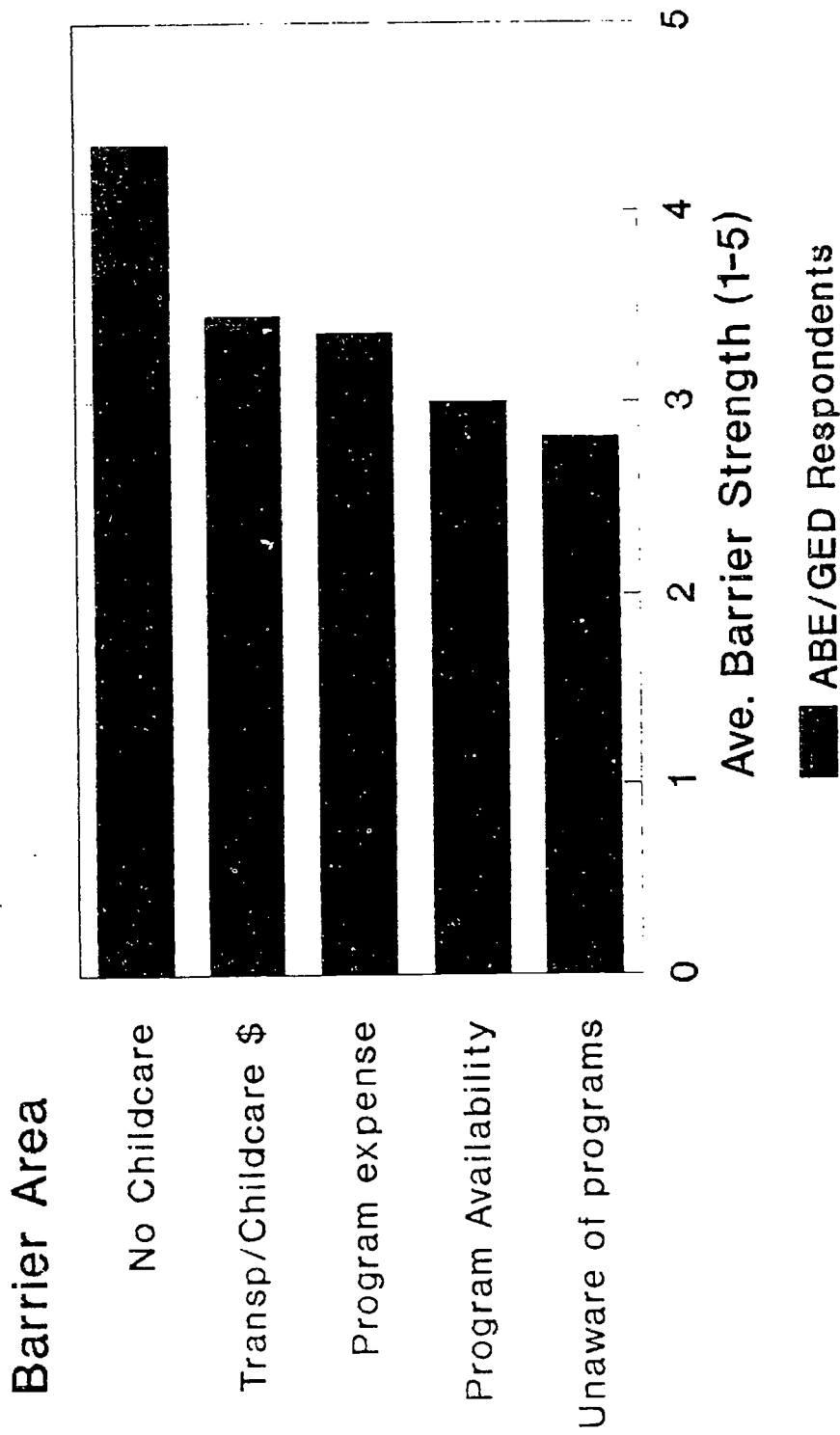


IMPORTANCE OF GOALS

Q #	QUESTION TEXT	OVERALL AVERAGE	OVERALL RANK	ABE AVERAGE	ABE RANK	ESL AVERAGE	ESL RANK
24	To have the skills to continue on to advanced education or training	4.94	1	4.9	1	5.0	1
9	To get a better job	4.82	2	4.73	3	5.0	1
1	To feel better about myself	4.65	3	4.82	2	4.33	15
2	To become better informed	4.59	4	4.36	6	5.0	1
20	To help my child succeed in school	4.59	4	4.55	4	4.67	9
21	To learn how to teach my child	4.59	4	4.55	4	4.67	9
17	To learn parenting skills	4.47	7	4.18	9	5.0	1
18	To make more money	4.41	8	4.27	7	4.67	9
14	To have more self-esteem	4.38	9	4.2	8	4.67	9
7	To be more self-reliant	4.29	10	4.09	10	4.67	9
8	To become a better reader	4.29	10	3.91	12	5.0	1
10	To be a better parent	4.18	12	4.09	10	4.33	15
