

Approved: \_\_\_\_\_

1/28

Date

## MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by Chairperson Barbara Lawrence at 9:00 a.m. on January 27, 1998 in Room 123-S of the Capitol.

All members were present except: Senator Hensley - Excused

Committee staff present: Ben Barrett, Legislative Research Department  
Carolyn Rampey, Legislative Research Department  
Avis Swartzman, Revisor of Statutes  
Jackie Breymeyer, Committee Secretary

Conferees appearing before the committee: Chad Wick, President, RISE  
Cathie Harvey, RISE

Others attending: See attached list

Chairperson Lawrence called the meeting to order and introduced Chad Wick, President, RISE and Cathie Harvey, RISE, who were present to give the Resources and Instruction Staff Excellence program.

Mr. Wick began the meeting by stating that he was a former bank president who, because of a merger, has taken a new direction in his life. His involvement with the RISE program has grown from his involvement with children's and educational issues.

Mr. Wick cited several statistics such as two-thirds of mothers being in the work force leaving children in child care centers. Eighty-six percent of child care centers are mediocre to poor. Many working parents are disengaged from their children's education and have no idea what is taking place with their children's development. This is where 'Winning Teams' comes in. Four items of information were distributed entitled, "Governors Bulletin (Attachment 1), "Credits and Certifications" (Attachment 2), Ohio's Distance Learning Training Program on Parent Involvement in Education" (Attachment 3) and "Evaluation of the Effectiveness of the RISE " 'Winning Teams' Training (Attachment 4)

Cathie Harvey spoke of the link by satellite that supports parents, teachers and caregivers working together for the development of children in a nurturing environment that will enable them to start school ready to succeed.

Mr. Wick told of the wide ethnic and demographic range of parents and named several entities involved from business, the public sector and the private sector. Some of these included: National Association for the Education of Young Children; Zero to Three; Head Start; National Association of Child Care Resource & Referral Networks; and Parents, Inc. In the business sector he named Proctor and Gamble. Private sector groups included the A. L. Mailman Family Foundation; Martha Holden Jennings Foundation; and the Mayerson Foundation.

Ms. Harvey told of the three basic shapes involved; the circle, triangle and square. The circle signifies development; the triangle, learning; and the square, partnership. She spoke on the three levels of knowledge, attitude and behavior and stated the way it works is through high tech/high touch. It is a video and audio interaction that brings backgrounds and cultures - economic and social elements together. There is always a trained facilitator that has knowledge of the material that works with the groups involved. A workbook entitled "Hands On, Minds On, Feelings On" is on file in the Chairperson's office.

Mr. Wick was asked how they reach people who stay at home with their children. His response was through churches and other types of programs to make them aware the program is available.

Mr. Wick also stated that RISE is a non-profit organization. The Winning Teams pilot program implemented in 1996 was funded with a \$1.25 million state challenge grant with matching funds from businesses and private foundations.

The Chairperson thanked Mr. Wick and Ms. Harvey for their presentation and, seeing no further questions from the Committee, adjourned the meeting.

The next meeting is scheduled for January 28, 1998.



*Winning Teams is a breakthrough interactive distance-learning program that targets the most important people in a young child's life—parents, teachers, and caregivers.*

## CHILDREN

### Ohio Parents, Teachers, Caregivers Tune in to "Winning Teams"

We are often warned about the possible negative consequences of television being used as a babysitter, depriving children of stimulating interaction and activity that promotes brain development and growth. Ohio is putting television technology to work to enhance early childhood development by engaging and educating communities about enriching a child's development.

Television is a powerful, ubiquitous medium with an ability to reach remote locations instantly. Via satellite, television signals can be beamed to virtually any region of the country—a reach unmatched by any other medium. Ohio RISE (Resources and Instruction Staff Excellence), a distance learning nonprofit, is harnessing television's technological force with a innovative program called Winning Teams for Young Children. Winning Teams is a breakthrough interactive distance-learning program that targets the most important people in a young child's life—parents, teachers, and caregivers.

