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ABSTRACT

A project was conducted to develop a model to facilitate the expansion of adult education and family literacy classes in coordination with other local community organizations for delivery at rural public housing sites. The target audience was adult educators involved in facilitating family literacy and adult literacy programs for rural housing tenants. During the projects, service provider and client needs were assessed, collaborations were initiated, an instructional model was formulated, an administrative plan was created, and an evaluation was conducted. The instructional model was piloted in public housing in Renovo, Pennsylvania. Topics for the sessions included the following: "brothers and sisters fighting," "reading aloud to your child," "getting your child unstuck," and "creative snack making." The collaborative model did increase the educational services available to rural public housing tenants in a geographically isolated community. Agencies welcomed collaboration and evaluated the model as effective for them. Clients enjoyed the instructional sessions and rated them as helpful. (Three appendixes include brochures and fliers used in the project and project evaluation forms and data.) (KC)

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FAMILIES LEARNING TOGETHER

FINAL REPORT

ED 395 105

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July 1, 1994 - June 30, 1995

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Funding: \$9,615

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ABSTRACT PAGE

Title: Families Learning Together

Project No.: 98-5010 Funding: \$9,615

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Purpose: Development of a model to facilitate the expansion of adult education and family literacy classes in coordination with other local community organizations for delivery at rural public housing sites. The target audience is adult educators involved in facilitating family literacy and adult literacy programs for rural housing tenants.

Procedures: Assessment of service provider and client needs, initiation of collaborations, and formulation of an instructional model, an administrative plan, and an evaluation plan were conducted. The instructional model was piloted in public housing in Renovo, Clinton County, Pennsylvania.

Summary of Findings: The developed collaborative model did increase the educational services available to rural public housing tenants in an geographically isolated community. Agencies welcomed collaboration and evaluated the model as effective for them.

Comments: Collaborative efforts among agencies can increase the services and classes available in family literacy programs by making efficient uses of the available resources in the community. Collaborations are especially useful in serving rural and geographically isolated public housing sites. The model was evaluated as effective by the agencies involved in the network of services. The model was evaluated positively by the participants, but did not have the planned attendance at the classes. The original project director left her position with CIU 10 in November, 1994, and the present project director then assumed responsibility for the project.

Product: A model specifically designed for adult educators involved in facilitating family and adult literacy programs in rural public housing sites.

INTRODUCTION

"As family and intergenerational literacy practice expands, the importance of collaborations in the design and administration of programs has become apparent. Yet we in education and social services delivery know very little about the process of initiating and developing such collaborations. But because of their importance to family literacy practice, we need to examine closely how collaborations work in order to facilitate their healthy growth and use.", Nickse, Nickse Associates, and Shelly Quezada, Massachusetts Board of Library Commissioners. Building Community Collaborations for Family Literacy: Strategies for Success; Mosaic; June 1993, Vol. 3, No. 2.

In our rural county there are a variety of educational and social services available, but they are not evenly distributed in all parts of the county. In speaking with agencies, we found few examples of collaborative services, and some instances of duplication of services. In the rural areas of our county very few services are offered. Many residents lack transportation and are geographically isolated in their small rural enclaves. Many available services are centered in the one population center of the county and finding transportation to those services can be difficult. There is no public transportation, thus residents in outlying areas sometimes aren't served. In working with public housing tenants in Adult Basic Education and job search programs we found many were not aware of the variety of the services available in our area and often did not take advantage of the services known to them. Their reasons for not using the services included: lack of transportation, lack of child care services, didn't feel a need, family problems, and a fear of failure.

In surveying local educational and social service agencies, we found educational resources that were not being used due to a lack of client demand. Practitioners spoke of a lack of participation at scheduled classes and events. We found some duplication of services, recruiting and event planning. Agencies were well acquainted with each other, but they hadn't thought about or planned collaborations extensively.

Collaborations take time to develop and implement. Exploring possible collaborations during the development and planning phase of a project would work best, but they can also be established during the implementation of the project. The first step is to develop an awareness of the educational resources and services each

agency offers and then to look for areas of overlap or parallels in service provision. Collaborations are sometimes viewed as too time consuming or difficult to coordinate. They will take time in the beginning to get started, but over time collaboration can save everyone involved time and resources while maximizing delivery of community services to clients.

Families Learning Together proposed to gather and compile information on developing collaborative efforts directly associated with service delivery in rural public housing. The model developed contains planning and coordination approaches used successfully with rural community organizations and management planning strategies for use by adult educators involved in initiating a collaboration to develop a family literacy program focusing on Pennsylvania's rural public housing areas. The model was developed for rural area adult education providers, including administrators, directors, teachers and tutors.

The original project director, Billie Jo Jeirles, left her position with the Central Intermediate Unit in November, 1994. She was replaced by Linda Hinman, who then assumed responsibility for the project.

Dissemination will be accomplished through the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education, and AdvancE, at 333 Market Street, Harrisburg, Pennsylvania, 17126, , and through the Western Pennsylvania Adult Literacy Resource Center, 5347 William Flynn Highway, Gibsonia, Pennsylvania, 15044.

OBJECTIVES

Project objectives were as follows:

1. Produce an explicit model containing the underlying logic of the collaborations that will facilitate the expansion of adult education and family literacy classes in coordination with other local community organizations delivered on rural public housing sites statewide.
2. Pilot the use of the proposed model in Clinton County public housing.

FINAL REPORT

Family literacy has been shown to be an effective concept in rural areas; however geographically isolated pockets in rural counties sometimes lack many of the social services that the population centers have. A lack of transportation is often cited as a barrier for public housing tenants and can preclude their receiving needed services. Individual programs cannot always afford to establish ongoing services in these areas, thus collaborations among service providers are a viable method of getting needed services to geographically isolated public housing sites.

Families Learning Together proposed to develop a model for educators in rural areas of Pennsylvania to use to form collaborations with local service providers in creating and implementing family literacy programs in public housing projects. The project also proposed to pilot the developed model by establishing a family literacy program in a geographically remote Clinton County public housing project.

The project began with a survey of public housing tenants, human services providers, and local school district counselors to identify existing needs and available services. Next an assessment of all educational resources was made and coordination and collaboration approaches were developed. A network of agencies then cooperatively identified class objectives, topics, and activities for implementation in family literacy classes in the selected public housing site.

Both project objectives were met. The model was developed and piloted in the borough of Renovo, in northwestern Clinton County. The pilot program significantly increased the educational services available to tenants on site. However, even with a wide variety of services available literally at their doorsteps, attendance by public housing tenants was very disappointing. A recruitment plan was developed using the expertise of the cooperating agencies. Intensive recruitment began four weeks prior to the start of the classes with an article in the housing newsletter that is delivered to each housing unit. Easily readable brochures and flyers were delivered door to door, phone calls were made to tenants, former clients/students of the educational agency who were tenants served as recruiters for their neighbors, and refreshments and door prizes were offered. The agency

personnel involved in the pilot were disappointed but not surprised by the poor attendance. In the developmental stage they had shared past experiences of taking services on site at public housing only to have them poorly attended.

In designing the model, agencies collaborated to develop approaches for recruitment designed to eliminate the barriers to participation that had been previously identified by noncompleters in adult education programs. As it seemed that transportation was the most critical factor in a geographically remote area, the classes were held across the street from the largest group of housing units and within five blocks of all the units in the area. Inclement weather could not be credited with interfering with attendance since it did not occur on any of the class days.

