

**SUMMARY  
OF  
PARTICIPANT FEEDBACK**

**ESSO FAMILY MATH  
Year 4  
(2003-2004)**

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## TABLE OF CONTENTS

<b>Executive Summary</b>	<b>4</b>
<b>Training Workshops</b>	<b>14</b>
➤ Early Years	14
➤ 2 – 5 Years	45
➤ Coordinator	48
<b>Family Sessions</b>	<b>59</b>
<i>Teacher Leader Feedback</i>	59
➤ Early Years	59
➤ 2 – 5 Years	61
<i>Teaching Volunteer Feedback</i>	63
➤ Early Years	63
➤ 2 – 5 Years	67
<i>Group Feedback</i> (Teacher Leader and Teaching Volunteers)	70
➤ Early Years	70
➤ 2 – 5 Years	73
<i>Parent Feedback</i>	76
➤ Early Years	76
Comments Before Sessions Began	76
Comments After Last Session	79

Family Information	82
➤ 2 - 5 Years	84
Comments Before Sessions Began	84
Comments After Last Session	87
Family Information	90
<b>Email/Journal Excerpts</b>	<b>92</b>
<b>Coordinator Feedback</b>	<b>99</b>
➤ Interviews	99
➤ Surveys	106

## EXECUTIVE SUMMARY

### TRAINING WORKSHOPS

During 2003-04, the Esso Family Math staff delivered fourteen training workshops to a total of 289 individuals. The purpose of the “Early Years” and “2 – 5 Years” Workshops was to continue preparing volunteers to facilitate Family Math programs. However, the focus for this final full year of the project was to prepare experienced Family Math Leaders to take on the tasks currently the responsibility of the Esso Team members. The “Coordinator Training” Workshops were train-the-trainer sessions where Family Math Leaders learned how to support the development of Family Math programming, including delivering training workshops to community volunteers.

<i>Training Type</i>	<i>B.Ed. Students</i>	<i>OEYC Staff*</i>	<i>Community Reps</i>	<i>Others</i>	<i>Family Math Leaders</i>	<i>Totals</i>
<i>Early Years</i>	8	195	4	2		<b>209</b>
<i>2 – 5 Years</i>	19		4	4		<b>27</b>
<i>Coordinator</i>					53	<b>53</b>
<b><i>Totals</i></b>	<b>27</b>	<b>195</b>	<b>8</b>	<b>6</b>	<b>53</b>	<b>289</b>

\* Ontario Early Years Centres

At the end of all training workshops, participants were asked to complete a questionnaire to provide evaluative feedback. The responses of the 289 individuals are summarized below. See pages 14 – 58 for the actual feedback collected at each training workshop.

### *Early Years and 2-5 Year Training*

Many participants in the Early Years Workshops were OEYC staff members who attended as part of their job requirements. They expressed a desire to learn how to implement the program with the families in their own Centres. Several of these individuals indicated a need for new ideas on how to present math concepts to children. Most university students who attended the workshops indicated that their reason for attending the training was to either gain experience working with families or to participate in a program that would help them become more effective educators.

Overall, the training was extremely well received with 61.0% of participants reporting that the training exceeded their expectations and 38.5% of participants reporting that the training met their expectations. Only one individual indicated that the training failed to meet their expectations.

While participants reported many helpful aspects of the training, the hands-on approach, the step-by-step review of all program components, the excellent resources /materials, and the explanations of “Where’s the Math” were mentioned most frequently.

There were fewer aspects of training that were noted as needing change. The most frequently recommended changes were to refrain from going through each and every activity (Early Years) and decrease the instruction time on Saturday (2 - 5 Years).

The Family Math activities received high praise from all participants. They were described as well-designed, excellent, fun, and easy to implement.

The large majority of participants (86.6%) reported that after attending the training they felt prepared to facilitate Family Math sessions. When asked what would help them feel

even more prepared, they responded that they would have liked more opportunities to practice program delivery, more time to review the materials, and more instruction.

The overall success of the training was evident from the participants' additional comments made at the end of the questionnaires. These comments were overwhelmingly favorable in terms of both the Family Math Program and the Training Workshops. Participants were obviously appreciative of the Esso Team's efforts to put forth a well organized and effective program. They were especially complimentary of the presenters' enthusiasm and passion for Family Math.

#### *Coordinator Training*

The majority of participants in the Coordinator Training Workshops were experienced Family Math Teacher Leaders. They attended the training to "learn how to provide ongoing training for leaders and volunteers". Those affiliated with Ontario Early Years Centres were especially interested in acquiring the skills necessary to conduct training for their fellow staff members.

Again, the training was extremely well received with 64.6% of participants reporting that the training exceeded their expectations and 31.3% of participants reporting that the training met their expectations. Two individuals indicated that the training failed to meet their expectations.

When asked to rate different aspects of the training (content, presentation, materials, length, meal, and location), all components received a majority of "excellent" ratings. Only "location" received any ratings less than "good".

The participants especially appreciated learning more about the math connections in the program, both from group discussion and from their homework assignment. The majority of participants (95.8%) reported that after attending the training they felt prepared to participate in Family Math as a Coordinator. When asked what would help them feel even more prepared, several responded that they would like to work with a mentor when

delivering their first training sessions.

The participants were also asked to provide their impressions of the newly developed Coordinator Training Manual. Over 70% of the trainees indicated that the Manual needed no revisions and rated it very highly in terms of its content, clarity, layout, completeness and usefulness. Others suggested minor revisions.

In terms of the participants' overall training experience, the following comments made by one individual reflects the group's response:

*My confidence is building! Thank you for sharing all your experiences, knowledge and passion for this project. It was an excellent opportunity to go through the curriculum, "Where is the Math" and Parent Talk. The homework provided us with an opportunity to look at the program as a whole and think about the content and activities in more detail. This training session has provided me with the confidence and reassurance needed to continue to offer this program to families. Best wishes to all of you. Thank you for developing this training! Your hard work and dedication is appreciated by many.*

## **FAMILY SESSIONS**

During the 2003-2004 school year, the Esso Family Math Program was offered at five London locations as well as at sites in Ingersoll, St. Thomas, Tillsonburg, Wallaceburg and Woodstock. Six of the ten sites delivered the Early Years Program while a total of six sites delivered the 2 - 5 Years Program. A total of approximately 120 families (including over 130 children) took part in the programs, attending a Family Math session one night a week, usually for six weeks. Across all ten sites, program delivery was the responsibility of 14 teacher leaders and approximately 100 teaching volunteers.

### **Teacher Leader/Teaching Volunteers Feedback**

Throughout the fall and winter, feedback regarding the family sessions was collected from both teacher leaders and teaching volunteers. On the final night of the program at each site, these individuals were asked to complete a questionnaire regarding their experiences. As well, together as a group, they completed a questionnaire that

encouraged discussion of the overall effectiveness of their particular program. The data collected is detailed on pages 59 – 75 and summarized below. It should be noted that this year sites were encouraged to collect this data for their own use but were not required to submit it to the Esso Family Math Team. This was an attempt to facilitate community ownership of the program. The feedback presented on pages 59 - 75 is the data that was shared with the Esso Team.

### *Teacher Leaders*

Six teacher leaders completed feedback questionnaires. Only two of these individuals were leading programs for the first time. All six teacher leaders reported that the Training Workshop had been effective in preparing them for program delivery.

The leaders indicated that they shared their program delivery responsibilities with the teaching volunteers. They described some teaching volunteers as “excellent” in terms of “preparing and delivering the activities” while others were “not prepared or willing to help set up or clean up”. They singled out the student teachers as having done a “terrific job...because they have such a vested interest in children”.

Overall, the teacher leaders described their Family Math experiences as “gratifying” and “absolutely fantastic”. Many leaders plan to use their Family Math facilitation skills in their own classrooms within the school system and in programming within their community.

### *Teaching Volunteers*

A total of 24 teaching volunteers, the large majority participating in Family Math for the first time, completed questionnaires. Many of these individuals (58.3%) were attending a university education program at the time.

These teaching volunteers spoke positively about the training they received prior to their participation in family sessions. They felt it was “excellent”, “very thorough” and “set the tone for how the program should be done”.

It was apparent that the teaching volunteers filled many roles in the delivery of the Family Math Program. Their primary responsibilities included: leading activities, assisting families, and helping with the coordination of meals and materials. The teaching volunteers reported overwhelmingly that this was a positive learning experience for them.

When asked about the role their teacher leader played in program delivery, the volunteers responded with great enthusiasm. Teacher leaders were described as “incredible”, “enthusiastic”, “approachable” and “well organized”.

Overall, the volunteers described their Family Math experiences as “amazing” and “fulfilling”, and as one individual stated, “it provided me with another perspective on teaching and the impact of parent-child relationships on learning”. Many teaching volunteers plan to use their Family Math facilitation skills in their own classrooms once they begin their teaching careers, as well as with their own children when they become parents.

### *Group*

Together, the leader and teaching volunteers of each Family Math group discussed the overall effectiveness of their program and completed a group questionnaire. Feedback was received from four Early Years Programs and three 2 – 5 Years Programs.

When asked how families responded to their program, all groups indicated that families participated enthusiastically. The groups reported many activities that worked well, in addition to several activities that need change. Both Early Years sites and 2 – 5 Years sites incorporated new activities into their programs.

When asked to rate different aspects of the family sessions, all sites indicated that the location, the meals and the support from the Family Math staff and the community was either “good” or “excellent”.

The groups had a great deal of advice for others who may be preparing to deliver Family

Math programs. This included: be flexible, plan ahead, be organized and prepared, and adjust the program to meet the needs of the participating families.

The groups were also asked to identify positive and negative factors that affected the outcome of their programs. Positive factors were the meals, the teamwork, and the program itself. Negative factors were lack of space, lack of consistent attendance, and dealing with children who have behavioral/emotional challenges.

### **Parent Feedback**

Feedback was also collected from parents. Assisted by a teaching volunteer, an adult from each family completed two questionnaires and a family information sheet.

Participation in this research was entirely voluntary. The data collected is detailed on pages 76 – 91 and summarized below.

Questionnaires were completed as follows:

<b>Questionnaire Type</b>	<b>No. Completed</b>	
	<b>Early Years</b>	<b>2 – 5 Years</b>
Comments Before Sessions Began	27	25
Comments After Last Session	20	25
Family Information	26	25

### *Early Years*

The majority of Early Years parents (92.3%) indicated that their children live in a two-parent home. The mothers' education levels were reported to be relatively high with all but one mother completing high school. Many mothers (76.9%) have also completed

college or university. Similarly, 70.8% of the fathers have completed college or university and only one father reported not completing high school.

While some parents reported that math was an enjoyable school subject for them, others (33.3%) stated that they found math “difficult” and “not fun”. Parents decided to attend the Family Math sessions “to encourage the enjoyment of math”, to “spend time together” and in some cases, to help their children who are having difficulty in school. Eight-five percent (85.0%) of the parents expect their children to get at least passing marks in mathematics during their school years.

When asked how they use math in their daily life, most parents indicated that they use math at work and/or at home when taking care of the household finances. All parents reported that they do math activities with their children, mostly involving counting and measuring. All of the parents said that they are comfortable talking to their children’s teachers and they also indicated that they have no problem helping with homework.

After attending the Esso Family Math sessions, all parents expressed positive comments about their experiences. Every parent had attended at least five of the six sessions. They especially enjoyed the variety of activities and the helpful advice on how to include math in daily activities. When asked if they would change anything about Family Math, several parents stated that they would like the leaders to follow the time schedule more closely and allow more time for table activities.

Many parents indicated that they are now using the Family Math activities, such as estimating and patterning, at home. They commented that they now realize that “math is a part of everyday life” and “math can be fun”. As one parent summarized, “I have a new appreciation for the different aspects of math”.

### *2 – 5 Years*

The majority of 2 - 5 Years parents (88.0%) indicated that their children live in a two-parent home. The mothers’ education levels were reported to be relatively high with

78.3% completing high school. Forty percent (40.0%) of the mothers have also completed college or university. Similarly, 70.8% of the fathers have completed high school with 41.7% also completing college or university.

While several parents reported liking math in school, 32.0% of parents expressed negative comments about their math experiences in school. Some found the subject “hard”, “tough”, and “not much fun”. Many decided to attend the Family Math sessions to help improve their children’s math skills.

Sixty-four percent (64%) of the parents expect their children to find mathematics like other school subjects and get at least passing marks during their school years. This is a significant drop from the 85.0% reported by parents of Early Years children.

When asked how they use math in their daily life, most parents indicated that they use math at work and/or at home when taking care of the household finances. All parents reported that they do math activities with their children at home, mostly involving games and math facts. While all but one of the parents said that they are comfortable talking to their children’s teachers, several parents indicated that helping their children with math homework is “frustrating” and “stressful”.

After attending the Esso Family Math sessions, the 2 - 5 Years parents were very willing to share their opinions of the program. Most of them (75.0%) had attended at least five of the six sessions. All parents had positive comments about their experiences. They especially enjoyed the games and the time they spent together with their families. When asked if they would change anything about Family Math, some parents requested more sessions and more time within each session for each activity.

Many parents indicated that they are now using the Family Math activities at home. Some parents also reported that they feel “less frustrated” and “not so intimidated” about helping their children with math homework.

Note: Parent feedback can also be found on pages 92 – 98 (emails and journal entries).

### **COORDINATOR FEEDBACK**

In February of 2004, the first eleven Coordinators to be trained by the Esso Team were interviewed regarding their experiences as new Coordinators (see pages 99 - 105). The majority of these individuals reported being active in regards to delivering training workshops and presenting Family Math information sessions. They described these experiences as being very positive. Their future plans are to continue providing training and to remain involved in program delivery.

In September of 2004, surveys were emailed to the 42 trained Coordinators. Their responses (see pages 106 - 109) confirm the considerable growth of Family Math programming in Ontario. Training workshops, as well as information sessions, have been conducted in locations throughout the province. Many of these events have been held independent of Esso Family Math, in other words, sites across Ontario are developing without the direct support of the Esso Project. Communities are taking ownership of the program using the tools developed by the Esso Team. It appears that the Family Math Coordinators have trained over 400 individuals during the past year alone.

### **CONCLUDING REMARKS**

As the Esso Family Math Project heads into its final months, there are many indications that Ontario families will continue to benefit from Family Math programming. Established sites, including many Ontario Early Years Centres, have skilled personnel who are enthusiastic about ongoing program delivery. The Esso Team has created a comprehensive set of resources that will enable new sites to develop similar programs. Fully trained Coordinators will provide support to these sites, including training workshops for volunteers. These efforts will undoubtedly be recognized by families who continue to give overwhelmingly positive feedback on the Esso Family Math Program.

