



LTG ASSOCIATES, INC.

EVALUATION OF WETA'S *READY TO LEARN* PROGRAM

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1. INTRODUCTION

WETA participates in the national *Ready To Learn* (RTL) initiative by presenting special programming, distributing learning materials, and offering trainings to parents, child care providers, and teachers (providers) in the DC Metropolitan area. This document is the final report of LTG Associates evaluation of RTL trainings run by WETA in the 2006 calendar year. The overall goal of the evaluation was to determine the efficacy of group trainings on using TV as a tool for literacy with parents and providers. LTG's evaluation focuses on specific behavioral changes that may be related to attending the RTL trainings.

WETA's goals for RTL trainings are to increase parent/provider behaviors such that: 1) workshop participants' children are read to more often after training than they were before training, 2) workshop participants are changing their children's television habits after a training, and 3) workshop participants are using the Learning Triangle, or components of the Learning Triangle, with their children more often after a training,

Progress toward these three goals was measured by participants' answers to survey questions that were asked either retrospectively or before and after trainings. WETA will consider statistically significant findings in data analyses on relevant survey questions as evidence that program objectives have been met for the three goals.

2. OVERALL EVALUATION DESIGN

Because many of the 2006 RTL trainings had already been completed by the time LTG began work, the evaluation proceeded in two phases: trainings that had already

occurred were evaluated using retrospective self-report surveys and trainings that occurred after LTG began work were evaluated using pre-/post-training self-report surveys (see Appendix I for evaluation logic model).

2.1 Retrospective Evaluation

As of July 1, 2006, members of WETA staff had completed 69 trainings, which were attended by 775 parents and providers. Because no pre-test of participant behaviors was given, the only method open for evaluation of these already-completed trainings that would allow an investigation of behavioral change was to use retrospective self-report questions. Although this method provides less compelling evidence of behavioral change than pre-/post-test measures of behavior, it was the only choice available.

Accordingly, two short surveys (one for parents and one for providers, see Appendix II) that asked about behavioral changes in target behaviors were administered to most participants in trainings that occurred before July 1, 2006.

Procedures were as follows:

1. LTG created a list of trainings to be evaluated from the master list of trainings.
 - a. This list contained all trainings from January 1, 2006 to July 31, 2006.
 - b. All trainings were evaluated, except those which represented more than 2 trainings in the same time period at the same location with the same audience characteristics.
2. From this list of trainings RTL staff compiled a list of participant names and contact information from information sheets that were filled out by participants at each training.
3. One of three surveyors called each participant on the list to administer the survey. Participants were called up to a maximum of three times, at which point they were dropped from the list. Since the surveyors were also the trainers, procedures were in place to assure that surveyors did not call participants from their own trainings.

These procedures resulted in evaluating the 38 sites where trainings took place, and 52 of the 69 trainings. Limiting the trainings to be evaluated created a potential pool of 290 of the 346 parents (84%), and 289 of the 429 providers (67%) who attended the trainings.

Once all data were collected, they were entered into a spreadsheet and prepared for analysis. Data analyses focused on whether participants indicated that they had changed their behavior in ways that met RTL program goals. Analyses consisted chiefly of frequency distributions and contingency tables with chi-square statistics. Results for the retrospective evaluation are reported in Section 3, Results.

2.2 Pre-/Post-test Evaluation

All trainings that occurred after August 1, 2006 used a different evaluation design from the retrospective design. All 32 participants at sites with multiple workshops were given the provider version of a survey measure of target behaviors (see Appendix III) to capture their pre-training level of target behaviors. All participants were then contacted at least two months after training for the post-training administration of the same survey measure of target behavior. Again, no surveyor contacted participants from a training that they performed.

Once all data were collected they were entered into a spreadsheet and prepared for analysis. Data analyses investigated whether participants changed their level of behavior for the target behaviors, and whether any changes were in the direction of program goals. Analyses consisted chiefly of frequency distributions and paired *t*-tests. Results for the pre-/post-test evaluation are reported below in Section 3, Results.

3. RESULTS

3.1 Retrospective Evaluation

3.1.1 Overview

Because many of the *Ready To Learn* trainings had already occurred, the retrospective phase of the evaluation asked respondents specifically if their behaviors in the areas of interest had changed as a result of the trainings. WETA telephone surveyors reached 136 of the 579 parents and providers (23.5% survey participation rate) who received *Ready To Learn* training between January and July, 2006. Surveyors administered the 10-question survey to each of the training participants in either English or Spanish (50 of the 136 respondents, 40 parents and 10 providers, reported that Spanish was their primary language, and all surveyors spoke English and Spanish). Surveyors attempted to reach each participant a maximum of three times, after which the participant was removed from the call list. Of the 136 total respondents, 82 were parents and 54 were providers.

3.1.2 Data Analysis Results

Table 1 presents the results of data analyses for the retrospective survey. Each column represents a question on the survey. Analyses show that the vast majority of participants report that they have changed their behavior in the intended direction as a result of the *Ready To Learn* trainings. In terms of reading to their children (or children in their rooms for providers), the first behavioral area of desired change, 81% reported reading more to their children because of the trainings.

