

# Feedback tools

## Feedback tools



*To evaluate program effectiveness, we looked at levels of participation, self-reported evaluations done at each workshop, demonstrated competencies, exhibits and books created by the parents, and savings committed by the parents during the ten-month program.*

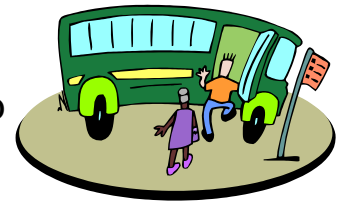
### Keeping Learning In Sight

Written reflection reinforces learning. Parents completed “learning logs” after each workshop in which they summarized:

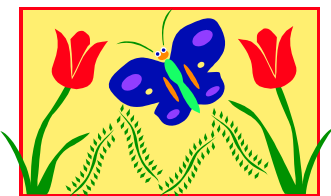
- Three key “insights” about the day’s topic
- Ways they would apply what they learned to strengthen family reading, to expand city and museum connections, and to increase participation in their child’s educational development.

Evaluations were collected and summarized for program sponsors and partners. At graduation, the original sheets were returned to the participants as a personal “learning portfolio” .

Field Trip Evaluations Program participants also were asked to summarize benefits from parent-led field trips they organized.

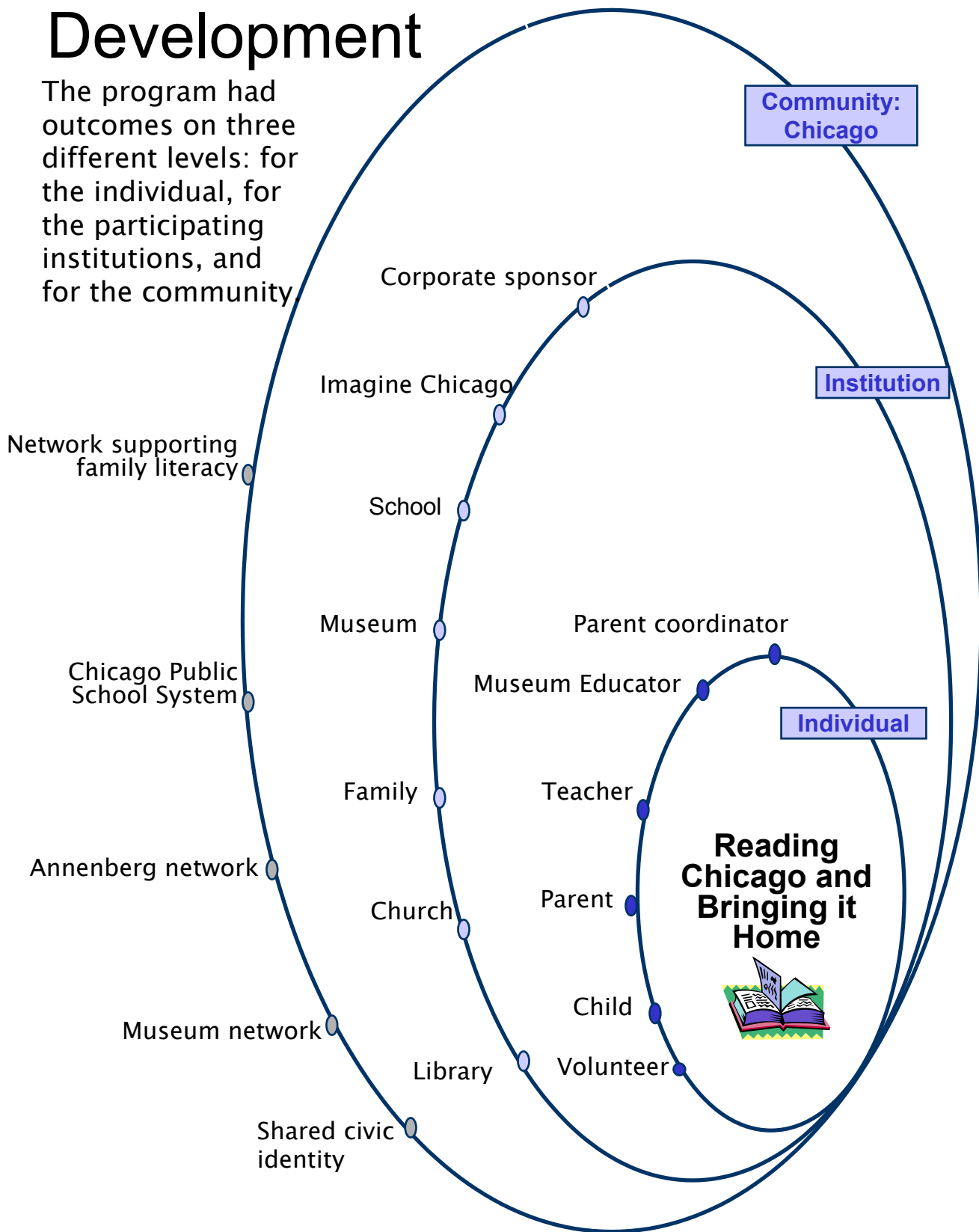


Program Summary Evaluations At the end of the program, participants were asked to fill out a transformation sheet which chronicled changes in both behavior and values. A summary of this can be found in the “So What” section of this booklet.



# Three levels of Development

The program had outcomes on three different levels: for the individual, for the participating institutions, and for the community





# Activity Measures

## No. of parents participating:

- Non-English speaking parents comprised about 35 % of the total number of participants
- 292 parents participated in at least one session
- 123 attended at least 5 workshops

## No. of Chicago Public schools participating : 7

## Museums participating in this year's program:

- Chicago Historical Society
- Field Museum of Natural History
