This evaluation report of the "Learning Is Homegrown" workshop series, given by Dorothy Rich in a large school district, focuses on the workshops and the learning materials and their impact on parent-child relationships as perceived by parents. The evaluation report first points out that the dropout rate and low reading scores of the school district warranted a program for parents which would teach them how to better help their children with reading and other school work. The report then states that evaluation forms were generated to accommodate the needs of the community. The report discusses workshop leader training and provides the results of a survey of 966 parents who attended the workshops--most of the parents reviewed the workshops favorably and implemented what they learned regarding their children and homework supervision. The report notes that 45 separate "Learning Is Homegrown" workshops were held in the community. According to the report, findings from the parent surveys allows for the following conclusions: (1) workshops for parents were perceived to be both useful and helpful; (2) sponsorship of the workshops by various community groups probably increases the number of parents who participate; and (3) participation of parents in the workshops appears to increase the number of hours children spend on homework, increases the time the parent spends working with the child on homework and other activities, and helps the working relationship between parent and child become more positive. Contains nine tables of data; various survey instruments are appended.) (NKA)
LEARNING IS HOMEGROWN - WORKSHOP SERIES

AN EVALUATION REPORT

Carole L. Bond
Marguerite G. Malone
E. Ann Harris

Center for Research in Educational Policy
College of Education
Memphis State University
Memphis, Tennessee 38152

BEST COPY AVAILABLE
"Learning is Homegrown" was a series of workshops developed by Dr. Dorothy Rich.1 The workshops were held in a large metropolitan area and sponsored by a major bank. The workshops were designed to provide parents with materials and support with which to enhance their child's progress in school. Created by Dr. Rich, President of the Home and School Institute and implemented in several areas of the country, this approach was deemed appropriate for implementation in an area with a school district which is in top tenth percentile in size in the United States. The drop out rate and low reading scores of the school district warranted a program for parents which would teach the parents how to better help their child with reading and other school work.

The purpose of the evaluation was to focus on the workshops and the learning materials, called recipes, and their impact on parent-child relationships as perceived by parents. In order to conduct this evaluation several forms were generated. These forms were based on the original format of the assessment forms utilized by Dr. Rich. Some of the forms were modified to accommodate the needs of the this community and this evaluation

PROCESS

Instruments

Several forms were used to gather data from the workshop leaders and the participants in the workshops. Those forms were: Leader Information, Leader Training Evaluation, Leader Report, Parent Information, Recipe Feedback, and Family Survey. The forms are included in the Appendix and are described in the report that follows.

Leader Training

All workshop leaders attended a one and a half day training session. During the training session, time was devoted to describing the evaluation requirements, procedures, and forms. This process involved an initial recording of all participants attending the workshop sessions, a leader report for each session, a report on recipes used by the participants after attending each workshop session, and an assessment of the workshops sessions based on the leaders perceptions of those sessions. In addition, the workshop leaders assessed their training session immediately upon its completion. They were again asked to assess the training session after completing their workshops. The initial evaluation was to determine the leader's perceptions of the training session before implementing the workshops. The second evaluation was to determine if their perceptions were the same after they had conducted the workshops. The leaders were instructed to tabulate the forms they received.
from the participants and send them to a designated person.

POPULATION

Leaders

The following information was obtained from the "Leader Information" form. The purpose of this form was to obtain demographic information about the leaders who conducted the workshops.

The workshop leaders were volunteers who reside in the community. Of the 36 leaders who completed the leader information form, 85% were between the ages of 26 and 50. Of the 36 leaders, 64% were parents, 50% reported having had workshop or leader training, and 70% reported teaching experience.

Participants

The following information was obtained from the "Parent Information" form. The purpose of this form was to obtain demographic information regarding the families of those who participated.