Next, the barrier of insufficient or unavailable child care was addressed by making children a part of the activities for each class in the program. The recruitment materials clearly explained that the focus was on families and outlined the children's activities.

To address the perception of tenants that they did not feel a need or would not like attending classes, the agencies developing the topics and goals purposely described activities in terms that would seem nonthreatening and enjoyable. For example, the school guidance counselor wanted to share the conflict resolution methods the school had adopted with the parents so they could reinforce its use or at least consider it as an alternative in solving fights. The brochure asked, "Are your kids at war sometimes?" The session descriptions were developed to stimulate interest and to be nonthreatening. Prizes and food were also offered as further incentives to overcome lack of interest.

The "fear of failure" barrier was addressed by designing the sessions to be more like a series of workshops than an institutional learning environment. The sessions were not promoted as a first step to anything else but as information useful to parents.

Recruitment phone calls were made by both the project director and the tenant relations aide to invite tenants to classes. Flyers were delivered door to door by Literacy Corps volunteers who live in the area. Past participants in adult education programs were recruited to encourage their friends to attend the program.

After the first class was held and attendance was disappointing, those who did participate tried to recruit their neighbors.

In spite of these efforts to overcome the barriers that had previously been identified, attendance was disappointing. It appears that child care and transportation are not the greatest barriers to attendance as we in the educational, social, and human services agencies had assumed from the feedback previously given by nonattenders. In speaking later with tenants who had been called and invited to the classes, the reasons for not attending included: forgot, overslept, had errands, had appointments, illnesses, and too tired. None said they didn't want to come.

Written evaluations were done by both participating agencies and tenant participants. The tenant participants evaluated the classes as being useful and judged them to have been effective. The participating agencies evaluated the networking and collaborations as successful but shared a frustration with the low class attendance. Thus the project succeeded at developing collaborative networks among agencies to provide effective needs based activities to a geographically isolated population but was unable to overcome public housing tenants' barriers to attendance.

Dissemination will be accomplished through the Pennsylvania Department of Education's Bureau of Adult Basic and Literacy Education, and AdvanceE, at 333 Market Street, Harrisburg, PA 17126, and the Western Pennsylvania Adult Literacy Resource Center, 5347 William Flynn Highway, Gibsonia, Pennsylvania, 15044.

ESTABLISHING NETWORKS AND COLLABORATIONS

Collaborative efforts were shown to increase efficient use of funding and provide more services to more participants using the available resources in a community. Collaborative efforts can:

- spread information about services to a wider population
- enlarge service area
- provide a wider range of services to participants

- provide a bridge for clients to receive additional services
- provide different perspectives on clients and community needs
- prevent tunnel thinking in program planning
- strengthen community bonds
- enhance funding prospects
- prevent duplication of services and efforts
- provide a more comprehensive intervention with clients
- gather insight on impact of services on clients

I. Identification of Service Providers

The first step in building a network of service providers to participate in literacy programs is the identification of providers. Many social service providers have community education components or services that are compatible with or complementary to family literacy goals.

To identify service providers in an area, the blue pages of the phone book can be a useful starting point. Talking to agencies and school counselors with whom previous interactions have occurred is also helpful. An alternative to a phone call for introducing yourself is finding and attending meetings that the service agencies attend. In Clinton County there is a human service agency group called *Focus* that meets monthly and showcases a different agency each month. Such meetings are a good opportunity to network and informally discuss programs and collaborations.

In rural Clinton County the following agencies offer services and/or resources:

- Clinton County Housing Authority - Public housing
- Clinton County Training Office - JIPA - Job training
- Clinton County Cooperative Extension Office - Agricultural education
- STEP - A variety of support services
- Job Center - Unemployment & job placement
- Infant Development Program - Handicapped children
- Community Perinatal Support Program - Birthing coaches and postnatal support
- Head Start - Preschool education

Even Start - Family literacy
Clinton County Women's Center - Domestic violence & sexual assault
Salvation Army - Disaster aid
WIC: Women, Infants & Children - support services
Community Library
Consumer Credit Counseling Services - Budgeting & credit education
State Health Center - Immunizations, health information & referrals
Office of Aging - Services for age 55 and over
Mental Health/Mental Retardation - Counseling
Telecommunications Consumer Awareness Project - Telephone consumer awareness
Local ABE/GED Programs - Adult education
Keystone Central School District - K-12 education
Literacy Corps of Lock Haven University - Volunteers for literacy
Horizon House - Homeless shelter
The Haven - Adult life skills & support

II. Assessing Available Services

In assessing agencies, services, staff, resources and traditions should be reviewed. Sometimes the most important aspect is their traditions. To develop collaborations an understanding of the agency is the first step.

Education will only be one component of most human service agency services, and it will not usually be the focus. As educators approach new agencies, assets for collaboration sometimes will not look like educational assets at first. To get the information needed to develop collaborations ask about:

- * their goals and purposes
- * population served
 - ages
 - eligibility requirements
- * service sites
- * time schedules
- * available facilities
- * educational services provided
- * volunteers available
- * related services that they can pay
 - day care

- transportation
- food for refreshments
- tuition
- books and materials
- * flexibility in their plans or traditions
- * available equipment
- * plans for expansion of services
- * populations they are hoping to serve in the future
- * unserved or underserved communities

III. Coordination Of Services

After a complete assessment it will be possible to identify some possible collaborations. Collaborations can be a combining of resources in a variety of ways. In creating linkages look for common goals, common populations, and complimentary services or resources. Sometimes turf issues can be tricky. Tact must be used as well as proper acknowledgments of their efforts and established services to the population. The benefits must be identified for all the agencies involved. Each agency must see the benefit to them or the collaboration will not be seen as useful to them. With the looming budget cuts, collaborations can create strong efficient networks for attracting and continuing funding for the community.

DEMONSTRATION MODEL

I. Planning

An initial assessment was made of local agencies and a compilation of resources was made. After assessing the needs of the adult tenants, educational needs objectives were established. Agency resources and educational objectives were then matched with identified needs and an agenda of topics was developed, with each agency defining its objectives for themselves and the adult tenants. The implementation of the demonstration model was planned to be only one month in duration, thus only four meetings and an agency fair was planned.

In constructing the model, consideration was given to the reasons that public housing tenants had given for their nonparticipation or incompleteness of adult education programs. Their reasons included: lack of transportation, lack of child

care, failure to prioritize needs, family problem situations, and the fear of failure. The model was designed to minimize these problems. The most geographically isolated housing site in Clinton County was chosen for the project because it is a population that many human service agencies felt was underserved. This particular housing site was not just one group of units, but small groups of units spread throughout the town with four to eight dwellings in each.

Since transportation had always been identified as a problem in rural areas, location of the project was carefully considered. Often public housing sites have a classroom or community room. Locating the class there will often be easiest, but programs may want to consider the relationship of the housing authority and the tenants. If the tenants distrust the housing authority, they may not feel comfortable attending on site classes. However, in this instance, the Renovo public housing office was located several blocks from the community room which is used by the Head Start program, and thus, it was a familiar and comfortable place for parents. The community room was not large enough to hold activities for both parents and children, so a facility next to the largest group of housing units was selected as an additional site.

In this demonstration model, the project director served as the coordinator of the classes in conjunction with the agencies. Literacy Corps volunteers from the local university were also involved in the project. They assisted with the brochure distribution, recruitment, and class activities.