15	To learn to write better	4.06	13	3.55	14	5.0	1
6	To get a job	3.94	14	3.73	13	4.33	15
3	To be able to fill out forms	3.88	15	3.27	16	5.0	1
16	To be able to read stories to my children	3.82	16	3.18	17	5.0	1
12	To make new friends	3.76	17	3.45	15	4.33	15
13	To be with other adults like myself	3.41	18	3.09	18	4.0	19
19	To get a promotion at work	3.33	19	2.89	19	4.0	19
11	To become more active in the community	3.18	20	2.36	22	4.67	9
4	To get along better with family members	3.0	21	2.4	21	4.0	19
5	To get pleasure from reading	2.65	22	2.73	20	2.5	24
22	To be able to write checks	2.56	23	2.3	23	3.0	23
23	To be able to vote	2.5	24	1.8	24	3.67	22

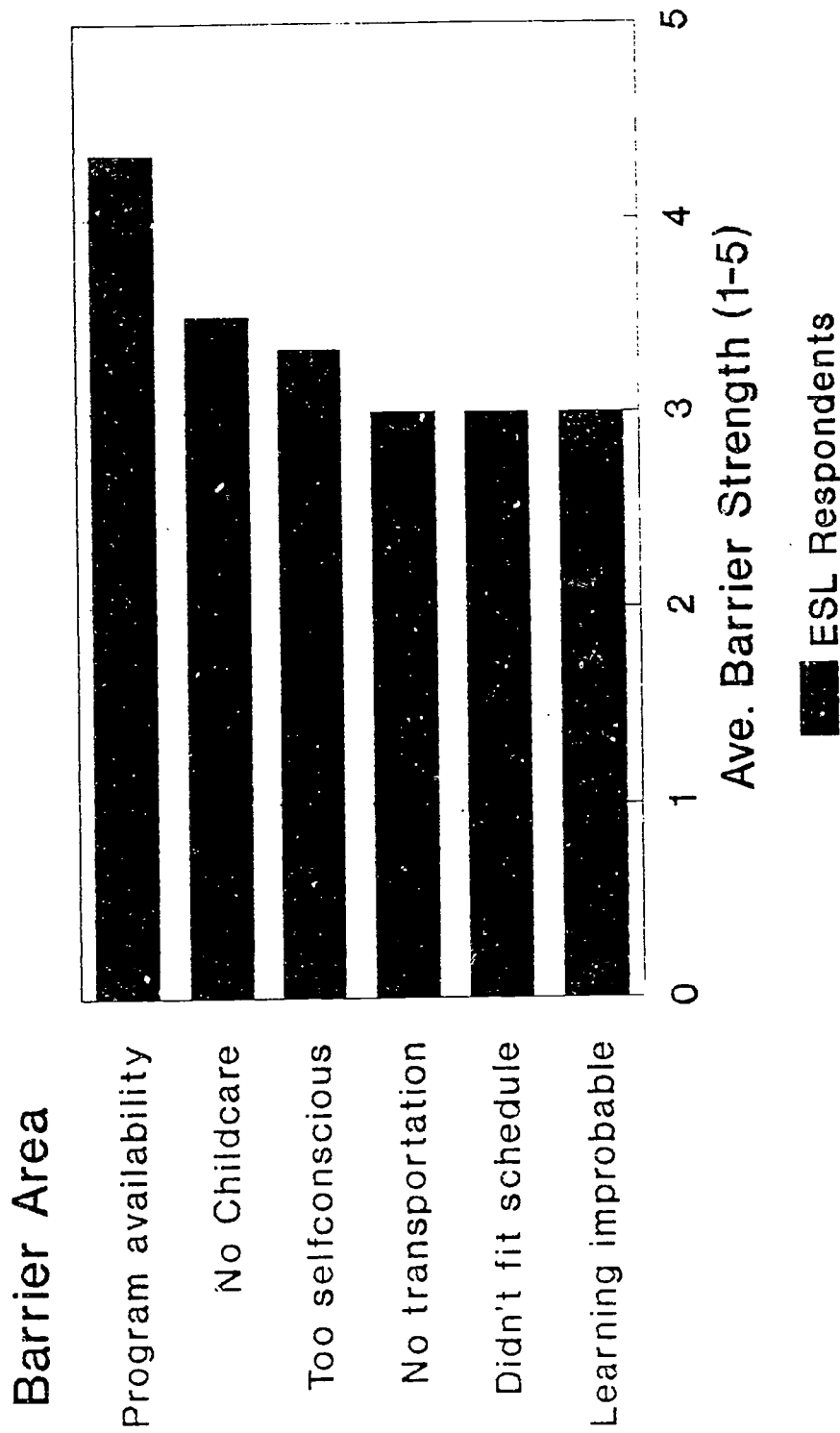
Note: Questions 2, 5, 8 and 15 make reference to English skills in the ESL version of the survey.

