



The Parent Project®
Final Evaluative Report
2017-2018 Annual Report

Butler, Logan, and Preble Counties, Ohio
2017-2018

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Executive Summary

The Parent Project, Why Try, and Loving Solutions were implemented in Butler, Preble, and Logan counties during the 2017-2018 school year. For Butler County, this was their 4th year of implementation and evaluation, 3rd for Preble County, and 1st for Logan County. Butler County included Loving Solutions parents in their 2017-2018 data and was the only county to do so. The presence of the parents/caregivers participating in The Parent Project's young child iteration did not drive changes in the parent/caregiver data. Reducing the rate of participant dropout continues to be problematic for Butler County, whereas Preble and Logan Counties both need to increase their recruitment and referral efforts to increase the number of participants. Incorporating these changes in all three counties will allow for more robust data analysis.

Overall, results for Butler County demonstrated that all three programs have been effective in the 2017 school year. Positive outcomes were achieved and it is clear that parents/caregivers feel that they are more effective at handling their children's challenging behaviors. The most notable positive result was the increase in Why Try average responses from pre-test to post-test. The youth participants evaluated themselves better upon completing the program than they have in previous years. Further, Butler County provided not only recidivism data, but attendance data for the first time since evaluation began. Recidivism data showed that full completion of The Parent Project is an indicator for youth becoming involved with the court again after the end of their 10-week Parent Project class session. Attendance data did not show a decrease in unexcused absences but did show a decline in days missed due to suspension.

Preble County did have a struggle with the Strengths and Difficulties Questionnaire during this evaluation cycle. Despite having results from that metric that did not necessarily indicate great success, the rest of the evaluation tools demonstrated a positive impact of The Parent Project and Why Try. Working with participants to better understand the phrasing of the questions on the Strengths and Difficulties Questionnaire may yield more consistent results. Preble County also had higher than normal rates of success with Why Try as indicated by a high level of positive change in average responses from pre-test to post-test.

Finally, Logan County's first year of implementation was a success. There were only eleven (11) participants included, but ideally with continued years of implementation, the positive impact of the program will spread, bringing in more parents/caregivers and youth via word of mouth and additional referral structures. Their first-year evaluation data demonstrated a strong implementation and positive outcomes for both parents/caregivers and their children.

Butler County Respondent Demographics:

Data included in the demographics section includes *all* respondents, including those who dropped. This is due to the lack of enough data to determine the presence of a systematic difference between those who did and did not complete the full, 10-week, program. Including all participants paints a complete picture of those referred to The Parent Project.

55 Parents/caregivers from Talawanda and Hamilton participated in Loving Solutions – a variant of The Parent Project targeted specifically at parents/caregivers with children aged 5 to 10 years old, though it can be applied to younger children as well. The evaluation of Loving Solutions is the same as The Parent Project – all participants completed the same pre-and post-test materials; the only difference between The Parent Project participants and those in Loving Solutions was the children’s participation in their own empirically-based program. Why Try was offered to the adolescents and teens whose parents/caregivers are taking part in The Parent Project whereas there is no simultaneous curriculum for Loving Solutions children.

Number of Respondents and Program Status:

Total Respondents: 124
 Parents with 1 Child: 81
 Additional Children: 43

Completion Status:

Successful Completion: 36
 Successful Attendance: 14
 Incomplete: 10
 Dropped: 16
 No Response: 5

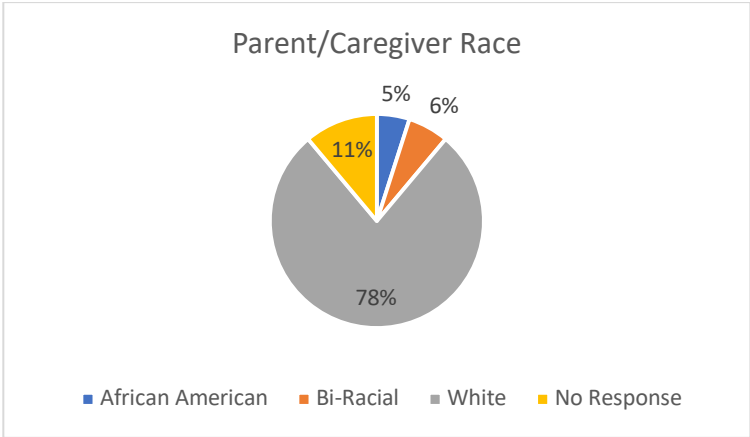
Table 1: Number of sessions completed by families in Butler County

Sessions Completed	#
0 sessions	0
1 session	6
2 sessions	7
3 sessions	4
4 sessions	3
5 sessions	4
6 sessions	4
7 sessions	1
8 sessions	15
9 sessions	18
10 sessions	19
(No response)	5
	81

Parent/Caregiver Demographic Information:

Parent/caregiver respondents were between the ages of 25 and 67 years old, predominantly female (80.2%), White, non-Hispanic/Latino, and had no ADA status (85.1% selected “none,” those who did select an ADA status included 1 ESL, 1 physical impairment, and 1 “other”).

