2014-2015 Program Year

Cohort 1: Lincoln
REVISED:12/18/14

EVALUATION: DIRECTIONS MANUAL

Evaluation being conducted by the Goodling Institute for Research in Family Literacy
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## Toyota Family Learning 2013-2014 Program Year: Evaluation Timeline

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<th>Dates</th>
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| Ongoing     | 1. Initial Family Interview  
              2. Final Family Interview  
              3. Logs (Home Activity Learning, Family Mentoring,  
                 Family Service Learning Reflection)  
              4. Academic Assessments (as conducted) |
| October     | 1. Initial Family Interview  
              2. Any academic assessments (children and adult) |
| November    | November 10: Initial Program Staff Online Survey  
              November 21: Return Initial Program Staff Online Survey |
| December    | December 5: Introductory Webinar (clarifications, questions)          |
| February    | February 28:  
              1. Submit descriptive data: 10 representative photos, 2  
                  student stories, 1 video, or 1 padlet product, if available  
              2. Submit any updated adult or child assessment scores |
| March       | March 16-18: At Families Learning Summit  
              1. Mid-Year Evaluation Presentation |
| June        | June 6 Submit ALL Remaining Data  
              1. Final Family Interviews  
              2. Logs  
              3. Descriptive data: 10 representative photos, 2 student  
                  stories, 1 video, or 1 padlet product, if available  
              4. Updated adult or child academic assessment scores |
| July        | July 24: Final Evaluation Results Webinar |
**Toyota Family Learning: Reporting Software: Survey Gizmo**

We are using Survey Gizmo as the primary vehicle for collecting data on Toyota Family Learning families and project activities, such as mentoring and service learning. Survey Gizmo is a program that was selected for its usability. All forms and reporting are done using the online survey software, unless noted in the information provided in this manual.

Each program has Interview and Log forms that are tailored to their program. The logs and interviews are accessed by live links. A QR Code is also provided so that you can easily scan and access the forms. If you open a form and it does not list your program sites, please contact us right away and we will resend the link and QR Code.

To access Survey Gizmo use the links provided in this manual or on the Toyota Family Learning Wikispaces [http://toyotafamilylearning.wikispaces.com/EVALUATION](http://toyotafamilylearning.wikispaces.com/EVALUATION)

Please direct questions to: Blaire Willson Toso (bwt121@psu.edu or 814-867-0268)

**Assigning Student Number**

This year we will be giving each student a unique student number. Use the following protocol to assign students their number.

Y2 + (PROGRAM INITIALS) + (“R” – ONLY IF a returning student) + (STUDENT NUMBER)

![Diagram](image)

You can choose the student number. It can be as simple as 1, 2, 3, etc. Or, it can be a student numbering system that you already use for your own program recordkeeping.
Toyota Family Learning: Consent Form

Purpose: The purpose of the Consent Form is to ensure that parents/guardians are aware that their personal information is being shared. It also lets parents/guardians know that they are not obligated to provide this information to us. It is very important that this crucial form is read to the parents, that they understand the information, and that it is documented whether they consent—or not—to sharing the information that you collect with The Goodling Institute evaluation team.

When to Complete: When enrolling families in the Toyota Family Learning project.

Who Completes the Form: Program staff must complete the form with the family (note the witness line; this must be a program staff member).

Directions:
- Access the form at: http://toyotafamilylearning.wikispaces.com/EVALUATION
- Please read, explain and discuss the form with any family that would like to enroll in the Toyota Family Learning project. The family may take the form home to discuss it further with their family members. They may also contact Blaire Willson Toso, as a member of the Goodling Evaluation Team, to ask any questions they might have.
- Have the parent sign the consent form.
- The staff member must witness the completing and signing of the form.
- Provide a copy of the form to the parent/guardian.
- Keep the original form in your student’s file.
- Scan or mail a copy of the form to:
  Email: bwt121@psu.edu
  Mail: Blaire Willson Toso
  Goodling Institute
  405 Keller Building
  Penn State
  University Park, PA 16802

Phone: 814-867-0268
Toyota Family Learning: Initial Family Interview

**Purpose:** The purpose of the Initial Family Interview is to collect baseline data on families as they begin the Toyota Family Learning program. We will use the data to learn more about the enrolled families, their activities, current technology use, social capital, and self-efficacy. The interview form is in the Survey Gizmo format.

