School COMMUNITY NETWORK

Just Connect®

EDUCATION

Leadership Handbook for Group Leader Training

Building Student Success within a Strong School Community ®

How and When to Use the Leadership Handbook

The *Leadership Handbook* is a training manual used to

- train group leaders for the first round of a Solid Foundation® course;
- train group leaders for subsequent rounds of a Solid Foundation® course if new group leaders are needed.

The *Leadership Handbook* is a reference manual that provides

- checklists to guide the facilitator, administrative group leader, and group leaders through the program;
- an agenda for a Recruitment Meeting to organize parent recruitment for each round of the course;
- an agenda for an Organizational Meeting for each round of the course;
- help in planning reunions;
- forms to evaluate and improve the program;
- masters to make copies of forms and materials needed for Group Leader Training and sessions.

Facilitator

The facilitator is the person responsible for the program at the host site. The facilitator is usually a teacher, counselor, director, or other staff member.

The facilitator's jobs are:

Review this *Leadership Handbook* and course materials.

Copy materials and manuals for each group leader and each parent who participates in the course.

Prepare a schedule for a course Round (see Master Form in Part 5).

Prepare a Contact List (see Master Form in Part 5) of parents to be contacted by parent group leaders for participation in the course.

Select parents to serve as group leaders: one parent for each group of 10 parents to be recruited, plus one extra parent to serve as an administrative group leader.

Meet with the group leaders for a 2-hour training session (or two sessions of 1 hour each), using this *Leadership Handbook* as the training manual.

Meet with the group leaders for an Organizational Meeting about three days before the first session.

Attend the three sessions of the course.

Lead the graduation ceremony at the end of the third session.

Evaluate the program (see Master Form in Part 5) based on course evaluations submitted by participants.

Please see a more detailed list of tasks for the facilitator in the checklist section of this *Leadership Handbook*.

Materials

Masters of all necessary materials are available in the SCN Resource Library, accessible via the School Community Network website: http://www.schoolcommunitynetwork.org/. The facilitator is responsible for photocopying and assembling the materials.

Materials Needed for Group Leader Training

These materials should be packed in a Group Leader Training Kit (plastic container or box) for each group.

- 1 Leadership Handbook for the facilitator and each group leader
- 10 postcards for each group leader
- 10 postcard stamps for each group leader
- 1 copy of Contact List for facilitator and each group leader
- 1 copy of Schedule for a Course Round for facilitator and each group leader

- Practice Kit (for practicing the sessions)
  - 3 name tags for each group leader
  - pen
  - pencil for each group leader
  - copy of a certificate
  - a copy of each of the three session manuals for each group leader
  - 1 postcard for each group leader
  - 3 sign-in sheets

Materials Needed for the Course Sessions (for each group of 10)

These materials should be packed in a Session Kit (plastic container or box) for each group.

- 10 postcards
- 10 postcard stamps
- 3 sign-in forms
- 33 name tags
- 10 of each of the three session manuals
- 11 certificates
- 12 pencils
- 1 pen

Group Leader Training

Part 1

Part 1: Group Leader Training

> Facilitator: You and the group leaders have assembled for Group Leader Training. Read Part 1 of this handbook to the group leaders, guiding them through the training activities. Begin reading!

WELCOME to the Group Leader Training!

We are members of the Leadership Team. The Leadership Team consists of the facilitator and group leaders. I am the facilitator, and you are the group leaders. The Leadership Team organizes and conducts a Solid Foundation® course for parents.

During this Group Leader Training you will learn the responsibilities of each Leadership Team member, learn about Solid Foundation®, and practice conducting a Solid Foundation® course for parents.

Let's record information about our Leadership Team so that we may contact each other when necessary.

The Leadership Team is:

	Name	Daytime Telephone	Evening Telephone
Facilitator		( )	( )
Group Leader		( )	( )
Group Leader		( )	( )
Group Leader		( )	( )
Group Leader		( )	( )
Group Leader		( )	( )

The Solid Foundation® courses for parents are: *Ready, Here I Come!*, *Reading at Home*, *Studying at Home*, *Raising Good Kids*.

Solid Foundation® courses bring parents together to help children learn in school. In a Solid Foundation® course, parents meet in groups of 10 for three weekly sessions. Between sessions, the parents apply at home the techniques they have learned. They return to the next session to discuss their progress and learn new techniques. Graduation is held at the end of the third session.

A Round of a Solid Foundation® Course for Parents

A round of a Solid Foundation® course for parents begins with Group Leader Training and ends with a graduation ceremony at the conclusion of the third session of the course.

In each round, each group is guided by a group leader. An additional group leader (administrative group leader) tends to administrative details and serves as a back-up for the other group leaders.

Course Round

Let's review a few important terms.

Term	Meaning
Course	Solid Foundation® offers four courses for parents: *Studying at Home*, *Reading at Home*, *Raising Good Kids*, and *Ready, Here I Come!*.
Round	Each time a course is offered, it is called a round. A round begins with Group Leader Training and ends with a graduation ceremony at the conclusion of the third session.
Session	Parents meet for three weekly sessions in each course. Each session lasts about 90 minutes.
Group	Parents meet as a group of up to 10 parents. A round may include one or more groups.
Group Leader	The group leader is a parent who has been trained to lead a group of parents in a course.
Administrative Group Leader	The administrative group leader is a parent who is not assigned to a group during a course. The administrative group leader tends to administrative details and serves as a back-up for the other group leaders.

Let's look at an example of how a Solid Foundation® course is scheduled:

Sample Schedule for a Course Round (*Example*)

	Sun.	**Mon.**	**Tue.**	**Wed**	**Thur.**	**Fri.**	**Sat.**
Week 1			Group Leader Training	Group Leader Training	Recruitment		
Week 2	Recruitment					Organizational Meeting	
Week 3			Session 1				
Week 4			Session 2				
Week 5			Session 3 and Graduation				

Everyone Has a Role

Now that we know more about Solid Foundation®, we can understand the benefits parents and students will derive from the course. We are also beginning to recognize the work required for a successful course. We, the Leadership Team, are the key to this success.

Detailed checklists of the responsibilities of the facilitator and group leaders are included in Part 3 of this handbook. We will review the checklists later. We will also decide later which one of you will serve as the administrative group leader.

The chart on the next page provides an overview of the responsibilities of each Leadership Team member. The chart helps us see how the team works together for a successful course. I will read each task on the chart, and we will see which team members are responsible for that task.