II. Network of Agencies In Clinton County

The following agencies actively participated in the project:

- Clinton County Housing Authority
- Clinton County Cooperative Extension Office
- Job Center
- Community Perinatal Program
- Even Start
- Clinton County Women's Center
- WIC
- State Health Center
- Telecommunications Consumer Awareness a project
- Local ABE/GED Programs
- Keystone Central School District
- Lock Haven University Literacy Corps

III. Implementation of Classes

One component of the developed model was weekly classes which were within walking distance of all the housing units. To make use of as many of the agencies' educational services and the school district's resources as possible, each 3 hour module was set up in two or three sessions with different agencies conducting each session.

Activities were planned for both parents and children. Some topics and sessions had parents and children working together, some topics had separate activities for each, and some had both separated and combined activities. Each presenter set the goals and planned activities for his/her session based on the identified needs.

Classes were held for 5 Mondays starting March 6, 1995, from 9:00 to noon. Monday had been selected due to the availability of the two facilities. Based on the project's low attendance, it is recommended that Monday mornings should be avoided if at all possible.

Students were also introduced or reminded of the ongoing educational programs available in their community. Student participants who were not already enrolled were referred to the existing ABE/GED/Literacy classes in Reno for literacy and basic education skills or GED studies. The volunteer literacy tutors who are available upon request were discussed. Student participants were also encouraged to take their children to the weekly story hour at the Reno Community Library. Story hour which is every Thursday features crafts and activities with the story of the week and is designed for preschoolers. Involvement in their school aged children's classroom activities was suggested and encouraged by the school district teachers and counselor who conducted sessions in the project.

IV. Recruitment

Knowing that recruitment would be difficult at a site that didn't have an existing family literacy program, every previously successful idea was incorporated. Recruitment ideas were gathered from agencies and the housing authority tenant relations aide, who also shared the results of a needs survey that has been done by

the tenants. All recruitment materials were written at the 4 to 5 grade reading level.

Recruitment was started four weeks prior to class with a flyer being attached to the housing authority newsletter that is delivered door to door. One week before classes started a brochure outlining the class dates, topics, and activities was delivered door to door. (See Attachment A) A poster and brochures were placed in the housing authority office. A follow-up flyer was delivered after the first class saying that they were missed at the first terrific class and that they were invited to attend the next class. The prizes and refreshments were also mentioned again on this flyer. (See Attachment B)

Initially refreshments and door prizes were identified by the tenant relations aide of the housing authority as one sure way to get public housing tenants to attend, thus refreshments and a number of prizes were featured in the promotional materials. However the participants did not judge that as an important factor. The most effective recruitment methods were the phone calls and participants' recruiting.

V. Evaluation

Written evaluations were completed by the participants and the participating agencies. (See Appendix A.) The student participants evaluated the classes as useful and judged them to effectively achieve their goals. The participating agencies evaluated the networking and collaborations as successful but shared a frustration at the low class attendance. Thus the project succeeded in networking agencies to provide effective needs based activities to a geographically isolated population but was unable to overcome public housing tenants' barriers to attendance.

VI. Conclusions

Collaborative efforts among agencies are possible and useful. The agencies involved in the project welcomed the opportunity to coordinate efforts to provide services in this geographically remote area of the county. More collaborative ideas were developed than could be used in the limited time frame of this pilot. Collaboration resulted in a high quality on-site family literacy program. However, many did not benefit from this on-site program due to their decision not to attend.

Attachment A
Families Learning Together Brochure

You are invited to

Families Learning Together

Mondays - March 6, 13, 20, 27 and April 3, 1995
9:00 AM to 12:00 Noon

at: Social Hall
Zion Evangelical's Lutheran Church
11th and Huron Avenue
Renovo, PA 17764

What's in it for you?

- * Activities for parents and children
- * Learning activities made fun
- * Refreshments and door prizes each week
- * Learn about . . .
 - parenting
 - nutrition
 - telephone services
 - services in your community
 - and more
- * Special prize for families attending all five Mondays
- * Super door prize on April 3rd
- * Great way to beat those winter blahs
- * Each week different hands-on activities
- * Special projects just for children
- * Get a FREE gift for early bird sign-up

Call and tell me if you are coming by Friday, March 3rd and receive a gift at class on March 6th.

For early bird gift call:

**Linda Hinman
Families Learning Together
Development Center for Adults
110 East Bald Eagle Street
Lock Haven, PA 17745
893-4038**

Week 1 - March 6th - 9:00 am to 12:00 noon

James Heiney

"Save Your Telephone Dollars"

Jim will show you how to save dollars on your telephone service, local calls and long distance calls. Find out what services really cost and how you can make choices to get the phone service you want.

Sandra Hall - Clinton County Cooperative Extension

"I'm bored, come play with me"

Hands-on activities for those times when your children are bored and say come play with me. Recipes you can make with stuff you have in your cupboards. Simple and fun ideas for parents and children.

Week 2 - March 13 - 9:00 am to 12:00 noon

Karen Houseknecht - Clinton County Cooperative Extension

"Creative Snack Making"

You and your child will make snacks and eat them. Karen has new snack ideas. She'll show you the new food pyramid and how to read the new food labels. She'll talk about picky eaters, serving sizes for children and what to do when your child isn't hungry.

Week 3 - March 20th - 9:00 am to 12:00 noon

Nancy Bruckner - Keystone Central School District

"Brothers and Sisters Fighting"

Are your kids at war sometimes? Nancy has ideas on how to get more peace and less war in your house. We will try out some ways to solve the conflicts.

Laura Higgins - Keystone Central School District

"Reading Aloud to Your Child"

Laura will show you some ideas to make stories come alive as you read aloud to your child. She will also show you the kinds of books that are easy to use to read aloud.

Week 3 Continued

Cathy Weaver - Keystone Central School District
“Getting Your Child Unstuck”

Ideas on how to help your children with words they get stuck on while reading.

Week 4 - March 27th - 9:00 am to 12:00 noon

Tamara and Nunna
Clinton County Women’s Center
“Parenting is Hard to Do”

Being a parent is one of the toughest jobs there is. Sometimes it is hard to know how to discipline. Do you ever feel like your kids are driving you crazy? Tamara has some helpful hints and answers to some of the problems we wrestle with as parents.

Terry Mauck - Community Perinatal Support
Rose Hibbler - Even Start Program
Happy Children - Happy Parents

Does the crying get to you sometimes? Terry and Rose have suggestions to help when both you and your children are frustrated and at the end of your ropes.

Week 5 - April 3 - 9:00 am to 12:00 noon

Agency Fair

Many agencies from Clinton County will be there to tell you about their services and what they offer. Come find out about all the services we have in this community. Grand door prize at noon.

Families Learning Together

is a special project being offered by Central Intermediate Unit 10’s Development Center for Adults, 110 East Bald Eagle Street, Lock Haven.

Attachment B

Families Learning Together Flyer

We missed you on Monday at the Families Learning Together class.

You missed some useful information, fun activities, good food and your chance to win the **\$10.00 gift certificate** door prize.

**The next class is: Monday, March 13th
 9:00 am to noon
 Zion Lutheran Church
 Eleventh and Huron Avenue, Renovo**

Come make some snacks in "Creative Snack Making" with Karen Houseknecht.