Figure 1: Butler Co Parent/Caregiver Race



*US Census Bureau reports Butler County as having 85.1% of the population listed as “White alone”¹

Most caregivers reported having 1 or 2 adults in the household (79%), with the highest number of adults in one household listed at 7 (this is slightly lower than the county average of 2.68¹). Most “sometimes” attend religious services and have either a high school diploma/GED or a college degree.

Figure 2: Butler Co Parent/Caregiver Education Level

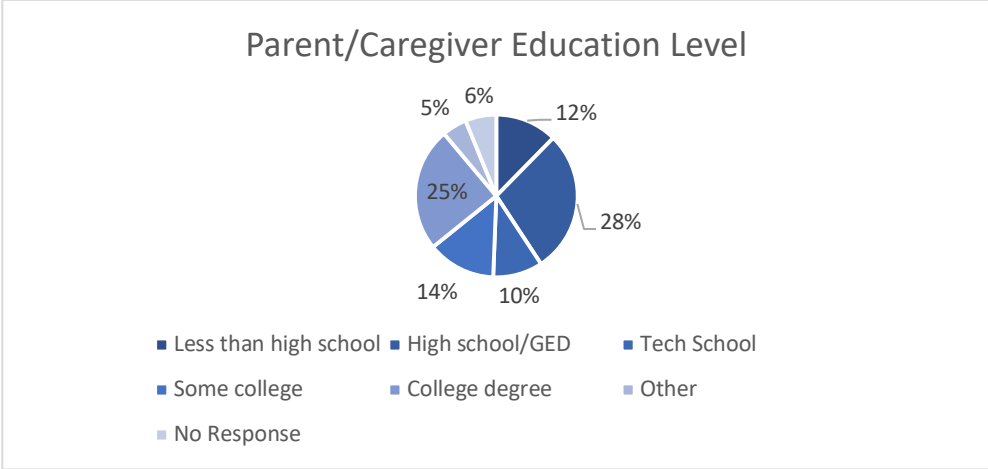
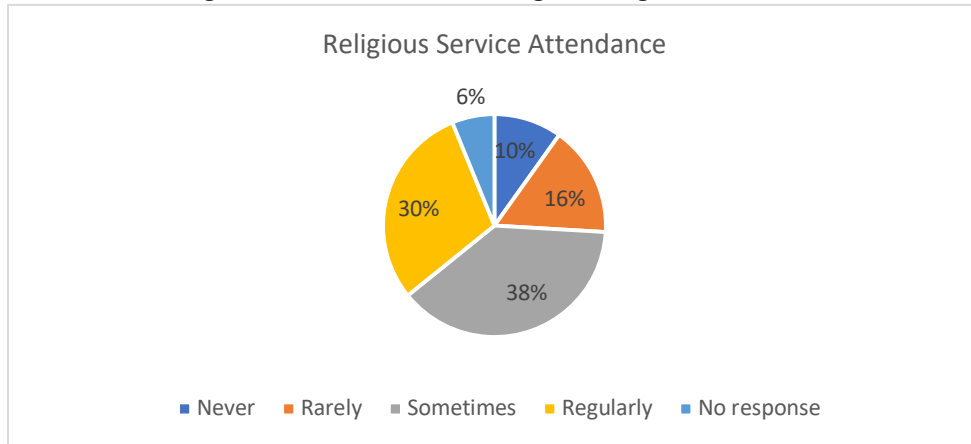


Figure 3: Butler Co Parent/Caregiver Religious Service Attendance



Nearly half (48.1%) of parent/caregivers listed their family at \$29,999 or lower. This is far below the US Census Bureau’s report on median household income in Butler County in 2012-2016, which is \$59,652 per year¹.