Leadership Team: Overview of Responsibilities

	FACILITATOR	ADMIN. GROUP LEADER	GROUP LEADER
BEFORE GROUP LEADER TRAINING:			
Select group leaders	▓		
Prepare the Schedule for a Course Round	▓		
Reserve rooms for Group Leader Training	▓		
Reserve rooms for three, weekly sessions	▓		
Prepare list of parents to contact	▓		
Copy manuals and materials	▓		
GROUP LEADER TRAINING:			
Conduct Group Leader Training	▓		
Attend Group Leader Training	▓	▓	▓
RECRUITING PARTICIPANTS:			
Coordinate recruitment	▓		
Contact parents to recruit			▓
Send postcard to parents			▓
Call to welcome and remind parents			▓
ORGANIZATIONAL MEETING:			
Check recruitment progress	▓	▓	▓
Check last-minute details	▓	▓	▓
SESSION 1 OF A PARENT COURSE:			
Greet parents	▓	▓	
Divide parents into groups	▓	▓	
Lead a parent group			▓
Serve as a back-up leader of parent group		▓	
AFTER SESSION 1:			
Make copy of sign-in form to take home			▓
Send postcard to parents			▓
Call to encourage and remind parents			▓
Collect file copies of sign-in form		▓	
SESSION 2 OF A PARENT COURSE:			
Greet parents	▓	▓	▓
Lead a parent group			▓
Serve as a back-up leader of parent group		▓	
Collect file copies of sign-in forms		▓	
AFTER SESSION 2:			
Make copy of sign-in form to take home			▓
Call to encourage and remind parents			▓
Prepare a graduation list		▓	
Prepare parent certificates for graduation		▓	
Sign parent certificates	▓	▓	▓
SESSION 3 AND GRADUATION:			
Greet parents	▓	▓	▓
Lead a parent group			▓
Serve as a back-up leader of parent group		▓	
Collect and file sign-in forms	▓		
Administer course evaluation form	▓		
Arrange furniture for graduation ceremony		▓	
Lead the graduation ceremony	▓		
Assist with graduation ceremony		▓	▓
AFTER SESSION 3:			
Collect sign-in forms to complete participant file		▓	
Collect and store left-over material	▓		
Plan the next round of the course	▓	▓	▓
Plan parent reunion	▓	▓	▓
Evaluate program	▓	▓	▓

Organizational Details

Now that we better understand the roles of the Leadership Team, let's look at a few organizational matters.

Recruiting Participants

Parents are personally invited to participate in a Solid Foundation® course. This recruitment is the job of the facilitator and group leaders. The group leaders call parents from the Contact List prepared by the facilitator.

At the end of Group Leader Training, we will hold a Recruitment Meeting to organize our recruitment efforts.

Copies

Photocopies of course manuals and materials such as postcards, sign-in forms, contact lists, parent interest flyers, and certificates are made for each participant prior to each session. Masters are included in section five of the Leadership Handbook.

Refreshments

Refreshments such as coffee, cold drinks, and cookies should be ready before parents arrive at each session.

Suggestions:

- Ask the school (or the sponsoring organization) to provide refreshments for the first session.
- After the first session, encourage participants to bring refreshments.
- Refreshments for graduation should be special. Share graduation planning with the parent participants. Some schools bring a special cake for graduation.

NOTE: The administrative group leader considers these suggestions when arranging for refreshments.

Babysitting

We will make attendance easy for parents with young children by providing babysitting. The administrative group leader will gather crayons, coloring books, and paper for the children. These materials will help entertain children for a few minutes, but will not keep them occupied for the entire session.

Suggestions:

- Encourage parents only to bring preschoolers or young children.
- Have the children in a room separate from their parents.
- Ask responsible older students to help with babysitting.
- Ask grandparents or other senior citizens to serve as babysitters.
- Ask parents who have completed the course previously to serve as babysitters.
- Consider showing children's movies for entertainment.
- Provide healthful snacks for the children.

NOTE: The administrative group leader is responsible for arranging for babysitting, but should not be the babysitter.

Graduation

A graduation ceremony is held at the conclusion of session 3. A parent receives a certificate at the graduation ceremony if that parent has attended all three sessions of the course.

The parent certificates are found in Part 5 in the back of this guide. After session 2 and prior to session 3, the certificates must be:

- signed by the principal, director, or other administrator if appropriate,
- signed by the facilitator,
- signed by the group leaders and administrative group leader,
- lettered with the parent's name, school's name, and date.

The administrative group leader is responsible for having the certificates ready for graduation. The administrative group leader uses the sign-in forms from sessions 1 and 2 to make a list of parents who have attended both sessions. A master form of the graduation list is included in Part 5 of this handbook. The certificates are prepared from this list.

Suggestions:

- Copy certificates on a heavy paper stock, possibly light-colored paper.
- Arrange for children of graduating parents to attend the ceremony. Do not bring the children to the third session, but arrange for them to arrive about one hour after the beginning of the third session so that they can attend graduation.
- Arrange for media coverage of the graduation.
- Bring a camera to take pictures for a scrapbook or special display.
- Prepare a special graduation cake to serve after the ceremony.

NOTE: The facilitator considers these suggestions and makes the necessary arrangements for graduation.

Reunions

Parents enjoy their sessions and the support they get from each other. They want to reunite occasionally to discuss their progress. Suggestions for a reunion are found in Part 4 of this handbook.

Subsequent Rounds of a Solid Foundation® Course for Parents

Group Leader Training is required only for new group leaders. If the same group leaders conduct additional rounds, Group Leader Training is held only once—at the beginning of the first round. If a new group leader replaces an original group leader for a subsequent round, that new group leader must be trained by the facilitator.

In each round of a course:

- New group leaders are trained by the facilitator using the Group Leader Training section of this handbook.

- A Recruitment Meeting is held to organize the recruiting effort. The agenda for the Recruitment Meeting is included in this handbook.

Conducting a Parent Session

Understanding Parent Group Techniques

Solid Foundation® uses two techniques that are very effective and are used by many training programs. The techniques are: (1) reading a script, and (2) group applause. New group leaders are sometimes uncertain about these techniques, but they soon discover that the techniques are important to the group process. By reading the script, the group leader insures that all of the information is presented to all of the group members in proper sequence. Reading the script makes the job easier for the group leader and enables all parents, even those who may not read well themselves, to receive the information. Group applause adds to the positive atmosphere of the sessions.

Communication Skills

The following communication skills will help you conduct a successful parent group.

Be sensitive to your group members' initial feelings.

You may have felt a bit nervous when you arrived for Group Leader Training. You wondered what a Solid Foundation® course was all about. You had many questions and some apprehensions. The parents in your group will arrive with the same nervousness. Ease the parents' nervousness by being warm, supportive, and above all, genuine.

Set a tone of confidence in the parent course.

Parents will look to you for reassurance that the Solid Foundation® experience is worthwhile. Show your confidence in the program. Treat it seriously and your group members will do the same. You will have a powerful and positive impact on your group members and their families. Through your efforts, many children will benefit.

Remember that adult learners are fragile.

Adult learners require special handling. Many of them have not been in a "school" setting for a while. Treat them with the respect they deserve. Be careful not to "talk down" to them. Encourage them and show your interest in them.

Encourage everyone to participate.

Draw reluctant parents into the discussion. Thank participants for their comments. Nod, smile, say, "Interesting point." Group leaders should always begin the exercises listed. Don't ask for volunteers. Ask parents to contribute in turn so that everyone participates.