Don't miss your chance at the next **door prize**

Families Learning Together, Development Center for Adults, Lock Haven, PA. 893-4038

Appendix A
Project Evaluations

FAMILIES LEARNING TOGETHER

Presenter Evaluation

Date: _____

Topic: _____

1. This presentation was useful to my program in reaching this population.
yes a little no

2. The collaboration with other agencies increased the success of reaching this population in a rural area.
yes a little no

3. Would you participate if a project of this type was planned in the future?
yes or no

4. Did you have enough information about the project to prepare for your presentation?
yes or no

5. Were the facilities adequate?
yes a little no

6. Was your presentation successful from your perspective?
yes a little no

If no, why not _____

7. Suggestions for changes or improvements. _____

FAMILIES LEARNING TOGETHER

Participant Evaluation

Date: March 6, 1995

Topic: Save Your Telephone Dollars
I'm bored, come play with me.

Circle your choice

1. The information was useful?
yes a little no
2. The information was interesting?
yes a little no
3. The staff and speakers made me feel welcome?
yes a little no
4. I liked having my children nearby or working with me?
yes a little no
5. I would like more information on this topic?
yes a little no
6. I know who to call to get more information?
yes or no
7. I will come to the next class on Monday.
yes or no

8. My favorite part was _____

9. One thing I learned is _____

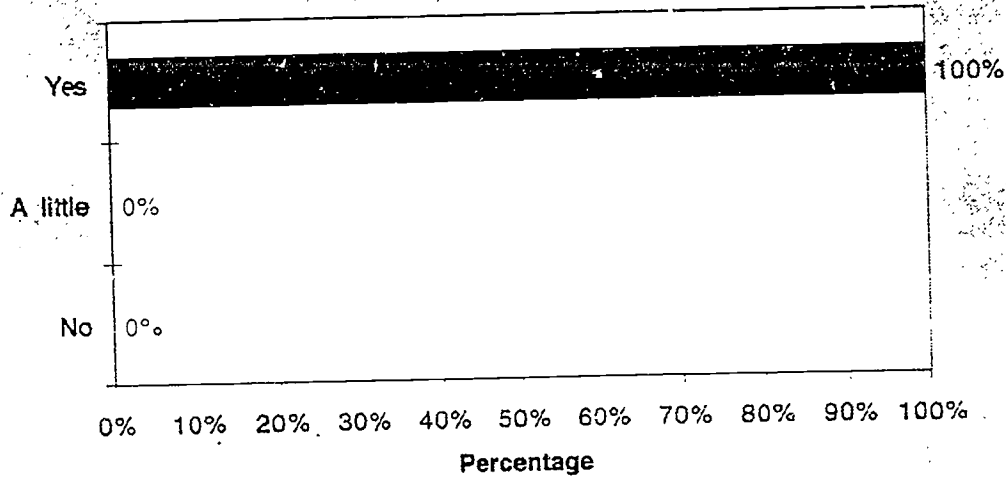
10. I think you should change _____

Other Comments: _____

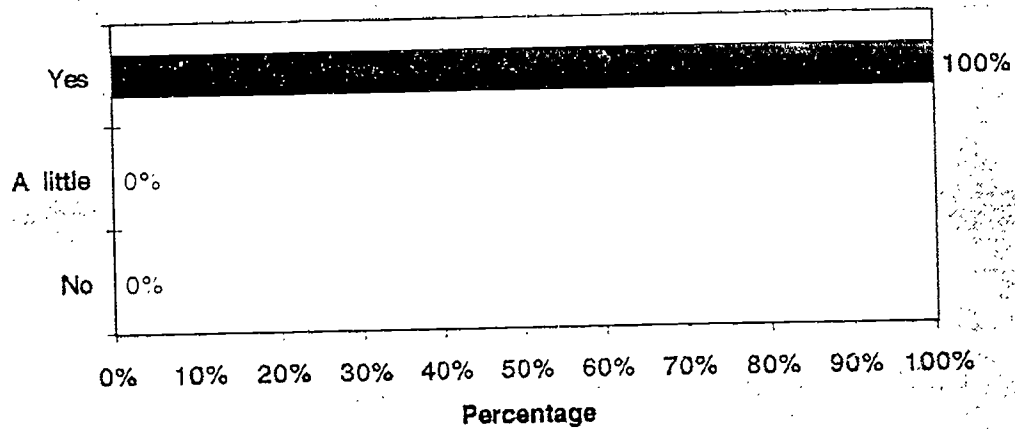
FAMILIES LEARNING TOGETHER

Brothers And Sisters Fighting; Reading Aloud To Your Child;
Getting Your Child Unstuck; Creative Snack Making
Presenter Evaluations
March 13 and 20, 1995

This Presentation Was Useful To My Program In Reaching This Population

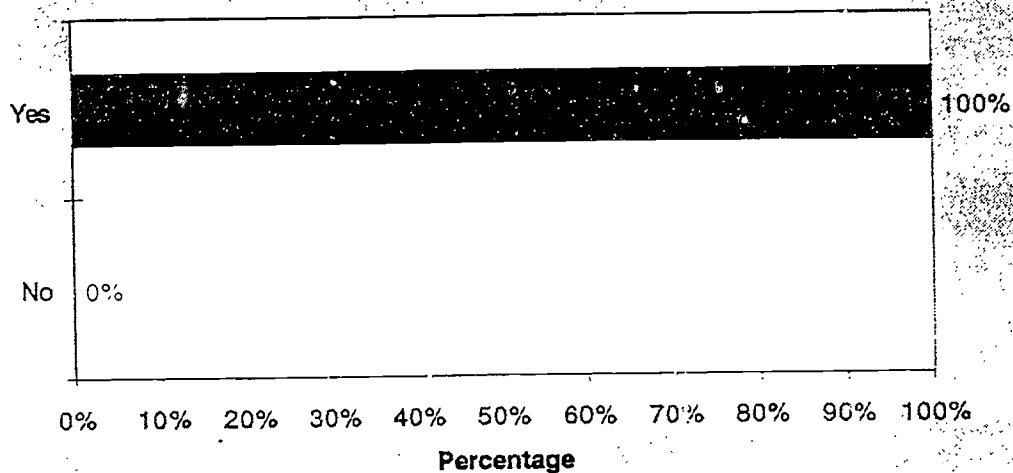


The Collaboration With Other Agencies Increased The Success Of Reaching This Population In A Rural Area