BARRIERS TO PARTICIPATION IN AN ADULT EDUCATION PROGRAM



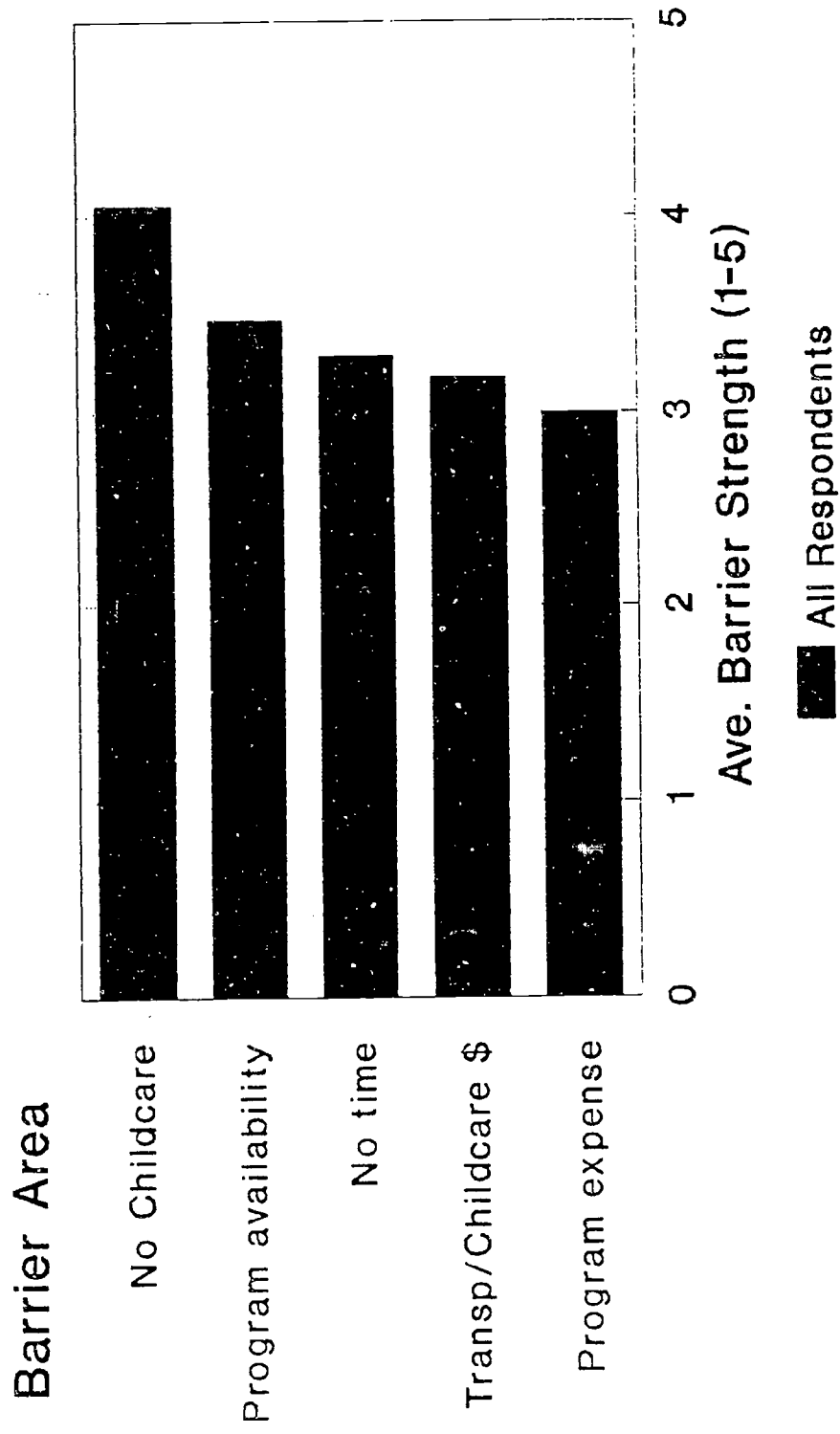
1993 data - ABE/GED Respondents

BARRIERS TO PARTICIPATION IN AN ADULT EDUCATION PROGRAM



1993 data - ESL Respondents

BARRIERS TO PARTICIPATION IN AN ADULT EDUCATION PROGRAM



1993 data - Combined ABE/GED & ESL

Name _____ Age _____ Male _____ Female _____

Ages of children _____ Ethnic origin (circle one) H A W B O

BARRIERS TO PARTICIPATING IN ADULT EDUCATION PROGRAMS

Below are listed reasons adults give for why they did not return to school sooner. Please rate these reasons by how important they were to you--5 being the most important, 1 being not important. Circle the appropriate number below each item.