Winning Teams broadcasts, via satellite, training sessions that teach parents and caregivers effective methods of help-

ing children develop to their fullest potential. The program is generating enormous support across Ohio, with training sessions beamed to 22 sites throughout the state and additional sites in Washington, D.C., and Philadelphia. Total enrollment in the program has reached 4,000 parents, teachers, and early childhood caregivers.

"It's not about building bureaucracy," said Chad Wick, president of RISE. "It is using a state's existing infrastructure to move a message about effective child care and making that message stick. It is creating a community of interest in child care that includes caregivers, teachers, and parents." Wick demonstrated the program to governors and state team leaders gathered at NGA's Center for Best Practices conference on early childhood development in Columbus, Ohio (see page 1). Wick calls Winning Teams a "high-performance distance learning" program.

Through Winning Teams, caregivers and parents learn from top experts in early childhood development and leading professionals in their communities. Participants discover three key ingredients that help make the most of the early years of learning—**development, learning, and partnership.**

The **development** curriculum covers information about a child's growth and learning process. Caregivers learn what is typical at a given age, what behaviors should be expected as a child grows, and how caregivers can help a child fully develop.

The **learning** curriculum covers how caregivers can help children learn more information faster, how learning can be made more fun, and how to get children ready to read.

The **partnership** curriculum teaches parents how to get the most information from their child's teachers and educates teachers about how to get along better with parents. Sessions teach communi-

cation and negotiation skills that help parents and teachers reach an understanding faster and with less stress. One participant noted, "I do things now with my child that I never would have done before."

"We liken the role of an early caregiver to a gardener," said the discussion facilitator who spoke to the group via satellite. "We strive for a nurturing environment tended by knowledgeable parents and caregivers who are connected and support each other."

Eighty-six percent of child care environments are rated from mediocre to poor in the United States. This team approach joins parents, teachers, and early care providers in helping a child start school ready to read, write, think, and succeed. It is a synergy that will produce enormous returns in the future. Children who are ready to learn will have a great deal to contribute to the labor force of the future.

An independent evaluation by Miami University of Ohio found a high level of satisfaction among parents, teachers, and caregivers who participated in the training session. Parents said they felt more comfortable in the classroom and said they would be more involved in their child's education in the future. Teachers said they felt they had a stronger relationship with parents. In addition, caregivers reported being more aware of developmentally appropriate practices that prepare children for school and boost their ability to learn.

The Winning Teams pilot program, implemented in fall 1996, was funded with a \$1.25 million state challenge grant and matching funds from businesses and private foundations. ■

October 13, 1997

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*Senate Education  
Attachment 1  
1-27-98*

# CREDITS AND CERTIFICATIONS

Credit hours are roughly equivalent to the amount of time spent in the program. Participants will spend three hours in each of three video conferences and a minimum of two hours in each of three workshops for 15 total contact hours.

Please pick up a Human Services In-Service Training Form at each Winning Teams video conference and teacher workshop, regardless of the type of credits you are seeking. **Hold onto these forms until the last workshop. These forms are your proof of attendance at each event.**

Please bring to the last workshop all of the In-Service Training Forms you have collected through the Winning Teams program, along with your social security number and payment for the type of credit you are seeking (college credit handled separately as instructed below). Following the workshop, volunteers will instruct you how to transfer these forms into the credit you need.

**CDA:** No additional cost. Training covers these CDA functional areas  
#2 Steps to Advance Children's Physical and Intellectual Development (3.5 hrs.)  
#3 Positive Ways to Support Children's Social and Emotional Development (3.5 hrs)  
#4 Strategies to Establish Productive Relationships with Families(4 .5 hrs)  
#6 Maintaining a Commitment to Professionalism (1.5 hrs)  
#8 Principals of Child Growth and Development (2 hrs)

**Clock Hours:** Ohio Department of Human Services will recognize 3 hours for each video conference plus two hours for each workshop. No additional cost. **Individuals who attended Winning Teams last year are eligible for ODHS credits again this year!**

**Counselor and Social Work:** The State of Ohio Counselor and Social Worker Board has approved 13.5 contact hours for Counselor CPE's and Social Work CPE's.