- Museum of Science and Industry
- Chicago Botanic Garden



## Corporations who provided resources or in-kind support: 9

## What results?

### To graduate, parents were required to:

Attend 15 of the 19 workshops, 7 of which had to be in-school

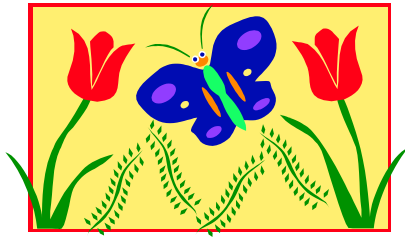


***In 2001, 90 parents graduated***

### To be eligible to purchase the computers the parents had to:

- o Attend 15 of the 19 workshops, including both of the income sessions plus 5 additional in-school sessions.
- o Open a savings account and save at least \$450 by the end of May

***73 purchased home computers through the IDA program***



# TRANSFORMATIONS

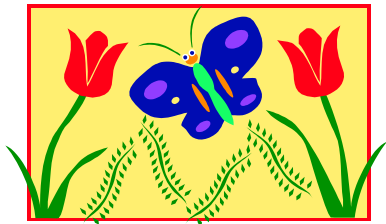
## *What is different now as a result of this program?*

The program was effective in building reading skills, computer skills, communication skills and parents' confidence and competence as educators and active citizens. But it also built the capacity of participating partners.

Schools learned new strategies for parent involvement. One high school saw parent participation triple. The newly involved parents joined the ranks of school volunteers.



Museums learned new ways of tailoring outreach programs to attract hard-to-reach parents and teachers. The program provided opportunities to develop and test family activities in a way which connected to school reading goals.



# TRANSFORMATIONS

*Parents were asked to chronicle changes as a result of the program by finishing the phrases:  
"I used to ... but now I..."  
"My family used to...but now we..."*

Parents reported and demonstrated...

## Increased Self-Esteem

*In the past, most parents did not speak up or speak at all at meetings. They were afraid that they wouldn't articulate properly or their ideas wouldn't matter. As a result of the program,*

Parents became very vocal and actively involved in their schools and communities. They began to feel listened to and respected.