Use a strong voice when reading.

Remember that the parent manuals provide your script. Just read. And read with a strong voice. Because you are often looking down at your manual when you read, you will need to increase volume so that everyone is able to hear you.

Pause and look.

Good eye contact helps people feel comfortable in a new setting. Take an occasional pause from reading to look at the participants. Then return to the reading. A short pause also helps emphasize a point; it allows the thought to sink in. Don't be afraid of brief silence.

Keep the group on track.

Don't let conversations stray into complaints or topics unrelated to the course. If a parent begins complaining about a teacher, for example, suggest that the parent talk with the teacher. Then move ahead with the session. If a parent is talking too much or is way off the subject, remind the group that material remains to be covered. Then move ahead with the session.

Don't be afraid to say, "I don't know."

You are a group leader. You are not expected to be an expert child psychologist or educator. If a parent asks a question you can't answer, just say you don't know. Ask the group for suggestions.

Don't ask participants to read.

It is the group leader's job to read the scripted material in each session. Don't embarrass participants by asking them to read.

Practice Session

Now that you have the tools to be an effective group leader, it is time to practice. While practicing your group leader skills, you will also learn the curriculum of the course you will lead.

When the sessions are conducted with the actual parent groups, each group leader stays with the same group for all three sessions. But for practice, you will take a turn with a session.

Which group leader will conduct each practice session?

Name of Group Leader

Session 1: ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Session 2: ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Session 3: ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

NOTE: If four or five group leaders are being trained, two can share responsibility for conducting one of the practice sessions. If fewer than three group leaders are being trained, each can conduct more than one session.

> For the practice session, use the Group Leader Training Kit as a Session Kit.

Also, note that:

- The parent manuals you use for the practice session are yours to keep. You will use them when you lead your parent group. Feel free to take notes in the margins to help you when you lead your group.

- As you complete exercises in the practice session, write lightly with your pencil. Then you can erase the writing after the practice session so that your manual can be completed with the parents in your group. Group leaders do all activities with their groups.

- After each practice session, you will need to gather the materials and let the next group leader set up for the next session.

- While one of you is setting up for the session, the others will stand away from the table, then re-enter the scene playing the roles of parent group members. That way you will each be able to practice greeting new parents.

- It will take about 5 minutes for each group leader to set up for the session.

Use the practice checklist on the following page.

NOTE: The group leader for session 1 will now turn to the next page and begin with step 1 on the checklist. The other group leaders will stand away from the table and prepare to play the role of parents.

> FACILITATOR: Be sure the group leaders use the practice checklist on the next page. Help guide them through the checklist. Your role is to keep the group leaders on track, offering help or suggestions. Let one parent practice being group leader for each session while the others play the roles of group members.
>
> You will **not** hold a graduation ceremony during these practice sessions. Facilitators and group leaders will receive certificates at the graduation ceremony at the conclusion of the actual parent course.

Practice Session: Checklist for the Group Leader

Please check (√) the box when the task has been completed.

Before Parents Arrive:

☐ 1. Arrange tables and chairs (or desks) so that participants sit in a circle with the group leader.

☐ 2. *Session 1 Only*: Place name tags and pen on a reception table near the door, where parents enter.

☐ 3. *Sessions 2 and 3*: Place the name tags on the table where the parents will meet.

☐ 4. Place sign-in form and pen on the table where the parent group will meet.

☐ 5. Put on your name tag. Smile!

As Parents Arrive:

☐ 6. Greet parents warmly. Introduce yourself.

☐ 7. *Session 1 Only*: Ask parents to write their name on a name tag.

☐ 8. Offer parents refreshments.

Before the Session:

☐ 9. Gather the parents in the group circle.

Conducting the Session:

☐ 10. Ask parents to sign on the bottom portion of the sign-in form.

☐ 11. Distribute a session manual to each parent.

☐ 12. Distribute a pencil to each parent.

☐ 13. Ask the parents to open their manuals to the front page and write their name in the manual.

☐ 14. Remember the communication skills you learned.

☐ 15. Begin reading the manual.

After the Session:

☐ 16. Make a copy of the sign-in form. When you lead an actual parent group, you will take one copy of the sign-in form home to call each group member before the next session. The original copy is for the file. The administrative group leader collects the sign-in form after each session.

☐ 17. *After Session 1 Only:* When you lead the actual parent group, you will use the sign-in form to address the after-session-1 postcards to group members (see sample text for postcard in Part 5 of *Leadership Handbook*). The facilitator will give you blank postcards for your group. The school will provide stamps. The postcards are mailed on the way home from session 1.

☐ 18. Repeat steps 1 through 16 for all three practice sessions in Group Leader Training.

FACILITATOR: After the group leaders have practiced the three sessions, offer final suggestions, words of encouragement, and then begin reading below.

Checklists

Now you know how to be effective group leaders! When you prepare for and conduct your parent sessions, use the checklist in the CHECKLIST section of this handbook. The checklist is a summation of everything you have learned.

Administrative Group Leader

You have practiced conducting a parent session, so you understand the role of the group leader. You must now decide which one of you will serve as administrative group leader for this round.

The role of administrative group leader may be assumed by a different group leader for each round (not each session).

Who will serve as administrative group leader for the three sessions in this round?

Name: _____

Keys to a Successful Course

The following keys to a successful Solid Foundation® course will help you provide the high quality experience that families deserve.

Use this Leadership Handbook!

Use the checklists; take advantage of the experience of thousands of parents who have conducted courses.

Keep spirits high!

Focus positive energy on the parents who participate.

Don't be discouraged by those who choose not to participate.

Take charge and make the program work for your organization.

Look ahead!

Don't let the past hold you back.

Never say, "We tried something like this once, and it didn't work."

A Solid Foundation® course works for any organization that is willing to make it work.

Remember that parents really care!

All parents want their children to do well.

Solid Foundation® courses help parents help their children succeed.

Use time constructively!

Stay on track with the program.

Stick to the curriculum.

Keep discussions focused.

*If parents have concerns about teachers, staff, or problems unrelated to the course, kindly suggest that such matters be taken to the appropriate person.

Make parents feel welcome!

Watch for parents as they arrive for their sessions.

Greet parents warmly.

Set an example of hospitality.

Start sessions on time!

Take the initiative to get the session started! Gather the parents.

Be prepared!

Have all the materials and supplies ready to go. Organization counts. Be ready before the parents arrive.

Apply the personal touch

Everyone enjoys a personal invitation to a special event. That is why parents are recruited by personal invitation.

Parents will want to come back if they are made to feel they are an important part of the group. Get to know them.

Closing the Group Leader Training: A Pledge

In closing the Group Leader Training, let's review the schedule of the three sessions. Is everyone clear about the times, dates, and locations of the sessions?

Great! Now for the Pledge.