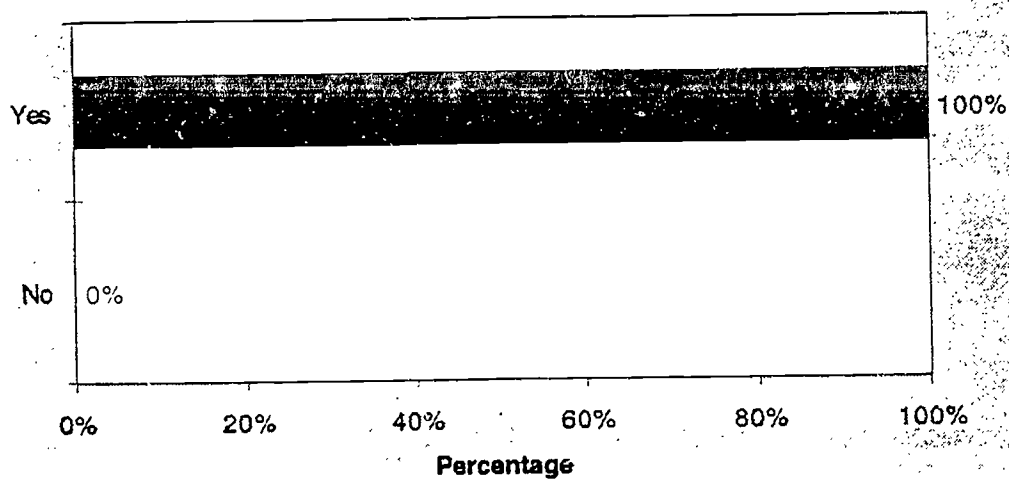


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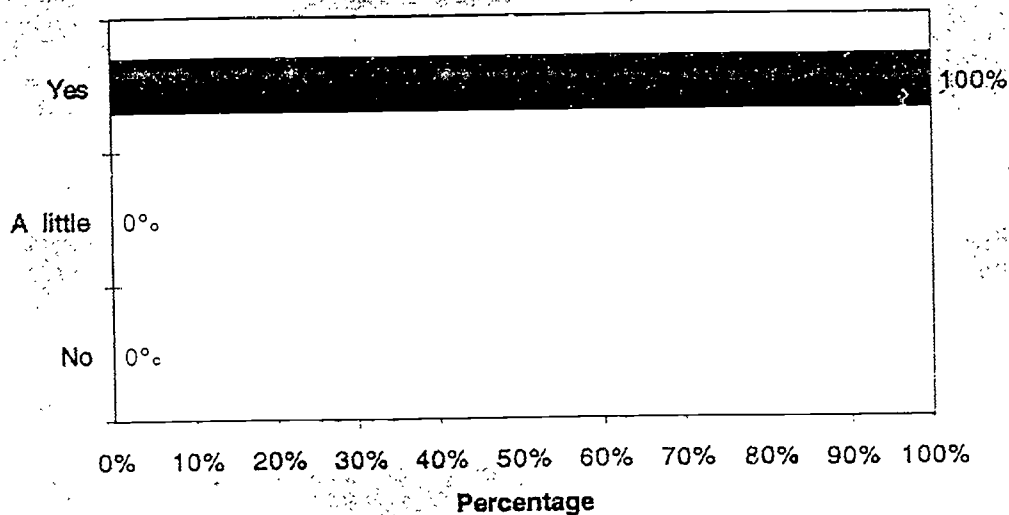
**Would You Participate If A Project Of This Type Was
Planned In The Future?**



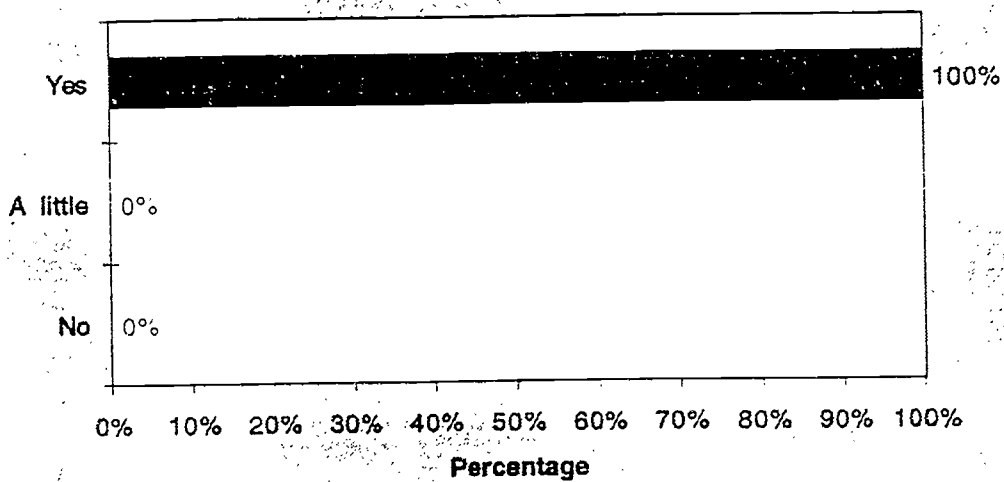
**Did You Have Enough Information About The Project To
Prepare For Your Presentation?**



Were The Facilities Adequate?



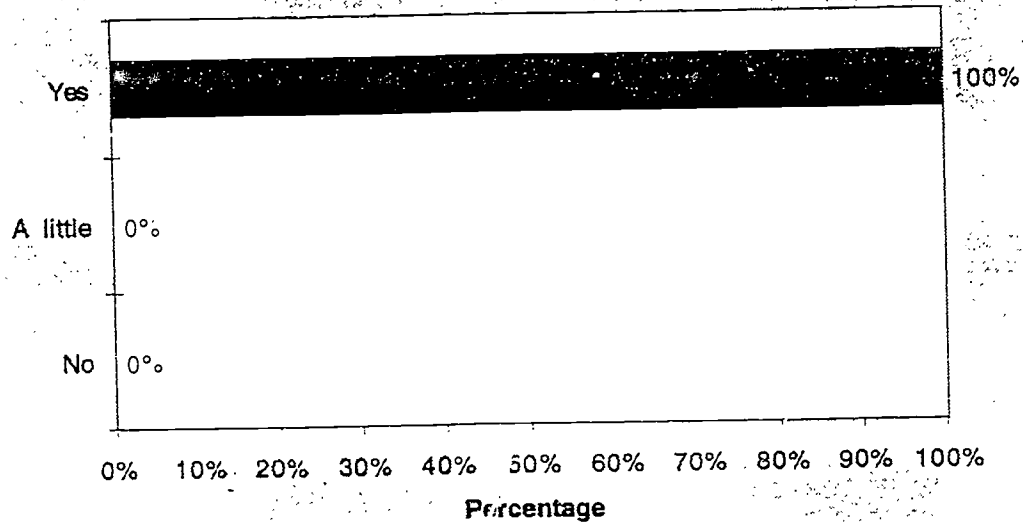
Was Your Presentation Successful From Your Perspective?