**Early Intervention:** *Approval is pending* from the Ohio Department of Mental Retardation and Developmental Disabilities for 15 contact hours towards an E.I. Certification.

**International CEU:** Ohio Head Start Association, Inc. will recognize applications from all participants. These credits are for CDA renewal. Cost is \$7. Total 1.5 credits.

**Ohio Department of Education CEU:** Available to certified teachers. Cost is \$7. Total 1.3 credits. *(A total of 1.5 credits are pending approval of the additional workshop).* **Individuals who attended Winning Teams last year are eligible for ODE credits again this year!**

**College Credit:** A limited number of colleges and universities may offer one to two hour undergraduate credits. We recommend asking your college advisor - if you are already enrolled - if they will grant independent study credit for this training. You may be required to complete additional readings and course work in order to receive college credit. Please call our office with any question pertaining to college credit.

**Questions? Call Ohio Winning Teams at 1-800-436-2067**

9/17/97 corrected copy

*State Education  
Attachment 2  
1-27-98*

Contact: Chad Wick or Cathie Harvey  
Resources and Instruction for Staff Excellence, Inc.  
800-971-7473 or (513) 562-6221

## Ohio's Distance Learning Training Program on Parent Involvement in Education

### Making the Most of the First Years of Life

- What is Ohio's program?** Winning Teams<sup>sm</sup> for Young Children. It teaches parents and early childhood professionals -- at the same time -- how to use their partnership to improve everyday parenting and teaching practices. It applies business's teaming approach to raising and educating children.
- What are the Winning Teams objectives?**
- Targeting the 0 - 6 age group,
  - To improve parent involvement in education;
  - To improve parenting and teaching practices;
  - To have children ready to learn when they reach first grade.
- Why emphasize teaming and partnership?**
- Like the two sides of a coin -- both are essential if we are going to make our efforts at school and social reform pay off. Parent-teacher partnerships are the single most important indicator of student success. If these relationships are to be effective we must teach partnership skills, such as communication, assertiveness and negotiation.
- Only teachers and parents, working together, can be in a position to improve the quality of life for young children. Young children live with guardians, relatives and single mothers. Their lives are difficult -- often going from crisis to crisis. Parents need the help teachers can provide. Teachers need the information families have.
- How important is parent involvement in education?**
- Studies show when schools work together with families to support learning, children tend to succeed not just in school, but throughout life. With parent involvement students have:
- higher grades
  - higher test scores
  - better attendance
  - fewer placements in special education
  - higher graduation rates.

**How important are the early years?**

Unused synapses or brain connections are eliminated by the brain. Children who don't hear the letter "L" in the first year of life are never able to hear or say it. Children who aren't nurtured lose the ability to love. These new scientific findings point to the critical importance of engaging, nurturing experiences during the first years of life.

**Does Winning Teams work?**

Yes. After the first year's pilot program parents and teachers rated it 4.3 out of 5 in satisfaction. They learned negotiation skills. They reported they would be more involved in their child's education in the future. They felt more comfortable in classrooms. Teachers felt they had stronger relationships with parents. Families reported they would read more with their children. They felt they could better explain and understand developmentally appropriate practices. The research is being redefined and further evaluated by Miami University.

**Who developed Winning Teams?**

RISE with support from the National Association for the Education of Young Children, Ohio Head Start Association, Parents, Inc., The Mayerson Academy, The Ohio State University and others.

**What is the Winning Teams model?**

15 hours of training delivered in video conferences and workshops. High tech, high touch, the model uses exciting real-life video clips and live trainers.

In Ohio, the programs are broadcast to 20 downlink sites and trainers conduct hundreds of small group workshops.