## Early Years Training (London) – August 2003

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### Participants who provided feedback:

- 37 individuals
- OEYC staff

### Participants' reasons for attending the Training Workshop:

- to offer the program to families in our community (6)
- my supervisor heard about the program and recommended it to me (2)
- to be able to facilitate the program at our OEYC
- sounded like a great complete program that I could facilitate
- to learn how to do this in our area so we can provide parents and children with new learning experiences in math
- it is part of my job to promote it
- impressed when we had the workshop in Niagara and more impressed now and want to pass the word on
- to enhance my learning for future teaching
- to learn more about how to incorporate math into OEYC programs
- it is my first step towards becoming a trainer for my little corner of the world
- heard wonderful feedback from the workshop at the OEYC Conference in St. Catherine's (May 2003)
- to help my own children
- to learn more about how math is in everyday life and to put it in terms that parents and children understand
- to obtain math ideas to use with young children
- interested in workshops for parents to participate in with their children
- heard about the program through the OEYC Conference and I already presented a math workshop for preschoolers
- interested in encouraging math in young children
- our centre is presenting this program to our families
- want more math info as opposed to literacy and want to give math positive slant
- want to work with children who have special needs and they learn best through stories and songs
- to learn ways to make math an enjoyable learning experience
- to offer a workshop to ECE's on enhancing math in their programs
- to learn effective ways to teach children and parents
- to round out the literacy training for our community since I feel that math is weak and we need to incorporate it
- really like the format and the opportunities for families to succeed
- to fill a gap in my community
- wanted numeracy training
- to learn about the program and promote it in our community

- to help OEYC
- to extend my ongoing learning and to get ideas of math to share with clients
- to be able to provide a fun math experience to families without a large expense
- to be able to help parents become more involved in their children's schooling

### **Did the training meet the participants' expectations?**

- **did not meet expectations** (1 participant)
  - too long and repetitive
  - did not talk to us as fellow educators
- **met expectations** (23 participants)
  - well organized and well done
  - everything was covered clearly
- **exceeded expectations** (13 participants)
  - easy to follow and understand
  - quick perky presentation which kept my interest
  - very comprehensive
  - resource book is excellent
  - went through whole program
  - offered the tools to easily implement the program
  - many materials to take home and utilize
  - fabulous, positive, energetic presenters
  - lots of visuals to maintain interest
  - excellent ideas for encouraging math
  - hands on

### **Aspects of the training that participants' found most helpful:**

- going through all of the activities and learning how to present them (9)
- hands on activities (8)
- resource book (7)
- resources and materials provided (5)
- concrete examples and props (3)
- visuals (2)
- hearing theories and math talk (2)
- CD
- graphs
- explanation of math terms
- breakdown of math according to the curriculum
- the fun of it
- learning about the variety of activities and how to expand them
- great review of early math
- various presenters/excellent preparation
- friendly, helpful presenters
- enthusiastic instructors
- planning and preparation work

### **Aspects of the training that participants' would change:**

- present first two weeks in detail and then lessen time spent on other weeks (4)
- do not go through all the activities (3)
- shorten the training, no need to go through all the math walks (3)
- some aspects, like the estimation exercise, is too repetitive (3)
- tapes were confusing and too fast (2)
- do not include so much repetition/after week three we understood the graphing format
- with our ECE background we did not need the entire curriculum modelled
- provide more time for training
- too rushed
- allow the participants to present the weeks as part of the training
- provide healthier lunch and snacks
- provide copies of the curriculum guidelines
- review five strands of math
- spend less time on songs and more on coverage of math concepts
- spend more time on how math curriculum relates to Family Math

### **Participants' first impressions of Family Math activities:**

- easy to implement (8)
- great (6)
- fun (4)
- excellent (4)
- practical (3)
- well planned (3)
- makes math concepts exciting for children and parents
- too easy for ages 3 – 6
- super
- terrific
- interactive
- love them
- like them
- wonderful
- very age appropriate
- excellent choices to engage both parent and child
- various learning styles addressed
- very helpful in showing that math is everywhere
- able to expand the activities for older children
- I wonder if these activities are suitable for 3 - 4 yr olds/I would like to see a simplified version for this age as I do not think they are capable of estimating – their concept of numbers may not go beyond 5.
- I really did not like the voices used on the CD/I found the choir aspect kind of pretentious and I do not think many of our families will relate very well.

**Participants' readiness to participate in FM as a Leader:**

- ready to participate (31 participants)
- not ready to participate (2 participants)
- no response (4 participants)

**Participants would feel more prepared if they....**

- had a chance to gain some experience by practicing in a group (6)
- could review the curriculum books (2)
- could assist with a program first (2)
- could take the training again (2)
- could see a session in progress
- could have a trainer there with them
- could develop a kit that has laminated charts for each OEYC region to borrow

**Participants' other comments:**

- wonderfully done
  - good job everyone
  - well produced as a family workshop
  - excellent program and training
  - looking forward to additional training in the spring
  - thank you for a great day
  - excellent facilitators
  - enjoyed it immensely
  - great program for OEYC due to the parent component
  - your passion for Family Math is very evident and respected
  - enjoyed the presentation and know I will enjoy presenting it to families
-

## **Early Years Training (outside London) – August 2003**

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### **Participants who provided feedback:**

- 7 individuals
- OEYC staff

### **Participants' reasons for attending the Training Workshop:**

- as a supervisor of an OEYC, I wanted to see how the program works and how to evaluate the program
- as the parent educator at OEYC, it is important for me to be able to work with parents
- our centre will be offering this program
- to learn about the program and how to help children
- attended the program with my daughter who thoroughly enjoyed it so I readily accepted the offer of training to enhance my performance at work
- to find out what the program offers and how it is organized
- observed two FM sessions and was impressed/wanted to find out more about the program

### **Did the training meet the participants' expectations?**

- **met expectations** (2 participants)
  - expected it to be interesting, fun and informative
  - very practical
- **exceeded expectations** (5 participants)
  - the program makes math fun (2)
  - materials were fabulous
  - resource book is well organized
  - very enthusiastic leader
  - leader provided good explanations
  - information presented differently than expected
  - encouraged us to look at books in a different light

### **Aspects of the training that participants' found most helpful:**

- going through the six weeks step-by-step (3)
- hands on approach (2)
- instructor was informal/she answered questions and allowed discussion
- logical presentation
- resource book
- learning how to explain the activities to parents
- the jars

**Aspects of the training that participants' would change:**

- present the first three weeks and then condense the explanation
- provide more background on the five strands and what they mean for a preschool child
- provide more background on the connections between the program and the school

**Participants first impressions of Family Math activities:**

- great (2)
- fun
- positive
- very fascinating
- very open concept of math
- no stress like with the old form of math
- uses everyday materials that children can easily relate to
- includes lots of math without "hitting the children over the head with it"
- love the "making it real" and "finding math everywhere" concepts

**Suggestions on how to improve activities:**

- some activities are frustrating (i.e., putting the cube together)

**Participants' readiness to participate in FM as a Leader:**

- ready to participate (5 participants)
- not ready to participate (1 participant)
- unsure (1 participant)

**Participants would feel more prepared if they....**

- worked with a staff who has done the program already
- assisted with a program before going solo
- observed a program first
- went over the resource book
- had all the materials together

**Participants' other comments:**

- thank you
  - great training workshop/I learned a lot
  - thanks/I love this program/I am looking forward to taking an active role
-

## Early Years Training (London) – September 2003

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### Participants who provided feedback:

- 16 individuals
- OEYC staff

### Participants' reasons for attending the Training Workshop:

- to learn how to incorporate into our community (8)
- part of my job (2)
- to help parents help their children
- to increase my knowledge of strategies that will assist families
- to learn how to interact in an educational way with young children
- to consider FM for inclusion in our programs
- as a refresher since I have not been involved in a program for a while
- training was offered at a reasonable price and has been widely raved about

### Did the training meet the participants' expectations?

- **met expectations** (6 participants)
  - hands on (2)
  - explained thoroughly
- **exceeded expectations** (10 participants)
  - extremely well organized and presented (2)
  - great ideas
  - very flexible regarding materials
  - validates ideas and philosophy of learning
  - relaxed and flexible
  - examples and stories enhanced training
  - very thorough and visually stimulating
  - everything I have always advocated in my teaching
  - feel very comfortable with material and ready to do this program

### Aspects of the training that participants' found most helpful:

- hands on approach (5)
- "Where's the Math?"/explanation of math strands (4)
- resource book (3)
- step by step delivery of information (3)
- use and clarification of math terminology (2)
- materials (2)
- math – literacy connection
- doing the activities and then debriefing
- visual props

- discussing possible situations and talking about how to deal with families
- passionate approach by facilitators
- identification of age appropriate skill levels

**Aspects of the training that participants' would change:**

- cover only certain activities from each of the last sessions as it gets repetitious (5)
- shorten the training for professionals
- use fewer examples
- shorten some of the activities
- shorten the training
- lengthen the training

**Participants first impressions of Family Math activities:**

- excellent/great/awesome (5)
- fun (5)
- well thought out/organized (4)
- easy to implement with young children (3)
- age appropriate (2)
- very good
- well done
- good
- informative
- simple and non-threatening
- literature based
- want to try them out immediately
- easy to understand
- math concepts are everywhere in our environment

**Suggestions on how to improve activities:**

- vary the options, i.e., dinos not bugs
- include more information on how to use with illiterate participants

**Participants' readiness to participate in FM as a Leader:**

- ready to participate (15 participants)
- not ready to participate (1 participant)

**Participants would feel more prepared if they....**

- could attend more workshops in the future
- had all the books
- could observe a program
- had all the materials

- had more experience
- had more training
- did some review and more planning
- practiced with their own children

**Participants' other comments:**

- very informative
  - bravo/a job well done/love the step by step guide
  - thank you for presenting this training and helping our communities/I enjoyed your enthusiasm and energy/excellent day
  - would love to be involved with Train the Trainer/excited to do a session
  - a wonderful program/we will take our information and knowledge and promote this overseas
  - good training approach/enough breaks and movement
  - well done - thank you
  - the parents in my community are very eager to participate/I am interested in Train the Trainer
  - great lunch and perfect number of breaks
  - it was a great day/the trainers did a good job and kept it interesting and exciting/great to network with other OEYC's during the breaks
  - I would like to see more appropriate activities for the 3, 4, and 5 year olds/I would love to assist if this should happen/love to be a trainer
  - I think that families are hungry for this help
-

## Early Years Training (London) – September 2003

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### Participants who provided feedback:

- 8 B.Ed. students
- 4 community representatives
- 1 university student
- 1 community volunteer

### Participants' reasons for attending the Training Workshop:

- to gain teaching experience (4)
- part of my job (3)
- to enhance my teaching skills (3)
- idea behind the program is fantastic (2)
- recruited by Judi
- wanted to know more about the program
- to share my love of math with families
- to help conquer my fear of math so I can teach students in an open relaxed manner
- to help the London community
- to make contacts
- to learn how to make math fun
- to gain experience working with parents

### Did the training meet the participants' expectations?

- **met expectations** (5 participants)
  - great ideas provided
  - interesting and very informative
- **exceeded expectations** (9 participants)
  - positive and fun environment (2)
  - gave me a new understanding of math concepts (2)
  - enthusiastic teachers who are passionate about program
  - very thorough
  - very well structured and organized
  - very practical
  - made me feel very prepared
  - learned teaching strategies for math
  - did not feel like training but rather a return to childhood
  - never lost interest at any time
  - learned a lot

### Aspects of the training that participants' found most helpful:

- hands on approach (5)

- revisiting math terminology (2)
- recognizing math in books and activities (2)
- CD of music (2)
- relaxed atmosphere
- illustrations
- suggestions on methods of teaching
- practical activities and discussions
- learning the math connections
- going through every activity and evaluating it
- resource book

**Aspects of the training that participants' would change:**

- could be more condensed (3)
- not necessary to go through every story, song and activity (2)
- two shorter days of training
- finish the stories being read

**Participants first impressions of Family Math activities:**

- fun (8)
- simple but effective (4)
- interactive (3)
- excellent for small children (3)
- encourages math thinking (2)
- excellent
- educational
- well thought out
- logical
- inexpensive
- positive
- extensive
- covers a wide range of math
- lots of hidden learning
- includes practical concepts that are presented at a level that will be remembered

**Participants' readiness to participate in FM as a Leader:**

- ready to participate (13 participants)
- not ready to participate (1 participant)

**Participants would feel more prepared if they....**

- had more experience/practice (3)
- re-read the book
- could observe a program first

- had an initial meeting with the community leader and the teacher leader
- could go over the week with co-workers
- get to the location early to set up and get organized
- could practice the songs a few more times
- could actually do the math with the families

**Participants' other comments:**

- seems like a great program
  - enjoyed the enthusiasm of the leaders
  - a nice day – thank you
  - size of the training group was great as everyone was able to participate
  - excellent day – thanks for the ideas
  - excellent training and excellent food - thanks
-

## **Early Years Training (outside London) – November 2003**

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### **Participants who provided feedback:**

- 25 individuals
- OEYC staff

### **Participants' reasons for attending the Training Workshop:**

- new program to offer to our families (9)
- part of job (8)
- to learn new ways to introduce math to children (3)
- to be prepared and confident when presenting the program (2)
- it was free
- heard great things about the program
- to help families appreciate math and make it fun
- to get an understanding of Esso Family Math
- interested in the parent/child interaction
- want to make our centre more of a learning centre for families
- interested in train the trainer

### **Did the training meet the participants' expectations?**

- **met expectations** (8 participants)
  - had seen the website
  - really different
  - hands on
  - facilitators made it fun
- **exceeded expectations** (16 participants)
  - very well explained (2)
  - very interesting (2)
  - gained a better understanding of math and how to teach families
  - excellent training
  - program is set up so that it is easy to deliver
  - very well done
  - great games
  - learned that math is everywhere and can be fun
  - great materials
  - easy to follow
  - good walk through the whole program
  - resource book is extremely user friendly
  - facilitators showed the math connection with literature

**Aspects of the training that participants' found most helpful:**

- hands-on approach (11)
- books (4)
- activities (3)
- visuals/graphs and charts for large group participation (3)
- good step by step explanations (2)
- materials (2)
- repetition
- songs
- seeing how the program works
- simplicity of presentation

**Aspects of the training that participants' would change:**

- do not need to do all activities if group has grasped concept
- add role playing to ensure everyone is comfortable with program delivery
- inclusion of some songs and books
- have it available in French

**Participants first impressions of Family Math activities:**

- great/wonderful/excellent (12)
- fun (5)
- very interesting (4)
- well thought out (3)
- easy to follow (2)
- easy concepts and practical
- the different ways math fits into our lives
- cool
- good activities
- excited to share with families
- cannot wait to try it
- cannot believe I did not know all the math we were learning

**Suggestions on how to improve activities:**

- need French translation (2)
- more for older children
- make some of the songs slower and the books shorter
- concerned about the button activity being a choking hazard

**Participants' readiness to participate in FM as a Leader:**

- ready to participate (22 participants)
- not ready to participate (3 participants)

**Participants would feel more prepared if they....**

- had more experience/practice (7)
- could take part in more training
- reviewed the material themselves
- had the material ready
- had a partner
- could facilitate a program with someone who has done it before
- could volunteer a few times at a program that is already in place
- had all the resources

**Participants' other comments:**

- thank you (4)
  - excellent facilitators (2)
  - great job (2)
  - good job
  - enjoyed the day
  - we covered a lot of material and no one fell asleep
  - both presenters were energetic, fun, clear and timely
-

## **Early Years Training (outside London) – January 2004**

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### **Participants who provided feedback:**

- 25 individuals
- primarily OEYC staff

### **Participants' reasons for attending the Training Workshop:**

- looking for new ideas on how to present math concepts (9)
- to be able to offer the program in my area (4)
- part of my job (2)
- to learn how to facilitate a Family Math program (2)
- to promote math in our centre and our community (2)
- our community loves the program so we want to offer it on a more regular basis
- to encourage families to develop math skills through everyday activities
- to help teach math to families in "print form"
- to learn how to train others
- to learn how to introduce math to other early years groups
- to keep myself up to date
- interested in working with children

### **Did the training meet the participants' expectations?**

- **met expectations** (10 participants)
  - hands on (2)
  - many useful ideas (2)
  - maybe a little too thorough
  - good visuals
  - excellent props
- **exceeded expectations** (15 participants)
  - explained how math can be incorporated in everyday life (2)
  - hands on
  - good modelling
  - well laid out
  - program was explained in layman's terms
  - good format
  - each activity was covered
  - provided with a pre-planned program
  - program emphasizes parent-child involvement
  - provided lots of information
  - very positive

**Aspects of the training that participants' found most helpful:**

- hands on (8)
- visual aids (3)
- walking through all parts of the program in sequence (3)
- all the examples (2)
- learning new techniques for teaching with songs, books and creative items
- learning that math can be fun
- all the different ideas that can be used
- explanations and use of strands
- Where's the Math
- terminology
- props
- resource book
- material lists
- books
- music
- ideas on how to explain concepts to parents and caregivers
- networking with others

**Aspects of the training that participants' would change:**

- provide training module and kit to take back to centre (2)
- include more ideas on how implement and gather resources in our community
- include a handout with a list of songs, crafts, stories, etc...
- specific role playing was a little tiresome
- the beginning was a little fast
- seemed rushed/need more time for questions and discussion throughout
- have the training over two days
- make the training longer
- shorten the training by not going through every activity
- have smaller training group

