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RESEARCH IN MATHEMATICS EDUCATION

Parent Math Training Pilot in Jamaica: Feasibility Study Report

Research in Mathematics Education

Southern Methodist University

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Parent Math Training Pilot in Jamaica: Feasibility Study Report

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Parent Math Training Pilot in Jamaica: Feasibility Study Report

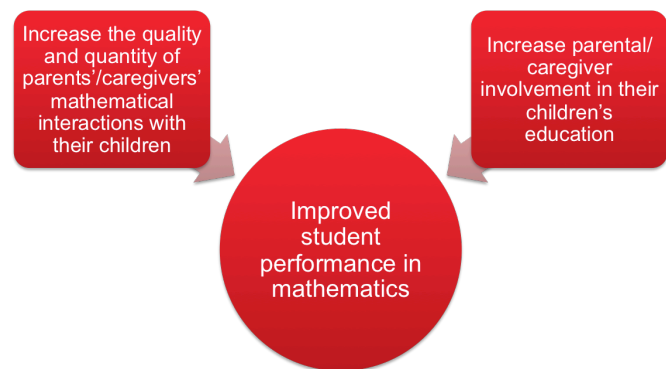
Purpose of the Feasibility Study Report

The purpose of this feasibility study report is to (a) provide a brief overview of the *Parent Math Training Pilot in Jamaica* project and its structure, (b) describe the purpose, sample, procedures, and results from the feasibility study conducted in Jamaica during January 19th-21st, 2016, (c) provide a summary of proposed modifications to the original face-to-face parent workshop and designed materials based on the results of the feasibility study, (d) provide a detailed work plan and timeline for the completion of Phase I of the project, which includes the development of the mathematics learning materials for the parents and corresponding training materials for the coaches, and (e) describe potential needs or concerns that are yet to be addressed as the project progresses.

Overview of the Structure of the Parent Math Training Pilot in Jamaica Project

Purpose of the Project

The purpose of the proposed project is to develop and implement a model for a parental math training pilot in low income communities in Jamaica. The intent of this project is to provide parents/caregivers with a conceptual understanding of key mathematics concepts and skills students in Grades 1 and 2 are expected to be able to know and, via face-to-face parent workshops, train parents/caregivers on how to use learning materials that target these key concepts at home with their children. This project focuses specifically on involving parents/caregivers in home-based learning by providing them with evidence-based mathematics learning materials using research-based strategies to help increase the number and quality of mathematical interactions parents/caregivers have with their children at home.



We proposed to (a) develop evidence-based mathematics learning materials for parents/caregivers to use outside of the school context to support their children's mathematics skills and understanding, (b) create a set of comprehensive training materials for coaches to support parents'/caregivers' implementation of the learning materials in their homes, and (c) develop a coherent set of seven face-to-face parent workshops for parents/caregivers that focus on foundational mathematics concepts identified as essential for students in Grades 1 and 2 using

resources from the National Comprehensive Numeracy Programme (NCNP) document – Putting Mathematics into Family Life (PMFL).

Phases of the Project

This project is divided into two phases of development and implementation. Phase I of the project is in progress and will be complete by mid-August 2016. It includes (a) the development, review, and refinement of the mathematics learning and training materials, and (b) evaluation of feasibility of the developed materials through a systematic feasibility study. Phase II will begin in August 2016 and conclude in May 2017. Phase II includes three components: (a) training the coaches over 50 hours, (b) conducting six face-to-face parent workshops for parents/caregivers for 800 households, conducted by coaches, and (c) implementing group coaching for 400 of these households, also provided by coaches.