**When to Complete:** Please complete the interview within **TWO WEEKS** of enrolling the family in Toyota Family Learning. This is a baseline interview to be completed and submitted for each enrolled family at the time of their enrollment. A Final Family Interview (currently under design) will be administered at the end of the year or as a family exits your program. **NOTE:** If a family is not in the program for at least six weeks, you do not need to complete a Final Family Interview. Please let us know that the family is no longer attending the program so that we can take their Initial family Interview out of the data pool. We will simply need to know the Family Number.

**Who Completes the Interview:** The interview is to be conducted by a **program staff member** and the **adult family member**. Make sure the staff member understands the process and the form. If you need to conduct a test run through the form, use the word TEST in place of the student number and name. If you do not, it gets included as data.

- **DO NOT:** Conduct the interview as a group intake; there are too many potential fidelity challenges (e.g., collecting inconsistent and/or inaccurate data) that can occur if participants respond to the interview on their own.
- **DO NOT:** Allow the adult participant to fill out the interview form.

**Directions:**
1. Before conducting the interview, **please read through the Consent Form with the families.** Make sure families understand the content and that they have a choice to sign, or to not sign the consent form. Families must understand that they are giving NCFL and Goodling Institute access to personal and program-related information. Furthermore, per the Goodling Institute guidelines, participants must be able to opt out of the collection of information without being penalized (i.e., not allowed to fully participate in the Toyota Family Learning program). If this is an issue for any program, please contact Blaire Willson Toso (bwt121@psu.edu or 814-867-0268) to discuss this further. **NOTE:** To proceed beyond the first questions of the Initial Family Interview you need to have a signed Consent Form.

2. To access the Initial Family Interview form:
3. Please read through all the questions (all directions and language are embedded in the survey; adjust the language as necessary to clarify a question or use “grandparent” in place of “parent”) with the participant. Enter the responses into the form as you go through the interview questions.

4. Submit the form at the end of the interview. The interview form will be submitted to NCFL and Goodling Institute.

Please direct questions to: Blaire Willson Toso (bw1121@psu.edu or 814-867-0268)
Toyota Family Learning: Final Family Interview

**Purpose:** The purpose of the *Final Family Interview* is to collect data on families as they exit the Toyota Family Learning program. We will use the data to learn about changes that may have occurred in family activities, technology use, social capital, and self-efficacy. The interview form is in the Survey Gizmo format.

**When to Complete:** Please complete the interview when a family exits Toyota Family Learning. It should be conducted **NO FEWER THAN SIX WEEKS** after the *Initial Family Interview*. In other words, if a family exits the program before they complete six weeks of Toyota Family Learning activities, you do not need to conduct the interview. However, you may want to determine why the family is leaving Toyota Family Learning. Please inform Blaire (bwt121@psu.edu) if a family leaves before the end of six weeks. Send the family name and the Student Number.

**Who Completes the Interview:** The interview is to be conducted by a **program staff member** and the **adult family member**. Make sure the staff member understands the process and the form. If you need to conduct a test run through the form, use the word TEST in place of the student number and name. If you do not, it gets included as data.

- **DO NOT:** Conduct the interview as a group intake; there are too many potential fidelity challenges (e.g., collecting inconsistent and/or inaccurate data) that can occur if participants respond to the interview on their own.
- **DO NOT:** Allow the adult participant to fill out the interview form.