Some then took on volunteer work within their schools and many began attending other community meetings.

Verbal and written skills increased tremendously.

Listening skills and sensitivity to others' opinions deepened as the year progressed.

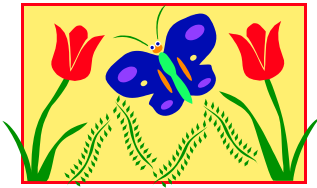
## Improved Social Interaction

*Most reported a sense of isolation before the program.*

Now they report making friends, talking freely to others and getting involved at their children's schools.

Many parents reported that their patience level, especially with their children, grew tremendously. That led to improved family relationships.





## TRANSFORMATIONS – Parents

### Increased Community Involvement

*In the past many parents reported they just stayed at home...*

Now parents are questioning things they don't feel are right rather than being silent and letting things happen to them.

Parents are volunteering and participating in school and community meetings.

Parents are much more aware of resources available to them.



### Greater Appreciation for Other Cultures

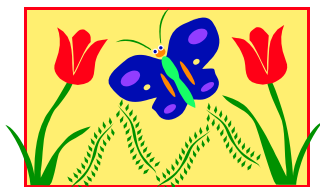
*Many participants felt “other” people, especially if they spoke another language, were “standoffish” and their ways were funny.*

In the program, they got to work and learn together with parents of other cultures, learn about those cultures and their values.

This led to a new appreciation of the cultures and a greater respect for “differences”.

They also found parents to be more alike than different, realizing they had many of the same needs and concerns.

Groups began to “mix” rather than always sit with people they knew.



## TRANSFORMATIONS – Parents

### Utilizing City Resources to Learn

*Most parents reported that the only thing they did prior to the program was stay at home, go to work or to church. Few had gone beyond that. The women, in particular, were very isolated and felt very alone.*



Now they are actively going to the museums, zoos and parks they visited. They have learned the city is an educational environment available to them.

For most families, it now is almost a weekly planning event to decide where to go and family activities to do together rather than just staying home doing nothing.

The parents now know how to use public transportation – a whole new world has opened up as a result!

When they go to museums they now “focus” on a topic to learn from rather than just “roam”.

### Saving Income/Energy

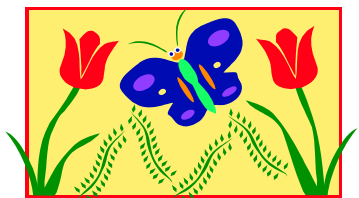
80 parents opened bank accounts to save for their computers with the IDA program.

Many families set up budgets for the first time.

Most parents found and implemented simple methods to reduce cost on their energy bills.

Several commented that they now know how to save for things they value, rather than just “getting and spending”.





## TRANSFORMATIONS–Parents

### Understanding Parents are Teachers Too

*An overwhelming number of parents said before the program, they felt that learning was the teacher's job and happens only in school.*

Now parents realize how they can be teachers too.

They actively help their children with homework; they take them to the library and museums, plant gardens and have so much more to talk about and do.

Many learned the value of storytelling and how they could use that as a way to share and teach at the same time.



### Learning is for Everyone

Parents rediscovered that learning is for everyone, and can happen anywhere. No one is too old or young, rich or poor, literate or illiterate, to learn. Each generation, each individual, has something to teach and to learn.



*A final word from one of the parents...*

## My Will

I thought to be alone this year  
to worry about the world and  
what harm it will bring.

But I stopped and said no!

I will break that cycle  
for my namesake.

I have been traveling  
with some friends of mine.

Their names are Imagine Chicago.

They taught me many things  
about the world.

How it's made up of people, color,  
beauty, places and opportunity.

Now I seek to be united,  
and what greatness I will bring  
to the world.



*--Paulette Brown*

*A parent from Suder School*

*June 2001*