1. There was no appropriate program available.

5 4 3 2 1

2. I didn't know about programs or how to find out information.

5 4 3 2 1

3. I thought it would be expensive.

5 4 3 2 1

4. I didn't like the way they taught.

5 4 3 2 1

5. I was too self-conscious.

5 4 3 2 1

6. I don't like school or taking courses.

5 4 3 2 1

7. I didn't have transportation.

5 4 3 2 1

8. Courses interfered with my job.

5 4 3 2 1

9. The existing programs didn't fit my schedule.

5 4 3 2 1

10. I was afraid I wouldn't succeed.

5 4 3 2 1

11. I didn't have child care.

5 4 3 2 1

12. I didn't know how to register.
5 4 3 2 1
13. I was afraid of discrimination.
5 4 3 2 1
14. My friends were not doing it.
5 4 3 2 1
15. I was afraid to return to school.
5 4 3 2 1
16. I didn't have the time.
5 4 3 2 1
17. I was not interested in returning to school.
5 4 3 2 1
18. I thought I was too old.
5 4 3 2 1
19. My family didn't want me to return.
5 4 3 2 1
20. I didn't believe that more education would help me.
5 4 3 2 1
21. I didn't believe I could learn.
5 4 3 2 1
22. My spouse didn't want me to return to school.
5 4 3 2 1
23. I didn't like the location where the courses were held.
5 4 3 2 1
24. I couldn't pay for transportation or child care.
5 4 3 2 1
25. I was too lazy.
5 4 3 2 1
26. I didn't think I was smart enough.
5 4 3 2 1

27. There was too much on my mind to return to school.
5 4 3 2 1

28. I didn't have enough energy.
5 4 3 2 1

Name _____ Age _____ Male _____ Female _____

Ages of children _____ Ethnic Origin (circle one) H A W B O

IMPORTANCE OF GOALS

Below are some reasons that adults have given when asked why they returned to school. Rate each goal according to its importance to you in deciding to attend the LEAF program--5 being most important, 1 being not important at all.

1. To feel better about myself.
5 4 3 2 1
2. To become better informed.
5 4 3 2 1
3. To be able to fill out forms.
5 4 3 2 1
4. To get along better with family members.
5 4 3 2 1
5. To get pleasure from reading.
5 4 3 2 1
6. To get a job.
5 4 3 2 1
7. To be more self reliant.
5 4 3 2 1
8. To become a better reader.
5 4 3 2 1
9. To get a better job.
5 4 3 2 1
10. To be a better parent.
5 4 3 2 1

11. To become more active in the community.
5 4 3 2 1
12. To make new friends.
5 4 3 2 1
13. To be with other adults like myself.
5 4 3 2 1
14. To have more self esteem.
5 4 3 2 1
15. To learn to write better.
5 4 3 2 1
16. To be able to read stories to my children.
5 4 3 2 1
17. To learn parenting skills.
5 4 3 2 1
18. To make more money.
5 4 3 2 1
19. To get a promotion at work.
5 4 3 2 1
20. To help my child succeed in school.
5 4 3 2 1
21. To learn how to teach my child.
5 4 3 2 1
22. To be able to write checks.
5 4 3 2 1
23. To be able to vote.
5 4 3 2 1
24. To have the skills to continue on to advanced education or training.
5 4 3 2 1

Please list any other goals that you have:

Nombre _____ Edad _____ Hombre _____ Mujer _____

Edades de los hijos _____ Origin etnico _____

LA IMPORTANCIA DE LAS METAS

Lo siguiente es una lista de razones que varios adultos han dado para asistir a la escuela. Califique cada meta segun el papel que esta tuvo en decidirse a asistir al programa de LEAF. El numero 5 quiere decir que la razon tuvo un papel muy importante y el numero 1 quiere decir que no tuvo un papel muy importante.