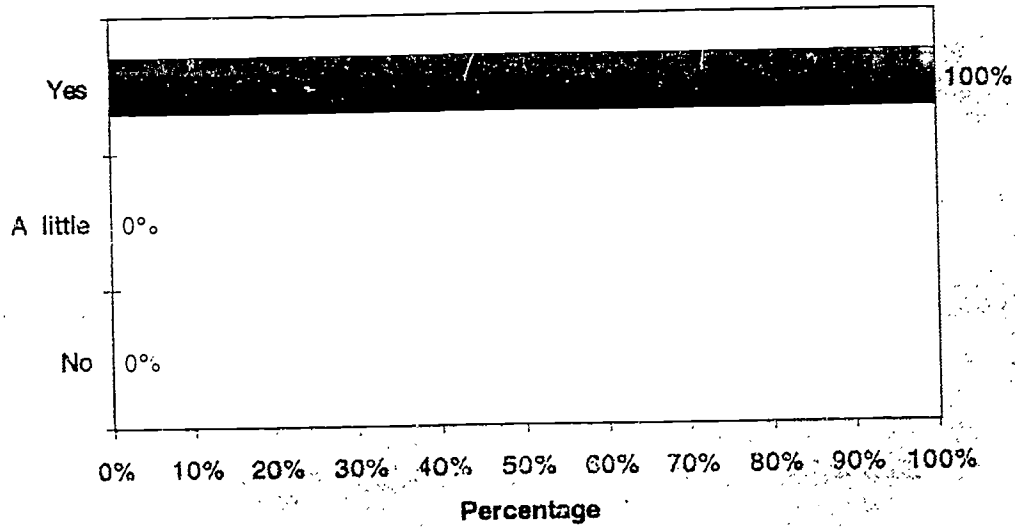
FAMILIES LEARNING TOGETHER

Creative Snack Making
Participant Evaluations
March 13, 1995

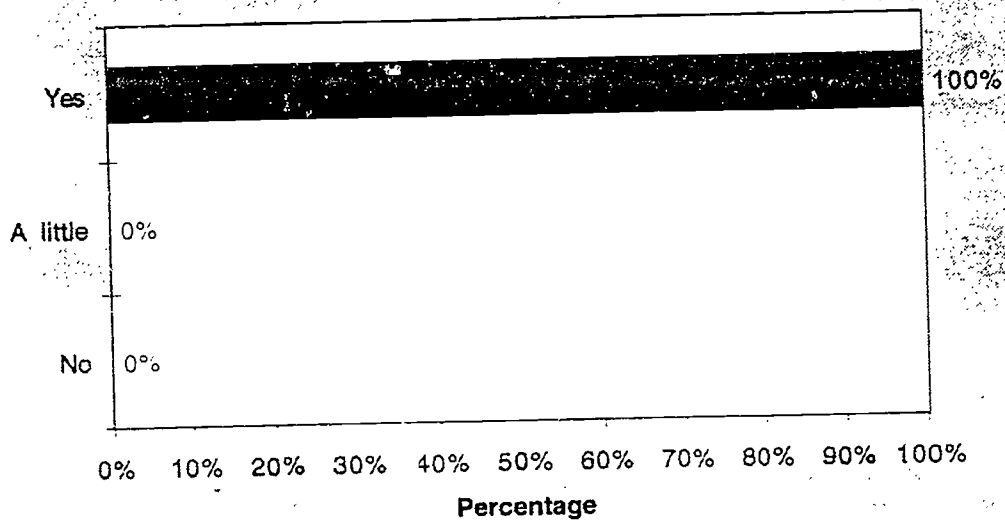
The Information Was Useful



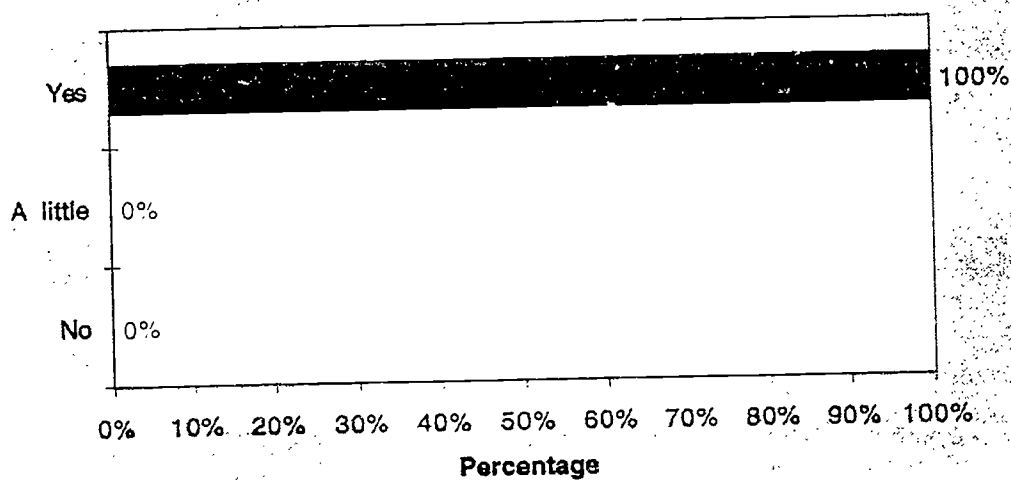
The Information Was Interesting



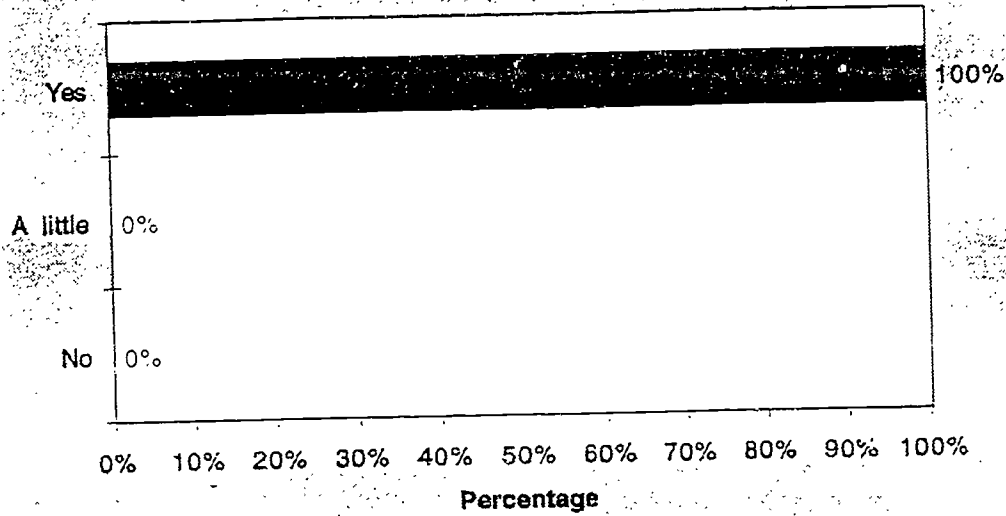
The Staff And Speakers Made Me Feel Welcome



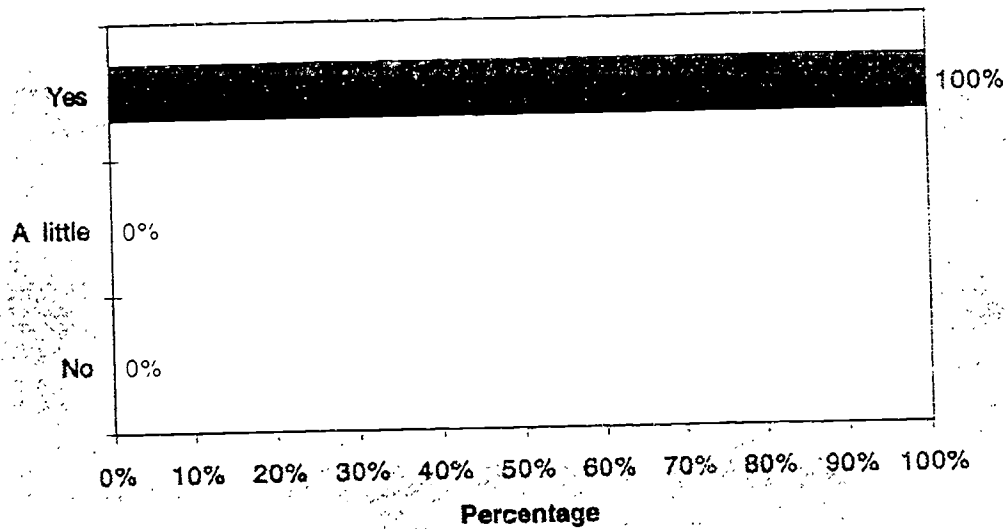
I Liked Having My Children Nearby Or Working With Me