Table 2: Butler Co Household Income

Income Level	Number of Respondents
Less than \$10,000	10
\$10,000-\$19,999	19
\$20,000-\$29,999	10
\$30,000-\$39,999	6
\$40,000-\$49,999	5
\$50,000-\$59,999	3
\$60,000-\$69,999	5
\$70,000 or more	14
No response	9
Total	81

Child Demographic Information:

Most caregivers did not disclose the source of the referral to The Parent Project while completing the demographic information on their children (39.5%), of those who did, more were self-referred than referred by the court. Most children of Parent Project participants (n=36) came from Hamilton City School District, though 16 districts were represented.

Table 3: Butler Co School Districts

School District	Number of Respondents
Southwest	1
Summit Academy	1
Warren Co Alt	1
Monroe	2
ECOT	2
Home School/ECOT	2
North College Hill	2
Franklin	3
Lakota West	3
Ross	3
Lakota	4
Edgewood	6
Fairfield	9
Middletown	9
Talawanda	14
Hamilton	36
No Response	26
Total	124

Children who participated in The Parent Project in Butler County were mostly non-Hispanic or Latino (75.8%), White (59.7%) males (51.6%). Most (66.9%) had no ADA status (of the 16.1% who did list an ADA status included sensory impairment, speech impairment, and mentally impaired). Child participants ranged in age from 2 to 18 years old, on average, participants were 12.1 years old and the most frequently occurring (modal) age was 14 (n=19). At referral, children were most frequently in 9th grade (n=23); however, children as young as pre-school and as old as 12th grade participated. The inclusion of Loving Solutions in Butler County in 2018 lead to younger children and their parents receiving services compared to previous years.

Figure 4: Butler Co Child's Age at Referral

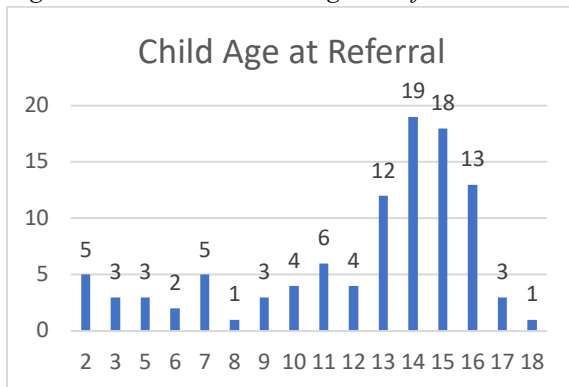


Figure 5: Butler Co Child's Grade Level at Referral

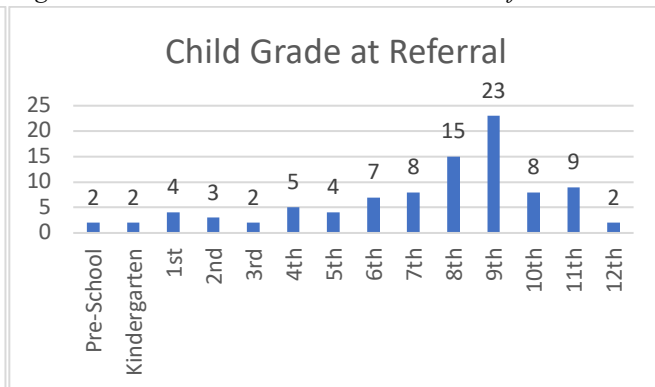
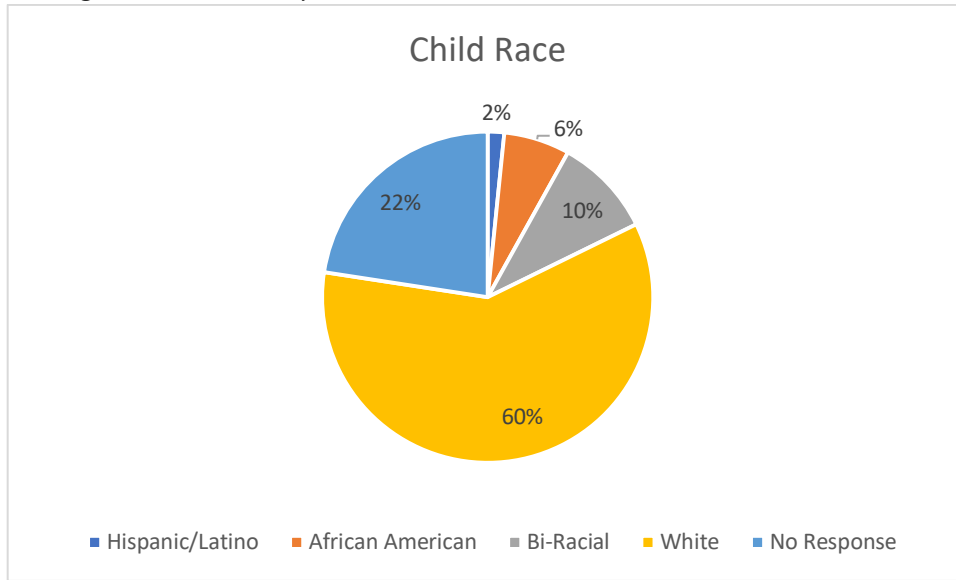