In terms of changing their TV habits, the second area of desired change, while 64% of participants reported that their children watched less TV overall because of the trainings, 65% reported that their children watched more PBS shows because of the trainings. In addition, 70% reported watching TV with their child more.

In terms of using the tools from the *Ready To Learn* trainings, the third area of desired change, 77% of participants spent more time discussing a TV show that they were watching together with their children because of the trainings, 72% spent more time doing things with their children that were related to the topic or theme of a TV show because of the trainings, and 76% spent more time reading books with their children that were related to the topic or theme of a TV show because of the trainings. Putting the previous issues together, a total of 54% reported using the Learning Triangle because of the trainings, although that percentage was not significantly different from the 46% who did not use the Learning Triangle.

Each of these findings was statistically significant at high level of significance (at least $p < .001$), which indicates that one may have a high degree of confidence in their applicability to the entire population of participants.

Table 1: Results from analyses of retrospective study data

Question	Answer						Total
	Less		No Change		More		
	# of People	%	# of People	%	# of People	%	
Change in children's books in home because you attended training? ⁺⁺⁺	0	0%	31	23%	102	77%	133
Change in time reading or looking at books with your child because of training? ⁺⁺⁺	1	1%	24	18%	110	81%	135
Change in time your child watches TV because of training? ⁻⁻⁻	85	64%	40	30%	8	6%	133
Change in time your child watches PBS shows on TV because of training? ⁺⁺⁺	2	2%	44	34%	85	65%	131
Change in time you watch TV with your child because of training? ⁺⁺⁺	7	5%	33	25%	93	70%	133
Change in time spent discussing a program while watching TV together because of training? ⁺⁺⁺	4	3%	26	20%	100	77%	130
Change in time spent doing things related to topic of program because of training? ⁺⁺⁺	1	1%	35	27%	94	72%	130
Change in time spent reading books related to topic of program because of training? ⁺⁺⁺	0	0%	31	24%	98	76%	129
Question	Yes		No				Total
Have you started using the Learning Triangle because of the training?	68	54%	58	46%			126

⁺⁺⁺ Significant at $p < .001$ for both: 1) # of people answering "Change" is greater than # of people answering "No Change"; and, 2) # of people answering "More" is greater than # of people answering "Less"

⁻⁻⁻ Significant at $p < .001$ for both: 1) # of people answering "Change" is greater than # of people answering "No Change"; and, 2) # of people answering "Less" is greater than # of people answering "More"

Because type of participant was tracked during survey administration, it was possible to split responses into Parents and Providers. Table 2 presents a summary of the results from these analyses. Table 2 shows that there are 3 main differences between parents' and providers' responses: parents reported that their children spent less time watching TV because of the training and providers did not, parents reported that their children spent more time watching PBS shows because of the training and providers did not, and interestingly, more providers reported using the Learning Triangle than not, but there was no significant difference between the number of parents who said they used the Learning Triangle and those who said they did not.

Table 2: Results from analyses of retrospective study data split by participant type

Question	Significant Change?			
	Parents		Providers	
Change in children's books in home because you attended training?	Yes ⁺⁺⁺		Yes ⁺⁺⁺	
Change in time reading or looking at books with your child because of training?	Yes ⁺⁺⁺		Yes ⁺⁺⁺	
Change in time your child watches TV because of training?	Yes ⁻⁻⁻		No	
Change in time your child watches PBS shows on TV because of training?	Yes ⁺⁺⁺		No	
Change in time you watch TV with your child because of training?	Yes ⁺⁺⁺		Yes ⁺⁺	
Change in time spent discussing a program while watching TV together because of training?	Yes ⁺⁺⁺		Yes ⁺⁺⁺	
Change in time spent doing things related to topic of program because of training?	Yes ⁺⁺⁺		Yes ⁺⁺⁺	
Change in time spent reading books related to topic of program because of training?	Yes ⁺⁺⁺		Yes ⁺⁺⁺	
Question	Yes	No	Yes	No
Have you started using the Learning Triangle because of the training?	33	40	35*	18

- ⁺⁺⁺ Significant at $p < .001$ for both: 1) # of people answering "Change" is greater than # of people answering "No Change"; and, 2) # of people answering "More" is greater than # of people answering "Less"
- ⁺⁺ Significant at $p < .01$ for both: 1) # of people answering "Change" is greater than # of people answering "No Change"; and, 2) # of people answering "More" is greater than # of people answering "Less"
- ⁻⁻⁻ Significant at $p < .001$ for both: 1) # of people answering "Change" is greater than # of people answering "No Change"; and, 2) # of people answering "Less" is greater than # of people answering "More"
- ^{*} Significant at $p < .01$ for # of people answering "Yes" is greater than # of people answering "No"

The two differences between parents and providers in TV watching time might be explained by parents having more control over the amount of time their children watch TV than providers do. Providers may: 1) be dealing with a set curriculum, 2) may have no say over how much time children watch TV in their classrooms, or 3) may need to have activities to fill children's days.