I Would Like More Information On This Topic

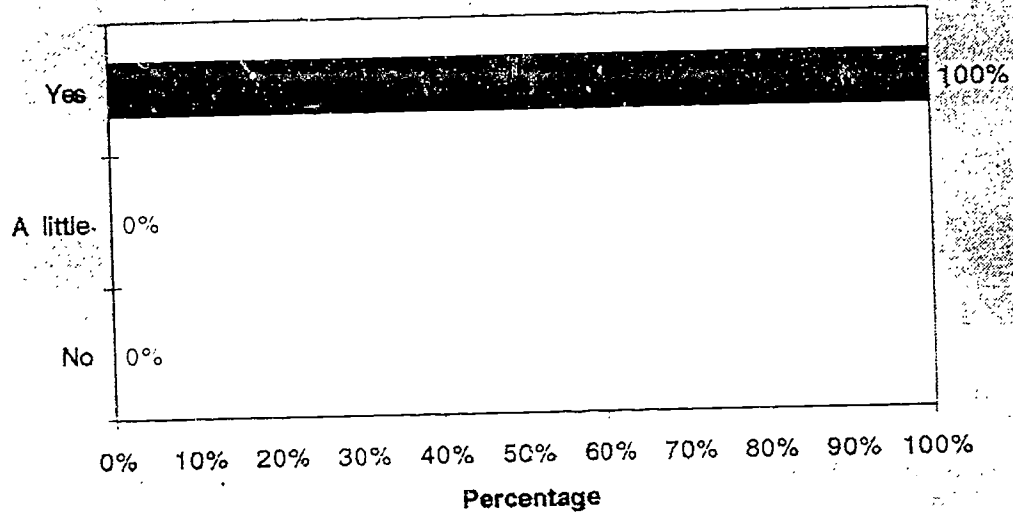


I Know Who To Call To Get More Information



BEST COPY AVAILABLE

I Will Come To The Next Class On Monday

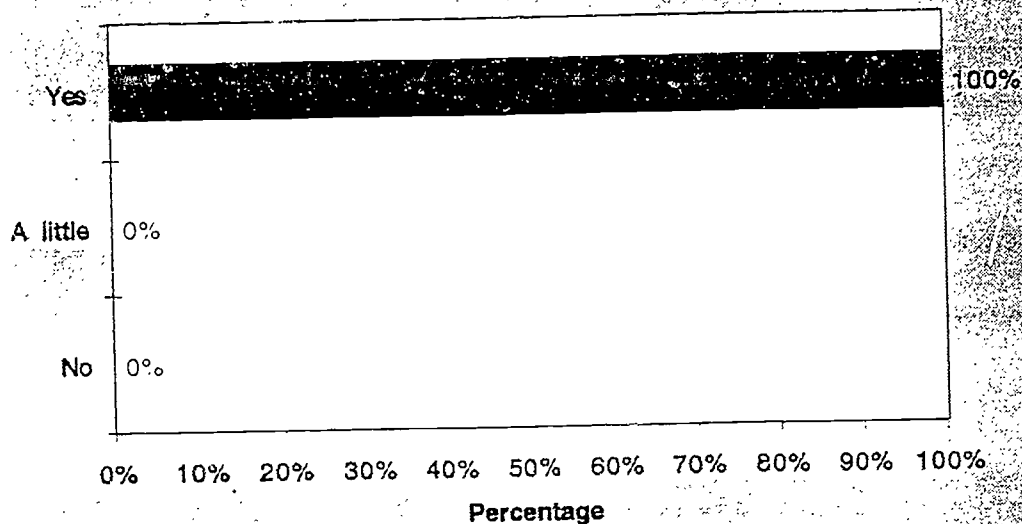


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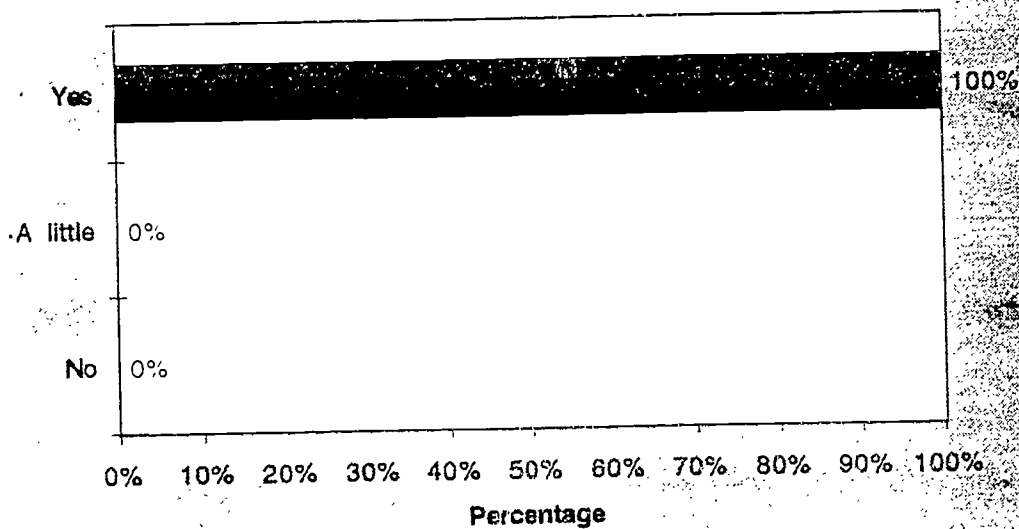
FAMILIES LEARNING TOGETHER

Brothers And Sisters Fighting; Reading Aloud To Your Children;
Getting Your Child Unstuck
Participant Evaluations
March 20, 1995