**Participants first impressions of Family Math activities:**

- fun (12)
- great/excellent/amazing (8)
- easy to understand (3)
- shows families that math is everywhere (3)
- easy to use (3)
- educational
- well thought out
- age appropriate
- includes children at different levels of learning
- can be adapted to different age levels
- would work well with older children

- involves the whole family
- well organized
- lots of visuals
- very structured
- non-threatening
- some are unusual, others need to be changed to meet individual group needs
- provides many ways to help young children learn math
- opened my eyes to math
- cannot wait to implement it

**Suggestions on how to improve activities:**

- keep groups to a minimum
- include listing of extra activities for all age ranges
- incorporate the bear in all weeks

**Participants' readiness to participate in FM as a Leader:**

- ready to participate (17 participants)
- not ready to participate (6 participants)
- unsure (2 participants)

**Participants would feel more prepared if they....**

- had more experience/practice (6)
- had more training (2)
- had all the materials (include cost in registration) (2)
- partnered with someone (2)
- reviewed it on their own (2)
- could see a video of a math session
- could attend an actual session
- could have a trial run with someone who has done it several times
- could first do a couple of math programs with families
- had attended the full day of training rather than half
- had the families

**Participants' other comments:**

- great presenters/enjoyed today greatly
  - a worthwhile training session
  - thanks for a great day
  - thanks for all the work you put into this day
  - excellent/the leaders were very well spoken/they presented the information clearly
  - thank you very much
  - good teamwork and comradery between leaders/nice overall flow to workshop
-

## **Early Years Training (outside London) – January 2004**

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### **Participants who provided feedback:**

- 20 individuals
- OEYC staff

### **Participants' reasons for attending the Training Workshop:**

- to learn about Family Math so we can incorporate it into our program (8)
- part of my job (3)
- it will be beneficial for the families in our community (3)
- to learn how to facilitate the program (2)
- parents are interested in educational programs
- wanted to learn more about math
- to expand my knowledge of a subject that can be intimidating to parents
- professional development
- to train other childcare providers
- heard about it at the Early Years Conference

### **Did the training meet the participants' expectations?**

- **met expectations** (4 participants)
  - reinforcement of ideas already exposed to
  - well thought out
  - well organized
- **exceeded expectations** (16 participants)
  - well thought out/organized (4)
  - hands on (2)
  - thorough explanations (2)
  - well documented (2)
  - great/excellent (2)
  - excellent resources (2)
  - leaders were great
  - knowledgeable, enthusiastic presenters
  - wonderful activities
  - more than just numbers
  - fun and interesting day
  - wealth of information
  - impressed by the depth of information

### **Aspects of the training that participants' found most helpful:**

- hands on (6)
- visuals (4)

- all of the components (3)
- good flow (3)
- material lists (2)
- easy to follow format
- clear instructions
- walking through the whole program
- lesson plans and descriptions of activities
- Where's the Math
- display items
- props
- resource book
- materials
- learning the rationale for using specific math terms
- use of books to explore math concepts
- the expertise of Judi and Nancy
- Judi and Nancy's excellent presentation skills

**Aspects of the training that participants' would change:**

- more participant involvement
- more tailored to our knowledge level since we are an experienced group
- go through activities faster
- clearly explain each math strand at the beginning
- allow participants to practice presenting the activities
- a little too long

**Participants first impressions of Family Math activities:**

- excellent/wonderful/great (5)
- well thought out (3)
- fun (2)
- amazing
- impressive
- inexpensive
- exciting and inviting
- creative
- lots of variety
- easily presented
- can be done in everyday life
- truly related to Ontario curriculum
- relevant to families
- builds on previous experiences
- impressed and excited to try in my community

**Suggestions on how to improve activities:**

- could be built upon
- include how to incorporate ESL families
- define the five strands
- provide samples to take home

**Participants' readiness to participate in FM as a Leader:**

- ready to participate (18 participants)
- not ready to participate (0 participants)
- no response (2 participants)

**Participants would feel more prepared if they....**

- had all the weeks planned out beforehand
- could actually do the activities with families
- had more resources
- had more training

**Participants' other comments:**

- instructors were well informed and presented the session in a fun, light-hearted manner
  - thank you/I feel all excited to share this with my co-workers
  - the trainers did a wonderful job presenting the program
  - very well done
  - thoroughly enjoyed the entire day
  - what a fabulous day/I can't wait to get started
  - Nancy and Judi obviously love and believe in Family Math
  - as a consultant and presenter for fifteen years, I found Nancy and Judi to be excellent presenters
- 
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## **Early Years Training (outside London) – March 2004**

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### **Participants who provided feedback:**

- 27 individuals
- primarily OEYC staff

### **Participants' reasons for attending the Training Workshop:**

- to learn how to deliver Family Math in our OEYC (7)
- to learn how math can be fun (2)
- to use this information when working with parents (2)
- to learn how to provide math services to families with young children (2)
- to learn about math so I can help at my centre
- to improve my skills
- to enhance my knowledge of the program and to use this program in my community to assist families
- to enhance my program with new ideas
- so I will be able to help my families with school readiness programs
- to find out what Family Math is all about
- to gain educational training
- because I am working with different programs and families at the OEYC
- I heard it would be valuable to parents
- my agency enrolled me/I love math and like to teach children
- so I can introduce this to my students' parents
- sounded interesting and wanted to know how to improve upon our preschool math program which we offered in the past
- heard about it at the OEYC Conference in Niagara and thought it would be a good program to offer to families to help them prepare their children for school
- asked to participate by my employer
- to increase spectrum of math activities for children/to decrease parents' fear of math/to increase knowledge of math through play

### **Did the training meet the participants' expectations?**

- **met expectations** (16 participants)
  - learned a lot
  - very thorough
  - presenters were very informative
  - activities were well planned and delivered
  - clear and well laid out
  - step by step approach
  - learned math friendly activities
  - learned how to present to parents
- **exceeded expectations** (12 participants)

- very interactive (2)
- well organized
- well presented
- excellent presenters
- good explanations
- good enthusiasm
- fun
- not boring
- great learning
- made me excited about teaching Family Math
- teaches how to help children improve their skills
- had time to work together
- learned how math can be done through fun activities

**Aspects of the training that participants' found most helpful:**

- hands on activities (8)
- Resource Book (6)
- "Where's the Math" (4)
- graphs (4)
- materials (3)
- interactive approach (2)
- the structure
- demonstrations
- handouts
- props and charts
- singing and reading together
- choice of stories
- role playing
- modeling of activities
- use of open-ended questions to facilitate discussion
- discussing the various kinds of math and how to use simple objects to help children learn concepts
- having tools needed to implement the program
- pace of the workshop
- learned how to include parents as learners in the program
- the way Nancy and Paula presented

**Aspects of the training that participants' would change:**

- somewhat repetitive with each activity of each week set out for participants to experience/3-4 activities would be enough to get concept across (2)
- do not repeat all parts of the sessions (2)
- could be done in a half day (2)
- provide more opportunities for participants to move around (2)
- provide more time for lunch since it is a long day

- not necessary to demonstrate all activities, particularly the stories
- condense sessions 4 – 6

**Participants' first impressions of Family Math activities:**

- fun (6)
- great/excellent (3)
- good (2)
- very simple and easy for families to understand (2)
- creative (2)
- inexpensive
- wow
- exciting
- very good
- very helpful
- very hands on and family friendly
- interesting and very helpful
- excellent message
- involves children and parents
- if done well, these activities will be a great asset
- this is a program that would be beneficial to families
- families can take home to use
- wonderful/useful/concrete/high literacy component
- math is all around us

**Suggestions on how to improve activities:**

- more books and activities that address diversity and special needs (2)
- more symbols and pictures in the materials to accommodate ESL families/songs should be much slower
- provide some materials in other languages
- use books with more colors
- address the parent issues that seem to consistently come up
- home book is too busy/perhaps use one page per activity
- develop another six week session

**Participants' readiness to participate in FM as a Leader:**

- ready to participate (25 participants)
- not ready to participate (2 participants)
- unsure (1 participant)

**Participants would feel more prepared if they....**

- looked through the materials (2)
- had all the resources at hand – such as books (2)

- reviewed the Resource Book
- could see an actual session
- got all the resources and supplies ready
- had received a bin full of materials at least for the first program
- had already run a program with families

**Participants' other comments:**

- well done (2)
  - very good (2)
  - good job
  - great training
  - great job
  - excellent presentation
  - amazing program
  - great program/mostly good for children aged 5-6 years
  - very good/I really like the program
  - program was very well conceived and organized into a digestible format/program is flexible and you do not have to purchase expensive materials
  - overall the workshop was wonderful/both presenters have a wealth of knowledge and they were able to accommodate the group's needs
  - very good workshop/I enjoyed it - thank you
  - this training has inspired me to do more math activities with preschoolers on a regular basis/you can tell a passion for math is involved in the training
  - excellent facilitators/very inspirational
  - good program/quite interesting
  - not enough lunch/needed fresh coffee in the afternoon
  - great workshops/lots of learning
  - detailed program that is creative and fun for both parents and children, which is rare
-

## **Early Years Training (outside London) – April 2004**

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### **Participants who provided feedback:**

- 28 individuals
- primarily OEYC staff

### **Participants' reasons for attending the Training Workshop:**

- want to add this program to our centre/community (5)
- to become a facilitator (3)
- requirement of my centre (3)
- help me in planning for an upcoming Fun-with-Math program (2)
- to learn how to involve families and how to make math fun (2)
- to obtain math ideas to use in a school readiness program (2)
- interested in math/want to develop some efficient strategies to use when teaching young children
- to learn how to impart math concepts to young children
- to learn more math concepts
- thought it might help broaden my view on children and families
- opportunity for additional training
- to learn about FM training
- heard this program is a very good program
- seemed interesting
- had attended the presentation in Niagara Falls and felt this program could benefit the families in my community
- to enhance the numeracy component of my program
- to help me spread knowledge about the benefits of introducing math in a fun-filled environment

### **Did the training meet the participants' expectations?**

- **met expectations** (11 participants)
  - good refresher for ideas
  - well planned and presenters were good
  - activities will be a little overwhelming for the age groups
  - very thorough
- **exceeded expectations** (17 participants)
  - great ideas (5)
  - excellent presenters (4)
  - enthusiastic presenters
  - knowledgeable presenters
  - well organized and presented
  - lots of visual materials
  - powerful and resourceful

- very informative
- hands on
- explanations were to the point
- very good activities
- wonderful
- was not school-like which I expected
- showed how to identify math in story books
- walked through the full program

**Aspects of the training that participants' found most helpful:**

- hands on approach (8)
- all aspects (7)
- books/storytelling (6)
- the different activities (3)
- songs (3)
- showing how to run a session (2)
- each week was presented in detail
- games
- Math Walk
- Interactive
- materials at hand
- teaching kits
- graph ideas
- introduction of math concepts
- facilitator tips
- demonstrations with concrete materials and visual pictures
- learning ways to interact with parents
- learning ways to explain things to children

**Aspects of the training that participants' would change:**

- make the training longer/have the training over two days (3)
- use more charts and visuals
- provide a handbook for each participant
- include more moving around
- make the training shorter

**Participants' first impressions of Family Math activities:**

- excellent/great (7)
- fun (4)
- interesting (3)
- user friendly (3)
- good/okay (3)
- covers all aspects of math (2)

- exciting (2)
- very creative
- learning through play
- non-threatening
- enjoyable for children
- encourages thinking
- how organized they can be if you plan ahead
- use of literacy is so enriching
- very helpful to both parents and children

**Suggestions on how to improve activities:**

- reduce number of activities per session and increase number of sessions (especially for ESL families)
- put a ribbon on each hat to hold it on

**Participants' readiness to participate in FM as a Leader:**

- ready to participate (25 participants)
- not ready to participate (3 participants)

**Participants would feel more prepared if they....**

- had more training (3)
- read the material over a couple of times (2)
- reviewed the sessions a few times
- had more material
- had a partner
- could practice all aspects of the program

**Participants' other comments:**

- thank you! (2)
  - well done
  - a bag per participant would be a nice finish to this course
  - I learned many new ideas
  - really enjoyable/will be a benefit to the community
  - thank you both for your knowledge and expertise as well as sense of humor
  - great – about time
  - instructors were very friendly and helpful
  - I really enjoyed this workshop/very well done/lots of ideas
  - excellent job/hats off to you all
  - excellent training period/the presenters took great effort to share information
  - would like to have more sessions
-

## **Early Years Training (outside London) – May 2004**

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### **Participants who provided feedback:**

- 10 individuals
- primarily OEYC staff

### **Participants' reasons for attending the Training Workshop:**

- heard a lot about it and wanted to know more (2)
- I work with families and this is super info regarding math
- to help my families help their children enjoy and understand math
- want to offer the program in our centre
- want to offer the program in our area
- want to help children with early math skills
- seemed interesting from the description/I am always interested in sharing math
- to receive early years training
- to recognize math in our literacy programs

### **Did the training meet the participants' expectations?**

- **met expectations** (1 participant)
- **exceeded expectations** (9 participants)
  - families can do it at home (2)
  - no fancy materials or additional costs for families
  - amazing
  - exciting
  - motivating
  - easy to follow
  - hands on approach
  - very interactive
  - straightforward
  - helpful to go through each session
  - role modeling
  - instructors were open-minded
  - refreshing to have facilitators who fully enjoy what they do
  - lots to bring home to families in my community

### **Aspects of the training that participants' found most helpful:**

- hands-on approach (3)
- running through all the activities for each week (3)
- facilitation and presentation
- facilitator was easy going and fun

- Resource Book
- graphs
- books
- math count
- practical tips
- reviewing the strands for the Parent Talk
- activities for young children
- splitting the training into two half days allowed for time to process info and the opportunity to stay fresh and alert

**Aspects of the training that participants' would change:**

- one day instead of two
- make the training longer
- making books available in one kit
- have charts for weekly sessions ready made so we can chart as we go through the sessions
- build in more group discussion time

**Participants first impressions of Family Math activities:**

- fun (5)
- easy (4)
- excellent/great (2)
- exciting for families
- wow!
- wonderfully thought out
- families will love every aspect of it
- families will not realize how much they are learning

**Suggestions on how to improve activities:**

- include more books

**Participants' readiness to participate in FM as a Leader:**

- ready to participate (9 participants)
- not ready to participate (1 participant)

**Participants would feel more prepared if they....**

- had a team member who was also trained (2)
- had a longer training session and if it was not so rushed
- had a kit with all the books
- could offer it initially to a small group
- had Nancy and Judi over at their centre

- lots of practice

**Participants' other comments:**

- thank you (2)
  - great workshop
  - the training was great – awesome!
  - thank you – I think it will be empowering for families to feel better about their math skills
  - bravo – will be sure to share info with co-workers and other organizations in my area
-

## 2 - 5 Years Training (London) – September 2003

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### Participants who provided feedback:

- 19 B.Ed. students
- 4 community representatives
- 2 university students
- 2 high school students

### Participants' reasons for attending the Training Workshop:

- to learn effective strategies for teaching math (6)
- to gain teaching experience (5)
- to learn ideas to use in my own classroom (4)
- to be able to offer this program in my community (4)
- to gain experience working with families (3)
- good learning opportunity (2)
- important to make math more valued by parents and children (2)
- to learn how to make math fun for families (2)
- part of my job (2)
- to give back to my community (2)
- great program
- to be a part of helping others to see the fun in math
- it is important for parents to understand their children's homework
- math should be reinforced at home
- to learn more about the math curriculum
- part of my high school co-op program
- enjoy working with children and their parents

### Did the training meet the participants' expectations?

- **met expectations** (5 participants)
  - practical
  - concrete ideas
  - very detailed
  - no wrong answer approach
- **exceeded expectations** (22 participants)
  - helped me see math differently (3)
  - very well organized (3)
  - very thorough (3)
  - gained a better understanding of how children think (2)
  - resource book is written in great detail (2)
  - going through all the activities (2)
  - lots of variety
  - fully explained

- fun and informative
- great trainers
- enthusiasm of trainers is contagious
- great examples
- activities were fascinating
- new ideas for teaching
- so much fun that I forgot it was a math lesson
- explanations of how activities meet curriculum expectations
- the math did not faze me at all once we got into it
- more applicable and fun than I expected