1. Para sentirme mejor conmigo mismo.
5 4 3 2 1
2. Para aprender ingles.
5 4 3 2 1
3. Para poder llenar las formas.
5 4 3 2 1
4. Para llevarme mejor con mi familia.
5 4 3 2 1
5. Para aprender a leer ingles como diversion.
5 4 3 2 1
6. Para obtener un trabajo.
5 4 3 2 1
7. Para tener confianza en mi mismo.
5 4 3 2 1
8. Para leer mejor en ingles.
5 4 3 2 1
9. Para obtener un trabajo mejor.
5 4 3 2 1
10. Para ser un padre mejor.
5 4 3 2 1
11. Para ser mas activo en la comunidad.
5 4 3 2 1
12. Para hacer amistades nuevas.
5 4 3 2 1
13. Para estar con otros adultos.
5 4 3 2 1

14. Para tener mas auto estima.
5 4 3 2 1
15. Para aprender a escribir mejor el ingles.
5 4 3 2 1
16. Para poder leer cuentos a mis hijos.
5 4 3 2 1
17. Para aprender destrezas de paternidad.
5 4 3 2 1
18. Para ganar mas dinero.
5 4 3 2 1
19. Para recibir un ascenso en el trabajo.
5 4 3 2 1
20. Para ayudar a mi nino a tener exito en la escuela.
5 4 3 2 1
21. Para aprender como enseñar a mis ninos.
5 4 3 2 1
22. Para poder escribir cheques.
5 4 3 2 1
23. Para poder votar.
5 4 3 2 1
24. Para obtener las destrezas para continuar una educacion mas
avanzada u otro entrenamiento.
5 4 3 2 1
- Favor de anotar otras metas que Ud. tenga.

LEAF PARENT QUESTIONNAIRE

1. Why did you decide to come to LEAF?
2. If you could make changes in the LEAF family literacy program, what would they be?
3. What have you liked about attending LEAF?
4. What didn't you like about LEAF?
5. Will you continue next year if the program is offered? Why or why not?
6. Will you continue your education at Waubensee Community College if LEAF does not continue? Why or why not?

7. Which parenting topics did you find valuable? Why?

8. What other parenting topics would you have liked to have had included?

9. Are there any parts of the LEAF program you would like to see eliminated?

10. Which wa your favorite parent and child time together? Why?

11. Were the parent and child times together valuable to you? Why or why not?

12. Why did you leave school before high school graduation?

LEAF PARENT QUESTIONNAIRE--ANSWERS (GED)

A. Why did you decide to come to LEAF?

1. I want to give my self all I can.
2. I had always hope to get my GED. This program gave me that opportunity.
3. to get my GED
4. get my GED
5. so that I can get my GED
6. To get my GED
7. I've been wanting to get my GED for a while now and this was the perfect time.
8. To get my GED
9. for my GED

B. If you could make changes in the LEAF family literacy program, what would they be?

1. the time.
2. Make it at leas 2 more days of the week.
3. more classes in the GED program
4. nothing
5. no answer
6. None
7. None
8. no answer
9. not a thing everything was real good.

C. What have you liked about attending LEAF?

1. I learned things about my child and how to care about my children.
2. Everything really the instructors were great and wo were all the people that attended.
3. The warmth and closes of all the people in the program.
4. you could do your work individually
5. that you can take your time
6. you could do your own work at your own speed.
7. the learning, the teachers, and I get to bring my children.
8. The transportation and was a good time because didn't have time in the day.
9. the learning opportunity

D. What didn't you like about LEAF?

1. It ran into kids bedtime and they were fall asleep on the way home.
2. Not enough days.
3. the late hours
4. no answer
5. everything
6. Nothing
7. Nothing
8. no answer
9. not a thing

E. Will you continue next year if the program is offered? Why or why not?

1. Yes, I hope it's hear to help myself as well as other mother, father.

2. I wish I could if they offer other programs besides the GED like some kind of training.

3. Yes!

4. Yes. Because it is a good chance in getting my GED and the hours are good for me.

5. Yes, because I want my GED

6. Yes.

7. I hope not. I plan to have my GED by then.

8. no answer

9. yes

F. Will you continue your education at WCC if LEAF does not continue? Why or why not?

1. Yes, I would. I've went to WCC and I enjoy the LEAF program so much better. I stay in the class because it help me learn about other thing besides GED.

2. Yes! Hopefully I will. I would like to persue a career.

3. It all depends on child care.

4. Yes. Because I really want to get my GED

5. Yes, because I want a career

6. Yes.

7. no answer

8. Yes cause I want a career to be a good role model for my children.

9. yes

G. Which parenting topics did you find valuable? Why?

1. Not to spank the child to try other technics such as time out.
2. no answer
3. fire prevention classes and disiplin classes
4. fire prevention classes
5. The topic of demosttic abuse
6. Fire prevention, paramedics
7. no answer
8. Dicipline, because I didn't know there was other ways to dicipline without hitting.
9. si tech was great

H. What other parenting topics would you have liked to have had included?

1. Gang free, drug free (which was included later-MV)
2. no answer
3. Explaining sex education to children.
4. no answer
5. no answer
6. no answer
7. no answer
8. more on gang free and drug free
9. not a thing they covered it all.