**How many can attend the course?**

Between 4,000 and 7,000 teachers and parents attend each series.

**What makes it different?**

- Distance learning: 9 hours of videoconferences with 40 preproduced videos.
- Live trainers at every site.
- Cost effectiveness: more participants = reduced cost per participant hour.
- Size: 4,000 - 7,000 per session.
- Public-private partnership: first time this level is achieved in early childhood

<b>Who attends?</b>	Wide ethnic and demographic range of parents in rural and urban settings. Emphasis is on lower to lower-middle income.
<b>Benefits?</b>	Teachers and parents can earn college, CDA and continuing education credits. They start college savings programs (through Ohio Tuition Trust Authority). They improve skills and strengthen relationships.
<b>Who supports it?</b>	<p><u>The Field:</u> National Association for the Education of Young Children; Zero to Three; Head Start; National Association of Child Care Resource &amp; Referral Networks; Parents, Inc.</p> <p><u>Business:</u> Procter and Gamble; Scripps Howard; Mead Corporation; Student Loan Funding Corporation and many others</p> <p><u>Private Sector:</u> A.L. Mailman Family Foundation; Martha Holden Jennings Foundation; The Mayerson Foundation</p> <p><u>Public Sector:</u> State of Ohio, Department of Education</p>
<b>How can it be replicated in other states?</b>	The course is broadcast a minimum of two times per year. These broadcasts can be easily, and cost-effectively downlinked anywhere in the U.S. RISE will train facilitators to lead the sessions and workshops. RISE will provide all written and promotional materials.
<b>What are people saying about Winning Teams?</b>	<p><i>"Winning Teams has done for parent and teacher training what Ford did for the automobile ... It makes parent and teacher training affordable and accessible, while maintaining high standards of quality."</i></p> <p>Marsha Weinraub, Ph.D., Professor, Temple University and a Principal Investigator with The National Institute for Child Health and Human Development Study of Early Child Care</p> <p><i>"What particularly impresses me about this project is the leadership of Ohio's early childhood community -- public and private childcare, Head Start and public school providers -- all want to participate and work more closely with one another. This is a breakthrough achievement..."</i></p> <p>Ohio Governor George V. Voinovich.</p>

*"Winning Teams content and format make it an important new resource in our field...Please let us know how we can join you in making Winning Teams available to the widest possible audience."* Zero to Three

*"The videotapes were the highest quality depictions of early childhood practice that I have seen."* National Association for the Education of Young Children

*"We encourage you to expand information about your work both throughout the state and across the nation."* Council for Early Childhood Professional Recognition

*"In my twenty-two years of professional work promoting parent-professional partnerships, I have not seen any other program that takes the role of the parent so seriously...Winning Teams sets a new standard for family support and parent education programs."* Parents, Inc.

*"The NAB applauds the work of Resources and Instruction for Staff Excellence, Inc. and acknowledges the Winning Teams for Young Children program as fundamental to building a quality workforce for the future."* The National Alliance of Business

*"Please let me know if there are any ways in which I can be useful in your efforts to bring Winning Teams to as many parents and caregivers as possible, in Ohio and throughout the United States."* The National Institute of Child Health and Human Development



## Winning Teams<sup>SM</sup> for Young Children: The Course & Content

*Winning Teams for Young Children* is a six session course: 3 videoconferences, 3 small group workshops. It takes place over a couple of months.

Parents and early childhood professionals attend the course as teams of up to eight people. They learn from trainer/presenters, view engaging videos, discuss practices in small groups and report findings to the larger group via interactive technologies. They participate in groups of about 100 to 400 people who gather at 18+ event sites across the state. Approximately 4,000 or more attend each session.

Ohio will host two sessions of Winning Teams in 1998:  
Spring Session: March 17 & 20; April 7 & 17; April 28 & May 1.  
Fall Session: Dates to be determined

Targeting the early years, the objectives of the course are to:

- Improve parent and teacher partnerships;
- Improve parenting and teaching practices; and
- To have children ready to learn when they reach first grade.