Pledge:

Every member of the Leadership Team has special abilities or personal qualities that will contribute to the success of the program. To close the Group Leader Training, each Leadership Team member will tell the special abilities or personal qualities that he or she pledges to contribute to the success of the program.

Applaud after each contribution!

> FACILITATOR: Make your pledge first. Applaud. Then ask each group leader to make a pledge, followed by applause.

> FACILITATOR: Be sure each group leader takes home the set of materials he or she has been using. These materials will be used by the group leader in the course.

> FACILITATOR: Begin the Recruitment Meeting. Use the PART 2: RECRUITING PAR-TICIPANTS section in this handbook

Recruiting Participants
Part 2

Recruitment Meeting Agenda

- Our recruitment goal
- The Contact List
- Calling parents on the Contact List
- Dividing names on the Contact List
- Telephone script for recruitment calls
- Practice telephone script
- Outline for calling
- Tips for completing the Contact List
- Completing welcome postcards
- Telephone calls to participants before first session
- Final notes on recruitment
- Organizational Meeting

Part 2: Recruiting Participants

> FACILITATOR: Distribute a copy of the Contact List to each group leader. Begin reading below to guide the team through the Recruitment Meeting.

The facilitator and group leaders hold a Recruitment Meeting to start the recruitment process for each round.

Recruitment Meeting

Our recruitment goal

A round of 10 parents requires one group leader and one administrative group leader. A round of 20 parents requires two group leaders and one administrative group leader. A round for 30 parents requires three group leaders and one administrative group leader. A round of 40 parents requires four group leaders and one administrative group leader.

It is important that when a parent tells us that he or she will attend the course, that parent must know that we are reserving materials especially for him or her. If the parent changes his or her mind, the school should be contacted so that another parent can be recruited.

Contact List

The Contact List includes the names, addresses, and telephone numbers of parents we will contact to recruit for the course.

Calling parents on the Contact List

Each group leader who is leading a group will call parents on the Contact List until the group leader has recruited 10 parents for his or her group. If a husband and wife both attend, they count as two.

NOTE: If one or more groups will be conducted in Spanish, group leaders must be sure to recruit Spanish-speaking parents for Spanish groups and English-speaking parents for English groups.

Dividing names on the Contact List

We will now divide the names on the Contact List among the group leaders. Then each group leader will know which parents to call.

NOTE: By each name on the Contact List, write the initials of the group leader who will contact that person. Leaders of Spanish-speaking groups should contact parents who have indicated a preference for a Spanish-speaking group or are likely to desire a Spanish-speaking group.

Telephone script for recruitment calls

On the next page is a sample telephone script to use as a model when making calls.

> FACILITATOR: Select one group leader to play role of Group Leader and one group leader to play role of Parent. They then read the script.

Practice Telephone Script

GROUP LEADER: Hello, Mrs. Smith, my name is Mrs. Hanson. I'm calling to invite you to a parent education course sponsored by [NAME OF SCHOOL].

PARENT: Could you tell me more about the course?

GROUP LEADER: The course is called [*READY, HERE I COME!, READING AT HOME, STUDYING AT HOME, or RAISING GOOD KIDS*]. It was cited as one of the best family education programs in the nation by the United States Department of Education.
Parents meet once a week for three weeks in the course. We have scheduled the first three Tuesday nights in November at 7:00 p.m. The sessions last about an hour and a half each.
The course is taught by a parent who has been trained in the curriculum.

PARENT: It sounds great; I'll attend.

GROUP LEADER: Wonderful! It would be nice if your husband [or another family member] would also attend the sessions. Do you think he'll be able to make it?

PARENT: Yes, we will both be attending.

GROUP LEADER: Great, I will reserve two slots for you. Babysitting will be provided for preschool children. Do you have small children who will be coming to the sessions?

PARENT: Yes, we have a three-year-old, and she will join us.

GROUP LEADER: We will reserve materials for you and your husband at the session. Since the session size is limited, will you call the [NAME OF SCHOOL] if you can't make it?

PARENT: Yes, of course.

GROUP LEADER: Let me confirm your address so we can send you a postcard.

PARENT: We live at 123 Central Avenue, in Oak Grove, 60378.

GROUP LEADER: Thanks! I look forward to seeing you at 7:00 p.m. on Tuesday, November 1. We will meet in the library at the school.

PARENT: Thanks for calling. Good-bye.

GROUP LEADER: Good-bye.

Outline for Calling

The following outline will help us when we make our recruitment calls. Let's read through the outline now and fill in needed information.

WHAT?

- Parent education program
- Name of course: *READY, HERE I COME!, READING AT HOME, STUDYING AT HOME,* or *RAISING GOOD KIDS.*

WHERE?

- School or sponsoring organization:
- Location of session:

WHEN?

- Time:_____
- Day of Week:_____
- Dates:_____, _____, _____

ADDITIONAL INFORMATION

- U.S. Department of Education recognition
- Taught by parents in small groups
- Babysitting available for preschool children

IMPORTANT POINT

- Will spouse or other family member attend?

PARENT'S RESPONSE

- Yes, will attend
  - Confirm address
  - If one group is led in English and one in Spanish: Do you prefer a group taught in English or in Spanish?
  - If spouse/family member is attending, does he or she prefer English or Spanish?
- Interested in future course. Can't attend this time; call me for next round
- No. Not interested.

CLOSING

- Thanks and good-bye.

Tips for completing the Contact List

- If the parent does not wish to attend, thank the parent for listening and say good-bye. Check "No" on Contact List.

- If the parent seems interested but has a schedule conflict, ask if the parent would like to participate in a later round of the course. If yes, check "Interested in Future Course" on the Contact List. These parents can be contacted for the next round of the course.

- If the parent plans to attend, check "Yes" on the Contact List. (If both parents are attending, check "Yes" by "Spouse Will Attend.")

Completing Welcome Postcards

To welcome the parents who have agreed to attend, and to remind them of times and dates, send a welcome postcard to each parent.

> Postcards remind the parents of the date and location of the session.

> Postcards make the parents feel welcome.

Send welcome postcards to the parents no later than three mailing days prior to session 1. Be sure to address one side of the card, and write the first name of the parent on the other side of the card. Sign your name at the end of the card.

Welcome Postcard

Dear _____ *,*

We are very excited to be hosting the _____ *course for*
                                        [Name of course]

parents. We think it's great that you have chosen to participate in the program, and we look forward to meeting with you for the three sessions.

Time: _____ *Day of week:* _____

Dates of 3 sessions _____ *,* _____ *,* _____

Location: _____

Room: _____

See you then! _____
                        [Group Leader's Signature]

Telephone calls to participants before first session

Within the two-day period before the first session, call each parent you have recruited. Offer a personal welcome and confirm the time and date. If the parent has decided not to attend, recruit another parent to take his or her place.

These calls are a crucial part of recruitment! Keep trying until you reach the parent.