**Aspects of the training that participants' found most helpful:**

- hands on approach (11)
- "Where's the Math" section (3)
- learning how the activities relate to the curriculum (3)
- going through all parts of the program (2)
- learning how to make math fun for children
- explanation of how children think
- learning the games
- every day applications
- grade level expectations in the resource book
- learning how to approach parents and children
- dialogue
- stories and games
- food

**Aspects of the training that participants' would change:**

- shorten the first day of training (10)
- shorten the training to one day (3)
- do not need to complete every activity (2)
- divide the group into 6 small groups and have each become experts on one of the six sessions/then have them present their session with input from Barry and Nancy

**Participants first impressions of Family Math activities:**

- fun (20)
- wonderful/fantastic/excellent (4)
- educational (3)
- easy to modify (3)
- great to show how math can be learned from everyday activities (2)
- exciting (2)
- interesting (2)
- very well put together (2)

- incorporate a wide range of math concepts (2)
- easy to integrate into curriculum (2)
- challenging (2)
- inexpensive
- creative
- delightful
- non-traditional
- developmentally appropriate
- children will do on their own despite the math

**Suggestions on how to improve activities:**

- some books seem below the level of grade 5 students
- “Go Fish” seems very repetitive since you have to add up to the same number for a whole round

**Participants’ readiness to participate in FM as a Leader:**

- ready to participate (20 participants)
- not ready to participate (7 participants)

**Participants would feel more prepared if they....**

- had more experience/practice (9)
- could do the activities with real families (2)
- could observe a program in session (2)
- could see the location in advance

**Participants’ other comments:**

- thank you (2)
  - great program (2)
  - thank you very much for taking the time to train us and set up the program
  - excellent enthusiasm by Barry and Nancy/it made the program very easy to be excited about
  - you guys are great/I have learned a lot – thanks
  - I would like to thank and congratulate our two presenters, Barry and Nancy, for such an inspiring and entertaining time at the sessions
  - I really loved it/how can we spread this to more locations?/how can I do the other training to become a Barry clone?
  - came away with valuable skills to help in my class
  - Barry, I have retired from a corporate position and I would be delighted to continue training subsequent to your retirement
  - great workshop
  - I really enjoyed the training and hope the actual program is just as enjoyable
-

## **Early Years Coordinator Training (London) – August 2003**

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**Number of participants:** 11

### **Participants' previous Family Math experience:**

- *Training* – All participants have attended Esso FM Training Workshops in the past. Three of the eleven participants have each attended two Early Years Training Workshops.
- *Number of FM Programs the participants have participated in:*
  - 1 (3 participants)
  - 2 (3 participants)
  - 3 (3 participants)
  - 4 (1 participant)
  - 5 (1 participant)
- *Roles participants have taken in program delivery:*
  - Community Leader (4)
  - Teacher Leader (10)
  - Teaching Volunteer (3)
- *Participants' other FM experiences:*
  - development of power point presentation
  - development of script for video
  - attended a FM workshop at a Home & School Conference
  - attended a Resource Consultants meeting where Barry, Linda and Judy spoke about FM

### **Participants' reasons for attending the Coordinator Training Sessions:**

- I am so excited about the program. I am interested in becoming a Trainer.
- So I can train fellow OEYC staff and playgroup leaders as well as London Children's Connection staff. I want to promote FM in our community through presentations.
- I want to see FM grow so more families have the opportunity to participate. I am looking for something to do in my future retirement.
- I am very interested in how FM benefits families.
- It was suggested that I take the training because I am passionate about FM and I am always suggesting we run it.
- I enjoy FM. I have a passion for this program and look forward to training others.
- So I can teach others this program and offer on a regular basis in my community.
- This is a great opportunity to support high-risk families.
- I want FM to continue in Oxford.
- I want to see the FM Program sustained and brought to many communities.
- I believe in this program and I want to have the opportunity to work with the FM Team.

### **Did the training meet the participants' expectations?**

- met expectations (3 participants)
- exceeded expectations (8 participants)

### **Participants' ratings of the training (poor/fair/good/excellent):**

- |                |          |                |
|----------------|----------|----------------|
| ➤ Content      |          | excellent - 11 |
| ➤ Presentation |          | excellent - 11 |
| ➤ Materials    |          | excellent - 11 |
| ➤ Length       | good – 3 | excellent - 8  |
| ➤ Meal         | good – 3 | excellent - 7  |
| ➤ Location     | good – 1 | excellent - 10 |

### **Aspects of the training that participants' found most helpful:**

- the homework – doing some research really cements the information
- “Where’s the Math” section/homework/group interaction and participation
- relating the curriculum to the FM sessions
- reviewing the questions in Part III/using the “Where’s the Math” sheet for Week 2
- interactive group work/great discussions
- learning the “meat and potatoes” behind the materials/networking
- group activities
- working in groups and discussing where the math is
- ease in which info was presented
- discussing homework questions
- opportunity for questions and answers/opportunity to review supporting documentation

### **Aspects of the training that participants' would change:**

- try to incorporate a little more movement into the full day
- include more information on recruiting and obtaining funding
- hold the training over two days so participants can stay overnight instead of driving on two different days
- include the “Where’s the Math” activity for Weeks 1, 3, 4 and 5 (not just Week 2)
- try some overheads, charts, etc... for a visual change
- do not change a thing

### **Participants' readiness to participate in FM as a Coordinator:**

- All 11 participants indicated that they feel ready to participate in FM as a Coordinator.
- Four participants indicated that they would like to first deliver training with the help of one of the Esso Team members.

- One participant stated that she would feel more prepared if she had had the time to construct some display boards.
- One participant would like more information about administrative aspects of FM such as booking training, charging communities and billing.

**Participants' overall impression of the Coordinator's Manual:**

- needs minor revisions (3 participants)
- needs no revisions (8 participants)

**Participants' ratings of the Coordinator Manual (poor/fair/good/excellent):**

- |                |          |          |               |
|----------------|----------|----------|---------------|
| ➤ Content      |          | good – 3 | excellent - 7 |
| ➤ Clarity      |          | good – 2 | excellent - 8 |
| ➤ Layout       |          | good – 2 | excellent - 8 |
| ➤ Completeness | fair – 1 | good – 1 | excellent - 8 |
| ➤ Usefulness   |          | good – 3 | excellent - 7 |

**How participants' see using their Coordinator skills:**

- Running Training Workshops and recruiting new volunteers.
- Training other teachers within the community and continuing to spread the wonderful math.
- Training daycare staff to conduct FM sessions.
- Presenting to my OEYC staff and community members.
- FM Programs and sharing information with parents and community partners.
- Helping other groups get started.
- Provide training for new staff and for OEYC and community groups in Southern Ontario.
- Passing on the passion and the fun I find in FM.
- Training fellow OEYC staff and Community Home Childcare staff and promoting FM in our community and at our playgroups.

**Participants' other comments:**

- I enjoyed the training very much!
  - Well organized and snacks were very nice!
  - Snacks were great! I liked the relaxed atmosphere.
  - Well done. This is a great program to be offered to families in my community.
  - Thank you! Thank you! Thanks for the laughs!
-

## **Early Years Coordinator Training (London) – May 2004**

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**Number of participants:** 22 (19 provided feedback)

### **Participants' previous Family Math experience:**

- *Training* – Sixteen participants indicated that they had attended Esso FM Training Workshops in the past.
- *Number of FM Programs the participants have participated in:*
  - 1 (4 participants)
  - 2 (7 participants)
  - 3 (2 participants)
  - 4 (3 participant)
  - 5 (1 participant)
- *Roles participants have taken in program delivery:*
  - Community Leader (4)
  - Teacher Leader (13)
  - Teaching Volunteer (4)
- *Participants' other FM experiences:*
  - participated in a FM session at the school
  - presented FM to families at school

### **Participants' reasons for attending the Coordinator Training Sessions:**

- want to be able to train OEYC staff and other interested people (3)
- want to take this program to China (2)
- to be able to train others (2)
- given opportunity by OEYC to deliver this to our community teachers and to OEYC staff
- very interested in training more people in the community so there will be better support
- help me in my job
- response to program is overwhelming so I need help
- to educate my community
- to give FM to the masses and continue it in our community
- offered to me as professional development
- like to see this valuable program get out to parents
- community interest is very high and we want to branch out so we need more people trained
- want to train people so the momentum can continue
- huge demand for the program so it is vital to have facilitators to meet the demand
- FM is one of the best parenting programs

**Did the training meet the participants' expectations?**

- did not meet expectations (1 participant)
- met expectations (8 participants)
- exceeded expectations (10 participants)

**Participants' ratings of the training (poor/fair/good/excellent):**

- |                |          |           |                |
|----------------|----------|-----------|----------------|
| ➤ Content      |          | good (3)  | excellent (16) |
| ➤ Presentation |          | good (2)  | excellent (17) |
| ➤ Materials    |          | good (3)  | excellent (16) |
| ➤ Length       |          | good (9)  | excellent (10) |
| ➤ Meal         |          | good (12) | excellent (7)  |
| ➤ Location     | fair (1) | good (6)  | excellent (12) |

**Aspects of the training that participants' found most helpful:**

- sharing in groups (10)
- making the math connections (3)
- completing the questions (3)
- networking (3)
- hands on activities (2)
- video and power point (2)
- manual (2)
- resources (2)
- examples
- pedagogy
- the pages in Part II of the Manual that explain where the math is
- learning how to deliver a training program
- brainstorming about who should come to training
- talking with those who had run the program
- asking questions and resolving issues
- homework
- estimating
- enthusiasm of trainers

**Aspects of the training that participants' would change:**

- afternoon of the first day seemed long with no break and no interaction (3)
- make it into two full days with more round table of questions for team (2)
- hold it in the North

**Participants' readiness to participate in FM as a Coordinator:**

- ready (18 participants)
- not ready (1 participants)

**Participants would feel more prepared if they had:**

- the time to read all the resource materials (2)
- a more detailed description or outline of the training day
- more experience
- a mentor
- a team meeting next week to discuss all they had learned
- tips on the financial aspects of running the training
- the Esso team with them

**Participants' overall impression of the Coordinator's Manual:**

- no response (5 participants)
- needs minor revisions (5 participants)
- needs no revisions (9 participants)

**Participants' ratings of the Coordinator Manual (poor/fair/good/excellent):**

- |                |          |          |                |
|----------------|----------|----------|----------------|
| ➤ Content      |          | good (7) | excellent (11) |
| ➤ Clarity      | fair (1) | good (6) | excellent (11) |
| ➤ Layout       | fair (1) | good (6) | excellent (11) |
| ➤ Completeness |          | good (4) | excellent (13) |
| ➤ Usefulness   |          | good (4) | excellent (13) |

**How participants' see using their Coordinator skills in the future:**

- training others (4)
- delivering FM (2)
- training two groups already (2)
- training as many interested individuals as possible
- training teachers and OEYC staff in the next month
- training groups in the North
- training my co-workers
- promoting program to community
- providing workshops for Kindergarten teachers and ECE educators
- teaching staff, teachers and parents how easily math can be incorporated into everyday life
- supporting others in starting their own programs and supporting the school system
- providing training sessions in our community
- combining with literacy workshops and training people outside of the OEYC
- training teachers at our school in Shanghai

- assisting international teaching in China, Africa, Australia and Indonesia

**Participants' other comments:**

- wonderful job everyone!
  - this math experience has been truly amazing/the journey for myself, my team and the families has been incredible/I feel that FM will live on in our community
  - thank you for all your information/I cannot wait to do a workshop and people in our community cannot wait
  - great – thank you so much
  - the spirit and enthusiasm of your team shines through/you were all so great/thanks for making these two days so informative and fun!
  - the team works well together
  - thanks for your hard work and dedication to the early years
  - great training/wonderful group – dedicated and passionate
  - thank you very much/this has been a great experience and a wealth of information/it has given me great confidence and the enthusiasm to share with others interested in math
  - excellent training/wonderful group to be part of
  - what an excellent experience/it was an opportunity to network and see familiar faces/it recharged my battery to get FM out there again
  - your presentation was excellent/no one fell asleep/good job!
  - a lot of schools have shown an interest so it would be nice to partner with them/I am interested in the 2 – 5 program
  - thank you so much for offering this training opportunity/you have developed a wonderful program that will continue on for many years/I am feeling nervous about facilitating training as I wasn't trained to deliver FM but I have an experienced trainer to work with/thank you!!!
-

## **Early Years Coordinator Training (London) – May 2004**

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**Number of participants:** 19 (18 provided feedback)

### **Participants' previous Family Math experience:**

- *Training* – Sixteen participants indicated that they had attended Esso FM Training Workshops in the past. The remaining two participants indicated that they have yet to participate in Family Math programs.
- *Number of FM Programs the participants have participated in:*
  - 1 (6 participants)
  - 2 (4 participants)
  - 3 (3 participants)
  - 4 (1 participant)
  - 8 (1 participant)
- *Roles participants have taken in program delivery:*
  - Community Leader (4)
  - Teacher Leader (13)
  - Teaching Volunteer (3)
- *Participants' other FM experiences:*
  - OEYC staff training
  - shared ideas with daycare and EYC program staff
  - created FM kits to loan out in the Hamilton area
  - research assistant for Esso FM

### **Participants' reasons for attending the Coordinator Training Sessions:**

- received info from Early Literacy Specialist and was invited because of my interest in curriculum development
- to be able to provide ongoing training for leaders and volunteers in my area
- to provide this training to other OEYC staff, child care providers, home care providers and community volunteers
- to improve upon current delivery of program and to be able to train others
- to offer others in our community the training so they can implement the program
- to increase my knowledge of the program and to be able to use it as a teacher
- to learn, gain skills and be better able to educate staff on delivering the program
- to be able to train other staff so the program will spread through our community
- so I can co-facilitate train-the-trainer workshops
- to make the program more available in the community
- to promote the program in my area and to train daycare and homecare staff
- to help train more people in our area
- there is a need to train EY staff
- to expand on my experiences and take it to the next level
- to allow me to coordinate programs throughout the community with confidence
- to train OEYC staff

- to be able to lead training in my area
- I really believe in this program and would like to train others

**Did the training meet the participants' expectations?**

- did not meet expectations (1 participant)
- met expectations (4 participants)
- exceeded expectations (13 participants)

**Participants' ratings of the training (poor/fair/good/excellent):**

- |                |          |          |                |
|----------------|----------|----------|----------------|
| ➤ Content      |          | good (2) | excellent (16) |
| ➤ Presentation |          | good (3) | excellent (15) |
| ➤ Materials    |          | good (4) | excellent (14) |
| ➤ Length       |          | good (4) | excellent (14) |
| ➤ Meal         |          | good (7) | excellent (11) |
| ➤ Location     | fair (1) | good (5) | excellent (12) |

**Aspects of the training that participants' found most helpful:**

- referring to the Ministry Expectations/math concepts (9)
- group work (3)
- discussion about Parent Talk (3)
- sharing personal experiences (2)
- video (2)
- networking (2)
- PowerPoint
- hands on activities
- learning new aspects of applying adult education techniques
- outlines on how to deliver the training
- presenters were helpful and knowledgeable
- the expertise, knowledge and passion of trainers
- problem-solving possible questions and situations
- estimating
- multiple intelligences
- key teaching points
- handouts
- provision of extra copies of materials
- the Friday morning group work
- "power of ten"
- time to reflect and ask questions

**Aspects of the training that participants' would change:**

- provide an agenda and "canned" training day (2)
- provide time to share tips

- provide more info on how to conduct the Parent Talk
- provide more hands on and more movement
- spend more time on the training we are going to deliver in our communities
- discuss how to shorten the facilitator training day if necessary
- increase to two full days

**Participants' readiness to participate in FM as a Coordinator:**

- ready (17 participants)
- not ready (1 participant)

**Participants would feel more prepared if they had:**

- experience implementing the program to families (4)
- a mentor with them for the first training session (2)
- attended the FM Facilitator Training
- a co-presenter for the training
- an agenda and a "canned" training day
- received the materials to take home with them
- prepared more materials on their own
- email connections to Linda, Judi, Nancy and Barry to help answer questions

**Participants' overall impression of the Coordinator's Manual:**

- no response (1 participant)
- needs minor revisions (3 participants)
- needs no revisions (14 participants)

**Participants' ratings of the Coordinator Manual (poor/fair/good/excellent):**

- |                |          |          |                |
|----------------|----------|----------|----------------|
| ➤ Content      |          | good (6) | excellent (11) |
| ➤ Clarity      |          | good (6) | excellent (11) |
| ➤ Layout       | fair (1) | good (5) | excellent (11) |
| ➤ Completeness |          | good (6) | excellent (11) |
| ➤ Usefulness   |          | good (6) | excellent (11) |

**How participants' see using their Coordinator skills in the future:**

- providing training to others (4)
- organizing training (2)
- training staff at OCCC (over 40 staff - great to have more people trained)
- providing training to professionals in the area
- providing training to day care staff, early years staff and home care providers
- acting as a resource to colleagues who are delivering the program to families
- communicating to school boards, agencies, community groups and committees that I have acquired this training

- responding to the overwhelming requests
- supporting and encouraging and keeping FM alive
- training staff within my centre and continuing to run the program
- providing training to four OEYC centers
- promoting the program and bringing to my community
- delivering FM programs
- integrating it in early literacy workshops
- taking it on the road
- creating a network of early years teacher leaders for the community
- training and facilitating the program with many groups – Home Child Care, licensed day care, libraries, OEYC staff, etc...