To reach those objectives the course strengthens the parent-teacher partnership by teaching inter-personal skills: communication, negotiation, assertiveness and coping with change. These strategies are practiced as the partners focus on the development and learning of specific children in their mutual care. To support their discussions, the course also provides participants with a common language about development, learning and partnership.

*Workshop and Videoconference #1: Active Learning -- Hands On, Minds On, Feelings On*

Learn how children like to learn best! Learn how to keep them engaged! Learn how to keep their brains stimulated. Begin to think about parent involvement in education. What is the role of parent and teacher preferences?

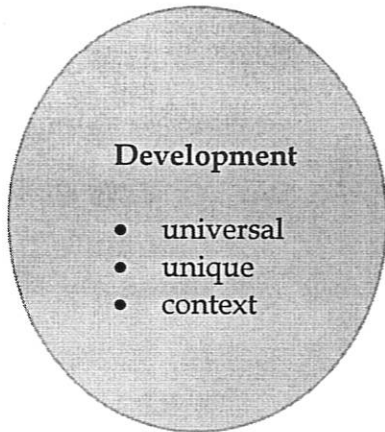
*Workshop and Videoconference #2: Meaningful Learning -- Making A Meaningful World*

We learn best by solving personal problems. That's how we learn to operate computers and cars. What kind of problem-solving helps children learn? What can you give them to stimulate all areas: reading, thinking, math, and social skills. We'll continue to think about parent involvement in education and look at basic communication skills.

*Workshop and Videoconference #3: Communication -- Partner to Win!*

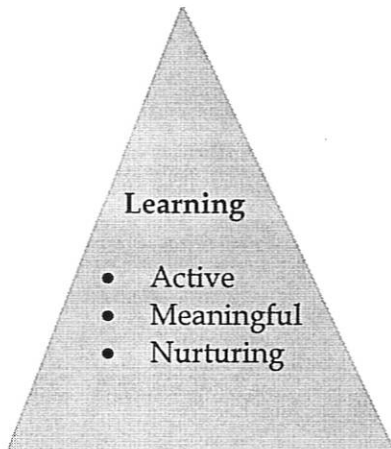
Business believes in partnership. Teaming is beyond a trend - it's a way of working. Let's team up to help children learn by improving our ability to communicate, negotiate and respond to a changing world.

# Winning Teams Content



*Parents and teachers make decisions about how they will react to children every moment. The best decisions take into account the child's development.*

- How do I know if my child is ready to read?
- How can I find out when my child should start to walk?
- Is my child developing faster than other children? Slower? How do I find out what is normal?
- What interests should I encourage?
- When should children start sharing?



*Parents and teachers can help stimulate children's brain development every day by offering a wide variety of experiences that engage children in active, problem-solving, and nurturing situations. Busy parents can slow down everyday experiences.*

- How can parents help children learn to read at the grocery store, the gas station, or while paying bills?
- How can teachers make learning more fun and exciting?
- How can problem behaviors be eased?
- How can parents and teachers better listen to children?
- Can the arts be used to help children learn math and science?



*Parents and teachers who work in partnership will have a better understanding of the child in their mutual care. Teachers will better understand the child's home environment, experiences and unique behaviors. Parents will be able to enhance the learning that occurs at school by working on the same things at home.*

- As a parent, how can I feel comfortable in the classroom?
- As a teacher, how can I work better with parents who don't come to the classroom often?
- As a parent, how can I make my feelings known to the teacher? My child is not learning fast enough.
- As a teacher, how can I get more parent involvement?