An Overview of the Mathematics Learning and Training Materials

The training material used by the coaches, or the *Coach's Guide*, is a scripted document that will be created for each face-to-face parent workshop to support coaches in helping parents'/caregivers' implement the learning materials in their homes. The training materials incorporate several components:

- *Icebreaker*: This component is a game for parents. It starts the face-to-face parent workshop.
- *Conceptual connection*: This component links the icebreaker to the mathematical concepts that are targeted for development and reinforcement. The mathematical concepts were identified from the Jamaican Grade 1 and Grade 2 national standards (see *Parent Math Training Pilot in Jamaica: Inception Report* for details on alignment of content to face-to-face parent workshops).
- *Literacy connection*: This component emphasizes the recommendation within the PMFL guide that literacy and numeracy should be seen as domains that complement each other. Books with mathematics questions will be provided to support this component.
- *Fluency connection*: This component incorporates games to support fluency with the key mathematical concepts and skills described in the *conceptual connection*.
- *Vocabulary connection*: This component focuses on the critical vocabulary associated with the content.
- *Environment connection*: This component focuses on how parents/caregivers can connect the content to real-world examples that may be relevant for them and their children.
- *Parent/caregiver connection*: This component focuses on how parents/caregivers can use research-based strategies to help support their children's success in mathematics.

The mathematics learning materials for parents/caregivers include materials that parents/caregivers can take home to use with their children. These include (a) the book to be read in the *literacy connection* component of the face-to-face parent workshop; (b) the game to be played in the *fluency connection* component of the face-to-face parent workshop along with relevant materials; and (c) an advanced graphic organizer sheet, the *Fast Track to Success*, which summarizes the content in each of the main sections.

Using this structure, we created materials for one face-to-face parent workshop on *Understanding the Making 10 Concept*. After a thorough external review process of this face-to-face parent workshop through the Jamaican Ministry of Education (MoE), the Inter-American Development Bank (IDB), and a mathematics expert within the US and its revisions, we conducted a feasibility study, which is described next.

The Feasibility Study

Purpose of the Feasibility Study

The goal of the feasibility study was to use one face-to-face parent workshop, *Understanding the Making Ten Concept*, to determine if the structure of our project, if implemented with fidelity, was realistic, whether coaches could implement it with ease, and whether it could provide appeal to parents/caregivers. The purpose of the feasibility study was to gather evidence about (a) the appropriateness of the structure of the trainings in facilitating coaches in delivering the face-to-face parent workshop; (b) the appropriateness of the scripting and design of the Coach's Guide in assisting coaches as they progressed through the face-to-face parent workshop; (c) the cultural relevance, accessibility, and appeal of our parent/caregiver materials based on our sample; and (d) the conduciveness of the structure of the face-to-face parent workshops based on parents'/caregivers' schedules and lifestyles, and (e) the appeal of the structure of the group coaching for parents/caregivers.

Procedures

We conducted the feasibility study between January 19th and 21st, 2016. The three-day study was structured as follows:

- Day 1: Training of coach by Southern Methodist University (SMU)
- Day 2: Face-to-face parent workshop by the coach
- Day 3: Group coaching for parents (conducted by the coach)

The MoE staff recruited the coach and the participants for this study. We requested one mathematics coach for the 3-day period, and about 5 households for the last 2 days. All days were audio and video recorded; permission was received from each participant prior to recording. The next section describes each of the days (or components) of the feasibility study.

Day 1: Training of Coach

The goal of the first day of the feasibility study was to train one coach who would be responsible for implementing the face-to-face parent workshop, *Understanding the Making Ten Concept*. The purpose of training the coach was three-fold: (a) to determine how long it would take to prepare a coach to deliver a face-to-face parent workshop; (b) to determine whether the structure of the designed training was appropriate; and (c) to determine what modifications needed to be made to the Coach's Guide for the coach to be confident in delivering and implementing the

face-to-face parent workshop. Three people attended the training to provide feedback – the coach who was being trained to deliver the face-to-face parent workshop, and two other representatives from the MoE.