### **Participants' other comments:**

- My confidence is building! Thank you for sharing all your experiences, knowledge and passion for this project. It was an excellent opportunity to go through the curriculum, “Where is the Math” and Parent Talk. The homework provided us with an opportunity to look at the program as a whole and think about the content and activities in more detail. This training session has provided me with the confidence and reassurance needed to continue to offer this program to families. Best wishes to all of you. Thank you for developing this training! Your hard work and dedication is appreciated by many.
  - Thank you for this awesome opportunity!!
  - Great that we can copy, download, etc... It makes it much more flexible to run and more cost effective.
  - Excellent program – very interesting and glad to be part of it.
  - The training was excellent. It was great to meet others and make some links. Thanks for the information.
  - Great one and a half days! Thanks.
  - It is amazing how open and free you are with your materials.
  - Well done and thank you. Being at no cost was very helpful.
  - I LOVE THIS PROGRAM! It is exciting for me, families, children, etc... It increases the professional image of childcare, play and learning.
  - Workshop leaders were very inspiring, motivating and knowledgeable. Great responses to questions. Good layout for breaks.
  - I really enjoyed the training. The coordinators were great. They kept the training very interesting. I’m looking forward to continuing FM in my community.
  - I really like that the program can be tailored to meet family and community needs. It is a fun program. The leaders are extremely enthusiastic. Thanks! I will definitely make many references to my manual in delivering the training.
  - The thoroughness of the trainers was appreciated. Emphasizing being organized (and demonstrating that) was noted. The opportunity for mentorship is a very generous offer. I liked being able to ask questions as the questions arose. Thank you. I really appreciated this training.
-

## **Teacher Leader Feedback - Early Years**

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***Number of completed questionnaires:*** 4

***Teacher leader's background:***

- 3 teachers
- 1 other

***First experience as a Family Math teacher leader?***

Yes 1  
No 3

***Did the teacher leader attend the Esso Family Math training sessions?***

Yes 4  
No 0

***Teacher leaders' comments on the training:***

- excellent
- great
- gave me confidence when I was presenting
- the Resource Book is extremely well laid out and helpful

***Did the teacher leader take sole responsibility for leading the family sessions?***

Yes 3  
No 1

***Teacher leaders' comments on help they received:***

- had an excellent team of volunteers

***How they feel about their experiences as a teacher leader of the sessions:***

- terrific
- loved the parents' and children's enthusiasm/set up of room and materials took a great deal of time
- my third time as teacher leader/every time becomes easier
- excellent/the other leaders were awesome and the families responded well

***How they feel about the role the teaching volunteers filled in delivery of the program:***

- they learned and got better with each session
- vastly important/all hands were needed
- so keen/great enthusiasm

***Changes they would make to how the program is delivered in the future:***

- communicate more with team members and families during table activities
- program is too fast paced for our families as transitions are difficult at the best of times
- replace the meal with a snack
- I still do not like the rock night/need more variance in the weights if children are just going to hold them in their hands
- bubbles activity causes a slippery floor
- prefer delivering the program in the fall because of the weather

***How the teacher leaders described their experiences overall:***

- wonderful/very enjoyable/great to see the children's enthusiasm
- excellent/rewarding
- gratifying/families were great
- wonderful/cannot wait until the next program

***How teacher leaders see themselves using Family Math facilitation skills in the future:***

- will conduct a session at my school/use activities with my students/try to organize a program at a different library branch
  - will run another group and teach FM to new groups of people
  - will use in OEYC programming
  - will use them in my classroom all the time - thanks
-

## **Teacher Leader Feedback - 2 - 5 Years**

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***Number of completed questionnaires:*** 2

***Teacher leader's background:***

- 2 community representatives

***First experience as a Family Math teacher leader?***

Yes 1  
No 1

***Did the teacher leader attend the Esso Family Math training sessions?***

Yes 2  
No 0

***Teacher leaders' comments on the training:***

- fantastic
- great

***Did the teacher leader take sole responsibility for leading the family sessions?***

Yes 1  
No 1

***Teacher leaders' comments on help they received:***

- teaching volunteers took turns helping me to deliver the program

***How they feel about their experiences as a teacher leader of the sessions:***

- terrific/sometimes a little stressful when volunteers could not make it at the last minute
- positive about the families' active participation in the activities and the appreciation they expressed/somewhat disappointed in the lack of homework completion

***How they feel about the role the teaching volunteers filled in delivery of the program:***

- some were excellent in terms of preparing and delivering the activities, and attending all sessions/others attended sporadically and were not prepared or willing to help set up or clean up

- terrific job/having student teachers made a big difference because they have such a vested interest in children

***Changes they would make to how the program is delivered in the future:***

- try to find ways to bond more with families, especially if a meal is not provided

***How the teacher leaders described their experiences overall:***

- absolutely fantastic
- the program is excellent/teachers are sending families to us

***How teacher leaders see themselves using Family Math facilitation skills in the future:***

- the skills have already been useful in my tutoring program
  - will continue to deliver the program at the library/I will present the program at my own school and to teachers at PD sessions
-

## **Teaching Volunteer Feedback - Early Years**

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***Number of completed questionnaires:*** **14**

***Teaching volunteer's background:***

- 6 university/college students
- 1 teacher
- 2 community representatives
- 5 others

***First experience as a Family Math teaching volunteer?***

Yes 9  
No 5

***Did the teaching volunteer attend the Esso Family Math training sessions?***

Yes 13  
No 1

***Teaching volunteers' comments on the training:***

- it was great/set the tone for how the program should be done
- it was great because there were no surprises when we ran the program/we knew what to expect and we knew the structure
- great training/learned a lot in one day
- good base to guide the sessions
- great
- excellent and very thorough/knew exactly what to expect
- adequately prepared me for the activities and events to follow
- good in that all activities were modeled and we were given the opportunity to do all of them ourselves
- gave us confidence to run the program
- very good training and very useful

***Teaching volunteer's role in delivering the Family Math Program:***

- participated as one of the group facilitators
- we shared all parts and took turns delivering different parts
- helped with the meal and participated in a math activity each week
- lead one activity each week/helped with clean up
- helped to prepare rooms and activities before the session started and helped to run activities

- helped the children with estimating, counting, patterns and numbers/allowed them to trust me and ask questions if they needed help
- helped with all the activities
- played a big role/lead 2-3 parts per night
- read the stories
- carried out various activities during each session and supported other activities
- diversified role/enjoyed the fact that my role was not boring or routine
- have experience as a community and teacher leader/we switched around and did all areas of the program
- assisted and was teacher leader for one session

***How teaching volunteers feel about their Family Math experience:***

- loved it (2)
- amazing/benefits to families are enormous
- as a child and family therapist working with many of the families, it was a great opportunity to observe some family interactions/it was a safe environment in which to encourage parents to follow through with their children
- enjoyed spending time with the families/it was a lot of work but also a lot of fun/great to see changes in the families – attitudes towards math and towards each other
- incredible experience/allowed me to see how the families interact within a structured environment
- provided me with a lot of new experiences/I learned about working with young children
- great/enjoyable
- very positive/what I did made an impression on the children and the parents
- fun/great learning experience
- awesome experience
- great experience and helped confirm decisions about my future
- positive experience
- helped improve my confidence as a student teacher/gained some excellent resources that I can adopt for classroom use
- loved working with families/loved the way the program encouraged a well functioning team

***How teaching volunteers feel about the role the teacher leader played in program delivery:***

- great job (2)
- excellent/she was well organized and diligent/open to feedback
- helped to keep things moving and was there to answer our questions/gave positive feedback
- fabulous job/she went above and beyond as usual
- phenomenal/very committed/very organized/creative

- incredible/helped us to see why FM is important/helped us feel confident when teaching activities to the family/very approachable
- great job/very organized and very helpful
- very positive/she was supportive/never nagged or panicked/fun to work with
- good leader
- excellent/ we all worked together as a team
- well done
- awesome job/allowed all volunteers to participate equally in the program
- she was great/very supportive, enthusiastic, approachable and creative

***What teaching volunteers would change about how the program is delivered in the future:***

- not sure the meal is necessary/a light snack would make it more financially feasible
- change some books as they do not hold the children's attention when they are in a large group (rock story)
- ensure that we have a big enough space to involve more families
- have an initial short session with parents only/opportunity to explain the program and ensure that parents are aware of behavioral expectations
- create more interest and enthusiasm for Parent Talk

***How teaching volunteers feel about their overall experience with Esso Family Math:***

- very positive experience (4)
- great/excellent (2)
- amazing
- loved it and tell everyone about it
- great experience/fun and non-threatening way to interact and engage with families
- lucky to have this experience/fun and positive
- wonderful/great experience for me
- great experience/I have learned a lot about working with children and I am glad I was able to help
- words cannot really describe the overall experience
- good experience and great resources/great to see children and parents working together/provided me with another perspective on teaching and the impact of parent-child relationships on learning
- very positive/fun program to teach/rewarding to see parents using what they have learned from us

***How teaching volunteers see themselves using Family Math facilitation skills in the future:***

- I work with young families in their homes so a lot of this program can be used

- I would be interested in participating in FM again/I would certainly recommend the program to families/I will give some of these activities to families who are looking for fun things to do with their children that also involve learning
  - will continue to take part in FM programs
  - would love to use these skills but I probably will not get a chance to do so
  - in any work I do with children
  - as a student teacher I have already incorporated several activities into my classes
  - will use these skills when I am a primary teacher
  - in my Early Learning Program at the Centre
  - already adapted some ideas for use in my practicum classroom/I will definitely use these ideas when I am a teacher
  - will definitely use these skills in the classroom/good for me to learn more about this age group and the math skills learned at this level/I will use these types of activities in all grades I teach
  - as a volunteer in my child's classroom/in my Early Years Program/at home with my children
  - will deliver it in another community and train staff to provide the program
-

## **Teaching Volunteer Feedback - 2 - 5 Years**

---

***Number of completed questionnaires:*** **10**

***Teaching volunteer's background:***

- 8 university/college students
- 2 others

***First experience as a Family Math teaching volunteer?***

Yes 10  
No 0

***Did the teaching volunteer attend the Esso Family Math training sessions?***

Yes 10  
No 0

***Teaching volunteers' comments on the training:***

- excellent/prepared us well for the program (5)
- certainly covered everything that was required for successfully running the program
- good training/gave us ideas how to present things
- good introduction to the activities
- very useful
- very thorough

***Teaching volunteer's role in delivering the Family Math Program:***

- explained some activities and assisted families (2)
- introduced and taught various games
- instructed a session each week/assisted families throughout
- helped explain games and concepts/gave individual help to families
- facilitated numerous activities each week/assisted with preparation of meal at one session/worked with families during activities/assisted with "Where's the Math" at one session
- helped the families
- observed and stepped in when help was needed/helped with childcare
- helped prepare food and washed dishes/lead some activities/read a story/helped families
- facilitated many activities/assisted in parents sessions/assisted families

***How teaching volunteers feel about their Family Math experience:***

- great (4)
- rewarding/useful/always felt good when I left a session/we had so much fun and the program was so successful
- fulfilling/families seemed to really appreciate it
- great experience that has affected my life
- learned a lot of great math activities
- learned many teaching skills
- fun and educational
- very fulfilling/very thankful for this experience
- fun group of people to work with/eager participants

***How teaching volunteers feel about the role the teacher leader played in program delivery:***

- great job (2)
- great/lots of fun/could have been more assertive and designated people to do the activities because some people ended up doing more than others
- very organized
- very supportive/gave a lot of guidance/very approachable and open-minded
- super job/well organized/explained the activities clearly
- very well done
- great/well organized and devoted to the program
- good but needs to remember it is a family fun time and not a classroom

***What teaching volunteers would change about how the program is delivered in the future:***

- rotate volunteers through the different activities so they do not have the same job each week (3)
- more structured discussions with parents or do not have them at all

***How teaching volunteers feel about their overall experience with Esso Family Math:***

- absolutely loved it/learned a lot/love working with families
- fantastic/helped me in the classroom during my practicum – gave me games I could use
- feel like I made a difference in each family's life
- very rewarding to see how families interact
- excellent/great program
- quite enjoyable
- a lot of fun/I think we really helped the families
- wonderful/touching/enriching
- fantastic/very rewarding
- rewarding/great experience

*How teaching volunteers see themselves using Family Math facilitation skills in the future:*

- will use them when I am a teacher and have my own classroom (3)
  - already started implementing these activities and ideas into my lesson plans/will use these skills when I am a teacher
  - when I am a teacher/when I am a mother
  - already using them with children who are having problems with math
  - when tutoring children/in a possible career in education
  - will use some activities in the classroom and possibly offer an after school program
  - when tutoring children
  - in the classroom and at home with my own children
-

## **Group Feedback - Early Years**

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*Number of completed questionnaires* **4**

### ***How families responded to the Family Math Sessions:***

- very well/enthusiastic/math was carried over to the home
- very well
- enthusiastic/had a good time/excellent participation/eager to do activities
- started with twelve families and finished with nine

### ***Did the sessions proceed as expected?***

Yes 4  
No 0

### ***Why sessions were not as expected:***

- uncomfortable with the children's behavior and lack of parent response to the behavior

### ***Ratings of different aspects of sessions:***

<i>Aspect</i>	<i>Rating</i>		
	<i>Poor</i>	<i>Good</i>	<i>Excellent</i>
Location		2	2
Meals		1	2
Support from FM Staff			4
Community Support			3

### ***Explanation:***

- we had no meals because of limited funds
- operated under OEYC so community did not give support

### ***Did your group deliver the Family Math Program as outlined in the Resource Book?***

Yes 4  
No 0

***Changes made to program delivery:***

- during training, have volunteers create items that can be displayed for Math Walks during the program, especially in rooms that are bare

***Activities that worked the best:***

- table activities (2)
- party hat (2)
- water (2)
- bubbles (2)
- play dough (2)
- button sorting
- turtle
- bug dice

***Activities that need change:***

- bubbles activity is too messy
- rock activity/too defined skill
- beds/need more time to complete
- not enough activities for children during the Parent Talk time

***New activities we used:***

- placed key words sheets on the tables
- gave a definition to tallying
- had a bulletin board where we kept items posted
- posted rules for easy review

***Advice to others who will be delivering Family Math sessions:***

- be flexible (2)
- have a preliminary planning meeting
- involve community members
- be organized
- have fun
- trust each other
- be creative
- show enthusiasm
- be punctual
- do not let the meal drag on
- when serving the meal, use disposable plates, etc...
- plan ahead for the next session
- present certificates to each child, not just one for the whole family