# Evaluation of the Effectiveness of the RISE "Winning Teams" Training

## Executive Summary

Report prepared by:  
CENTER FOR HUMAN DEVELOPMENT, LEARNING, AND TEACHING  
Miami University, Oxford, Ohio

December 31, 1997

*Senate Education  
Attachment 4  
1-27-98*

## Overview

In 1996, Resources and Instruction for Staff Excellence, Inc. (RISE), a national non-profit organization based in Cincinnati, Ohio, implemented a state and privately funded pilot program in Ohio called "Winning Teams for Young Children." This comprehensive educational program delivered training in early childhood development to parents, guardians, pre-school teachers and child caregivers at 23 satellite downlinked sites throughout the state. Its presentation included four video conferences, two teacher workshops, two parent workshops, and mentoring for 81 teacher participants as well as individual-use at-home videos, at-home activities, homework and resources. The Center for Human Development, Learning, and Teaching at Miami University was asked to conduct a comprehensive analysis of the Winning Teams pilot project development phase. This document is a summary of the major findings of the Miami evaluation.

## Scope of Evaluation

Survey data were collected from all videoconference sites. The evaluation team gathered some portion of data from 2,611 of the approximately 3000 participants in the RISE training.

Participants generally were representative of the state in regard to ratios of female/male teachers, ethnic/racial groups, and urban, suburban and rural distribution. All sections of the state (NW, NE, SW, SE and Central) were well represented. In the research group and comparison group (both explained below), the education levels of the teachers and parents and the experience levels of the teachers were somewhat higher than might be representative of all teachers and parents in the state.

Twenty-three teams of participants from all areas of the state agreed to be part of a "research group" for purposes of a more in-depth analysis of the Winning Teams model. This group initially included 180 individuals from day care, public pre-school, Head Start, human services, and family day care programs. The research group provided survey, interview and classroom observation data.

Six early childhood professionals who acted as statewide field facilitators in the RISE training, provided written narratives of their experiences and observations as "mentors" to a group of Winning Teams teacher participants. Eighty-one teachers received on-site coaching at 50 different early childhood centers around the state.

Additionally, the evaluation team gathered data from a "comparison group" of 27 teachers and parents who completed surveys without having the RISE training. This is the comparison group for which results are discussed in this summary report. (Results from a second comparison group, composed of teachers and parents who are reviewing the training videos individually and then filling out the surveys, will be reported in May, 1998.)

Researchers from Kent State University, the University of Toledo, The Ohio State University, and the University of Cincinnati assisted in the statewide data collection. Initial data were collected from December 1996 to June 1997, with selected follow-up data collected in fall, 1997. Analysis began in May 1997 and was completed in December 1997, with the exception of the second comparison group results.

## Major Findings/Key Interpretations

### I. Participant satisfaction with the quality and delivery modes of the RISE training.

**Finding:** Teacher and parent participants rated the RISE training very highly, noting the excellent quality of the content and videotape presentations. On a scale of 1 to 5, participant satisfaction with the presentations averaged above 4; for training overall, approximately 4.

**Interpretation:** People enjoy and value their Winning Teams experiences. The high level of satisfaction with all aspects of the RISE training model is impressive, particularly in light of the considerable education and experience levels of the participants.

### II. Changes in attitudes, overall knowledge, application of knowledge to practice, and ability to articulate knowledge.

**Finding:** The survey data indicated that, in general, the Winning Teams participants entered the training with above-average skills in the four dimensions. Nevertheless, the participants who completed both pre-training and post-training surveys (N=307) did demonstrate significant<sup>1</sup> positive changes in their attitudes toward developmentally appropriate concepts and in their confidence to articulate those concepts as a result of the RISE training. They also differed significantly in attitude in comparison to subjects who had not received the training. Although the total group of survey participant respondents did not show knowledge gains and positive changes in application ability, those research team members who participated most fully in the Winning Teams activities did show significant pre-post-training increases in knowledge and ability to apply knowledge to practice. Also, many of the teachers and parents in the research group reported that they had deepened their knowledge base and gave examples of specific ways they were applying the training in their programs and with children.