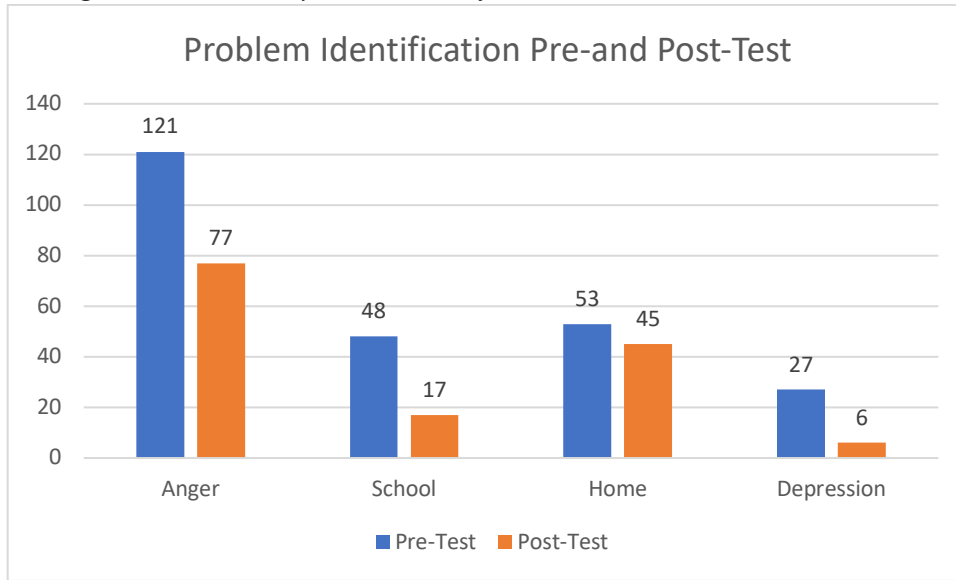
Figure 6: Butler County Child Race



Butler County Problem Identification:

At pre-and post-test, parents were asked to identify the top three problem behaviors or personality traits they observe in their child or children. Though most chose from a list of standardized responses, some gave custom, specific answers. Problems were classified in four groups: Anger (rage, disruptive behavior, following rules, drugs/alcohol), School (school attendance, truancy, grades, homework), Home (following rules, chores, appropriate friends), and Depression (self-harm, self-esteem, being teased/picked on, “loner”/isolated). Butler County parents listed a total of 249 problems at pre-test and 145 at post-test. This data indicates a 41.8% reduction – though, it is worth noting that 39.2% fewer respondents offered responses at post-test. This may be due to the 32.1% rate of participant drop/incompletion; however, upon factoring in the reduction in responses that may be due to participant attrition, data still show a reduction in listed problems by 9.8%. Further, there were reductions in all four categories of problems identified (Anger: 36.4%, School: 64.6%, Home: 15.1%, Depression: 77%).

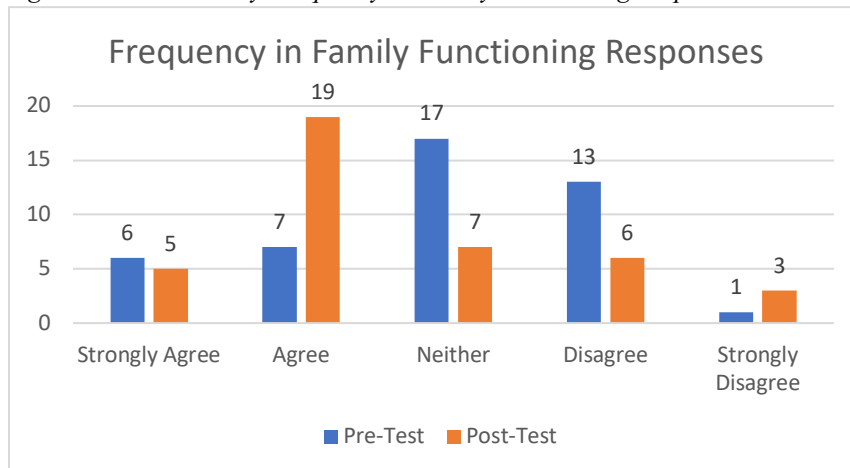
Figure 7: Butler County Problem Identification Pre-and Post-Test