The Information Was Useful

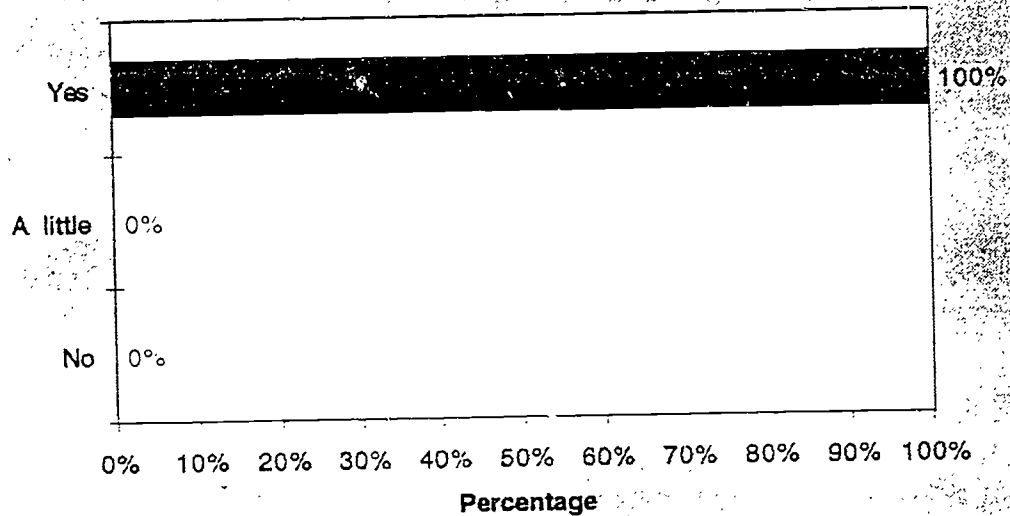


The Information Was Interesting

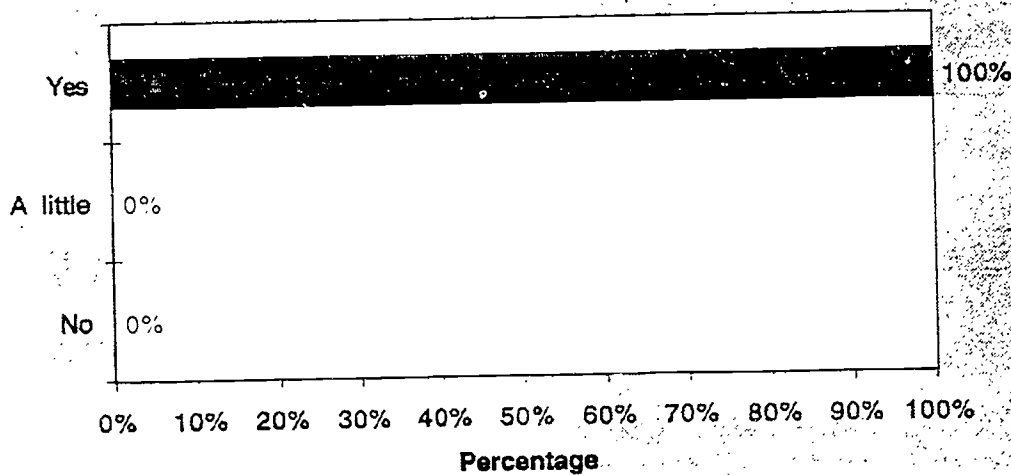


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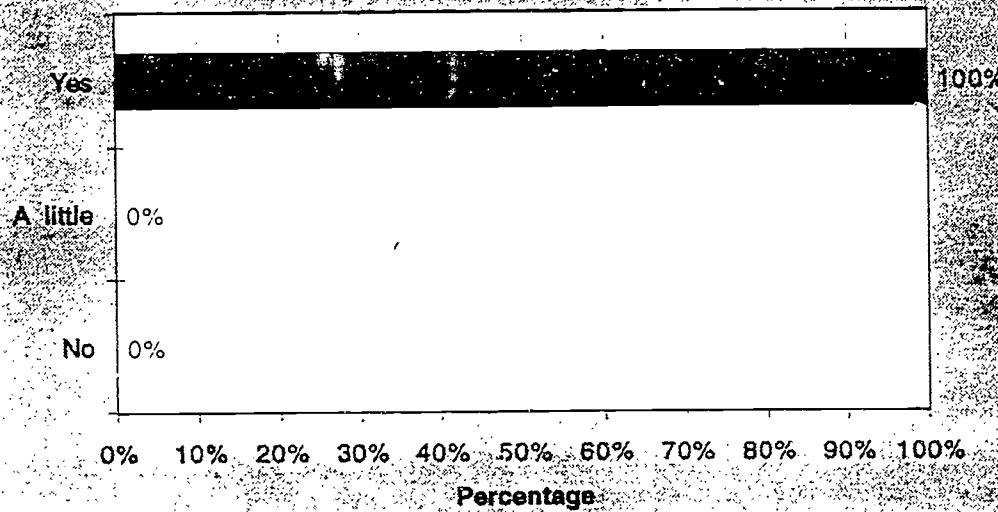
The Staff And Speakers Made Me Feel Welcome



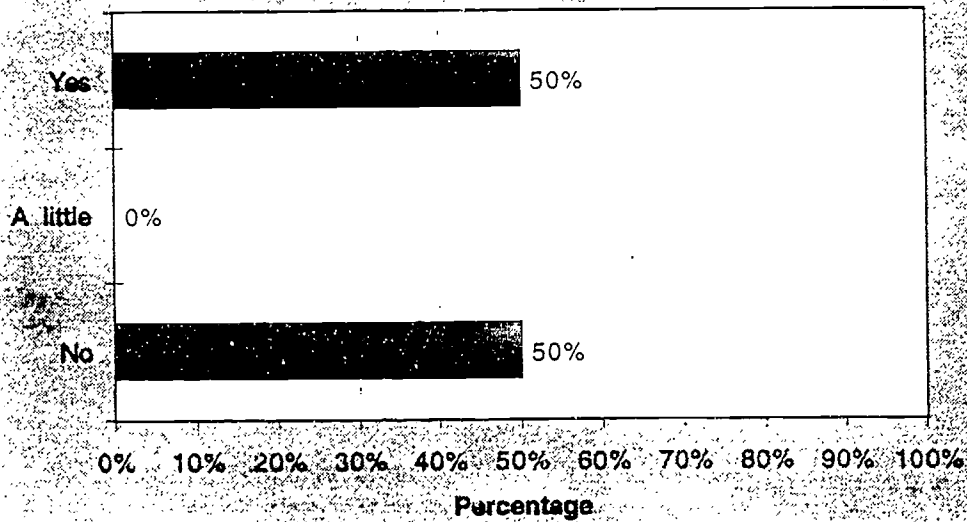
I Liked Having My Children Nearby Or Working With Me



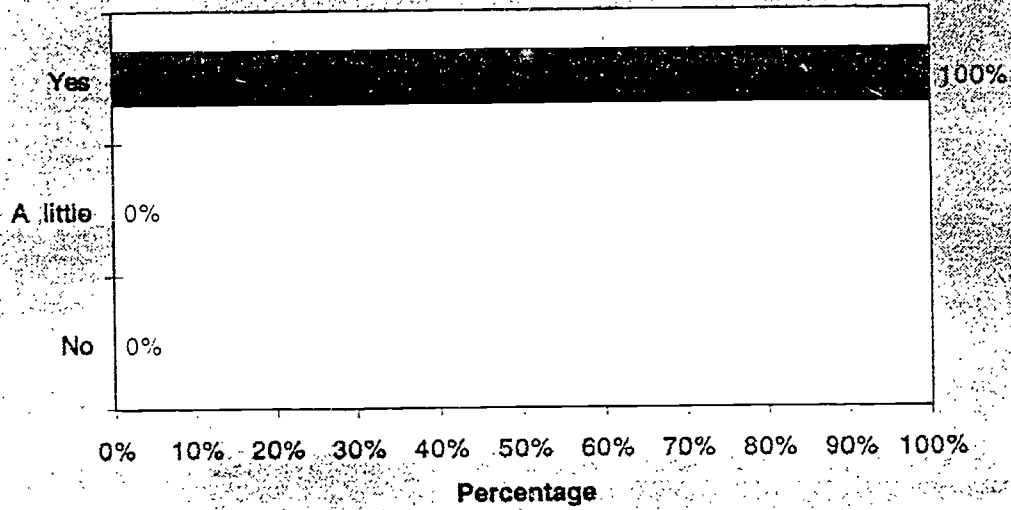
I Would Like More Information On This Topic



I Know Who To Call To Get More Information



I Will Come To The Next Class On Monday



Evaluation results are not available for the following topics due to no participants attending:

Save Your Telephone Dollars

I'm Bored, Come Play with Me

Parenting Is Hard To Do

Happy Children - Happy Parents