**Interpretation:** Participants in Winning Teams training show increases in positive attitudes and ability to communicate key concepts of developmentally appropriate practice. Teacher and parent teams who participate most fully in the training activities also increase their knowledge base and ability to change behaviors based on that knowledge.

### III. Change in responses to specific themes (e.g., active learning, meaningful learning, partnerships) emphasized in the Winning Teams video conferences.

**Finding:** Participants surveyed before and after each specifically focused RISE training video conference showed significant increases in their knowledge of the developmentally appropriate concepts stressed in that training session. They also scored consistently higher on these dimensions than the comparison group did. Many members of the research group also reported that they made changes in their children's activities, their teacher-child interactions, environment qualities, and teacher-parent partnerships, both immediately after training and 5-6 months after training.

**Interpretation:** People who participate in the video conferences learn the core concepts stressed in Winning Teams, such as active learning, meaningful learning, and partnership.

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<sup>1</sup>Significance levels varied from .05 to .001. See complete report for details.

#### IV. Characteristics of the mentoring activities in relation to RISE-identified goals.

**Finding:** Mentors promoted activities suggested in the RISE training, such as discussing ways for the teachers to set goals and plan improvements, providing concept-related materials and demonstrations, and observing and interacting with children. They also listened to teachers' views of the Winning Teams experience, provided materials not suggested by the training, and commented on positive changes observed as a result of the training. Overall, the research group Winning Teams teachers who received the follow-up, on-site mentoring gave it a favorable rating (approaching 4). However, the written narratives provided by the mentors as well as follow-up interviews with research group teacher mentees revealed differences in how each mentor approached the task. There were also wide variations in these teachers' rating of effectiveness of individual mentors, with some rated much more highly than others.

**Interpretation:** On-site mentoring can be a very helpful component of the Winning Teams program, deepening and extending the learning of participants; however, attention to consistent quality control of the mentoring approach is warranted.

#### V. Differing effects of the training on teams with higher and lower engagement in RISE Winning Teams activities.

**Finding:** The basic Winning Teams model of partnering parents and teachers, tested by comparing the effects of the training on research group teams with higher and lower levels of engagement in the components of the training, showed significant differences between teams with high and low engagement. Those teams of parents and teachers who were most consistently and deeply engaged in the program, attending all or almost all video conferences and workshops, showed increases on more of the dimensions of the training than those research teams who were less engaged, and greater effects of the training than were evident in the population of participants as a whole.

**Interpretation:** The importance of forming strong team bonds among participants and continuing to emphasize the team approach in the RISE Winning Teams training is strongly supported by these findings. Teachers and parents are better able to incorporate training concepts and to partner following the Winning Teams experience if they have been highly engaged. Thus, team building is an important component in maximizing the effects of the RISE training.

#### Recommendations

1. There is a need, identified by participants, to improve training delivery methods, including providing more time for discussion and better physical facility arrangements.
2. There is a need for greater "team building" to enhance consistent participation by teams in the training activities.
3. The RISE staff should study the mentor results to improve the consistent quality of the mentoring experience across all mentoring sites.
4. Two follow-up studies are warranted. One would focus on the sets of research teams who showed greater

engagement and improvement and those sets that did not, so as to more clearly determine the factors that support the teams in making the most beneficial use of the RISE Winning Teams model of training. Another study of new training participants at selected sites, using a shorter, revised version of the survey instruments that will encourage more participants to complete all surveys, would assist RISE in gaining additional effectiveness data. This information could be used to enable RISE to market the training package nationwide, and to provide a measure of effectiveness of the training to these nationwide sites.

### **Conclusion**

The evidence from the evaluation research shows a number of very positive results of this innovative and ambitious approach to training a large group of parents and teachers efficiently and effectively. Satisfaction with the training approach has been high and the effects on many dimensions of interest are positive, especially for those participants who had a high level of engagement. The Winning Teams concept appears to be a valid one, and the evidence from this evaluation supports its continued refinement.

### **Evaluation Team**

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