Procedures

The training was held at the MoE regional office in Mandeville. We started the training by collecting consents from participants for audio and video recording. Next, we provided the coach and MOE representatives an overview of the project, which included the scope and purpose of the study, the timeline, and our intended outcomes. Next, we began training the coach, which was the main purpose of the day. The training lasted for a total of 6 hours. First, the SMU team modeled each



sections within the Coach’s Guide. After each section, we paused for questions, concerns, and/or feedback, and then allowed the coach to review the section. Second, we took a 30-minute break to allow the coach to review the complete Coach’s Guide. Third, and finally, the coach practiced delivering the face-to-face parent workshop to us, at which time we played the role of the parents. The training was audio and video recorded, and field notes were taken for each section. Table 1 shows the time taken to deliver each section of the Coach’s Guide, for both the SMU team and the coach, along with the intended time as designed.

Table 1
Intended time versus time taken for each section of the Coach’s Guide

Section of Coach’s Guide	Intended Time (minutes)	Time Taken for SMU Delivery (minutes)	Time Taken for Coach Delivery (minutes)
<i>Icebreaker</i>	15	12	14
<i>Fast Track to Success Overview</i>	5	5	8
<i>Conceptual Connection</i>	20	28	20
<i>Literacy Connection</i>	20	12	12
<i>Fluency Connection</i>	30	31	20
<i>Vocabulary Connection</i>	2	2	2
<i>Environment Connection</i>	8	5	8
<i>Parent/Caregiver Connection</i>	10	10	7
<i>Wrap-up</i>	5	4	4

Using the feedback and observations obtained from the training, we made modifications to the Coach’s Guide for use in the face-to-face parent workshops on Day 2. Summarized below are the modifications made to the Coach’s Guide.

Summary of Modifications from Day 1 (Implemented in Day 2 of the Feasibility Study)

Modifications to Icebreaker: Make 10 Bingo

- The icebreaker included a sentence with a description of the shape of the die (polyhedron) to bring in geometry.
- Ways to play Make 10 Bingo at home were included, such as using playing cards instead of using a 10-sided die.
- Minor changes to the script were made.

Modifications to the Fast Track to Success Overview

- More time was added to this section to allow for parents' responses. The time allocation was increased from 5 minutes to 7 minutes.
- The mathematical content within this section was moved to the next section, *Conceptual Connection*.
- Minor changes to the script were made.

Modifications to the Conceptual Connection

- The mathematical content from the *Fast Track to Success Overview* was moved to this section.
- Clarification was inserted about how *not* to place counters on a ten-frame.
- The *zero* concept was introduced. The suggestion was made to change the Fast Track to reflect $0+10$ and $10+0$.
- Minor changes to the script were made.

Modifications to the Literacy Connection

- This section was modified to include an opportunity for parents to preview the book (i.e., asking them what they think the book was about, etc.).
- Changes to the text of the book were noted for future revision. These modifications include changing American words to reflect British English, and changing some questions to reflect cultural sensitivities (e.g., changing tabor drums to drums due to the uncommon use of the word, etc.).
- Minor changes to the script were made.

Modifications to the Fluency Connection

- Minor changes to the script were made.

Modifications to the Environment Connection

- This section was modified to more actively engage parents and request their commitment to using the concepts in their daily life.

Modifications to the Parent/Caregiver Connection

- We increased the time dedicated to this section.

Modifications to the Group Wrap-Up

- Minor changes to the script were made to help clarify some of the questions posed to parents.

Other Modifications to the Coach’s Guide

- It was suggested to print an agenda for parents.
- A welcome speech was added.
- An overview of the topic was provided for parents prior to the icebreaker.

Day 2: Understanding the Making Ten Concept Face-to-Face Parent Workshop

The purpose of the face-to-face parent workshop was three-fold: (a) to determine how long it would take the coach to deliver the face-to-face parent workshop; (b) to determine whether the materials designed for the parents were appropriate in terms of content and engagement; and (c) to determine whether the materials were feasible for parents to implement with their children. Seven parents attended the face-to-face parent workshop. The face-to-face parent workshop lasted approximately 3 hours (inclusive of a brief break for refreshments).