Of the 966 people participating in the workshops, 82% were mothers, 6% fathers, and all but one of the remaining participants were "other" family members. While typically only one member of the adult family participated in the workshop sessions, information regarding the entire family unit was obtained. The adults of the families who participated the workshops were primarily between the ages of 26 and 36.
The occupations of the parents were varied. The highest percentage of occupations of the fathers was in the category of professional, technical, or managerial. For the mothers, the largest percentage was in the clerical category. Table 1 represents the major occupational areas for both fathers and mothers. Not all percentages listed will total 100% since the percentages were rounded to the nearest whole number.

Table 1: Occupations of the Participants

<table>
<thead>
<tr>
<th>Father's Occupation</th>
<th>%</th>
<th>Mother's Occupation</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional, technical,</td>
<td>25</td>
<td>Clerical</td>
<td>23</td>
</tr>
<tr>
<td>managerial</td>
<td></td>
<td>Household worker</td>
<td>19</td>
</tr>
<tr>
<td>Service worker</td>
<td>16</td>
<td>Professional, technical,</td>
<td></td>
</tr>
<tr>
<td>Administrator</td>
<td>13</td>
<td>managerial</td>
<td>19</td>
</tr>
<tr>
<td>Laborer</td>
<td>13</td>
<td>Service Worker</td>
<td>15</td>
</tr>
<tr>
<td>Other*</td>
<td>33</td>
<td>Other*</td>
<td>24</td>
</tr>
</tbody>
</table>

*Other represents such occupations as sales, craftsman, farmer, military, or unemployed.

Approximately 34% of the fathers completed grade 12 as their highest educational level, 27% reported having attended some college, 18% received a bachelor's degree and 9% a received a master's degree. Of the mothers, 40% completed grade 12, 30% reported having attended some college, 13% received a bachelor's degree, and 6% received a master's degree. Less than 12% of the
fathers and 10% of the mothers reported that they had not
completed highschool.

There were many children who participated in the workshops
with their parents or a family member. The ages of the children
ranged from under three years of age to over 15 years of age.
Sixteen percent of the children were under age 3, 20% between 3
and 5, 25% between age 6 and 8, 24% between age 9 and 11, and 9%
between age 12 and 14. The remainder were over age 15.

The largest percentage of parents (47%) learned of the
workshop from their neighborhood schools. The remainder of the
parents learned about the workshop from the local newspaper,
radio, community groups, another family member, or friends.

FINDINGS

There were 45 separate "Learning is Homegrown" workshops
held in the community. The number of workshop sessions conducted
varied by site. Some of the sites held only one session while
others held eight. It was originally planned to report the
findings in two separate groups, with one group representing the
workshop sites which held fewer than four sessions and the other
group representing the workshop sites which held four or more
sessions. However, upon analysis of the data, it was determined
that the findings were virtually the same. Parent perceptions
and participation did not differ significantly depending on the
number of workshop sessions held. The only difference noted were
in the leader perceptions of the sessions and those are reported
separately. Overall the parents were very positive in their
responses regarding the workshops. This information is presented in Table 2. The information presented in Tables 2 through 8 was obtained from the "Family Survey" and reflects the parent perceptions of parent-child relationships occurring as a result of the workshops.

Table 2: Participant Perceptions of the Workshop Sessions

<table>
<thead>
<tr>
<th>Perception</th>
<th>% Yes</th>
<th>% No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enjoyed the program</td>
<td>99</td>
<td>1</td>
</tr>
<tr>
<td>Recipes helped to understand child better</td>
<td>99</td>
<td>1</td>
</tr>
<tr>
<td>Helped child accept responsibility</td>
<td>95</td>
<td>5</td>
</tr>
<tr>
<td>Helped to understand skills and behaviors needed by child in school</td>
<td>97</td>
<td>3</td>
</tr>
<tr>
<td>Feel more confident in working with child</td>
<td>97</td>
<td>3</td>
</tr>
<tr>
<td>Recipes helped child in school</td>
<td>94</td>
<td>6</td>
</tr>
<tr>
<td>Child's attitude toward school is better</td>
<td>91</td>
<td>9</td>
</tr>
<tr>
<td>Feel more positive about teacher and school</td>
<td>71</td>
<td>29</td>
</tr>
<tr>
<td>Time spent was useful</td>
<td>99</td>
<td>1</td>
</tr>
<tr>
<td>Child's grades improved</td>
<td>81</td>
<td>19</td>
</tr>
</tbody>
</table>

Parents reported their perceptions of changes that may have taken place as result of their participation in the workshops as represented by number of hours their child spent in doing homework, the amount of time the parents spent in checking homework and helping their child with the homework, and the
amount of television the child watched during the school week. They also reported on how much time they spent with their child each day and their perceptions of how well their child was doing in school.