Final Notes on Recruitment

The facilitator will collect the Contact Lists at session 1. The lists will be helpful in subsequent rounds. If you exhaust your list of parents to call before you recruit 10 to participate, call the other leaders to see if they have filled their quotas before calling everyone on their lists. You can then call the parents they have not tried.

Special Note for Leadership Team: Confirm the time and date of your Organizational Meeting, to be held about 3 days before your first session. An agenda for the meeting is included on the next page of this handbook.

Organizational Meeting

Near the end of the recruitment period, but at least a couple days before the first session, the Leadership Team should hold an Organizational Meeting. At this meeting:

1. Check recruitment progress

    How many parents have confirmed their intention to attend?

    Has a welcome postcard been sent to all confirmed parents?

    Are group leaders prepared to call all confirmed parents before the first session to welcome them and remind them of time, date, and location of the session?

    If the number of confirmed parents is less than the number that can be accommodated in the course, what can be done?

2. Check last-minute details

    Has the administrative group leader arranged for babysitting?

    Will coffee, snacks, and beverages be ready before parents arrive?

    Will the building be open, rooms unlocked, lights on?

    Will materials be accessible to group leaders to set up before the session?

Checklists

Part 3
Checklist for the Facilitator • Checklist for the Administrative Group Leader
Checklist for the Group Leader

Checklist for Facilitator

Please check (√) the box when the task has been completed.

Getting Started

	1. Review materials.
	2. Schedule Group Leader Training, Organizational Meeting, and three parent sessions.
	3. Select two, three, four, or five group leaders, depending upon number of groups to be offered.
	4. Prepare list of parents to contact for participation in course.
	5. Reserve rooms for Group Leader Training and three parent sessions.

Preparation for Group Leader Training

	6. Arrange for refreshments.
	7. Call group leaders before training to welcome them and confirm time.
	8. Read Group Leader Training section in Leadership Handbook for training information and a list of supplies you will need.
	9. Bring for yourself and each group leader: 1 copy of completed Contact List, and 1 copy of completed Schedule for the Course Round.

Group Leader Training

	10. Greet and introduce group leaders.
	11. Conduct Group Leader Training by following the agenda in this handbook.

Recruitment of Parent Participants

	12. Conduct Recruitment Meeting at end of Group Leader Training.
	13. Check with group leaders to confirm that telephone calls are made on time and that recruitment goals are being met.
	14. Hold Organizational Meeting with group leaders. See agenda in this handbook.

(continued on next page)

Parent Sessions

Session			
1	**2**	**3**	
			15. Check that materials are accessible to group leaders and doors are open.
	▪	▪	16. *Session 1 Only:* Collect completed Contact Lists from group leaders.
	▪	▪	17. *Session 1 Only:* With administrative group leader, greet parents at a reception table.
	▪	▪	18. *Session 1 Only:* At reception table, assign parents to groups as they arrive. First parent to group 1, second parent to group 2, etc. Divide spouses and friends in same manner.
	▪	▪	19. *Session 1 Only:* Ask parents to write names on name tags.
▪		▪	20. *After Session 2 Only:* Sign graduation certificates.
▪	▪		21. *Session 3 Only*: Administer Course Evaluation Form at end of session. (See Master Forms in Part 5 of this handbook.)

Graduation

Session			
1	**2**	**3**	
▪	▪		22. Be prepared to assume graduation duties of administrative group leader if administrative group leader is substituting as a group leader. (See details in administrative group leader's checklist.)
▪	▪		23. Introduce each group leader and award the certificates.

After the Round

	24. Collect unused materials and store them for future use. Materials should not be distributed to parents who do not participate in the parent sessions. Also, materials should not be used to increase the size of a group beyond 10 members.
	25. Get copies of the sign-in forms from administrative group leader and file for future reference. Also file a copy of the Graduation List.
	26. Schedule the next round of the course. A master form of the Schedule for Course Round is included in Part 5 of this handbook.
	27. Schedule a parent reunion. See reunions in Part 4 of this handbook.
	28. Meet with other interested parties to evaluate program. See Form in Part 6.

Checklist for Administrative Group Leader

Please check (√) the box when the task has been completed.

Getting Started

	1. Read the Solid Foundation® Parent Courses Fact Sheet.
	2. Attend Group Leader Training.
	3. Attend Recruitment Meeting at the end of Group Leader Training.
	4. Attend Organizational Meeting

Preparation for Sessions

Session			
1	2	3	
			5. Review manual for the session in case you must substitute for group leader.
			6. Arrange for babysitting.
			7. Arrange for refreshments.
			8. Arrive 30 minutes before session begins.
			9. Arrange rooms and furniture for circles of 11 people each (10 parents plus one group leader).
			10. Place parent materials by group leaders.
			11. Give babysitting materials to babysitter.
			12. With facilitator, greet parents at a reception table.
			13. *Session 1 Only:* Assign parents to groups as they arrive. First parent to group 1, second parent to group 2, etc. Divide spouses and friends in same manner.

During Sessions

Session			
1	2	3	
			14. Direct children to babysitters.
			15. Support group leaders.
			16. Serve as a back-up group leader when necessary.

(continued on next page)

After Sessions

Session			
1	**2**	**3**	
			17. Restore room to its original condition.
			18. See that the materials are safely stored.
			19. Collect a copy of the sign-in forms from group leaders.
■		■	20. *After Session 2*: Prepare and sign parent certificates after session 2 and before session 3. Use the sign-in forms from sessions 1 and 2. Be sure administrator, facilitator, group leaders, and you sign the certificates.
■		■	21. *After Session 2*: Prepare graduation list. (See graduation list master form in part 5 of this handbook.)

Graduation

Session			
1	**2**	**3**	
■	■		22. Arrange chairs in audience style facing a podium.
■	■		23. Bring all groups together for graduation.
■	■		24. Receive your certificate.

After Round

Session			
1	**2**	**3**	
■	■		25. Give file copies of sign-in forms and a copy of the graduation list to facilitator for permanent file.
■	■		26. Plan next round and Parent Reunion.

Checklist for Group Leaders

Please check (√) the box when the task has been completed.

Getting Started

	1. Read the Solid Foundation® Parent Courses Fact Sheet.
	2. Attend Group Leader Training.
	3. Participate in Recruitment Meeting at end of Group Leader Training.
	4. Make recruitment calls.
	5. Attend Organizational Meeting.
	6. *Before Session 1*: Mail welcome postcards to parents you recruit.
	7. *Before Session 1*: Call parents you recruited to welcome them and confirm the time and dates of the sessions.

Preparation for Sessions

Session			
1	2	3	
			8. Review manual for session.
			9. Arrive 30 minutes before session.
			10. Check that rooms and furniture are ready and arranged.
	■	■	11. *Before Session 1* Only: Place name tags on the reception table.
■			12. *Before Session 2 and 3*: Place the name tags on the table where the parents will meet.
			13. Place sign-in form on the table (or group leader's desk) where the parents will meet.

As Parents Arrive

Session			
1	2	3	
			14. Greet parents.
	■	■	15. *Session 1 Only*: Introduce yourself.
			16. Offer parents refreshments.