**Directions:**

1. To access the *Final Family Interview* form:

2. Please read through all the questions (all directions and language are embedded in the survey; adjust the language as necessary to clarify a question or use “grandparent” in place of “parent”) with the participant. Enter the responses into the form as you go through the interview questions.

3. Submit the form at the end of the interview. The interview form will be submitted to NCFL and Goodling Institute.

Please direct questions to: Blaire Willson Toso (bwt121@psu.edu or 814-867-0268)
Toyota Family Learning: Family Service Learning Reflection Log

Purpose:
The purpose of the *Family Service Learning Reflection Log* is to chart the participation levels and types of activities that are carried out as a group decides, plans, and engages in the activities of completing a Family Service Learning Project. It is also designed to capture participants’ perceptions of what they and others have learned or how they have been affected by the Family Service Learning activity. It is intended to reflect on the project and process as an overall experience. There is also a place to upload a maximum of 5 representative photographs, a video, PowerPoint, or any other product that you think captures the service learning project.

The reflection log, carried out as a group activity, can also serve as a learning tool for the participants as this form may stimulate deeper thinking about purpose, activities, process, and the outcome for community, participants, and programs.

We recognize that the projects will vary within programs and across programs in time and scope. The Family Service Learning Reflection Log should be used for any scope or type of project.

When to Complete: The *Family Service Learning Reflection Form* is to be completed once the project has come to a close.

Who Completes the Form: This is a GROUP activity. Any participating adult, child, or staff member of the Family Service Learning project can participate in completing this reflection form. Discussion among the participants will lead to richer data for the evaluation and programs. We will gather more information if both the child’s and guardian’s perspective are captured using the log, thereby enhancing our understanding of the process.

Directions:
1. Read through the forms and enter the information and responses as directed on the forms.

2. Access the *Family Service Learning Reflection Log* at:

   ![QR Code](image)

3. Submit the log or reflection form upon completion. They will be submitted to NCFL and Goodling Institute.

Please direct questions to: Blaire Willson Toso (bwt121@psu.edu or 814-867-0268)
Toyota Family Learning: Family Mentoring Log

**Purpose:** The purpose of the *Family Mentoring Log* is to chart the level of family involvement (frequency and participants) and the types of activities that are carried out between paired families (mentor family and mentee family).

**When to Complete:** This log should be completed weekly or as appropriate, depending on the level of interaction between families after being assigned a partnering family.

**Who Completes the Log:**
1) The primary enrolled Toyota Family Learning *Parent/Guardian of the Mentor* Family
2) The primary enrolled Toyota Family Learning *Parent/Guardian of the Mentee* Family

EACH family completes a log (i.e., one log per family) to give a perspective from the mentor family and the mentee family. A staff member may need to help families fill out this log.

**Directions:**
1. Have the parent/guardian read through the log and enter the information and responses as directed on the forms.


3. Submit the log upon completion. The log will be submitted to NCFL and Goodling Institute.

Please direct questions to: Blaire Willson Toso (bwt121@psu.edu or 814-867-0268)
Toyota Family Learning: Home Activity Learning Log

**Purpose:** The purpose of the *Home Activity Learning Log* is to chart the types of literacy, learning, and school-engagement activities that are carried out among members of the family at home.

**When to Complete:** This log should be completed weekly or at least once every two weeks by a parent/guardian from each participating family.

**Who Completes the Form:** The parent/guardian should complete the log. A staff member may need to be on hand to support the adults as they complete the log; however, the log is designed to be an easy to use checklist with only a few places to enter text.

**Directions:**
1. Have the parent/guardian read through the logs and enter the information and responses as directed on the forms.

2. Access the *Home Activity Learning Log* at:

3. Submit the log upon completion. The log will be submitted to NCFL and Goodling Institute. Please direct questions to: Blaire Willson Toso (bwt121@psu.edu or 814-867-0268)
Toyota Family Learning: Descriptive Data

**Purpose:** We would like to be able to use descriptive data to support and enhance what we are learning from the logs.

**Types of Descriptive Data:** You may submit up to THREE of these types of descriptive data in addition to any descriptive data submitted with the Service Learning Log.