The percent of time spent on homework generally increased after the parents had completed the workshops. Those spending over six hours a week doubled from 12% to 24%, while those spending one hour or less decreased from 12% to 4%. The findings are presented in Table 3.

Table 3: Hours Child Spent in Homework - Before and After Parents Participated in Workshop Sessions

<table>
<thead>
<tr>
<th>% Before</th>
<th>% After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over 6 hours</td>
<td>12</td>
</tr>
<tr>
<td>4 to 6 hours</td>
<td>14</td>
</tr>
<tr>
<td>2 to 4 hours</td>
<td>24</td>
</tr>
<tr>
<td>1 to 2 hours</td>
<td>37</td>
</tr>
<tr>
<td>Less than 1 hour</td>
<td>12</td>
</tr>
</tbody>
</table>

Reported frequency of checking the child’s homework increased after the participants had attended the workshops. However, with respect to the parents helping their child with homework very few changes resulted. These findings are presented in Tables 4 and 5.
Table 4: Checked Child’s Homework

<table>
<thead>
<tr>
<th></th>
<th>% Before</th>
<th>% After</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of the time</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Most of the time</td>
<td>56</td>
<td>71</td>
</tr>
<tr>
<td>Sometimes</td>
<td>28</td>
<td>22</td>
</tr>
<tr>
<td>Never</td>
<td>12</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 5: Helped with Homework

<table>
<thead>
<tr>
<th></th>
<th>% Before</th>
<th>% After</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of the time</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Most of the time</td>
<td>53</td>
<td>58</td>
</tr>
<tr>
<td>Sometimes</td>
<td>40</td>
<td>37</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>&gt;1</td>
</tr>
</tbody>
</table>

The amount of television watched by the participants' children during the school week decreased somewhat after the parents had attended the workshops. The findings are presented in Table 6.
Table 6: Amount of Television Watched During School Week

<table>
<thead>
<tr>
<th>Amount</th>
<th>% Before</th>
<th>% After</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 5 hours</td>
<td>43</td>
<td>49</td>
</tr>
<tr>
<td>6 to 10 hours</td>
<td>34</td>
<td>33</td>
</tr>
<tr>
<td>11 to 15 hours</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>Over 15 hours</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>

Overall, the amount of time that parents reported spending with their child after completing the workshop sessions reflected an increase over the amount of time they had spent prior to participating in the workshops. In addition, parents’ perceptions of the positive working relationship with their child increased. The findings can be found in Tables 7 and 8.

Table 7: Time Parent Spent with Child Each Day

<table>
<thead>
<tr>
<th>Time Duration</th>
<th>% Before</th>
<th>% After</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 or more hours</td>
<td>45</td>
<td>51</td>
</tr>
<tr>
<td>2 hours to 3 hours</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>1 hour to 2 hours</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>30 minutes to 1 hour</td>
<td>21</td>
<td>13</td>
</tr>
<tr>
<td>Up to 30 minutes</td>
<td>7</td>
<td>&gt;1</td>
</tr>
<tr>
<td>None</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Table 8: Working Relationship Between Parent and Child

<table>
<thead>
<tr>
<th></th>
<th>% Before</th>
<th>% After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work very well together</td>
<td>55</td>
<td>75</td>
</tr>
<tr>
<td>Average working relationship</td>
<td>34</td>
<td>23</td>
</tr>
<tr>
<td>Do not work so well together</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>No working relationship</td>
<td>&gt;1</td>
<td>&gt;1</td>
</tr>
</tbody>
</table>

The parents' perceptions of how well their child was doing in school increased after participation in the workshop sessions. The findings are represented in Table 9.