I. Are there any parts of the LEAF program you would like to see eliminated?

1. No.
2. no answer
3. none
4. No
5. none
6. No
7. no answer
8. no, everything was fine
9. no

J. Which was your favorite parent and child time together? Why?

1. Making them their valitimes card.
2. no answer
3. Valentines party
4. Christmas Time
5. Christmas time
6. reading together
7. My daughter and I enjoyed making the Ginger bread houses at Christmas.
8. Doing activities together such as reading books
9. story teller

K. *Were the parent and child times together valuable to you? Why or why not?*

1. *Yes. I got special time with him and my spend.*

2. *no answer*

3. *yes, because it showd concern for them.*

4. *I really didn't spent time together with my child she is only 3.*

5. *Yes*

6. *yes*

7. *Yes, we enjoy doing things together.*

8. *yes cause we were making things together*

9. *yes*

L. *Why did you leave school before high school graduation?*

1. *To care of baby sister when mother past away.*

2. *no answer*

3. *pregnant and family problems*

4. *I left to Puerto Rico*

5. *because I lost intres in school.*

6. *because I became pregnant*

7. *wasn't interested in it.*

8. *Mom passed away.*

9. *to get a job.*

CUESTIONARIO PARA LOS PARTICIPANTES DEL PROGRAMA LEAF

1. Porque decidio asistir al programa?
2. Si pudiera hacer cambios en el programa, cuales cambios haria?
3. Que es lo que le ha gustado del programa?
4. Que es lo que no le gusto del programa?
5. Si se ofrece de nuevo el programa para el proximo ano escolar, piensa regresar? Porque? Porque no?
6. Si no ofrece de nuevo el programa, va a seguir estudiando ingles en el Colegio Comunitario de Waubensee? Porque? Porque no?
7. Cuales topicos de paternidad encontro de mayor provecho? Porque?
8. Cuales otros topicos de paternidad le hubiera gustado incluir en el programa?
9. Hay aspectos del programa que le gustaria eliminar?
10. Cual momento junto con los ninos fue su favorito? Porque?
11. Fueron de valor para usted los momentos junto con los ninos? Porque? Porque no?
12. Porque se salio de la escuela antes de graduarse?

Nombre _____ Edad _____ Masculino _____ Femenino _____

Edades de los hijos _____ Origin etnico _____

BARRERAS A LA PARTICIPACION EN LOS
PROGRAMAS EDUCATIVOS PARA LOS ADULTOS

Lo siguiente es una lista de razones que varios adultos han dado para no asistir a la escuela. Por favor, clasifique las razones segun su opinion. El numero 5 quiere decir que Ud. esta de acuerdo y el numero 1 quiere decir que Ud. no esta de acuerdo. Ponga un circulo alrededor del numero que mas refleja su opinion.

1. No existia un programa apropiado.
5 4 3 2 1
2. No estaba enterado de ningun programa ni sabia como enterarme de ellos.
5 4 3 2 1
3. Pensaba que costaria mucho.
5 4 3 2 1
4. En otros programas no me gusto la manera en que ensenaron a los participantes.
5 4 3 2 1
5. Estaba muy consciente de mis prejuicios.
5 4 3 2 1
6. No me gusta ni asistir a la escuela ni tomar cursos.
5 4 3 2 1
7. No tuve transporte.
5 4 3 2 1
8. Los cursos interferian con mi trabajo.
5 4 3 2 1
9. Los programas que ya existian no eran conveniente con mi horario.
5 4 3 2 1
10. Tenia miedo de no tener exito.
5 4 3 2 1
11. No tuve quien cuidar a mis ninos.
5 4 3 2 1

12. No sabia como inscribirme.
5 4 3 2 1
13. Temia la discriminacion.
5 4 3 2 1
14. Mis amigos no participaron.
5 4 3 2 1
15. Temia el regreso a la escuela.
5 4 3 2 1
16. No tuve tiempo.
5 4 3 2 1
17. No me interesaba regresar a la escuela.
5 4 3 2 1
18. Creia que yo ya era muy grande.
5 4 3 2 1
19. Mi familia no queria que yo regresara.
5 4 3 2 1
20. No creia que mas educacion me iba a servir.
5 4 3 2 1
21. No creia ser capaz de aprender.
5 4 3 2 1
22. Mi esposo/a no queria que yo regresara a la escuela.
5 4 3 2 1
23. En otros programas, no me gusto el lugar donde ofrecieron las clases.
5 4 3 2 1
24. No pude pagar ni por el transporte ni por la guarderia de ninos.
5 4 3 2 1
25. Tuve mucha flojera.
5 4 3 2 1
26. No me creia suficientemente inteligente.
5 4 3 2 1
27. Estaba demasiado distraido/a para regresar a la escuela.
5 4 3 2 1
28. No tuve energia.
5 4 3 2 1