(continued on next page)

Conducting the Session

1	2	3	Session
			17. Gather the parents in the group.
			18. Ask parents to sign in.
			19. Distribute the parent manuals for the session.
			20. Distribute pencils.
			21. Ask the parents to open their manuals and write their name on the first page.
			22. Remember the effective group leader tips.
			23. Start reading.

After the Session

1	2	3	Session
			24. Collect the materials.
			25. Make a copy of the sign-in form and give it to administrative group leader.
	■	■	26. *After Session 1 Only:* Use your copy of the sign-in form to address the after-session-1 postcards (see sample text for postcard in Part 5 of *Leadership Handbook*). Mail cards immediately following session.
		■	27. *After Sessions 1 and 2 Only*: Take home the group leader's sign-in form to use when making telephone calls.
		■	28. Call each participant before the next session. Offer encouragement and support; confirm time and date of next session.

Graduation

1	2	3	Session
■	■		29. Receive your certificate from the facilitator.
■	■		30. Introduce each group member, award certificate, and shake hands.

After Round

1	2	3	Session
■	■		31. Plan next round and parent reunion.

Reunions
Part 4

Reunions

The reunion was added to the Solid Foundation® parent program at the request of participating parents. Parents typically enjoy their sessions and the support they get from other parents. They want to reunite occasionally to discuss their progress.

The reunion is attended by the group leaders and all parents who have completed a Solid Foundation® parent course. This includes parents from all previous rounds.

To plan a reunion, follow the steps below:

Step 1: Schedule the Reunion

About a month after the completion of a round is a good time for a reunion, but each organization must plan the reunion based on its schedule and the schedule of subsequent rounds of the course.

If you know the date of the reunion before session three of the course, group leaders can announce the time and date during graduation.

Step 2: Reserve Room and Arrange for Refreshments and Babysitting

Prior to the reunion session, the facilitator reserves the room, arranges for refreshments and organizes babysitting.

Step 3: Notify All Solid Foundation® Parent Education Course Graduates of the Reunion

One week before the reunion, send postcards to all Solid Foundation® graduates. Use the file copies of the graduation lists from previous rounds to obtain names and addresses of graduates. See suggested postcard below:

> Dear_____,
>
> You are cordially invited to a reunion of parents who have graduated from Solid Foundation® courses offered by our school. The reunion will be held from 7 p.m. to 8 p.m. on Tuesday , April 16,_____. The reunion will be held in the school library. We hope to see you there.
>
> Best Wishes, _____

Step 4: Follow the Reunion Agenda

The facilitator conducts the reunion by following the Reunion agenda. (See agenda on next page.)

Reunion Agenda

- Greeting by facilitator
    - Thank the participants for coming.
- Purpose of session
    - We have decided to meet again to discuss progress with our children since we completed the parent course.
- Review of the Tasks for the Week from the last session (See Parent Manuals)
- Group discussion
    - With which tasks has your family had the greatest success? Tell about it.
    - With which tasks has your family had the greatest difficulty? Who can offer suggestions?
    - Would parents like to meet again? Another reunion? When?
    - Would parents like another Solid Foundation® parent course?
        - *Ready, Here I Come!*
        - *Reading at Home*
        - *Studying at Home*
        - *Raising Good Kids*

Master Forms
Part 5

Master Forms

- Solid Foundation® FACT SHEET

- SCHEDULE FOR A COURSE ROUND

- CONTACT LIST

- GRADUATION LIST

- PARENT INTEREST FLYERS
  - *Ready, Here I Come!*
  - *Reading at Home*
  - *Studying at Home*
  - *Raising Good Kids*

- CERTIFICATES
  - *Ready, Here I Come!*
  - *Reading at Home*
  - *Studying at Home*
  - *Raising Good Kids*

Solid Foundation® Fact Sheet

_____ is a sponsoring organization for the Solid Foundation®
parent education program.

Solid Foundation's courses for parents are: *Ready, Here I Come!, Reading at Home, Studying at Home,* and
Raising Good Kids. In each course, parents meet once a week for three weeks. The sessions are led by
previously trained parents. Between sessions, the parents apply the program at home with their chil-
dren. The parents then return to the group to discuss their progress and learn more of the curriculum.

These courses for parents have been used in schools throughout the country since 1985.

In a national study of family education programs, the U.S. Department of Education featured this
program as "one of the most innovative and exemplary parent education programs in the nation." The
program is based on research on the "curriculum of the home."

The *Ready, Here I Come!* course:

Teaches family activities that prepare children for school;

Includes practical activities that help preschool children (ages 3 to 5) develop these important
skills: gross-motor skill, fine-motor skill, language, visual discrimination, and memory.

The *Reading at Home* course:

Helps parents develop their children's reading habits;

Teaches storytelling techniques for families to develop children's interest in words, characters, plots,
and listening;

Encourages family reading time and visits to the library;

Teaches the principles of reading to learn.

The *Studying at Home* course:

Helps parents establish a regular time and place for study at home;

Explains the difference between homework and studying at home;

Teaches the Help•Check•Praise method for building good study habits;

Introduces learning charts and assignment notebooks as focal points for parent–child communication
about school.

The *Raising Good Kids* course:

Teaches family activities that encourage respect, responsibility, and good manners;

Examines the sentiments of sympathy and fairness;

Considers the ways families shape children's self-respect, respect for other people, and sense of re-
sponsibility;

Teaches activities that encourage good manners.

Schedule for a Course Round

Group Leader Training

Total of 2 hours in one or two meetings.

	Location	Date	Day of Week	Begin Time	End Time
Meeting 1					
Meeting 2 (if Applicable)					

Recruitment Period

Allow at least two weeks between Group Leader Training and first session.

Starting Date	Ending Date

Organizational Meeting

Meeting of facilitator and group leaders near the end of recruitment period, about 3 days before first session. (Allow about an hour.)

	Location	Date	Day of Week	Begin Time	End Time
Meeting					

Parent Sessions

90 minutes each.
(But reserve room for 30 minutes in advance of starting time to allow for set-up.)
Same day and time each week.