Table 9: Parent Perceptions Child's Progress in School

<table>
<thead>
<tr>
<th></th>
<th>% Before</th>
<th>% After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well</td>
<td>52</td>
<td>67</td>
</tr>
<tr>
<td>Average</td>
<td>35</td>
<td>29</td>
</tr>
<tr>
<td>Not very well</td>
<td>13</td>
<td>4</td>
</tr>
</tbody>
</table>

According to the "Parent Feedback" form, the recipes prepared for the workshops by Dr. Rich were used with 470 children. Recipes were most often used in the home but some were used in the workshops sessions when the child accompanied the participant. Parents reported that their child learned something useful from the recipes. The categories of the most often
reported comments were: 1) the recipes provided enjoyment for both child and parent, 2) the parents were motivated to challenge their child's problem solving skills, and 3) the recipes opened a positive line of communication and closeness between the parent and child.

CONCLUSIONS

Based on the above reported findings, the following conclusions were drawn. Workshops for parents, designed to give parents guidance in helping their child at home with schoolwork were perceived by parents to be both useful and helpful. Sponsoring the workshops by various community groups probably increases the number of parents who participate. Participation of parents in the workshops appears to increase the number of hours a child spends on homework, increases the time the parent spends working with the child both with homework and in other activities, and helps the working relationship between parent and child become more positive.
LEADER INFORMATION

Name ____________________________________________

1. Have you served as a workshop trainer/leader on the topic of parenting before? 
YES NO

2. Are you a parent? 

3. Have you had community/leadership experience previously? 
If so, please describe briefly. 

For how long?

4. Have you had training/teaching experience previously? 
If so, please describe briefly. 

For how long?

5. Please complete the following information.

Occupation ____________________________

Age: ___ 20-25 ___ 41-50 ___ 61-60
___ 26-30 ___ 51-60 ___ over 60

FROM THE MEGASKILLS WORKSHOP PROGRAM
@ Home and School Institute 1999

Based on Dr. Dorothy Rich's book, MegasSkills® How Families Can Help Children Succeed in School and Beyond

Support from Center of Excellence
College of Education Memphis State University BEST COPY AVAILABLE
<table>
<thead>
<tr>
<th>Evaluation of Training Sessions</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The training sessions provided me with the information I needed as a leader.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The topics covered were timely and were of use to me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The handouts/materials from the training sessions were easily used in the workshop sessions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The directions given during the training sessions were easily applied to the workshop sessions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The leader training sessions were well organized.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would recommend that others participate in these training sessions in order to become leaders.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16 BEST COPY AVAILABLE
Which leader training sessions were the most beneficial to you? Why?

Which leader training sessions were the least beneficial to you? Why?

In what areas would you have liked to have had more information before beginning the workshops? Why?

Was there any part of the leader training sessions that could have been eliminated? Please state what they were and why.

Do you have any suggestions for further leader training sessions?
LEADER REPORT

NAME ________________________________
ADDRESS ______________________________
TELEPHONE ______________________________
WORKSHOP # _______ BEST TIME TO CALL _______
SITE ______________________________
NUMBER OF PARTICIPANTS: ADULTS ___ CHILDREN ___
The best thing that happened:

A not-so-good thing that happened:

Follow-up plans:

Help needed from "Learning is Homegrown"/HSI:

Additional comments:

FROM THE MEGASKILLS WORKSHOP PROGRAM

Based on Dr. Dorothy Rich's book,
Megaskills & How Families Can Help Children Succeed in School and Beyond
Parent Information

Date ____________
Location of Workshop ____________________________

Father's Name ________________________ Age _____
Occupation ____________________________
Education to grade: ______________

Mother's Name ________________________ Age _____
Occupation ____________________________
Education to grade: ______________

Which parent will participate in the program?