LEAF PARENT QUESTIONNAIRE--ANSWERS (ESL)

A. Why did you decide to come to LEAF?

1. To learn English and my kids also want to learn more English.
2. Because I want to learn a little more English and my children really like to come.
3. I wanted to learn.
4. Because I wanted to learn English. I want to speak so I can get a job.
5. Because I want to learn English.
6. (1) Because I qualified; (2) it was an opportunity I couldn't escape; (3) it had all I was waiting for, bus at my door, childcare, and a flexible time for homemakers.
7. To learn English.
8. Because Ms. Macey told me about it, and because it had help with the children.
9. Because I want to learn English. Because it is very important.
10. Because I want to better my education, and be a better mother to my children.

B. If you could make changes in the LEAF family literacy program, what would they be?

1. no answer
2. none
3. no changes
4. no answer
5. That everything is fine.
6. no answer
7. That everything is fine.
8. For me everything has been enough, well planned.
9. I would put another teacher because with the two there would be more attention, and that way learn much better.
10. none

C. What have you liked about attending LEAF?

1. The communication that there is between the teachers and us and between the parents and the children.
2. Everything is good and I have learned a lot and had fun at the same time.
3. that I have learned more English
4. I like to study, to writer.
5. That I can come with my son.
6. What I liked apart the English's classes is when they reunite us with our children to read to them, and dialogue with them during the visits that are done in our homes.
7. Everything
8. Everything the classes, and the field trips.
9. I have liked everything. The English classes, the field trips, and the talks that they give us that help a lot.
10. The field trips that give the opportunity to spend time with the children.

D. What didn't you like about LEAF?

1. no answer
2. I liked everything
3. I like everything
4. Nothing!
5. no answer
6. I can't say that I haven't liked something, because for me everything was fine.
7. Well for me of that don't have an opinion, because for of that don't have an answer.
8. nothing
9. "I liked everything"
10. Everything is fine.

E. Will you continue next year if the program is offered? Why or why not?

1. Yes, I would like to return--I like the program very much.
2. Yes, I think I would return because I want to continue learning English.
3. Yes, I think I would return to ? more ? to Maria because I have learned so much.
4. Yes, because I liked it.
5. Yes, I think I would re urn to keep bothering Maria, because I have learned so much.
6. Yes, I would like to, but unfortunately I don't have other child either in kindergarten or preschool for next year.
7. Because I have interest to learn.
8. Yes, because my daughter is going to kindergarten.
9. Yes, I think in returning because I want to learn English and write it.
10. Yes

F. Will you continue your education at WCC if LEAF does not continue? Why or why not?

1. I can't go to another place because I don't have anyone to watch my children and here they offer us free childcare and transportation.
2. Yes I'm going to continue coming to school at Waubensee because I need to learn more.
3. If I can, yes, why not.
4. Yes, because I want to learn more English.
5. Yes, because I want to learn English.
6. Yes, I am going to continue because I don't like to leave things half way done. And I have to do it for the simple reason that I like this language.
7. Well yes, if it can be, yes.
8. I think not, because I don't have someone to leave my children with.
9. Yes, I am going to continue, because I have to if I want to learn what I want.
10. Yes

G. Which parenting topics did you find valuable? Why?

1. reading books to our children and the program that taught us better communication with our children.
2. When the firemen and paramedics spoke to us.
3. The ones where the paramedics and firemen were there.
4. no answer
5. Is good to learn things to better ourselves.
6. I liked when the paramedics and the firemen visited us, because our children saw and learned about fire and what they don't have to use and how to escape from the flames.
7. Well I liked that they talked how to be prepared in a thing of an attack.
8. The one about abused women.
9. Well, the one about domestic violence, because that way we learn to defend ourselves and how to help other persons.
10. When I help read the books.

H. What other parenting topics would you have liked to have had included?

1. child psychology classes so that we could learn better how to teach our children.
2. talk a little more about the education of our children
3. more people to talk to us about what we don't know.
4. More about storytelling and reading to children.
5. Well, that there would be more program.
6. I would it liked more talks about how to educate our children, and I would it liked a psychologist to come.
7. Well to see other programs that talk about other things and how some mothers could forget their children for the bad life.
8. First Aid.
9. A psychologist and a gynecologist.
10. I don't know.