The final difference is an intriguing one, especially in light of the previous two differences. Parents do not seem to have picked up the use of the Learning Triangle as much as providers have. This may reflect a commitment to the *Ready To Learn* curriculum on the part of the providers' organization.

3.1.3 Conclusion

Taken together, these results suggest the WETA's *Ready To Learn* trainings are having the desired effects on their participants. Parents and providers are: reading more to their children, changing their children's TV-viewing habits for the better, and implementing the practices that they have learned from the trainings.

3.2 Pre-/Post-Test Evaluation

3.2.1 Overview

The latter part of the evaluation, the pre-/post-test phase, is a more rigorous test of program impacts than the retrospective phase. Although the retrospective evaluation's design was necessary because of the evaluation's timing, its format, retrospective survey, made its results open to bias from social desirability. Social desirability refers to a psychological phenomenon that may affect the validity, or soundness, of survey results. Because most people have an underlying desire to be seen positively by others, they are often pulled to answer survey questions about themselves with a more socially desirable answer than is the truth, e.g., responding to "I like children" with "Strongly agree" when they should be answering "Strongly disagree" because they do not like children. This phenomenon can also apply to program evaluation questions because participants may feel that the surveyor or program would have a positive view of participants who have a positive view of the program.

Pre-/post-tests that ask about specific behaviors ameliorate some of this issue because, 1) their focus on specific behaviors makes it less likely that participants will see questions as directly relating to positive feelings about the program, and 2) participants are less likely to remember their original answers if the pre- and post-tests are sufficiently far apart, and are therefore less able to choose answers that would represent improvements due to the program without choosing extremes (results from this evaluation will show that the choice of extreme answers is not inflated).

It is precisely the fact that the pre-/post-tests ask about levels of specific behaviors rather than change in behaviors that makes them a more rigorous test of program effects. Change in behavior is not inferred from questions that ask directly about changes, but rather from differences in levels of behavior over time. Because the pre-/post-tests are more rigorous, it is expected that their results will be of smaller magnitude than the outstanding results from the retrospective phase, but still positive.

For the more rigorous pre-/post-test phase of the evaluation WETA decided to focus on sites with multiple trainings, which were all provider sites, in order to test the full dosage version of the program first. Pre-tests (see Appendix III) were given to all participants before they began their first trainings. Post-tests (see Appendix III) were given to participants at least 2 months after their first trainings, and approximately 3 weeks after their last trainings (the average time was 85.6 days between the pre-test at participants' first trainings and the post-test telephone calls).

WETA telephone surveyors reached 23 of the 32 providers (71.9% survey participation rate) who received *Ready To Learn* training between September 26 and December 5, 2006. Surveyors administered the 10-question survey to each of the training participants in English (only 1 of the 23 respondents reported that English was not their primary language). Surveyors attempted to reach each participant a maximum of three times, after which the participant was removed from the call list. All 23 respondents were providers.

3.2.2 Data Analysis Results

Pre-test vs. post-test analyses will be presented question by question, with brief comments on each, to allow a full understanding of the results. Table 3 presents the results comparing participants' pre-test answers to the question about the number of children's books in their rooms/centers to their post-test answers to the same question. Participants' pre-test answers are listed on the left column and their post-test answers are listed in the top row. Each of the cells contains the number of participants who gave the pre-test answer in the cell's row and the post-test answer in the cell's column. For example, while 1 person said that their room or center had "1 to 25" books at the pre-test and the post-test, 3 people said that their room or center had "25 to 50" books at the pre-test and "50 to 100" books at the post-test, an increase. At the bottom of the table is a summary line that shows how many of the pre-/post-test answer pairs represent increases, how many represent decreases, and the results of a statistical test (the Marginal Homogeneity test) for whether the number of increases (or decreases, as the case may be) was statistically significant.

Both the summary line and the statistical test in Table 3 show that the number of participants who reported increases in the number of books in their rooms/centers was not significantly higher than the number of participants who reported decreases in the number of books in their rooms/centers. It is important to understand that even though 9 of the 23 participants reported increases, they must be balanced by the 5 who reported decreases. The statistical test takes into account the net increase or decrease, and then compares it to the total number of data points in the table (23) to determine whether an observed increase (or decrease) is statistically significant. In this case, the net number of increases (4) was not large enough to signify a statistically significant result. For

questions like this, where one would not ordinarily expect decreases in the number of books in a room/center, the apparent decreases are probably because providers are misestimating the number of books in their room/centers *and at the same time* not remembering the answer they gave at the pre-test. Because of this assumption their answers are considered random answers (“noise” in statistical terms), and this is why they are subtracted from the larger number (the number of increases) when the statistical test is performed.