1. **Photographs:** You have the opportunity to submit up to TEN representative photos. These photos can be images of activities, people involved in activities, or outcomes from activities. Please provide *a date and a caption for the photo*. You can also include a brief description to accompany the photo.
2. **Video:** You may submit one video from your program. Please provide *a date, title, and a brief description* for the video.
3. **PowerPoint:** You may submit one PowerPoint from your program. It can be a student generated PowerPoint or a staff created PowerPoint. Please provide *a date, title, and a brief description* for the PowerPoint.
4. **Student Stories:** You may submit TWO student stories. These can be written by the student or a staff member.
5. **Padlet:** You may submit TWO Padlet activities. Please provide *a date, title, and a brief description* for the Padlet activities.

**When to Complete:** Send this information according to the timeline provided (see page 3).

**Directions:**
1. Collect information and send to Blaire Willson Toso (see below).

Please direct questions to: Blaire Willson Toso (bwt121@psu.edu or 814-867-0268) or

To submit by email: bwt121@psu.edu

To submit by mail: Blaire Willson Toso  
Goodling Institute  
405 Keller Building  
Penn State  
University Park, PA 16802
Toyota Family Learning: Attendance

**Purpose:** The purpose of reporting attendance is to establish attendance as a factor that we can examine to determine if there are any trends between activities, outcomes, and attendance. This year we are using an Excel spreadsheet so that you can take attendance on the same form each month.

### Attendance Form

<table>
<thead>
<tr>
<th>Dates</th>
<th>Possible Hours</th>
<th>SITE:</th>
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<tbody>
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**When to Complete:** Attendance should be taken at each session and sent to Blaire and Emily at the end of the month. Please submit by the 6th of the following month (e.g., January’s attendance forms are to be submitted by Feb. 6).

**Who Completes the Form:** The appropriate staff member working with Toyota Family Learning families should take attendance and the online form.

**Directions:**
1. Use the Excel Attendance form to take attendance at each Parent Time and PACT Time meeting. You can add sites or delete or add rows as appropriate. The form can be accessed at: [http://toyotafamilylearning.wikispaces.com/EVALUATION](http://toyotafamilylearning.wikispaces.com/EVALUATION)

2. Send the form to Blaire Willson Toso (bwt121@psu.edu) and Emily Sedgewick (esedgwick@familieslearning.org)

Please direct questions to: Blaire Willson Toso (bwt121@psu.edu) or 814-867-0268
Toyota Family Learning: Academic Assessments: Child and Adult

**Purpose:** We would like to be able to explore whether there are any trends between Toyota Family Learning involvement and academic gains.

1. If you collect any **Adult Academic Assessment Scores** (pre/post) please submit those scores on an Excel spreadsheet. If you currently use a different form of reporting, please let us know as we may be able to use your format.
2. If you collect any **Child Academic Assessment Scores** (pre/post) please submit those scores on an Excel spreadsheet. If you currently use a different form of reporting, please let us know as we may be able to use your format.

**When to Complete:** Please send this information according to the timeline provided (see page 3).

**Who Completes the Form:** The appropriate staff member working with Toyota Family Learning families should collect this information and enter it into the online form.

**Directions:**
1. Collect information and send to Blaire Willson Toso (see below).

Please direct questions to: Blaire Willson Toso (bwt121@psu.edu or 814-867-0268) or

To submit by email:  bwt121@psu.edu

To submit by mail:  Blaire Willson Toso
Goodling Institute
405 Keller Building
Penn State
University Park, PA  16802
The National Center for Families Learning (NCFL) would like to thank the Goodling Institute for Research in Family Literacy for their partnership and contribution to the evaluation of Toyota Family Learning.