I. Are there any parts of the LEAF program you would like to see eliminated?

1. no answer
2. none
3. nothing
4. No
5. No, none.
6. No, everything for me is fine.
7. For me everything was very good and nothing of bad.
8. No
9. I would it liked more English classes.
10. No

J. Which was your favorite parent and child time together? Why?

1. making things with our hands together with our children and reading.
2. When we were together with the children at Christmas and in February.
3. the first day they gave us a book. The day that the old guy came (MV-Rick Johnson), the day of the little box (making a feely box out of a shoebox).
4. Picture books
5. When we are together because I share with my daughter.
6. The first day that I went near him and for him, because we realized that there, our communication started.
7. Well, when I shared games together with him here at school.
8. The one of reading the books.
9. The activities when we read with them and the activities we do with them.
10. I liked them all.

K. Were the parent and child times together valuable to you? Why or why not?

1. Yes, very much because at home there isn't much time to share with the children because of work both in and outside of the house.

2. Yes they were valuable because my son likes the attention very much.

3. Yes, they (my children) liked the little house (gingerbread house) very much.

4. Yes, because we had time to talk to each other and really enjoyed it.

5. Yes, because we had fun together.

6. Yes, they were of great value that together at times we remember about them because, we would like to have these classes not only for this program but for more.

7. Well, yes, very much.

8. Yes, because now they know that I learn too.

9. Yes, very important because we communicate and answer the questions that they did.

10. Yes, because I learned to know my son more.

L. Why did you leave school before high school graduation?

1. no answer

2. Because my parents didn't have money to pay for college?

3. I never went to school.

4. I couldn't go longer than 1 year, because I was too old to attend longer.

5. Because my parents couldn't give education.

6. I graduated as a secretary which I like that career, better said I stopped working to come to the U.S.

7. Because I didn't have the opportunity to continue studying for lack of resources.

8. No, I finished high school.

9. Because my parents opposed to, they didn't let me.

10. Because I had to work.

Questionnaire for Early Childhood Teachers

1. Did you think the LEAF program was effective? Give one or two examples in which it was effective or not.

The LEAF program was effective in many ways. It helped with providing a support means for the entire families. Also it help give parents examples of good parenting and activities to do with their children.

2. Did you see any positive changes in your students? Give examples.

Yes. The child seemed to be a bit frustrated and angry when coming to class. His attitude improved as the time went by through other aspects of the program. Our class was friendly and caring toward one another by the end of the program.

3. Did you observe changes in families? What were the changes?

Some families started out with a very closed attitude and unsure of the goals of the program, but as time went on, through home visits & parent child rights + extra activities this attitude improved.

4. Would you make any changes in the LEAF model? Number of parent/child sessions? Number of home visits? Number of parenting (child development) sessions?

Maybe it would be helpful to have the teachers (Pro-K-K) also do home visits so we can gain some insights of the home life of these children and try to aide and work with each child as they need it.

5. Did parents share personal issues with you? Give some examples.

Sometimes parents would come to sign in their children and they would say or make a comment about some problem they had with their children, sometimes about things they had to deal with at home, and sometimes about things about school overall. I think parents felt that they could count on us.

6. There will be returning students and new students. What curriculum changes should be made for returning students? Should last year's curriculum be repeated for new students?

For new students, I supposed the curriculum could be repeated with probably some changes, but for returning students the curriculum should be ^{small} different.

7. Did you feel you received enough support from Waubensee Community College in staff development, supplies, planning, etc.? Give specifics.

Yes. We had more than enough. The only thing we request would be that they should be delivered more promptly.

Questionnaire for Early Childhood Teachers

1. Did you think the LEAF program was effective? Give one or two examples in which it was effective or not.

The LEAF program was very effective. One family had been struggling to convince the father to get his GED. After several sessions he decided for his own that nothing would stop him.

2. Did you see any positive changes in your students? Give examples.

The children became more expressive and they also developed a better tolerance of each other's differences. They were also better able to sit and listen.

3. Did you observe changes in families? What were the changes?

I observed families open their lines of communication and saw parents become more confident in working with their children.

4. Would you make any changes in the LEAF model? Number of parent/child sessions? Number of home visits? Number of parenting (child development) sessions?

I feel the program worked well with the model we used.

5. Did parents share personal issues with you? Give some examples.

There were several families that had a close connection with me. They shared concerns in their personal life, boyfriend use, childcare concerns, behavior concerns at school, job concerns, and their educational concerns.

6. There will be returning students and new students. What curriculum changes should be made for returning students? Should last year's curriculum be repeated for new students?

There are aspects of last year's program that will be repeated but each year new things will be done. The same topics can be covered but with the use of new activities.

7. Did you feel you received enough support from Waubonsee Community College in staff development, supplies, planning, etc.? Give specifics.

Waubonsee was always able to answer questions I had, and provide the supplies needed for the activities that required particular materials.