Father ____ Mother ____ Both ____ Other ______

Number of children participating ____ Age(s) ______

Child is living with:

Natural Parents ____ One parent alone ____
Adoptive Parents ____ Parent and Step Parent ____
Other ________ __________________________

1. How did you learn about the program?

____ School
____ Community Group
____ Newspaper, T.V., or Radio
____ Friends
____ Group Leader
____ Other __________________________

2. What made you decide to participate?

FROM THE
MegasKills WORKSHOP PROGRAM
The MegasKills® How Families Can Help
Children Succeed in School and Beyond

© MegasKills® Institute 1990

Support from Center of Excellence
College of Education Memphis State University

BEST COPY AVAILABLE
Recipes for Learning
Created for First Tennessee Bank
Dedicated to Helping Every Family Help Children Learn

RECIPE FEEDBACK SHEET
FROM HOME

Recipe:_________________________ Date:________
Number of children participating ___ Age(s) ______

We are pleased to provide these learning recipes as a way of strengthening the bond between home and school and fostering excellence in education. Your home plays an important part in helping your child succeed. We are interested in knowing your reaction to the recipes. Please complete this form for one of the recipes you tried this week. Thank you.

1. Was this recipe used in your home? Yes___ No___
2. Who did the recipe with the child?
   Mother ___ Father ___ Other ___
3. Did this recipe help you spend enjoyable time with your child? Yes___ No___
4. Do you feel that your child learned something useful? Yes___ No___
5. Would this recipe be helpful to other parents? Yes___ No___
6. Comments:

________________________________________________________
Parent’s Signature - Optional

FROM THE WORKSHOP PROGRAM
Based on Dr. Dorothy Rich’s book, MegaSkills: How Families Can Help Children Succeed in School and Beyond

Support from Center of Excellence
College of Education Memphis State University
BEST COPY AVAILABLE
FAMILY SURVEY

Please complete this survey based on your experiences, and the experiences of your child, as a result of the workshops. You do not have to answer every question.

1. Number of Children Participating __  Age(s) __________

2. Have you enjoyed participating in this program?  
   Yes  No

3. Have these recipes helped you to understand your child better?  
   ___  ___

4. Have these recipes helped your child to accept more responsibility for tasks and activities at home?  
   ___  ___

5. Have these recipes helped you to understand better the skills and behaviors your child needs in school?  
   ___  ___

6. Do you feel more confident in working with your child than you did before the sessions?  
   ___  ___

7. Do you think these recipes helped your child with school work?  
   ___  ___

8. Is your child’s attitude toward school better?  
   ___  ___

9. Do you feel more positive about your child’s teacher(s) and school as a result of this program?  
   ___  ___

10. Has the time you spent with your child doing these recipes been useful and worth while?  
    ___  ___
11. Do you think your child's grades have improved since you began using the recipes? If yes, would you comment?

12. Approximately how many hours per week does your child spend on homework?

Before Attending Workshop

After Completing Workshop

hours

hours

13. Do you check the homework?

Before Attending Workshop

After Completing Workshop

Sometimes

Most of the time

Never

Sometimes

Most of the time

Never

14. Do you help your child with homework?

Before Attending Workshop

After Completing Workshop

Sometimes

Most of the time

Never

Sometimes

Most of the time

Never

15. Does anyone else in the home help your child with homework?

Before Attending Workshop

After Completing Workshop

Yes

No

If yes, who__________

Yes

No

If yes, who__________

16. Approximately how much T.V. does your child watch during the school week?

Before Attending Workshop

After Completing Workshop

hours

hours

17. How do you think your child is doing in school?

Before Attending Workshop

After Completing Workshop

Very well

Average

Not very well

Very well

Average

Not very well
18. Approximately how much time do you spend with your child each day?

Before Attending Workshop  
___ minutes ___ hours

After Completing Workshop  
___ minutes ___ hours

19. How well do you and your child work together?

Before Attending Workshop  
___ Very well ___ Average ___ Not so well

After Completing Workshop  
___ Very well ___ Average ___ Not so well

Parent’s Signature - Optional