	Location	Date	Day of Week	Begin Time	End Time
Session 1					
Session 2					
Session 3					

Contact List

<u>NOTE: FACILITATOR FILLS IN TOP PORTION OF EACH SECTION, CALLER THE BOTTOM PORTION.</u>

Child's last name:_____ Child's first name:_____

Parent's last name:_____ Parent's first name:_____

Street:_____ City:_____ State/Zip:_____

Home telephone: (   )

Will attend? (circle)   YES   NO   INTERESTED IN FUTURE COURSE

Language preferences, if applicable: (circle)   ENGLISH   SPANISH

Will spouse attend? (circle)   YES   NO   INTERESTED IN FUTURE COURSE

     If yes, spouse's name:_____

Spouse's language preference, if applicable: (circle if yes)   ENGLISH   SPANISH

Group Leader making call:_____

Child's last name:_____ Child's first name:_____

Parent's last name:_____ Parent's first name:_____

Street:_____ City:_____ State/Zip:_____

Home telephone: (   )

Will attend? (circle)   YES   NO   INTERESTED IN FUTURE COURSE

Language preferences, if applicable: (circle)   ENGLISH   SPANISH

Will spouse attend? (circle)   YES   NO   INTERESTED IN FUTURE COURSE

     If yes, spouse's name:_____

Spouse's language preference, if applicable: (circle if yes)   ENGLISH   SPANISH

Group Leader making call:_____

Child's last name:_____ Child's first name:_____

Parent's last name:_____ Parent's first name:_____

Street:_____ City:_____ State/Zip:_____

Home telephone: (   )

Will attend? (circle)   YES   NO   INTERESTED IN FUTURE COURSE

Language preferences, if applicable: (circle)   ENGLISH   SPANISH

Will spouse attend? (circle)   YES   NO   INTERESTED IN FUTURE COURSE

     If yes, spouse's name:_____

Spouse's language preference, if applicable: (circle if yes)   ENGLISH   SPANISH

Group Leader making call:_____

Child's last name:_____ Child's first name:_____

Parent's last name:_____ Parent's first name:_____

Street:_____ City:_____ State/Zip:_____

Home telephone: (   )

Will attend? (circle)   YES   NO   INTERESTED IN FUTURE COURSE

Language preferences, if applicable: (circle)   ENGLISH   SPANISH

Will spouse attend? (circle)   YES   NO   INTERESTED IN FUTURE COURSE

     If yes, spouse's name:_____

Spouse's language preference, if applicable: (circle if yes)   ENGLISH   SPANISH

Group Leader making call:_____

Graduation List

School:_____ Date of Graduation:_____

Course (√ one):   ☐   *Ready, Here I Come!*   ☐   *Reading at Home*
                  ☐   *Studying at Home*   ☐   *Raising Good Kids*

Parent's Last Name	Parent's First Name	Address	City/State/Zip
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

NOTE: Include group leaders and administrative group leader on this list.

Solid Foundation®
Sign-In Form

School:_____

Directions: Please complete sign-in form at each session. Use a pen and print neatly. Thank you.

Session (circle): 1 2 3   Date: _____   Location:_____

Course (circle):   *Ready, Here I Come!*   *Reading at Home*

                        Studying at Home   *Raising Good Kids*

Group Leader(s)

Name	Address	City	State	Telephone
				( )
				( )

Group Members

Name	Address	City	State	Telephone
				( )
				( )
				( )
				( )
				( )
				( )
				( )
				( )
				( )
				( )
				( )
				( )
				( )

Sample Text for Postcards

Welcome Postcard

Dear ————————————— ,

We are very excited to be hosting the ————————————— course for parents.

[Name of Course]

We think it's great that you have chosen to participate in the program, and we look forward to meeting with you for the three sessions.

Time: ————————————— Day of week: —————————————

Dates of 3 sessions: —————————————, —————————————, —————————————

Location: —————————————

Room: —————————————

See you then! —————————————

[Group Leader's Signature]

After-Session-1 Postcard

Dear ————————————— ,

It was a pleasure to share the first session of our parent course with you. Good luck with your Tasks for the Week. We are eager to meet with you again for the two remaining sessions.

Time: ————————————— Day of week: —————————————

Dates of 3 sessions: —————————————, —————————————

Location: —————————————

Room: —————————————

See you then! —————————————

[Group Leader's Signature]

Parent Interest Flyer: Ready, Here I Come! (English)

Ready, Here I Come!

You want your children to be ready for school.

■ Teaches family activities that prepare children for school

■ For parents of preschool children ages 3 to 5

■ Taught by parents in small groups

■ Groups meet once a week for three weeks

■ Babysitting provided for small children

■ Certificates for graduates

■ Get together with other parents

Ready, Here I Come! will be offered by

_____
School/Organization

Please return this form by: _____
Date

Location/Room:_____ Phone Number: _____

Day of Week: _____ Begin Time: _____ End Time _____

Dates: _____, _____, and _____

■ Are you interested in attending the *Ready, Here I Come!* course? ☐Yes ☐No

◆ If yes, which language would you prefer? ☐English ☐Spanish

■ If married, is your spouse interested in attending the course? ☐Yes ☐No

◆ If yes, which language would your spouse prefer? ☐English ☐Spanish

Your First Name: _____

Your Last Name: _____

Address: _____

City: _____ State:_____ Zip:_____

Telephone:(   ) _____

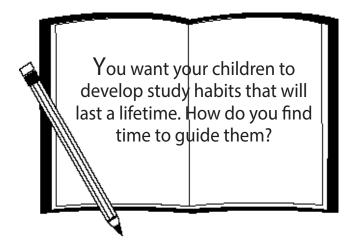Parent Interest Flyer: Reading at Home (English)

Reading at Home...
A course for busy parents.

You want your children to build strong reading habits.

- Teaches effective, efficient ways to encourage the love of reading in children
- For parents of children in grades K-3
- Taught by parents in small groups
- Groups meet once a week for three weeks
- Babysitting provided for small children
- Certificates for graduates
- Get together with other parents

Reading at Home will be offered by _____
School/Organization

Please return this form by: _____
Date

Location/Room:_____ Phone Number: _____

Day of Week: _____ Begin Time: _____ End Time _____

Dates: _____, _____, and _____

- Are you interested in attending the *Reading at Home* course? ☐Yes ☐No
  - If yes, which language would you prefer? ☐English ☐Spanish
- If married, is your spouse interested in attending the course? ☐Yes ☐No
  - If yes, which language would your spouse prefer? ☐English ☐Spanish

Your First Name: _____

Your Last Name: _____

Address: _____

City: _____ State:_____ Zip:_____

Telephone:(   ) _____

Parent Interest Flyer: Studying at Home (English)

Studying at Home . . . A course for busy parents

You want your children to develop study habits that will last a lifetime. How do you find time to guide them?
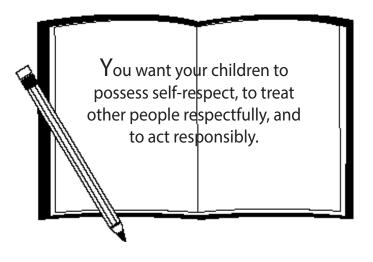
- Teaches effective, efficient ways to stay in touch with your children and guide their academic progress
- For parents of children in grades 3-8
- Taught by parents in small groups
- Groups meet once a week for three weeks
- Babysitting provided for small children
- Certificates for graduates
- Get together with other parents

Studying at Home will be offered by

_____
School/Organization

Please return this form by: _____
Date

Location/Room: _____ Phone Number: _____

Day of Week: _____ Begin Time: _____ End Time _____

Dates: _____, _____, and _____

- Are you interested in attending the *Studying at Home* course? ☐Yes ☐No
  - ◆ If yes, which language would you prefer? ☐English ☐Spanish
- If married, is your spouse interested in attending the course? ☐Yes ☐No
  - ◆ If yes, which language would your spouse prefer? ☐English ☐Spanish

Your First Name: _____

Your Last Name: _____

Address: _____

City: _____ State:_____ Zip:_____

Telephone:(   ) _____

Parent Interest Flyer: Raising Good Kids (English)

Raising Good Kids

You want your children to possess self-respect, to treat other people respectfully, and to act responsibly.