Butler County Family Functioning:

The Parent Project evaluation asks two questions to determine family functioning before and after program participation. The first question provides a five-point scale from Strongly Agree to Strongly Disagree. Participants indicate how much they agree with the statement “All my family respect one another and work together for the good of our family.” Of the 81 parent/caregiver respondents, 75 participants responded in pre-test and 44 responded in post-test, a retention rate of 58.6%. Analysis only includes the 44 participants who responded to *both* pre-and post-test measures. Responses to this question were analyzed in two ways; first, a frequency of responses was tabulated to visualize the change in responses from pre-test to post-test (see Figure 8). Second, responses were standardized by calculating the difference between pre-and post-test responses; those differences were classified as either positive, zero (no change), or negative whole numbers.

Figure 8: Butler County Frequency in Family Functioning Responses



In Butler County, standardized scores indicated that, on average, participants did not feel that there was a difference in this measure of their family's functioning ($M = +0$). Those, when examined based on frequency data, there are more positive responses (Agree; $n=19$) than negative responses (Disagree; $n=6$ and Strongly Disagree; $n=3$).

A second question was used to determine family functioning. Participants were asked whether their family was doing better, worse, or if there had been no change since their participation in The Parent Project. This question was only asked at post-test. 80.9% stated that their family is doing better following The Parent Project, 14.9% indicated that there had been no change, and 4.3% said they were doing worse.

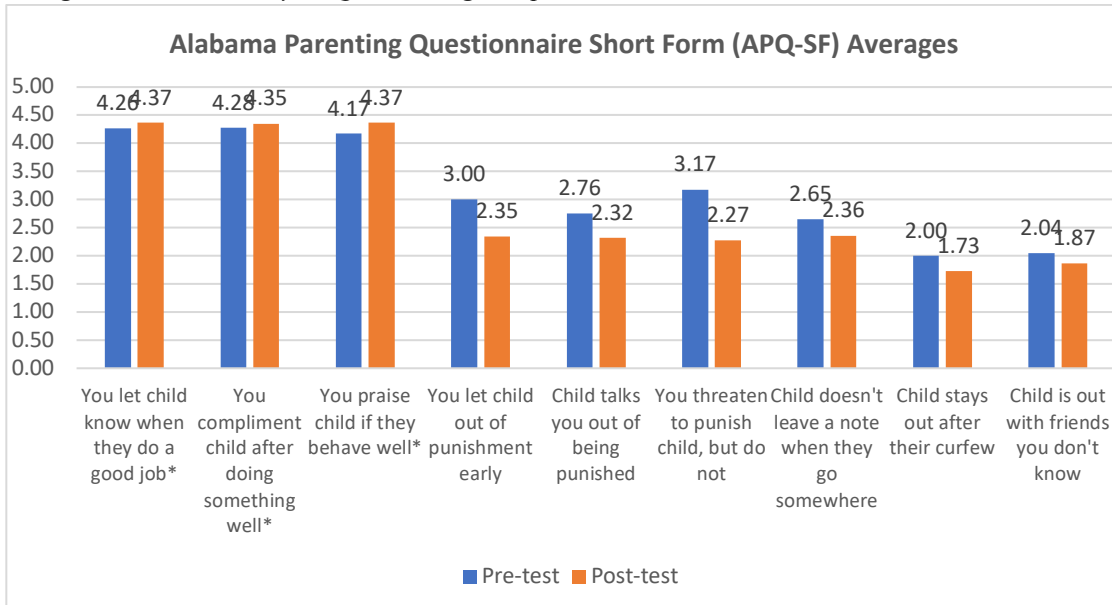
Taken together, these questions demonstrate that, overall, participants feel that their family is functioning better after their participation in The Parent Project. The standardization of scores likely shows a zero-change due to the lack of variance in responses following standardization, as each response is not taken individually, but as a basic increase or decrease score. As such, these questions must be taken holistically to determine whether participants' self-report shows better or worse family functioning.