***Positive factors that affected the outcome of the program:***

- providing a meal (2)
- teamwork/sharing of responsibilities (2)
- support from Esso Team
- provision of training
- constant communication
- good attendance
- family focused
- making it fun
- starting early in the evening – 5:00 pm
- having enough staff to deal with behavior problems
- having a person whose only responsibility is the meals (cook/serve/clean)
- being well organized
- following the timeline
- having a variety of activities
- developmental aspect of activities
- having a consist routine
- leaders were experienced and confident
- reviewing the concepts with parents/“Where is the Math?” chart
- educational aspect of program

***Negative factors that affected the outcome of the program:***

- children with behavioral challenges (2)
  - lack of space (2)
  - children with emotional challenges
  - parents with physical and emotional disabilities
  - sessions took place at night
  - six weeks is too long/many families drop out
  - having to move furniture
-

## Group Feedback - 2 - 5 Years

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*Number of completed questionnaires* 3

***How families responded to the Family Math sessions:***

- very well/they loved it/5 out of 6 families came to every session
- positive feedback however attendance was “hit and miss”/poor homework response
- really well/very eager to attend/wanted additional information on math activities for their children

***Did the sessions proceed as expected?***

Yes 3  
No 0

***Why sessions were not as expected:***

- some instructions had to be modified

***Ratings of different aspects of sessions:***

<i>Aspect</i>	<i>Rating</i>		
	<i>Poor</i>	<i>Good</i>	<i>Excellent</i>
Location		2	1
Meals			2
Support from FM Staff		1	2
Community Support		1	2

***Did your group deliver the Family Math Program as outlined in the Resource Book?***

Yes 3  
No 0

***Changes made to program:***

- introduced estimating activity after dinner because it was less chaotic and a better transition for families

***Activities that worked the best:***

- games (2)

- estimation (2)
- stories
- measurement
- calculators
- cards
- money
- food

***Activities that need change:***

- 100's chart/they do it in school
- cutting of tangrams
- some felt parent time was not necessary
- difficult when childrens' level of understanding was a lot different (due to grade differences)

***New activities that were used:***

- we estimated an ice cube rather than a candle
- used 10 9 8 7 6 5 4 3 2 1 from the Early Years Program/great tool to get families focused

***Advice to others who will be delivering Family Math sessions:***

- adjust the program to your clientele
- have a team of approximately six people
- make sure you know the games inside and out
- model the games instead of just explaining them
- provide written instructions if families want them
- make sure children get the answers on their own, not from their parents

***Positive factors that affected the outcome of the program:***

- great group of families and facilitators
- high degree of participation by families
- great location
- good food
- lots of volunteers

***Negative factors that affected the outcome of the program:***

- poor completion of homework
- families did not attend every session
- families could not keep calculators
- since we did not provide a meal, the families did not bond as well – there was less social interaction

- parking
  - room was cold and lighting was poor
-

## **Parent Feedback - *Early Years* - Comments Before Sessions Began**

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***Number of completed questionnaires:*** 27

***Completed by:***

Mother	19
Father	8

***What parents remember about learning math in school:***

- easy/not too hard (3)
- boring (3)
- hated it (3)
- no fun (2)
- fun (2)
- difficult (2)
- challenging (2)
- interesting
- times tables
- flashcards
- enjoyed algebra and geometry
- complex formulas
- did well in elementary school and university but had trouble in high school
- little application to real life
- good at it but not my favorite subject
- difficult in high school
- thought I would never use half of what I was taught

***Why parents decided to come to these sessions:***

- encourage enjoyment of math (7)
- to help my child (3)
- heard about it from someone who had already participated (2)
- to spend time with my child and to learn math together (2)
- to help my child find math more interesting
- extracurricular educational activity
- my child is a slow learner
- my child is behind in school so we are trying to take learning beyond the classroom/and my wife made me
- a good way for my child to begin to learn math
- to have special time with my child
- sounded like a good idea
- to learn with my child/show my child that it is something we can do together
- excellent educational opportunity done in a fun way
- want my girls to enjoy math, especially with the research about girls and math
- my child wanted to attend

- to further my child's learning potential for school

***How parents use math in their daily life:***

- at work (11)
- family finances (9)
- shopping (7)
- cooking (6)
- calculations (3)
- laundry (3)
- estimating (2)
- counting
- measurement
- cleaning
- music
- gas mileage
- cards
- games
- telling time

***The kinds of math activities the parents do with their children:***

- counting (13)
- measuring (7)
- cooking (5)
- addition and subtraction (5)
- card games (4)
- school work (3)
- sorting (3)
- board games (2)
- flashcards (2)
- patterns (2)
- estimating (2)
- work sheets (2)
- matching
- puzzles
- calculator
- computer games
- math vocabulary
- treasure hunts using math
- practice writing numbers

***How well parents expect their children to do in math during the school years:***

- will find it hard and not complete high school math (0)
- will find it hard but will finish high school math (4)

- will find it like other subjects and get passing marks (6)
- will find it easy and do very well in all math courses (16)

***How parents feel about helping their children with math homework:***

- okay/good (5)
- enjoy it (3)
- look forward to it (2)
- confident (2)
- totally willing
- try to do my best
- eager
- excited and nervous about the new curriculum
- do not mind
- I want to be active in my child's schoolwork
- confident now but not sure about later grades
- should not be a problem
- will help as often as possible
- his father will help him more than me
- hope I can help
- fine as long as it is not fractions or algebra – that will be up to my husband
- okay as long as it is something I can help with
- sometimes frustrating because my child does not always try and I do not want to make it unpleasant for her
- enjoy it tremendously (home schooling)

***How parents feel about talking with their children's teacher about math:***

- fine/no problem (10)
  - okay/good (5)
  - comfortable (3)
  - not applicable since my child is home schooled (2)
  - free and open about bringing up any concerns to the teacher
  - love to
  - if there is a problem, I will talk to the teacher and find out more
  - look forward to it
-

## **Parent Feedback - *Early Years* - Comments After Last Session**

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***Number of completed questionnaires*** **20**

***Completed by:***

Mother	14
Father	7

***Number of Family Math Nights attended:***

- 5 (11)
- 6 (9)

***What parents liked best about Family Math Nights:***

- variety of activities (3)
- helpful tips on how to include math in daily activities (2)
- not having to cook (2)
- meeting families
- learning ways to help my child with math
- the great effort to include children of all ages
- full of knowledge and fun
- mix of seated and mobile activities
- learning how to find opportunities for teaching math
- estimating and patterns
- learning with my child
- ideas on how to put incorporate math into playtime
- being with my child and learning
- time with my children and patterning
- appeals to different learning styles
- special night out with my child
- spending time watching my child learn and interact with other children
- fun night out with my child/ seeing my child liking math
- fun interaction with others/learning new ways to do math
- my child enjoyed it and looked forward to attending

***What parents would change about Family Math Nights:***

- keep more to the time schedule (2)
- more time for table activities (2)
- registration was confusing/when we showed up on the first night we did not know if we could attend because of space/call families in advance to verify there is space for them
- my child is a fussy eater and did not like the meals
- have larger posters and larger print books

- the age range/while 5 and 6 year olds can sit and pay attention, younger children have trouble with this
- 4 year olds do not understand ranges/rather than asking for a range, ask them to tell you “around how many”
- more accessible location
- ensure child care is available every night
- have the same concept for older children

**Since being a part of the Family Math Nights**

***The kinds of math activities parents do now with their children at home:***

- estimating (10)
- counting (6)
- measuring (5)
- patterns (5)
- sorting (5)
- shapes (3)
- crafts (2)
- cooking (2)
- adding and subtracting (2)
- homework
- board games
- cover all math strands
- simple algebra
- games with numbers
- Math Walk
- blocks
- computer programs
- math discussions

***How parents feel now about helping their children with math homework:***

- fine/no problem (4)
- excited and confident (2)
- good/okay (2)
- I want to help
- fine/I learn too
- very comfortable
- easier than I thought
- enjoy it
- very important and necessary
- look forward to it
- feel better knowing my child has gained more confidence
- frustrated/ my child hates doing anything with me that involves fine motor skill

- sometimes frustrating because my child does not always try and I do not want to make it unpleasant for her

***How parents feel now about talking with their children's teacher about math:***

- fine/no problem (7)
- comfortable (2)
- good (2)
- not applicable since my child is home schooled (2)
- great
- excited and confident
- good/looking forward to the opportunity
- not sure

***Any new thoughts parents have about math:***

- math is a part of everyday life (2)
  - math can be fun (2)
  - it is not so scary
  - can use and practice math everywhere
  - I have a new appreciation for the different aspects of math/I would never have thought of estimation as a math opportunity
  - able to find math in new places now
  - can be fun/I can teach my children math concepts just like I teach them literacy skills
  - trying harder to fit all strands into daily life and this made it easier
  - made me more aware of how much math my 3 year old can do
  - a bit more fun than when I was a child but I am still not thrilled
-

## **Parent Feedback - *Early Years* - Family Information**

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*Number of completed questionnaires* 26

***Family profiles:***

two parent families	24
one parent family	2
younger siblings	14
older siblings	5

***Family members who took part in Family Math Nights  
(other than Early Years children):***

mother	21
father	12
younger siblings	4
older siblings	2
extended family members	1

***Mother's education:***

completed some school	1
completed high school	5
completed college or university	20

***Mother's occupation:***

stay at home mother	6
teacher	3
nurse	2
sales	2
social worker	2
technician	2
customer assistance	1
dietician	1
early childhood educator	1
geoscientist	1
hairdresser	1
health care aid	1
laborer	1
office administrator	1
school librarian	1

***Father's education:***

completed some school	1
completed high school	6
completed college or university	17

***Father's occupation:***

factory worker	3
computer technician	2
teacher	2
chemist	1
consultant	1
crane operator	1
custodian	1
economist	1
electrician	1
graphic artist	1
locator	1
manager	1
paramedic	1
sales	1
security guard	1
shipping/receiving	1
supervisor	1
technical sales	1
telecommunication	1
unemployed (disabled)	1

***Language spoken at home:***

English	25
French	2
Greek	1
Hindi	1
Rajasthani	1

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## **Parent Feedback - 2-5 Years - Comments Before Sessions Began**

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*Number of completed questionnaires* 25

<i>Completed by:</i>	Mother	17
	Father	6
	Other	3

### ***What parents remember about learning math in school:***

- addition, subtraction, multiplication and division (3)
- did not like it (3)
- liked it/it was fun (2)
- it was hard (2)
- did well
- it was simple
- lot easier when I went to school than it is today
- had difficulty catching on but it was fun
- my toughest subject
- not much fun
- homework
- memorizing the times table over and over
- liked arithmetic and geometry/got to be less fun when algebra started/higher math functions like trig were baffling
- tedious/often I did not have a clue what I was talking about
- sitting with eyes focused on the blackboard

### ***Why parents decided to come to these sessions:***

- to improve my child's math skills (3)
- to learn how to help my child with math (3)
- my child enjoys math (2)
- my child loves math/I hope this stimulates more interest and shows how useful math is (2)
- so my child can see that math can be fun (2)
- one-on-one structured educational time with my child
- my child needs the extra help
- my child is struggling with math
- I am frustrated with trying to help my child with math
- it will be good for my children
- to help motivate my child to enjoy learning
- like the idea of spending time together and learning together
- all Jane's programs are great for the children/I will also learn something new
- used to work for an OEYC and had heard of the program
- heard about it from another family who enjoyed it

- my child brought information about the program home from school
- participated in the Early Years Program and loved it
- any help/ideas in such an important subject is welcomed

***How parents use math in their daily life:***

- family finances (13)
- at work (10)
- shopping (7)
- cooking/baking (6)
- sewing
- measuring
- time management
- in everything I do

***The kinds of math activities parents do with their children:***

- homework (9)
- addition, subtraction, multiplication and division (5)
- money (5)
- measuring (4)
- games (3)
- flashcards (2)
- times tables (2)
- telling time (2)
- counting
- shapes
- estimating
- mathematics software
- computer games
- table setting
- math sheets

***How well parents expect their children to do in math during the school years:***

- will find it hard and not complete high school math (2)
- will find it hard but will finish high school math (7)
- will find it like other subjects and get passing marks (9)
- will find it easy and do very well in all math courses (7)

***How parents feel about helping their children with math homework:***

- enjoy it (4)
- no problem at this level/worried about higher grades (2)
- it is frustrating (2)
- it is a nightmare

- it is a struggle and it is stressful
- not confident
- would like it to be more a fun time for us rather than the power struggle we sometimes have
- I usually enjoy it but sometimes hit roadblocks about how she learns in school and how I want to show her
- okay with most of it
- love helping because I am also learning math we never had in school
- gives me time with my child
- comfortable
- confident
- would like to do what I can
- feel like I need a course in the basic skills
- no problem
- alright
- not bad
- hope to make it fun
- as my child gets older I am afraid I will not understand the work

***How parents feel about talking with their children's teacher about math:***

- fine/no problem (9)
  - comfortable (5)
  - good/okay (3)
  - very helpful
  - scared
  - alright
  - not applicable because my child is home schooled
-

## **Parent Feedback - 2-5 Years - Comments After Last Session**

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*Number of completed questionnaires* 25

<i>Completed by:</i>	Mother	17
	Father	6
	Other	2

*Number of Family Math Nights attended:*

- 3 (1)
- 4 (5)
- 5 (8)
- 6 (10)

*What parents liked best about Family Math Nights:*

- games (8)
- fun (3)
- crafts (2)
- spending time together and learning together (2)
- calculator (2)
- meals (2)
- measuring
- the entry activities
- encouragement to think about the different things you see around you
- makes math seem so simple
- lots of different activities/homework was fun too
- educational
- interaction with my child/learning about different kinds of math
- different ways to approach math
- invited children to learn without seeming like learning
- great ideas on how to make learning fun/student teachers were excellent
- the interaction/learning different ways to use math
- finding ways to use math in everyday situations
- challenged my child who has good math skills
- one-on-one attention to each child
- seeing my child learn something new and having fun/spending time with my child
- time spent with my child one-on-one in a different atmosphere with other children

*What parents would change about Family Math Nights:*

- more time for each activity/a little rushed sometimes (2)
- opening of the session dragged a bit when talking about homework and previous session

- make the sessions different each year
- include more games involving money
- include more sessions
- age range was so broad that activities were sometimes too simplistic for the older children
- stories were most uninteresting part of the sessions for my child

**Since being a part of the Family Math Nights**

***The kinds of math activities parents do now with their children at home:***

- shapes (5)
- counting (4)
- patterns (4)
- money (4)
- games (4)
- estimating (4)
- measuring (3)
- card games (3)
- Family Math games (3)
- telling time (2)
- tangrams (2)
- cooking (2)
- Bingo
- calculator
- probability
- homework
- numeration
- flashcards
- times tables
- fractions

***How parents feel now about helping their children with math homework:***

- enjoy helping (4)
- comfortable (3)
- somewhat more confident
- not so scared
- not so intimidating
- less frustrating now
- easier now/use what I have learned here
- feel much better now/realize that given a certain type of environment my child can do math just fine
- fine with it and actually love doing it

- okay so far
- love helping/it is a great learning experience for both of us
- enjoy it because we both learn
- no problem
- okay now but perhaps a little intimidated about later school years
- I learn from my children
- frustrating because child likes to get into a power struggle
- frustrating because my child jumps steps and finds it hard to explain why
- I feel I will not be much help because I know so little

***How parents feel now about talking with their children's teacher about math:***

- fine/no problem (7)
- comfortable (4)
- good/okay (3)
- easy (2)
- best way to do things/then the teacher and I can do the same things to help
- not applicable because my child is home schooled

***Any new thoughts parents have about math:***

- it can be fun (7)
  - learned great games that are fun and educational (2)
  - made me step back and observe things differently
  - a little but I still do not like math/it is my worst subject
  - it is a lot more extensive than when I went to school
  - think outside the box
  - still scares me a little but not as much
  - lots of great ideas which I will bring to the attention of my child's teachers
  - reinforced how important math concepts are in today's society
  - gave me a better understanding of where my child is at in math
  - it makes more sense
  - relating math to everyday life is great
-

## **Parent Feedback - 2-5 Years - Family Information**

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***Number of completed questionnaires:*** 25