Procedures

The face-to-face parent workshop was held at a church in St. Elizabeth Parish. We started the face-to-face parent workshop by collecting participant consents to allow for audio and video recording. A representative from Region 6 of the MoE provided a brief overview of the *Parent Math Training Pilot in Jamaica* and the intended outcomes. The coach who was trained the previous day delivered the face-to-face parent workshop. The face-to-face parent workshop was audio and video recorded, and field notes were taken. Parents were given a break after approximately half the face-to-face parent workshop was delivered and were provided refreshments. At the end of the face-to-face parent workshop, parents were asked to work with their children on mathematics and read the book and play the game. Parents were invited to come back the following day. Table 2 shows the time taken for the coach to deliver each section of the Coach’s Guide at the face-to-face parent workshop, along with the intended time (as designed).



Table 2

Intended time compared to time taken for coach to deliver each section of the Coach’s Guide during the face-to-face parent workshop

Section of Coach’s Guide	Intended Time (minutes)	Time Taken for Delivery during
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		Face-to-Face Parent Workshop (minutes)
<i>Icebreaker</i>	15	17
<i>Fast Track to Success Overview</i>	5	6
<i>Conceptual Connection</i>	20	40
<i>Literacy Connection</i>	20	17
<i>Fluency Connection</i>	30	35
<i>Vocabulary Connection</i>	2	6
<i>Environment Connection</i>	8	7
<i>Parent/Caregiver Connection</i>	10	11
<i>Wrap-up</i>	5	Not administered

No changes to the Coach’s Guide were made immediately following the face-to-face parent workshop. However, several observations were noted.

Observations from the Face-to-Face Parent Workshop

Parents

- When playing the Icebreaker, *Make 10 Bingo*, parents were able to win Bingo in a short amount of time and the game would get done quickly. Asking parents to play the game several times would help alleviate this issue.
- During the Icebreaker, parents had fun playing *Make 10 Bingo*, and seemed familiar with the concept. While parents seemed to grasp the *Make 10 Bingo* easily, there seemed to be confusion with the *Make 50* and *Make 100 Bingo*.
- During the *Conceptual Connection*, parents were invited to write examples on a chalkboard. Parents seemed to enjoy coming up to the chalkboard to do examples. Most of them seemed to enjoy providing examples and contributing to discussions.
- During the *Conceptual Connection* and the transition to the Grade 2 skill of adding a single-digit number to multiples of ten, parents seemed confused as to how the Grade 1 skill of *making tens facts* connected to the Grade 2 skill of *adding a single digit number to a multiple of ten*. They tried using the ten frame to represent the Grade 2 concept.
- Parents enjoyed the *Fluency Connection*, or the *Roll to 10* game. Since about half the parents immediately advanced to the extended version of the game, we contemplated modeling the game with fewer examples and collapsing the standard and extended versions of the games. However, the other half did not seem ready for it just yet.
- Parents enjoyed the *Literacy Connection*. Several parents volunteered to read the questions from the book and provided answers.



- The book in the *Literacy Connection* is about a festival and parade called Jonkonnu. Most of the parents noted that neither they nor their children had not been to Jonkonnu, but mentioned that all of them (and their children) knew what it was and that it was culturally relevant.
- During the *Vocabulary Connection*, parents were asked what vocabulary they had heard through the face-to-face parent workshop. Parents reiterated things such as numbers, numerals, counting, etc. This section of the face-to-face parent workshop hence took much longer since the coach had to drill down to the vocabulary that was of focus.

Coach

- The coach had practiced the script really well and knew the flow of the face-to-face parent workshop.
- While the coach was trained on not deviating from the content of the script provided, she answered parents' questions using content knowledge, providing extra content to parents in the face-to-face parent workshop. This poses as an issue for fidelity of implementation and needs to be address.

Face-to-face parent workshop

- About half the parents (3 of 7) came with their children who were between the ages of 1 and 3. Volunteers will be needed at future face-to-face parent workshop to take care of these children.