Table 3: Results for children’s books

About how many children’s books, including library books, do you have in your room or center right now?						
(23 participants)		Post-test Answer				
		None	1 to 25	25 to 50	50 to 100	More than 100
Pre-test Answer	None	0	0	0	0	0
	1 to 25	0	1	1	0	0
	25 to 50	0	3	4	3	1
	50 to 100	0	0	1	0	4
	More than 100	0	0	0	1	4
Statistics						
# Increases:	9	# Decreases:	5	MH Test Value	-1.2 ^{n.s.}	

^{n.s.} = not statistically significant

Table 4 presents the results comparing participants’ pre-test answers to their post-test answers for the question about reading or looking at books with children. The table shows that although there was a high degree of stability (14 participants answered “5 times or more” at both the pre- and post-tests), there was a significant number of increases in the number of times someone read or looked at books with children after the RTL training (the Marginal Homogeneity test was significant at the $p < 0.05$ level). Specifically, the seven participants who answered “not at all” on the pre-test all reported increases in the number of times someone read or looked at books with children.

Table 4: Results for reading or looking at books with children

About how many times did you or someone else in your room or center read or look at books with children last week?					
(22 participants) [†]		Post-test Answer			
		Not at all	Once or twice	3 or 4 times	5 times or more
Pre-test Answer	Not at all	0	1	3	3
	Once or twice	0	0	0	0
	3 or 4 times	0	0	0	0
	5 times or more	0	0	1	14
Statistics					
# Increases:	7	# Decreases:	1	MH Test Value	-2.0*

[†] = one participant did not answer the question at the post-test

* = statistically significant at the $p < 0.05$ level

Table 5 presents the results comparing participants' pre-test answers to their post-test answers for the question about the number of hours children watched TV. The table shows that there was little change in the answers to this question (13 out of 18 participants answered the same at both the pre- and post-tests), and that there was no significant increase or decrease. As discussed in the results section for the retrospective phase of the evaluation, these non-results for TV watching time (and those in the next two tables) may be because providers may not have control over the amount of time children spend watching TV.

Table 5: Results for children's TV watching

(18 participants) [†]		Post-test Answer			
		<1 hour	1 to 3 hours	3 to 5 hours	5 hours or more
Pre-test Answer	Less than 1 hour	12	3	0	0
	1 to 3 hours	1	1	0	0
	3 to 5 hours	0	0	0	0
	5 hours or more	1	0	0	0
Statistics					
# Increases:	3	# Decreases:	2	MH Test Value	0.3 ^{n.s.}

[†] = five participants either wrote in answers or did not answer the question at the pre- or post-test

n.s. = not statistically significant

Table 6 presents the results comparing participants' pre-test answers to their post-test answers for the question about the number of hours children watched PBS shows on TV. The table shows that there was both stability (11 out of 18 participants answered the same at both times) and change in the answers to this question (6 participants reported increases). Unfortunately, the level of change, albeit in the right direction (children spent more hours watching PBS shows), was not enough to rise to statistical significance.

Table 6: Results for children's PBS show watching

(18 participants) [†]		Post-test Answer			
		Less than 1 hour	1 to 3 hours	3 to 5 hours	5 hours or more
Pre-test Answer	Less than 1 hour	10	6	0	0
	1 to 3 hours	0	1	0	0
	3 to 5 hours	0	0	0	0
	5 hours or more	1	0	0	0
Statistics					
# Increases:	6	# Decreases:	1	MH Test Value	-0.8 ^{n.s.}

[†] = five participants either wrote in answers or did not answer the question at the pre- or post-test

n.s. = not statistically significant

Table 7 presents the results comparing participants' pre-test answers to their post-test answers for the question about the number of hours participants spent watching TV with children. The table shows again that there was both stability (11 out of 18 participants answered the same at both times) and some amount of change in both directions for the answers to this question. The level of change, however, was not enough to rise to statistical significance in either direction.

Table 7: Results for watching TV with children

(17 participants) [†]		Post-test Answer			
		<1 hour	1 – 3 hours	3 – 5 hours	5 hours or more
Pre-test Answer	Less than 1 hour	9	4	0	0
	1 – 3 hours	2	2	0	0
	3 – 5 hours	0	0	0	0
	5 hours or more	0	0	0	0
Statistics					
# Increases:	4	# Decreases:	2	MH Test Value	0.8 ^{n.s.}

[†] = six participants either wrote in answers or did not answer the question at the pre- or post-test

n.s. = not statistically significant

Table 8 presents the results comparing participants' pre-test answers to their post-test answers for the question about discussing the programs that they were watching with children. The table shows that while there was modest stability (7 participants answered the same at both times), there was also a large number of increases in the number of times participants reported talking with children in their room/center while watching TV together after the RTL training (the Marginal Homogeneity test was significant at the $p < 0.01$ level). Twelve participants reported increases in the number of times participants reported talking with children in their room/center while watching TV together.

Table 8: Results for discussing TV with children

(21 participants) [†]		Post-test Answer			
		Not at all	Once or twice	3 or 4 times	5 times or more
Pre-test Answer	Not at all	2	4	4	0
	Once or twice	1	3	1	3
	3 or 4 times	0	1	1	0
	5 times or more	0	0	0	1
Statistics					
# Increases:	12	# Decreases:	2	MH Test Value	-2.9**

[†] = two participants did not answer the question at the post-test

** = statistically significant at the $p < 0.01$ level

Table 9 presents the results comparing participants' pre-test answers to their post-test answers for the question about the number of times participants engaged in activities related to a program with children in their room/center. Like Table 8, while there was modest stability (6 participants answered the same at both times), there was also a large number of increases in the number of times participants reported engaging in activities after the RTL training (the Marginal Homogeneity test was significant at the $p < 0.01$ level). Again, as in Table 8, twelve participants reported increases.