***Family profiles:***

two parent families	22
one parent families	3
younger siblings	12
older siblings	6

***Family members who took part in Family Math Nights  
(other than 2 – 5 Years children):***

mother	18
father	8
younger siblings	1
older siblings	1
other	3

***Mother's education:***

completed some school	5
completed high school	8
completed college or university	10

***Mother's occupation:***

stay at home mother	9
assembler	1
cashier	1
early childhood educator	1
educational assistant	1
lab technician	1
laborer	1
nurse	1
personal support worker	1
piano teacher	1
police officer	1
quality assurance technician	1
receptionist	1
school counsellor	1
telecom worker	1

***Father's education:***

completed some school	7
completed high school	7
completed college or university	10

***Father's occupation:***

truck driver	4
painter	2
accountant	1
building maintenance	1
business	1
caretaker	1
carpenter	1
dairy farmer	1
hairstylist	1
investment advisor	1
machine operator	1
maintenance engineering	1
millwright	1
network designer	1
police officer	1
shift planner	1
stay at home father	1
teacher	1
technician	1
unemployed	1

***Language spoken at home:***

English	25
Spanish	1

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## Email/Journal Excerpts

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### Email from Family Math Leader:

*I just wanted to let you know how well our Math program is going. We have eleven parents (3 dads) and nine children participating. We have completed the first two weeks and the feedback from parents and children is excellent. Requests for a second program to run in November, are now coming in. Thank you for your assistance in bringing this program to our area. I would like to confirm our interest in the training session for April, so we can provide leadership to our community in delivering this program.*

### Observations made by an Esso Team Member:

*First of all, this is the first time I have seen the 2-5 Program in action. The one thing I noticed during the meal was the sense of community and belonging. The families, children as well as adults, were comfortable with the cleaning routine. Several were verbally appreciative of the good food served. The estimation activity was smooth, by night three everyone was comfortable with the process. The talk about the strategy was excellent. Everyone was eagerly participating and quite willingly changed their range when given the opportunity. It was obvious in the homework review and discussion that everyone had participated. The math walk started with a good oral review and then a quiz with the real solids coming out of a bag. The children were not afraid to participate. Then the actual walk was very successful i.e., finding a triangular prism at the top of a garbage can. The student who read the story was exceptional. What a voice. I loved the way she handed everyone shapes to identify when they came up in the story. You could have heard a pin drop when she was reading. The game Onestah was a success as well. The Parent Talk was my favourite part of the night. When Nancy talked about the first two activities the parents just listened. But when she got to the games, the parents started to get more involved in the conversation. I loved, at the end, when one parent told me "they never read the whole story". The parents would only care about that if the books were good. I think that this group may be getting some families interested in going to the library. What a great night.*

## Journal entries completed by a father:

### *Night 1*

#### Program

- *Overall, a great first evening with lots of positive energy and a well-organized system of activities. What follows are a few observations (both critical and constructive) which are offered in hopes of helping to improve the program even more.*
- *There was no formal introduction or welcome before the food was eaten. Finally, people began to line up for food after individually asking the leader/helpers.*
- *Unfortunately, the very first thing announced was a reprimand for a child playing on the floor, “We don’t play on the floor at Family Math – you can go get a book and read with your family” (FM Supervisor). The “good evening everyone” (leader) that followed shortly thereafter would have been nice to hear right at the start.*
- *Great set of volunteers for the FM program and the visit of the library representative to welcome everyone and describe library services in brief was very nice touch.*
- *There were approximately one third men and two thirds women (surprising?); two sets of twin girls, one from each set being highly ‘active’ (perhaps special needs or ADHD?), and often requiring one mother or her friend to take one of the sisters out for a quiet walk; one lady brought her young baby along, and apparently there was no separate childcare provided for her (although I’m not sure if she asked about this or not) – the baby was good/quiet for most of the night, but became somewhat noisy towards the end of the evening.*
- *Classroom management techniques seemed very effective: countdowns from 10, hands on head, ‘give me 5/10/15 etc when a good answer given. However, first night – kids are quiet.*
- *Teddy cookies were gathered on a plate and redistributed during the children’s story time (probably not as sanitary as was envisioned – children should probably keep their own snack)*
- *When we first began to look at ‘Where’s the Math’ chart, there was no/little explanation offered of what the strands meant. Therefore, at the beginning of this activity one lady joked that this was why she did poorly in school, or would likely fail this test too (something like that), after which several others laughed and nodded. Perhaps a brief explanation of each strand would have been helpful, showing examples and/or a curriculum document to familiarize the parents more slowly?*
- *Also during ‘Where is the Math’ at the end of the night, the leader said that since children had to guess/estimate the number of boxes they would need (i.e., they would probably need  $x$  number), then this would count as probability (not a very firm grasp on DMP strand).*

### My Daughter – Lindsey(pseudonym)

- *Lindsey, when asked to complete a pattern in front of the whole group (i.e., she volunteered to answer), chose the wrong answer (Up/Down/Sideways/Up/Down/? – she said Up, regarding the direction of the teddy bear). The leader handled this very well, asking if there were any other ideas from the group, thanking Lindsey, etc. As a parent I felt: (a) sad for her, as it was the first time I had ever seen her volunteer an answer in public, let alone choose a wrong answer; and (b) somewhat embarrassed as the parent with everyone else watching.*

### **Night 2**

#### Program

- *Much more relaxed for all involved – routine established, many had already chosen ‘their table/seat’ (human nature) and could focus more on the program.*
- *The volunteers were quick to come to the tables as people arrived to greet them and check home assignments and reward participation with a sticker.*
- *The boys in particular tonight were much louder and harder to help focus for the leader and volunteers involved – perhaps just a function of familiarity.*

#### Lindsey

- *I had thought more about Lindsey’s wrong answer and my personal/emotional response to this event a fair bit during the week, and having talked with Barry, came to share his conclusions that we as parents naturally take it personally and tend to treat errors like this one in a negative and embarrassing way instead of looking at them as wonderful opportunities for learning. As it turned out, Lindsey had worked hard at these patterns all week (i.e., the FM home assignment book exercises – her mom and I had encouraged and worked with her, but she seemed to be the one truly determined to master this pattern thing). When the volunteer began talking about another (different) patterning activity tonight, Lindsey turned to me and quietly said, “Up, down, sideways, up, down, sideways!” Quite humorous, I thought - she was prepared.*
- *Tonight, Lindsey put the wrong hand/foot in (i.e., several times) during the Hokey Pokey song/activity. The leader later did a good job of explaining to everyone how to look for the “L” in the left hand when held up in front of the face. I actually didn’t know that Lindsey often confused them. However, after thinking about the pattern mishap of the week previous, and how I had (sub)consciously responded, I believe that I did actually perceive the error differently and anticipated the opportunity to work with her on this new learning in the coming days. We have both learned something valuable about learning, I think.*
- *Estimation: measuring dad’s height with bears and hands – Lindsey could not understand how if a bear was bigger than a hand (width), and if there were  $x$  bears needed that one would need  $2x$  (more) hands, for example (i.e., hands are smaller than bears, yet larger number needed).*

- *She absolutely loves the songs with actions – as do most of her peers, by the look of it.*

### **Night 3**

#### Program

- *A major decline in numbers tonight, with perhaps only half as many in attendance as the first night. This was unfortunate for Barry who had come to take pictures of families.*
- *By the third evening, everyone seems quite relaxed, knowing the routines and enjoying the program (i.e., those still here, at least).*
- *The parents/caregivers got involved with the action song (head and shoulders) and were fine until that nasty second verse. Let's just say that perhaps even very young children are more coordinated than us! Barry's a veteran, and even he had trouble – so I felt ok! Much fun.*
- *One of the volunteers who was supposed to have brought a basket full of multi-colored laundry, was absent tonight. The leader attempted the sorting activity by having the children simply imagine the clothing, but this seemed to be too difficult for them, in my opinion.*
- *Some parents were looking over the leaders' booklet on the table, I noticed. Perhaps just a one-page summary of all the activities for the six nights would be really helpful for parents – there is so much to remember that it becomes more or less a blur by the end of each night (the workbook is good for this, but does not mention all of the great activities that could be repeated by parents in the future – perhaps just append this summary sheet (small font) to the back of the workbook?).*

#### Lindsey

- *Lindsey really liked the water bucket activity the most, when asked.*
- *She did very well with her patterns (socks) since last day and understands this quite well.*
- *Although she knew her numbers up to ten, her counting in the teens has greatly improved over the past few weeks, simply by repetition and via the estimation activities.*
- *She seems hesitant to estimate over 10 – like a large leap of some sort.*

### **Night 4**

#### Program

- *Seems to be becoming more difficult for the leaders/volunteers to settle children during transition moments – the kids are noticeably more active and talkative.*
- *Leader's energy is still high and she has a wonderful way of relating to the children with her smile and sing-songy voice, so to speak.*

- *One of the volunteers was asked to sing along as she read the “Over the Meadow” book – this was unfortunate because this girl could not sing and seemed very embarrassed throughout the entire activity (all monotone). It would have been perhaps better to let her read the book first and then listen to the tape, or to just have her turn the pages for the pictures while the tape played.*
- *‘Where’s the Math’ seems to be becoming easier for parents over time; perhaps this is one of the keys to the program in the sense that parents become more familiar and informed in terms of the mathematics strands and how they differ, as well as the mere terminology (mathese).*
- *Lady returned tonight who had joked about the difficulty of the ‘Where’s the Math’ portion (i.e., she had not been at the second and third sessions); one new dad was out – this had occurred almost every night (new dad coming out once); baby is now crawling and is somewhat more distracting for the children (fun and cute but making it harder re. focusing) and for the mom, in terms of being able to work with her older son.*
- *Squares and rectangles were certainly treated as different geometrical categories – it might be good to have leaders mention that the former is a special case of the latter for parent’s sake?*

### Lindsey

- *Lindsey had difficulty at home this week regarding the size/shapes of containers in the bath tub – she would consistently say that the taller containers would probably hold more liquid, regardless of their diameter (likely common among small children – constancy of volume?).*
- *Similarly, when taking up the graph tonight, six stickers were put up for two different categories but one featured the stickers ‘spread out’ as opposed to ‘closely aligned’ and therefore most children voted that there were more people represented in the ‘spread out’ group because it looked ‘bigger’ (wider).*
- *Lindsey really missed the FM program last week when there was a break for local voting. I think the week off may actually be a good thing for FM – a chance to regroup for the parent/child and prolonging the program to 7 weeks which likely has more of an effect.*

### **Night 5**

#### Program

- *Numbers considerably down again tonight – not sure why; only 2 dads still in attendance (the leader’s husband and myself). One further thing about dynamics – there was very little communication between families for the entire five weeks – everybody doing their own thing. I suppose that if one of the major foci of FM is on changing parental beliefs and attitudes towards mathematics, interaction with one’s child may be more important than interaction with other adults. There is also, of course, the idea that encouraging adult interaction may turn off those involved, i.e., by very nature shy or quickly intimidated by the perceived superior*

*math skills of other adults. Not sure on this one – although we wore name tags they seemed to serve no purpose. I actually prefer to work quietly with Lindsey and to not feel the added pressure of having to talk to or work with other adults, but I'm not so sure if this is beneficial, in a broader sense, for the FM program. Suggestion: perhaps one of the early math walk activities could involve an ice-breaker type of activity wherein you had to collect the names of people whose birthdays were certain numbers (something like that), to encourage early interaction. Because numbers seemed to drop/fluctuate a fair bit throughout the first five weeks, perhaps a first-name basis or a short social activity would serve to create a more friendly/belonging space (although it may also drive some away – tough call here).*

- *Free parking had been advertised when the library was originally contacted, but only lasted for two hours from the time of punching the ticket. Over the course of the FM program, this meant that people began arriving later (5:45-6:00 instead of 5:30) so that they could avoid the extra charge (\$1.50/hour). Perhaps this is silly, given that the program provides a free meal and materials, however, it is bothersome for everyone simply on principle and it also resulted in a somewhat later start time (or people would still be eating) and people rushing out at end.*
- *Leader kept referring to 'your mom and dad;' only at the very end of the program did she finally start saying, 'your mom OR dad OR caregiver' which was probably more appropriate.*

### Lindsey

- *Lindsey answered her first question out loud in the group tonight and got it correct (i.e., a simple counting question, as opposed to the more difficult patterning questions mentioned above). She was all smiles as she looked back at me, and the leader did the 'Give me 20' thing to make it even more fun and rewarding. I of course felt happy for her and proud. Upon reflection though, I think I felt more glad for her as a person and less prideful about her being my child when compared with how relatively personally I had taken it (sub)consciously when she had failed publicly on nights one and two. That is to say, I felt bad for Lindsey when she had given wrong answers, but I think I had felt worse for me; whereas when she got it right, I felt more strongly for her personal success and less about the fact that she was my child, if that makes sense. If these responses ring true for (most) other parents, then it seems to me that it is MUCH more difficult to learn from one's child's mistakes than it is to celebrate them and treat them as learning opportunities. In other words, we too easily, and incorrectly, associate our status as 'good parents' with the public success or lack thereof of our children. If parental involvement is such a key factor in a child's academic success, a fact that is underscored by the mere existence of programs such as FM, then perhaps it would be prudent to actually discuss these issues with families in a formal way (child and parent together) so as to prevent the unfortunate 'likely' responses and to encourage the more beneficial yet 'unlikely' ones. Just a thought.*

- *Tonight I asked Lindsey if she thought that at Family Math nights the children, the parents, or both learned mathematics? She replied, "Mostly kids learn the mathematics," but after a pause added, "The parents learn a little mathematics." I think I've learned more about myself as a parent regarding my child's learning failures/successes than about the math – very helpful indeed. We are both very glad and thankful to have been part of this program.*

## ***Night 6***

### **Program**

*Unfortunately, we were absent this final (party) night because of Lindsey's chicken pox. The leader kindly phoned and then mailed our photo/certificate to us in the weeks following.*

### **Lindsey**

*The certificate is now proudly displayed on Lindsey's bulletin board at the head of her upper bunkbed. She has progressed a great deal over the past three months (now March 2004) in terms of counting to 100 and completing exercises in various math workbooks we have provided. I think that her younger sister (3) has actually learned to count sooner as a result of simply hearing/watching Lindsey count and write numbers.*

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## Family Math Coordinator Interviews (February)

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### Activities since Coordinator Training completed:

#### 1) What Family Math activities have you been involved in since attending the Family Math Coordinator Training?

- Delivered one or more Family Math programs. (8)
- Trained a group for family math through Althouse. (6)
- Planning to train in the future. (5)
- Set-up program in the community. (3)
- Adapted program to incorporate into daycare's day (estimating, counting stick, etc.). (1)

*We have made a presentation to child care people through the OEYC London North Centre and that was an evening presentation for two hours of just an overview because what we have found is that the information and knowledge about the Family Math program is beginning to move from the OEYC program into child care. So we ran a program to see what information or interest there would be from child care people. (talking about presenting to child care groups that resulted in future training)*

#### 2) Have you delivered any training workshops?

- Yes (9)
- Yes, one-on-one (2)

#### Did you feel prepared?

- Yes (8)
- Good to have an experienced coordinator to work with. (3)
- Used the manual a lot. (1)

#### What did you learn from the experience?

- Good to have more than one trainer. (5)
- Can never be too prepared. (2)
- Must be able to adapt to each audience. (2)
- Every time is different. (1)
- There are always questions. (1)
- Flow is very important to keep attention. (1)
- With one-on-one it is hard to make the training serious. (1)
- The more often you train the more experience you can bring. (1)
- Affirmed that the program is made well. (1)
- Program can be complicated and demanding (volunteers, funding, etc.). (1)

- Understood the activities better. (1)

*One thing I learned from working with Judi, with the workshop and training other facilitators, is to keep things going and to keep it smooth and to get them [participants] involved as much as possible, because as you know if you go to a workshop you don't want to make it dry, you want to make it interactive. (talking about how she learned to conduct a group)*