Day 3: Group Coaching for Parents

The purpose of the group coaching for parents is to support the parents' implementation of the materials with their children. During the group coaching, we sought parent feedback about (a) the game and materials used for the games; (b) the book; and (c) the structure and learning materials distributed during the face-to-face parent workshop. Three of the seven parents who attended the *Understanding the Making Ten Concept* face-to-face parent workshop the previous day were present at the group coaching.

Procedures

The group coaching for parents was held at the same location as the face-to-face parent workshop. The coach who conducted the face-to-face parent workshop also conducted the group coaching. The group coaching was audio and video recorded, and field notes were taken. The group coaching lasted approximately an hour. The questions that were asked of



parents and a summary of their responses are provided in Table 3.

Table 3

Questions posed to parents during group coaching session and summary of responses

<i>Fluency Connection</i>	
Did you play the game?	All 3 parents who attended the group coaching played the game with their child.
If so, what did you like about playing the game with your child? What did your child like?	They said the game was fun. They liked that they were able to brainstorm options with their child and that their child was able to master concepts. They liked that they could use the materials to teach counting and colors.
How long did it take you to play the game?	They said it took them approximately 10 minutes to play the game.
What was a challenge for you? What was a challenge for your child?	They said nothing was a challenge. Two of the parents said the game was appropriately challenging. One parent said the game could have been more challenging so she could play it with both her second grader and sixth grader.
What additional features would be beneficial for you with the game?	They said they would like to take the icebreaker home as well.

Literacy Connection

Did you read the book?	Only one parent read the book to her child of the three parents that returned to the group coaching session.
If so, what did you like about reading the book? What did your child like about reading the book?	Since she had more than one child, she liked that her children competed to answer the questions. All of them liked the placement of the answer choices.
How long did it take you to read the book? Was the length of the book appropriate?	She read it at bedtime to her children. The parent said the length was appropriate.
What was challenging for you? What was challenging for your child?	The one parent that read the book said there was no challenge. The other two parents said that time was a challenge between the previous day and the day of the group coaching.
What types of stories does your child like?	Parents said their children liked stories about Jamaican culture, sports, anancys, dollhouses, cricket, football, track and field, teacher-student scenarios, and electronics. They like stories about hopscotch, slides/swings, and

	jobs. They like snakes and ladders and people like Ronaldo and Bolt.
Were the questions appropriately challenging?	The parents agreed that the questions were appropriately challenging for their kids.

General Questions

When would you do these activities with your child?	All of the parents said they would use these materials mostly at night or on weekends.
What did you like about the face-to-face parent workshop? What would you change about the face-to-face parent workshop?	Parents liked that the face-to-face parent workshop was straightforward and that there was enough material to keep them engaged. They liked the closeness of the group and liked working together as a team. They liked that there was a break in the middle. All in all, they thought the face-to-face parent workshop was enjoyable. They thought the face-to-face parent workshop was a little short and it could have been longer. They also would like face-to-face parent workshops that have flash cards with math facts and have their books on DVDs.
Would you prefer to be with the same group of parents or different groups of parents for multiple face-to-face parent workshops? Would you prefer to select the time each time, or have a set date time for multiple face-to-face parent workshops?	Parents said they would prefer to be with the same group of parents and have a consistent time for face-to-face parent workshops. They also said that mornings are better for them since their children are in school, saying that “ <i>we learn for them</i> ” and that “ <i>we are learning while they are learning</i> ”.
What types of reminders/communication is best for you?	They said that calling is most reliable in tandem with leaving voice messages. After calling, texting/WhatsApp is next most used. Finally, they said some people use Facebook, but not everybody has access.
What location is best for you?	Parents said they would prefer the face-to-face parent workshops and group coaching to be at a church or school.
Would you rather have your child with you during group coaching session or come alone?	Parents said they would rather have their child come with them to the sessions.
Would you rather the group coaching session be a discussion of highs and lows, or playing the game and reading the book, or a combination of both?	They said they would like the structure of the group coaching to be a combination of highs and lows and playing the game and reading the book.

Summary of Feasibility

Multiple sources of evidence contribute toward the feasibility of the materials developed for both implementing the training materials (by the coaches), as well as using the learning materials (by the parents/caregivers).