Table 9: Results for TV-related activities with children

About how many times did you do things with the children in your room or center that were related to the topic or theme of a program, such as making a craft or playing a game?					
(19 participants) [†]		Post-test Answer			
		Not at all	Once or twice	3 or 4 times	5 times or more
Pre-test Answer	Not at all	2	6	0	0
	Once or twice	1	1	2	2
	3 or 4 times	0	0	0	2
	5 times or more	0	0	0	3
Statistics					
# Increases:	12	# Decreases:	1	MH Test Value	-3.0**

[†] = four participants did not answer the question at the pre- or post-test

** = statistically significant at the $p < 0.01$ level

Table 10 presents the results comparing participants' pre-test answers to their post-test answers for the question about reading books related to a program with children in their room/center. While there was some stability (5 participants answered the same at both times), there was also both a large number of increases and a modest number of decreases in the number of times participants reported engaging in activities after the RTL training. Although the number of participants reporting increases in program-related book readings was large (11), the offsetting number of decreases led to a marginally-significant Marginal Homogeneity test. While a marginally-significant statistical test is still not significant, the finding is in the right direction and looks promising.

Table 10: Results for TV-related reading with children

About how many times did you read books with the children in your room or center that were related to the topic or theme of a TV program?					
(20 participants) [†]		Post-test Answer			
		Not at all	Once or twice	3 or 4 times	5 times or more
Pre-test Answer	Not at all	1	5	4	0
	Once or twice	0	3	1	1
	3 or 4 times	0	2	0	0
	5 times or more	0	1	1	1
Statistics					
# Increases:	11	# Decreases:	4	MH Test Value	-1.9 ⁺

[†] = three participants did not answer the question at the pre- or post-test

⁺ = marginally statistically significant

In the final analysis of pre-test to post-test change, Table 11 presents the results comparing participants' pre-test answers to their post-test answers for the question about using the Learning Triangle. Table 11 shows that there was high stability (14 out of 20 participants answered the same at both times) and a modest number of increases (5 participants) in the number of participants using the components of the Learning Triangle after the RTL training. Although the number of participants reporting increases in program-related book readings was reasonable (5), the offsetting decrease led to a marginally-significant Marginal Homogeneity test. While a marginally-significant statistical test is still not significant, the finding is in the right direction and looks promising.

Table 11: Results for using Learning Triangle with children

Do you ever watch a program, read a book, AND do an activity, all related to the topic or theme of a TV program after it is finished?					
(20 participants) [†]		Post-test Answer			
		No	Yes		
Pre-test Answer	No	5	5		
	Yes	1	9		
Statistics					
# Increases:	5	# Decreases:	1	MH Test Value	1.6 ⁺

[†] = three participants did not answer the question at the pre- or post-test

⁺ = marginally statistically significant

In this section we also report participants' responses to two other program-related questions that were asked on the post-test and not on the pre-test.

Table 12 reports participants' responses to a question about whether they felt that their awareness of what the children in their room/center were watching on TV had changed because of the training. Participants' answers show that 82% felt that they were more aware of what the children in their rooms/centers were watching on TV. Only 18% felt

that there was no change, and none felt that they were less aware. Clearly the trainings had an effect on the attention that participants paid to what their children were watching on TV.

Table 12: Results for awareness of what children are watching

Do you think your awareness of what the children in your room or center watch on TV has changed because of the training?			
(22 participants) [†]		# of Participants	%
Answer	I am <u>less</u> aware of what the children watch	0	0.0
	No, it has not changed	4	18.2
	I am <u>more</u> aware of what the children watch	18	81.8

[†] = one participant did not answer the question at the post-test

Table 13 reports participants' responses to a question about their overall satisfaction with the RTL trainings. Participants' answers show that they were overwhelmingly satisfied with the trainings (73% were very satisfied and 27% were satisfied). No participants rated themselves as neutral or unsatisfied. This level of participant satisfaction is a strong endorsement of the RTL program and trainings.

Table 13: Results for satisfaction with the training

In general, how satisfied were you with what you learned at the training and the training itself?			
(22 participants) [†]		# of Participants	%
Answer	Very unsatisfied	0	0.0
	Unsatisfied	0	0.0
	Neutral/Don't care	0	0.0
	Satisfied	6	27.3
	Very satisfied	16	72.7

[†] = one participant did not answer the question at the post-test

Finally, a last question asked about the age of the children that the participants had in their room/centers. Table 14 summarizes their responses. Exploratory analyses revealed no relations between age of children and other questions.