- Teaches family activities that encourage respect, responsibility, and good manners
- For parents of all school-age children
- Taught by parents in small groups
- Groups meet once a week for three weeks
- Babysitting provided for small children
- Certificates for graduates
- Get together with other parents

Raising Good Kids will be offered by _____

School/Organization

Please return this form by: _____

Date

Location/Room:_____ Phone Number: _____

Day of Week: _____ Begin Time: _____ End Time _____

Dates: _____, _____, and _____

- Are you interested in attending the *Raising Good Kids* course?   ☐Yes   ☐No
  - If yes, which language would you prefer?   ☐English ☐Spanish
- If married, is your spouse interested in attending the course?   ☐Yes   ☐No
  - If yes, which language would your spouse prefer?   ☐English ☐Spanish

Your First Name: _____

Your Last Name: _____

Address: _____

City: _____ State:_____ Zip:_____

Telephone:(   ) _____

Ready, Here I Come!

This is to certify that

_____

has successfully completed the *Ready, Here I Come!* course for parents.

at

_____ School

on the _____ day of _____ , _____

School
COMMUNITY
NETWORK

Just Connect

_____   _____

_____   _____

_____   _____

Reading at Home

This is to certify that

_____

has successfully completed the *Reading at Home* course for parents.

at

_____ School

on the _____ day of _____ , _____

School
**COMMUNITY
NETWORK**
Just Connect

_____ _____

_____ _____

_____ _____

Studying at Home

This is to certify that

_____

has successfully completed the *Studying at Home* course for parents.

at

_____ School

on the _____ day of _____ , _____

_____   _____

_____   _____

_____   _____

Raising Good Kids

This is to certify that

_____

has successfully completed the *Raising Good Kids* course for parents.

at

_____ School

on the _____ day of _____ , _____

_____   _____

_____   _____

_____   _____

School
COMMUNITY
NETWORK
Just Connect

Program Evaluation

Part 6
Course Evaluation Form • Program Evaluation Form

Solid Foundation® Course Evaluation

Today's Date: _____

What school or organization is hosting this parent course? _____

Which course did you complete?

☐ *Ready, Here I Come!* ☐ *Reading at Home*

☐ *Studying at Home* ☐ *Raising Good Kids*

Which sessions did you attend?

☐ Session 1 ☐ Session 2 ☐ Session 3

This course was:

☐ Very helpful to my family ☐ Helpful to my family

☐ Not very helpful to my family ☐ Not at all helpful to my family

The organization of this course was:

☐ Excellent ☐ Good ☐ Fair ☐ Poor

The materials used in this course were:

☐ Excellent ☐ Good ☐ Fair ☐ Poor

The peer-teaching approach (parents teaching parents) was:

☐ Very Effective ☐ Effective ☐ Ineffective ☐ Very Ineffective

What did you like best about this course? _____

_____

What part of the course has been the greatest benefit to your family? _____

_____

What did you like least about this course? _____

_____

A suggestion to improve this course is: _____

_____

Other comments: _____

_____

_____

Solid Foundation® Course for Parents
Evaluation Form for Facilitator

This form has three parts. "Part I: Procedures" helps you assess strengths and weaknesses in the way your Solid Foundation® program was conducted so that you can make improvements. "Part II: Results" helps you judge the effectiveness of the program. "Part III: Next Steps" helps you make decisions about the future of the program.

Part I: Procedures
(Please Circle)

Yes   No   1. Coffee, beverages, and snacks were provided for parents attending sessions.

Yes   No   2. The room accommodations were comfortable, pleasant, and free from distraction.

Yes   No   3. The facilitator trained the group leaders using the training agenda provided in the Leadership Handbook.

Yes   No   4. The facilitator directed the recruitment efforts.

Yes   No   5. The facilitator and group leaders met for an organizational meeting near the end of the recruitment period.

Yes   No   6. The facilitator attended the opening of each session to greet parents and provide support for group leaders.

Yes   No   7. The facilitator attended the graduation ceremony at the conclusion of the course.

Yes   No   8. The group leaders called the parents on the Contact List to confirm their participation.

Yes   No   9. The group leaders were enthusiastic about the program.

Yes   No   10. The group leaders read well aloud to their groups.

Yes   No   11. The group leaders called their group members before each session.

Yes   No   12. The group leaders sent postcards to their group members before the first two sessions.

Yes   No   13. Babysitting was provided at the sessions.

Yes   No   14. The parents who attended all three sessions received certificates.

Part II: Results

Based on the Course Evaluation Forms completed by parents at the end of the course:

■ What percent of respondents chose "Excellent" or "Good" to the following areas?
Organization of Course _____%
Materials_____%
Peer-Teaching_____%

■ What percent of respondents chose "Very helpful to my family" or "Helpful to my family?" _____%

■ What did the parents like best about the Parent-to-Parent course?

_____

■ What part of the course did parents think benefited their families the most?

_____

■ What did parents like least about the course?

_____

■ What suggestions did the parents offer?

_____

_____

Based on the Sign-In Forms you collected from parents during the course session:

A. How many parents were you prepared to accommodate in this round?
(10, 20, 30, or 40)_____

B. How many parents attended session #1?_____

C. The number in "B" is what percent of "A"?_____%
80 % or better – Bravo

70 % to 80 % – Solid performance

50 % to 70 % – Maybe your expectations were too high; or recruitment practices
should be re-examined.

0 to 50 % – Needs an explanation. Probe deeper. Call parents who did not attend
and find out why.

D. How many parents attended session #3?_____

E. The number in "D" above is what percent of "B"?_____%
80 % or better – It doesn't get much better

70 % to 80 % – Still pretty darned good

50 % to 70 % – Better learn what happened. Maybe a conflict with another event;
perhaps a wave of illness.

0 to 50 % – Needs an explanation. Probe deeper.

Part III: Next Steps

- Reviewing the summary above, what changes might be useful in the next round?
- Were you able to accommodate the number of parents who were interested in the course?
- Was the number of parent participants less than you expected?
- Should you change your recruitment practices?
- Were parents who completed the course satisfied with the experience?
  - ☐ Yes   ☐ No
- If yes, will you continue the Solid Foundation® program?
  - ☐ Yes   ☐ No
- Which course will you offer next?
  - ☐ *Ready, Here I Come!*   ☐ *Reading at Home*
  - ☐ *Studying at Home*   ☐ *Raising Good Kids*

Contact Us

to Just Connect®

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