- The coach was able to model the face-to-face parent workshop using the Coach's Guide during the training after seeing us model it once, rendering the structure and scripting of the Coach's Guide feasible. This would be the structure of the training when implemented as well.
- The time allotted for each section within the training was feasible, since it allowed time for modeling of the trainer-of-trainers, and the modeling of the coach.
- The time allotted for each section within the face-to-face parent workshop was feasible since the coach was able to deliver each section within the given time while ensuring parents understood the content.
- Parents provided feedback during the group coaching that they enjoyed the structure and length of the face-to-face parent workshop, and that they found the learning materials engaging and culturally relevant. They also said the materials were appropriately challenging.

Altogether, the data collected during the 3-day feasibility study for the *Understanding the Making Ten Concept* provided sufficient evidence to suggest moving forward in the development of learning and training materials for the other face-to-face parent workshops for the *Parent Math Training Pilot in Jamaica* Project.

Proposed Modifications from Original Design

Based on the information gathered during the feasibility study and in collaboration with the Ministry of Education, modifications to the materials and project design are suggested in the table below.

Original Design	Things Learned from the Feasibility Study and Meetings	Proposed Modifications
1. Parents will not take the icebreaker home.	Parents are open to playing more than one game with their child; parents like playing games with their child.	When possible, the icebreaker will also be available to take home.
2. The Vocabulary Connection was a section of its own.	Based on parent responses in the section, the questions were too vague. Also, the content seemed to be addressed in the Conceptual Connection.	The Vocabulary Connection will be removed from the face-to-face parent workshop. Vocabulary will still be introduced in the Conceptual Connection section and be listed on the Fast Track to Success.
3. The icebreaker (Make 10 Bingo) had 4 versions, 3 of which were extensions (Make 20, Make 50, and Make 100 Bingo).	Parents were aware of the Make 10 facts as well as how to play Bingo. Parents didn't require as much modeling. Parents were not ready for the extensions on Bingo.	The Make 50 and Make 100 Bingo will be removed. Make 20 Bingo extension will be kept for parents who wanted to extend themselves. The modeling on Bingo will be reduced. Make 10 Bingo will be played twice.
4. The ten-frame was used to model multiples of ten plus a single digit number.	This was confusing for parents since they could not add multiples more than 20.	The ten-frame will be omitted from the Grade 2 standard.
5. The Parent/Caregiver Connection was a section of its own within the face-to-face parent workshop.	The length of the face-to-face parent workshop was a bit long, and this connection not directly connected to the content.	The Parent/Caregiver Connection will be moved to Workshop 0.
6. There were multiple "Make 10" examples within the Conceptual Connection for parents to grasp the concept.	Parents didn't require much explanation of the concept.	The number of Make 10 examples will be reduced in the Conceptual Connection.

Finalized Content (Conceptual Connections) for Face-to-Face Parent Workshops

Workshop	Conceptual Connection	Standards
0: September	NUMBER: Counting and Comparing Sets	G1: Compare sets by matching their members: same/fewer/more.
		G2: Identify equal and equivalent sets.
1: October	MEASUREMENT: Measure and Compare Length Using Standard and Non-Standard Units	G1: Compare and describe objects using words such as (a) long/short; (b) large/small; and (b) tall/short; Identify objects of equal/unequal length; Estimate and measure length of various objects using non-standard units (e.g., hand span, foot prints, fudge sticks, finger width, paces, connecting cubes, paper clips); Identify objects best measured in metres.
		G2: Compare and describe objects using words such as: (a) Tall/long/short and (b) Near/far; Compare, estimate and measure length of various objects using non-standard units; Identify objects best measured in centimetres/metres.
2: November	NUMBER: Understanding the Making Ten Concept	G1: Recall and apply addition facts up to the sum of 10.
		G2: Add single digit numbers to multiples of 10.
3: January	NUMBER: Skip Counting by 10 and Adding Multiples of 10	G1: Count in tens to 100.
		G2: Add multiples of ten up to a sum of 1000; Recall addition facts using multiples of ten up to 100.
4: February	NUMBER: Fractions	G1: Describe simple fractions (halves and quarters). Identify halves and quarters of a set or region. Read and write fractions.
		G2: Read and write fractional number names. Identify halves, thirds, and quarters of a set or region. Determine equivalent fractions to halves, thirds, and fourths.
5: March	GEOMETRY: Shapes	G1: Tell similarities and differences between shapes seen in the environment.
		G2: Explore properties of circles, squares, rectangles, and triangles. Describe and sort plane shapes by the number of sides, number of corners, or type of corners (square).
6: April-May	ALGEBRA: Inverse Operations	G1: Use inverse operations in addition and subtraction relationships.
		G2: Find the missing addend or sum in an addition or subtraction sentence.