Table 14: Results for age of children

How old are the children in your classroom?			
(22 participants) [†]		# of Participants	%
Answer	Age 2 yrs	3	13.6
	Age 3 yrs	3	13.6
	Age 2-3 yrs	4	18.2
	Age 2-4 yrs	2	9.1
	Age 3-4 yrs	5	22.7
	Age 3-5 yrs	1	4.5
	Age 4-5 yrs	3	13.6
	Age 5-8 yrs	1	4.5

[†] = one participant did not answer the question at the post-test

3.2.3 Conclusion

The results of the pre-/post-test evaluation are very positive. Although not all of participants' answers to the evaluation questions showed significant change from pre-test to post-test (3 significant, 2 marginally-significant, and 4 non-significant), the results were almost all in the right direction. Since the pre-test to post-test design for demonstrating behavioral change is a very rigorous test, especially over the length of time between the pre-test and the post-test in this evaluation (85 days), these results are very encouraging.

In addition, the significant and marginally-significant findings are in the core areas that RTL is targeting: discussing programs while watching them, doing activities related to programs, reading program-related books with children, and putting them all together in the Learning Triangle. These results suggest the WETA's *Ready To Learn* trainings are having the desired effects on their participants.

4. OVERALL EVALUATION FINDINGS

Our evaluation of WETA's *Ready To Learn* trainings indicates that the trainings are having the desired effects. Parents and providers are: reading more to children, watching TV and discussing programs with children, doing program-related activities with children, reading program-related books with children, and providers are beginning to implement the Learning Triangle. In addition, there is some evidence that their children are watching less TV overall, and more PBS shows. Although findings for the pre-/post-test phase of the evaluation were not as strong as those from the retrospective phase, as was expected, we feel that they are impressive results for such a rigorous test.

As positive as these findings are, we do have suggestions for future research. First, since the pre-/post-test phase was only on providers, we would suggest a pre-/post-test evaluation for parents as well, since they may have different results. Second, because there may be differential effects of multiple exposures, we would also suggest that both single-session and multiple-session trainings be evaluated. Third, because it would be informative to know whether the trainings have long-term impacts beyond 2-3 months, we would suggest a 6 month longitudinal study as well. Finally, we would suggest some qualitative work, which could answer questions such as: "Why are there weaker results for TV-watching time for providers?", "Are there really decreases over time for some of the participants?", and "Why do fewer parents implement the Learning Triangle?".

APPENDIX I
Logic Models for RTL Evaluation

Goal	Objective	Measure
<i>Retrospective Evaluation</i> (All Measures are questions on participant surveys. Measures are stated as the Parent form of the question.)		
Workshop participants are reading to children more often after training.	Significant percentage of participants report an <u>increase</u> in the number of children's books in home/classroom because of training.	"Has there been any change in the number of children's books, including library books, in your home because you attended the training?"
	Significant percentage of participants report an <u>increase</u> in the amount of time spent reading or looking at books with child/children because of training.	"Has there been any change in the amount of time you or someone else in your house spends reading or looking at books with your child because of the training?"
Workshop participants are changing children's television habits after training.	Significant percentage of participants report a <u>decrease</u> in the amount of time child/children watches TV because of training.	"Has there been any change in the amount of time your child watches TV because of the training?"
	Significant percentage of participants report an <u>increase</u> in the amount of time child/children watches PBS shows on TV because of training.	"Has there been any change in the amount of time your child watches PBS shows on TV because of the training?"
	Significant percentage of participants report an <u>increase</u> in the amount of time participants watch TV with child/children because of training.	"Has there been any change in the amount of time you watch TV with your child because of the training?"
Workshop participants are using the Learning Triangle, or components of the Learning Triangle after training.	Significant percentage of participants report an <u>increase</u> in the amount of time spent discussing programs with child/children while watching TV together because of training.	"Has there been any change in the amount of time you and your child spend discussing a program while you're watching TV together because of the training?"
	Significant percentage of participants report an <u>increase</u> in the amount of time spent doing things with child/children that are related to the topic or theme of a program because of training.	"Has there been any change in the amount of time you and your child spend doing things that are related to the topic or theme of a program, such as making a craft or playing a game, because of the training?"
	Significant percentage of participants report an <u>increase</u> in the amount of time spent reading books with child/children that are related to the topic or theme of a TV program because of training.	"Has there been any change in the amount of time you and your child spend reading books that are related to the topic or theme of a TV program because of the training?"
	Significant percentage of participants have started using the Learning Triangle because of training.	"Have you started using the Learning Triangle, that is, watching a program, reading a book, AND doing an activity all related to the topic or theme of a TV program after it is finished, because of the training?"