### **What feedback have you received from the people you have trained?**

- Positive feedback. (9)
- People liked the connection to the curriculum. (1)
- People enjoyed the day. (1)
- One staff member is using the strategies with her own child at home. (1)
- Some felt they didn't need to see all the activities. (1)
- Some upset about not being able to have a manual. (1)
- No feedback. (1)

*I think from the evaluation forms that they used which were in the manual you get a good sense of how it [the training] was perceived by the people and whether or not you did the right thing in the presentation model. If I get feedback from an individual that said it's a great children's program then I know that I haven't done the right job because they should be telling me it's a great parent program. (talking about how to use evaluation forms effectively)*

### **3) Have you made any presentations regarding Family Math? (ex. to another community, at a conference, at a local school board)**

- No (5)
- To early childhood educators (daycare workers and Fanshawe students). (3)
- Visited schools to promote program. (2)
- For home child care staff (evening workshop). (1)
- Work at schools, promote while there. (1)
- To the board of directors. (1)
- At a literacy conference. (1)

### **What did you learn from the experience?**

- The Power Point really complimented the program, helped presentation. (2)
- People are really open to the program. (2)
- Fanshawe could be a place to find volunteers. (1)
- Fanshawe might be a place to provide training. (1)
- Depending on the group, can adapt activities to meet the needs of the audience (e.g. showing at home child care providers how to use household items for activities). (1)
- Many different perspectives on the program (schools are resistant). (1)

- Important to get the word out. (1)

**What feedback have you received from those who attended the presentation?**

- People were excited about scheduling a training workshop. (2)
- Some interest. (1)
- Would like a workshop. (1)
- Very supportive and open to the program. (1)
- Some schools resistant to program (should give schools the money). (1)

**4) Have you networked with any other Family Math Coordinators?**

- Yes, within family of centers. (6)
- Yes, through Althouse. (4)
- Yes, provided training for an interested OEYC. (1)
- Helped to run a program at a site. (1)
- No (1)

**How was the connection made and why?**

- Work with other coordinators. (6)
- Remaining in contact with other coordinators in the area. (3)
- Through Althouse. (3)
- OEYC approached, and coordinators presented together. (1)
- Heard about program, then met other people while volunteering at a site. (1)

**Do you have any advice on how we can facilitate networking between Family Math Coordinators?**

- Provide phone numbers, email addresses, etc. (7)
- Yearly get-together (workshop). (3)
- Central coordinator, a person who knows email addresses, can answer questions, and produce a newsletter. (2)
- Refresher, extension activities, further workshops. (2)
- Provide 2-5 coordinator training as a chance to meet people again. (1)
- Provide professional development with OEYC and other daycare agencies. (1)

**5) Have you been using the Esso Family Math website?**

- Yes (8)
- No (3)
- Downloaded materials. (4)

### **How can we make the website more useful and accessible?**

- Add the forms and materials (ex. certificates, applications). (2)
- Alternative strategies. (2)
- New activities. (2)
- Extension ideas. (1)
- Adding homework book to the website. (1)
- New book lists. (1)
- Making a place to share ideas. (1)

*We don't always do the dinner thing. At Byron-Summerset we are doing a dinner, whereas at our centre we do an afternoon program which is very successful and we offer a snack and that's worked out well. So it's nice to know what other people are doing, where they're running their programs. (talking about sharing alternative ideas for the program)*

### **Reflection on the Coordinator Training:**

#### **6) What do you feel were the strengths of the Coordinator Training?**

- Presenters, knowledgeable about math, pedagogy, and program. (9)
- Really well organized. (5)
- Two days was a good length. (2)
- Very complete. (1)
- Allowed to ask all the questions we wanted. (1)
- Coordinator manual. (1)
- Chance to network. (1)
- Good that the educational information is provided because some coordinators are not familiar with education (behavioural education). (1)
- Good to see the program from a different perspective. (1)

*Certainly the presenters were a strength because they bring such a strong base of knowledge, not only in terms of knowing their math, but also knowing what it's like to deliver the program. They've done it so many times, it's not a matter of they've delivered it once and now they're going to tell you about it, they understand the variety of families and issues, different things that you deal with in communities, as well as the strong pedagogical background. (talking about the strengths of the coordinator training)*

#### **What parts of the Coordinator Training do you think we can improve?**

- No changes. (5)
- More opportunity to share and talk to other coordinators during training. (2)
- More individual presentations (role playing). (2)

- Coordinator's role (community leader) needs to be clarified and made explicit, it is very different from the leader's role. (2)
- More of a focus on how to set-up the program. (1)
- Emphasize the family more. Although the program is about the math, family is key. (1)
- Provide an opportunity to gather and share after a period of time. (1)

**7) Do you have any concerns about the training that you would like to share?**

- No concerns. (6)
- How to keep the program going. (2)
- How do you generate money and support. (1)
- Important to have an experienced person to help with first workshop. (1)

**Reflection on the Manual:**

**8) What are your impressions of the Coordinator Manual now that you have used it?**

- Excellent reference. (6)
- Answers were easily found. (4)
- Good study tool. (2)
- Guidelines for presenting were helpful. (1)
- Step-by-step list of what to buy is good. (1)
- Nice to have references and explanations of the math curriculum. (1)
- Good layout. (1)
- Detailed. (1)

**Did the Manual provide you with the information you needed?**

- Yes (10)
- Mostly (1)

**9) Do you have any suggestions on how we can strengthen the Training Manual?**

- No suggestions. (6)
- Section for added resources or extension exercises. (2)
- Could include the homework book. (1)
- Include the curriculum guidelines. (1)
- Technology (Power Point, movie, etc.) could complement the manual. (1)
- Add tabs to be able to flip quickly (indexed). (1)
- Not all communities have the stores listed to buy supplies, could just have a list of all the supplies. (1)
- The mustard orange was not good for photocopying. (1)

## Concluding Remarks:

### 10) Have you experienced any “aha” / eureka moments regarding Family Math that you would like to share?

- Really liked the connection between literacy and numeracy. (2)
- Really ‘got’ the program right away. (1)
- Began to realize there is math everywhere. (1)
- Parents often just show up. (1)
- Volunteers are enthusiastic and supportive (worked as a team). (1)
- Estimation finally makes sense. (1)
- With behavioural kids have a hard time with some of the games (ex. Mancala). (1)
- Early years is well thought out, useful for behavioural kids of any age. (1)
- Parents at the school wanted to make the program mandatory. (1)
- One child who they thought was weak provided an answer they didn’t know he had. He did all the homework and was very enthusiastic. (1)
- Parent approached long after the program to say that their child had really benefited from the experience. (1)
- Parents of the behaviour kids really understood how they could connect with their children. (1)
- Seeing the kids and parents get the math during group work. (1)
- Sometimes volunteers do not have the same interpretation of the program. (1)
- Being able to adapt the program to allow a blind child to attend. (1)
- Being able to watch the self-esteem rise in front of you for both the child and parent. (1)

*I had to start explaining it to the parents that estimation is something that we do all the time. It is neither right nor wrong, we just do it. It was nice to see the kids get it, because the parents weren’t getting it either. It was hard for me to explain it to them. (talking about the estimation jar)*

*I guess while I was being trained what I was most impressed with or aha’d about was how neatly they had connected books and numeracy because people don’t always make that connection they think of things in terms of math or reading but they don’t make the connection about the fact that numeracy is a part of literacy. (talking about the connection between literacy and numeracy)*

### 11) Have you any other thoughts regarding your role as a Coordinator that we have not discussed?

- No. (5)
- Need a way to dispatch coordinators. (2)
- Need a way to continue to be updated. (1)
- Centrally organized method to administer program. (1)
- Providing Family Math is difficult, more to it than previously thought. (1)

- Would like to get more involved with the program somehow. (1)
- Advocate the program as much as possible. (1)

## 12) What are your future plans regarding Family Math?

- Continue training and delivering program. (7)
- Try to offer more of these programs to other sites in the area. (4)
- Continue to promote the program. (4)
- Would like to be trained in the 2-5 program. (3)
- Continue program in centers, and schools. (1)
- Develop a package for people running a program for blind children. (1)
- Looking to expand the activities. (1)
- Looking to find ways to secure funding. (1)

*I find the biggest comment that we get from parents is wow, they forgot that math is everywhere and not to be so uptight especially when their kids are starting in the school system. (talking about the parents' reaction to the Family Math program)*

*I think sometimes just in the early childhood education field we sometimes forget about the parents. The whole day you're working with children, children, children. You forget that there is that other component of the parent and it's hard to bring parents out at night, but this particular program if you can give them a pizza and keep them there they are wanting to do things with their kids. (talking about parents wanting to participate)*

*The biggest thing has been having the books and the big kit we got when we did the training that was so much appreciated and has been a big help because it's all there and it's made it easier to do presentations. The first presentation I didn't have to worry about having things organized it was right there, I could flip in here [coordinator manual] to what do I need to put on the walls and that really helped to take some of that stress off. (talking about having the kit prepared by Family Math)*

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## Family Math Coordinator Surveys (September 2004)

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*Number of questionnaires emailed out:*      42

*Number of questionnaires returned:*        30

***The location of respondents:***

- London (5)
- Niagara Region (2)
- China (2)
- Wawa (Algoma-Manitoulin riding)
- Clinton
- Sarnia-Lambton
- Dufferin County
- Mississauga
- Terrace Bay
- Goderich
- Brantford
- Sault St. Marie
- Burlington
- Waterloo
- Brantford
- Grey Bruce Owen Sound
- Woodstock
- Hamilton
- Sudbury
- Ingersoll
- Kitchener
- Toronto

***Training workshops delivered:***

Range 0 – 8 workshops per Coordinator

30% have not delivered any workshops

63% have delivered 1 – 3 workshops

30% have delivered training outside of their own location

78% delivered the workshops with at least one other presenter

***Additional training delivered to small groups or individuals:***

46% have delivered individualized training sessions

Range 1 – 5 sessions per Coordinator

***Family Math information sessions:***

59% have held information sessions in their community

Range 1 – 10 sessions per Coordinator

***Examples of information sessions:***

- Algoma District School Board Elementary Principals (40), Sir James Dunn School Council (Wawa), Rotary Club of Wawa, Rainbow Board Elementary Principals (8), St. Joseph Island Public School Parent Council
- Early Childhood Education students, Home Child Care Providers and primary teachers at the School Board level.
- public library staff, local school board
- St. Anthony's S.S. (Kindergarten Teacher) Brampton
- OEYC literacy specialists, ECE's, elementary school teachers
- schools, OEYCs
- home school providers
- Family Literacy Committee of the Adult Literacy Council of Greater Fort Erie
- CAS, teachers, day care providers
- Wilfrid Jury Public School, OEYC- LNC Support Service Community Workshop and Niagara Region OEYC Conference
- parent groups, professionals at conferences
- primary teachers/principals, staff at OEYCs, staff at Child Care Centres
- local schools
- early years staff and volunteers
- supervisors and co-workers
- principal

***Additional Coordinator comments:***

- We love this program. It gives parents the tools and understanding to work with their children around math concepts. Our biggest problem is distance and cost. Our riding covers 85,000 square kilometers with a rural population and few large centres. Running the program is expensive since as an Ontario Early Years Centre we are not allowed to charge a fee. We try to solicit donations but most communities in the north are suffering from depressed economies. We can't wait to take the Grade 2-5 training since there has been a huge demand for programming for older children. Thank you for all your support. The training has been fantastic!
- We have just started delivering the math program in our County. Carrie and I have plans to run another session in the spring, and hopefully connect with the Board of Education to do a half day workshop for teachers.
- The response from families attending our programs has been excellent. Since first offering this program in September 2003, all programs were full with waiting lists. This has exhausted our OEYC resources. Through continued training and funding support, we hope to eliminate waiting lists by offering more programs throughout the County. The YMCA and North Lambton Child Care Centre have been trained in program delivery and are offering programs this fall. With collaboration, partnerships and support from us, they have embraced this program. Lambton College has received a grant of \$3,600 to continue training and providing organizations outside of the OEYC funding to deliver Family Math.

We anticipate that yearly funding will be available from Esso, as we are an Imperial Oil Community.

The training sessions were informative, well paced and enriched our capacity to deliver programs at the OEYC. I strongly feel this program should be available at all OEYC's across the province and have passed this suggestion onto the Ministry.

As a teaching facility for Early Childhood Education Students, we have provided some of the math training in the classroom, in the hopes that future educators will continue to offer math as part of their curriculum.

The resources provided by Western; power point presentation, start up kit and manual have assisted greatly in the delivery of the program.

It has been a pleasure working with your team and thank you to Brenda Healey for answering questions and corresponding about programs. You should feel confident that the Family Math Program will continue to grow and reach families throughout our community.

- As word spreads that Family Day has two Family Math Coordinators we have no doubt that we will be offering training on a consistent basis. Future projects include offering training to external participants and our 21 child care centres. Our plan is to train our staff to deliver the program to families in the evening in our centres.
- I have enjoyed the experience and appreciate the opportunity to be trained in this program and share it with others. I will miss the co-ordination and support of the core group at Althouse which provided stability and consistency.
- Family Math is a wonderful program. It is very user friendly and parents are so happy to learn without feeling intimidated. I sure hope that some organization will apply for the funding to keep this training sustainable.
- People are impressed with the program and are very interested in implementing it.
- The materials given were very appreciated and helpful. I totally adapted the training to a four hour, very interactive session.
- Love the program and the many opportunities it has provided me. I have met and worked with many great people during training sessions plus wonderful families in delivery of the program itself.
- We are very sorry we have not delivered any training sessions yet as most of our staff are on holidays during the summer. We were waiting until after the start of the school term to plan a workshop so every one would be settled in.
- A very rewarding experience. There is quite a buzz surrounding this Family Math program in the Waterloo Region. It was extremely helpful to have Judi Waters participate in our initial groups and "set the bar" for us. She was so wonderful, patient and has an extensive knowledge base. I learned so much assisting Judy. Thanks Family Math!
- Carol and I are just getting started. Our next training session is on December 3. We are looking forward to do many more. The feedback has been incredible. Thank you for all your support and this wonderful opportunity to bring this training back to our community. You have made this transfer on training and information very easy to do.

- I am very excited about the initial training we have planned for November and will be curious to see the impact of the training on my communities.
  - We are hoping to start training facilitators and delivering family math in the early fall. This will be discussed with our administration and we will know soon.
  - Presently on maternity leave.
  - We have not yet had an opportunity to train in China. Our plans are to do so in the near future if and when it presents itself as an option.
  - I just can't say enough positives about the program. It has been very well received in our community and will be put on our professional development agenda so that community members who wish to be trained will have many opportunities to take the training.
  - The OEYC and the Rainbow District School Board are working to offer the program as an after school program and I have been asked to help realize this effort. I feel that focusing on the Early Years FM is a step in the process of implementing both programs. I strongly believe in the program and am always looking for opportunities to use my knowledge of the program to spread the program.
  - I have mentioned ESSO Family Math to a group called Action for Family Literacy Ontario (AFLO), a group mandated by the Ontario Literacy Coalition (OLC) and we will be viewing the Power Point Presentation at our next face-to-face meeting.
  - We have not yet had the opportunity to offer any Family Math training sessions. My coworker (Sherry Kitchen) and I are both trainers and we hope to offer a workshop to the other staff members of Oxford Community Child Care very soon. We are both signed up for the grade 2-5 training that is coming up in October. We are very excited to be a part of this training and look forward to spreading the knowledge about the Early Years program as well as the grade 2 -5 program. We are offering a Family Math program in Ingersoll starting October 6<sup>th</sup>. We have two families signed up at this time and we are confident that there will be more to sign up within the next couple weeks. Family Math is such an exciting program and I am so happy to be a part of it!
  - I have really enjoyed being a Family Math Coordinator. Every time that I deliver a training I feel more excited about the program, and the new coordinators are all very excited to get started. I am always learning new things from the New Coordinators and my Co-facilitators every time I facilitate a training. I am so grateful to have had this experience, and I look forward to spreading the training on to others. This Family Math program has been my favourite program out of all of the programs that I have facilitated, this has been my favourite.
  - This is a program that parents and families really enjoy and gain a lot of insight and information from. We look forward to the elementary training in October 2004 and sharing it with our school age staff through training.
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