Proposed Work Plan and Timeline for Phase 1: February 2016 – August 2016

A work plan along with the proposed timeframe for each of the tasks is detailed below. **Note: The face-to-face parent workshops are not being developed in the order in which they will be delivered.**

Proposed Work Plan	Proposed Timeline	Duration
Development of two workshops (#1 and #4)	Feb 8 th – April 1 st	8 weeks
Expert review of workshops #1 and #4	April 6 th – April 22 nd	2.5 weeks
Modifications of workshops #1 and #4	April 25 th – May 6 th	2 weeks
Review of workshops #1 and #4 by MoE	May 6 th – May 27 th	3 weeks
Development of workshops 0 and #5	March 7 th – April 22 nd	6 weeks
Expert review of workshops 0 and #5	April 27 th – May 13 th	2.5 weeks
Modifications of workshops 0 and #5	May 16 th – May 27 th	2 weeks
Review of workshops 0 and #5 by MoE	May 27 th – Jun 17 th	3 weeks
Development of workshops #3 and #6	April 25 th – Jun 17 th	8 weeks
Expert review of workshops #3 and #6	Jun 22 nd – July 8 th	2.5 weeks
Modifications of workshops #3 and #6	July 11 th – July 22 nd	2 weeks
Review of workshops #3 and #6 by MoE	July 22 nd – Aug 12 th	3 weeks
Revise workshops 0, #1, #4, #5 from MoE review	Jun 24 th – July 29 th	5 weeks
Create materials for training and group coaching	Jun 24 th – July 29 th	5 weeks
Revise workshops #3 and #6	Aug 12 th – Aug 26 th	2 weeks

Proposed Work Plan and Timeline for Phase 2: August 2016 – June 2017

A work plan along with the proposed timeframe for each of the tasks is detailed below.

Month	From	To	Duration	Proposed Work Plan
August	Week of August 1st		~10 days	Training for face-to-face parent workshops 0, 1, and 2
September	September 5	September 16	2 weeks	Face-to-face parent workshop 0
	September 19	September 30	2 weeks	Group coaching for workshop 0
October	October 3	October 14	2 weeks	Face-to-face parent workshop 1
	October 17	October 28	2 weeks	Group coaching for workshop 1
November	October 31	November 11	2 weeks	Face-to-face parent workshop 2
	November 14	November 25	2 weeks	Group coaching for workshop 2
January	Week of January 3		~1 week	Training for face-to-face parent workshops 3 and 4
January	January 9	January 20	2 weeks	Face-to-face parent workshop 3
	January 23	February 3	2 weeks	Group coaching for workshop 3
February	February 6	February 17	2 weeks	Face-to-face parent workshop 4
	February 20	March 3	2 weeks	Group coaching for workshop 4
March	Week of March 6		~ 1 week	Training for face-to-face parent workshops 5 and 6
March	March 13	March 24	2 weeks	Face-to-face parent workshop 5
	March 27	April 7	2 weeks	Group coaching for workshop 5
April/May	April 24	May 5	2 weeks	Face-to-face parent workshop 6
	May 8	May 19	2 weeks	Group coaching for workshop 6