Goal	Objective	Measure
<i>Pre-/Post-test Evaluation</i> (All Measures are questions on participant surveys. Measures are stated as the Parent form of the question.)		
Workshop participants are reading to children more often after training.	Significant <u>increase</u> in the number of children's books in the participants' home/classroom because of training.	"About how many children's books, including library books, do you have in your home right now?"
	Significant <u>increase</u> in the amount of time spent reading or looking at books with child/children because of training.	"About how many times during a normal week do you or someone else in your house read or look at books with your child?"
Workshop participants are changing children's television habits after training.	Significant <u>decrease</u> in the amount of time child/children watches TV because of training.	"About how many hours a day does your child usually watch TV at home?"
	Significant <u>increase</u> in the amount of time child/children watches PBS shows on TV because of training.	"About how many hours a day does your child usually watch PBS shows on TV at home?"
	Significant <u>increase</u> in the amount of time participants watch TV with child/children because of training.	"About how many hours a day do you usually watch TV with your child at home? (any programs)"
Workshop participants are using the Learning Triangle, or components of the Learning Triangle after training.	Significant <u>increase</u> in the amount of time spent discussing programs with child/children while watching TV together because of training.	"About how many times during a normal week do you discuss a program with your child while watching TV together?"
	Significant <u>increase</u> in the amount of time spent doing things with child/children that are related to the topic or theme of a program because of training.	"About how many times during a normal week do you do things with your child that are related to the topic or theme of a program, such as making a craft or playing a game?"
	Significant <u>increase</u> in the amount of time spent reading books with child/children that are related to the topic or theme of a TV program because of training.	"About how many times during a normal week do you read books with your child that are related to the topic or theme of a TV program?"
	Significant percentage of participants have started using the Learning Triangle because of training.	"Do you ever watch a program, read a book, AND do an activity, all related to the topic or theme of a TV program after it is finished?"

APPENDIX II
Parent and Provider Forms for Retrospective Evaluation

PARENT FORM

Date: _____ Caller: _____

Training Date: _____ Phone Number: _____

1. Has there been any change in the number of children's books, including library books, in your home because you attended the training?

- No
- Yes
- Don't know

[If YES] Would you say there are fewer or more children's books in your home?

- Fewer
- More

2. Has there been any change in the amount of time you or someone else in your house spends reading or looking at books with your child because of the training?

- No
- Yes
- Don't know

[If YES] Would you say less or more time reading or looking at books with your child?

- Less
- More

3. Has there been any change in the amount of time your child watches TV because of the training?

- No
- Yes
- Don't know

[If YES] Would you say your child spends less or more time watching TV?

- Less
- More

4. Has there been any change in the amount of time your child watches PBS shows on TV because of the training?

- No
- Yes
- Don't know

[If YES] Would you say your child spends less or more time watching PBS shows?

- Less
- More

5. Has there been any change in the amount of time you watch TV with your child because of the training?

- No
- Yes
- Don't know

[If YES] Would you say you spend less or more time watching TV with your child?

- Less
- More

6. Has there been any change in the amount of time you and your child spend discussing a program while you're watching TV together because of the training?

- No
- Yes
- Don't know

[If YES] Would you say you and your child spend less or more time discussing what you're watching on TV?

- Less
- More

7. Has there been any change in the amount of time you and your child spend doing things that are related to the topic or theme of a program, such as making a craft or playing a game, because of the training?

- No
- Yes
- Don't know

[If YES] Would you say you spend less or more time doing things that are related to the topic or theme of a program?

- Less
- More

8. Has there been any change in the amount of time you and your child spend reading books that are related to the topic or theme of a TV program because of the training?

- No
- Yes
- Don't know

[If YES] Would you say you spend less or more time reading books that are related to the topic or theme of a program?

- Less
- More

9. Have you started using the Learning Triangle, that is, watching a program, reading a book, AND doing an activity all related to the topic or theme of a TV program after it is finished, because of the training?

- No
- Yes
- Don't know

10. Finally, to help us with our trainings, is English your primary language?

- No
- Yes

[If NO] What is your primary language? _____

“Thank you very much for helping us with this survey.”

PROVIDER FORM

Date: _____ Caller: _____

Training Date: _____ Phone number: _____

1. Has there been any change in the number of children's books, including library books, in your room or center because you attended the training?

- No
- Yes
- Don't know

[If YES] Would you say there are fewer or more children's books in your room or center?

- Fewer
- More

2. Has there been any change in the amount of time you or someone else in your room or center spends reading or looking at books with children because of the training?

- No
- Yes
- Don't know

[If YES] Would you say less or more time reading or looking at books with children?

- Less
- More

3. Has there been any change in the amount of time the children in your room or center watch TV because of the training?

- No
- Yes
- Don't know

[If YES] Would you say the children spend less or more time watching TV?

- Less
- More

4. Has there been any change in the amount of time the children in your room or center watch PBS shows on TV because of the training?
 - No
 - Yes
 - Don't know

[If YES] Would you say the children spend less or more time watching PBS shows?

 - Less
 - More

5. Has there been any change in the amount of time you watch TV with the children in your room or center because of the training?
 - No
 - Yes
 - Don't know

[If YES] Would you say you spend less or more time watching TV with the children?

 - Less
 - More

6. Has there been any change in the amount of time you and the children in your room or center spend discussing a program while you're watching TV together because of the training?
 - No
 - Yes
 - Don't know

[If YES] Would you say you and the children spend less or more time discussing what you're watching on TV?

 - Less
 - More

7. Has there been any change in the amount of time you and the children in your room or center spend doing things that are related to the topic or theme of a program, such as making a craft or playing a game, because of the training?
 - No
 - Yes
 - Don't know

[If YES] Would you say you spend less or more time doing things that are related to the topic or theme of a program?

 - Less
 - More

8. Has there been any change in the amount of time you and the children in your room or center spend reading books that are related to the topic or theme of a TV program because of the training?

- No
- Yes
- Don't know

[If YES] Would you say you spend less or more time reading books that are related to the topic or theme of a program?

- Less
- More

9. Have you started using the Learning Triangle, that is, watching a program, reading a book, AND doing an activity all related to the topic or theme of a TV program after it is finished, because of the training?

- No
- Yes
- Don't know

10. Finally, to help us with our trainings, is English your primary language?

- No
- Yes

[If NO] What is your primary language? _____

“Thank you very much for helping us with this survey.”

APPENDIX III
Provider Forms for Pre-/Post-test Evaluation

PROVIDER PRE-TEST FORM

Provider Name: _____ Training Date: _____

As a part of the training we would like to ask you some questions about books and your television-watching habits in your room or center. Your answers will help us to see how we're doing and improve our trainings. For your privacy, no one outside *Ready To Learn* will ever see your answers.

1. About how many children's books, including library books, do you have in your room or center right now?
 - None
 - 1 to 25
 - 25 to 50
 - 50 to 100
 - More than 100

The next questions are all about things that happened last week.

2. About how many times did you or someone else in your room or center read or look at books with children last week?
 - Not at all
 - Once or twice
 - 3 or 4 times
 - 5 times or more
3. About how many hours a day did the children in your room or center watch TV last week?
 - Less than 1 hour
 - 1 – 3 hours
 - 3 – 5 hours
 - 5 hours or more
4. About how many hours a day did the children in your room or center watch PBS shows on TV?
 - Less than 1 hour
 - 1 – 3 hours
 - 3 – 5 hours
 - 5 hours or more

5. About how many hours a day did you watch TV with the children in your room or center? (Any programs.)
 - Less than 1 hour
 - 1 – 3 hours
 - 3 – 5 hours
 - 5 hours or more

6. About how many times did you discuss a program with the children in your room or center while watching TV together?
 - Not at all
 - Once or twice
 - 3 or 4 times
 - 5 times or more

7. About how many times did you do things with the children in your room or center that were related to the topic or theme of a program, such as making a craft or playing a game?
 - Not at all
 - Once or twice
 - 3 or 4 times
 - 5 times or more

8. About how many times did you read books with the children in your room or center that were related to the topic or theme of a TV program?
 - Not at all
 - Once or twice
 - 3 or 4 times
 - 5 times or more

The next question is a general question, not about last week.

9. Do you ever watch a program, read a book, AND do an activity, all related to the topic or theme of a TV program after it is finished?
 - No
 - Yes

Thank you very much for helping us with this survey!

PROVIDER POST-TEST FORM

Provider Name: _____ Training Date: _____

Caller: _____ Call Date: _____

1. About how many children's books, including library books, do you have in your room or center right now?

- None
- 1 to 25
- 25 to 50
- 50 to 100
- More than 100

The next questions are all about things that happened last week.

2. About how many times did you or someone else in your room or center read or look at books with children last week?

- Not at all
- Once or twice
- 3 or 4 times
- 5 times or more

3. About how many hours a day did the children in your room or center watch TV last week?

- Less than 1 hour
- 1 – 3 hours
- 3 – 5 hours
- 5 hours or more

4. About how many hours a day did the children in your room or center watch PBS shows on TV?

- Less than 1 hour
- 1 – 3 hours
- 3 – 5 hours
- 5 hours or more

5. About how many hours a day did you watch TV with the children in your room or center? (Any programs.)
 - Less than 1 hour
 - 1 – 3 hours
 - 3 – 5 hours
 - 5 hours or more

6. About how many times did you discuss a program with the children in your room or center while watching TV together?
 - Not at all
 - Once or twice
 - 3 or 4 times
 - 5 times or more

7. About how many times did you do things with the children in your room or center that were related to the topic or theme of a program, such as making a craft or playing a game?
 - Not at all
 - Once or twice
 - 3 or 4 times
 - 5 times or more

8. About how many times did you read books with the children in your room or center that were related to the topic or theme of a TV program?
 - Not at all
 - Once or twice
 - 3 or 4 times
 - 5 times or more

The next questions are general questions, not about last week.

9. Do you ever watch a program, read a book, AND do an activity, all related to the topic or theme of a TV program after it is finished?
 - No
 - Yes

10. Do you think your awareness of what the children in your room or center watch on TV has changed because of the training?

- No, it has not changed
- I am less aware of what the children watch
- I am more aware of what the children watch

11. In general, how satisfied were you with what you learned at the training and the training itself?

- Very unsatisfied
- Unsatisfied
- Neutral/Don't care
- Satisfied
- Very satisfied

12. Finally, to help us with our trainings, is English your primary language?

- No
- Yes

[If NO] What is your primary language? _____

13. How old are the children in your classroom? _____

Thank you very much for helping us with this survey!