Butler County Alabama Parenting Questionnaire Short Form:

The Alabama Parenting Questionnaire Short Form is a 9-question survey that asks respondents to indicate the frequency of behaviors from Never (1) to Always (5). It includes 3 subscales (Positive Parenting, Inconsistent Discipline, and Poor Supervision) that are 3 questions each. Responses for the Positive Parenting subscale should increase from pre-test to post-test, responses to the other two subscales should be lower upon post-test assessment.

Data from Butler County follow this pattern, as displayed in Figure 9 (Positive Parenting Subscale questions are demarcated with an asterisk). Average difference in responses from pre-test to post-test for the Positive Parenting subscale is 0.12 – indicating that, though there is a positive change, it is minimal. The Poor Supervision subscale average difference is -0.25, demonstrating that, on average, there has been a quarter of a step improvement in the parent/caregiver and child interaction following The Parent Project. Finally, The Inconsistent Discipline subscale shows the most improvement from pre-test to post-test; average differences in response are 0.66 lower (slightly more than half of one response level) – this means that parents/caregivers reported they are demonstrating fewer behaviors that would qualify as “Inconsistent Discipline.”

Figure 9: Butler County APQ-SF Average Responses



Butler County Strengths & Difficulties Questionnaire:

The Strengths and Difficulties Questionnaire assesses children’s behavior. Though this assessment tool is made up of five subscales, the most important of these is the Prosocial Behavior subscale. It asks parents/caregivers to report on the positive behaviors of their children and contains the only five questions for which scores should increase from pre-test to post-test. Scores on the other four subscales (Emotional Symptoms, Conduct Problems, Hyperactivity/Inattention, and Peer Relationship Problems) are combined to create a general difficulties score. This figure is used to classify young people into one of three categories, Normal (scores 0-13), Borderline (scores 14-16), and Abnormal (scores 17 and higher). All questions are based on a scale of 0 (Not True) to 2 (Certainly True). Reverse coded questions are denoted with a carrot (^); upon data processing, the scaling of reverse coded questions is rectified to match all other questions.

For Butler County, the Prosocial Behavior subscale has an average difference in pre-and post-test responses of 0.02. This indicates that changes in prosocial behaviors, as noticed by parents/caregivers, are minimal. Interpreting any difference in responses by question in this case is not meaningful due to the small amount of change per question. The remainder of the scale has, on average, a change score of -0.18. This response can be interpreted as parents/caregivers stating that the negative behaviors listed in the questionnaire are “Somewhat True” at pre-test to “Not True” at post-test.

Figure 10: Butler Co Strengths & Difficulties Questionnaire Prosocial Subscale

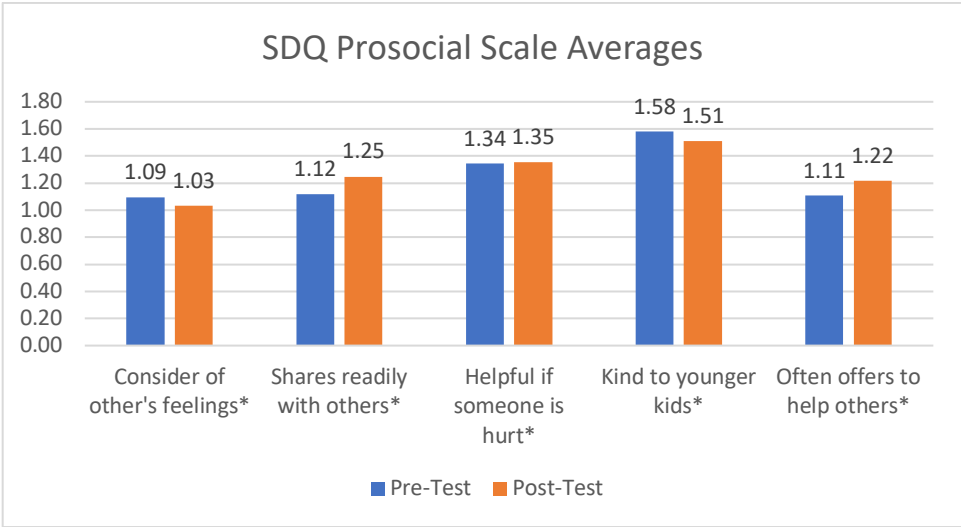


Figure 11: Butler Co Strengths & Difficulties Questionnaire Average Responses (Pt 1)

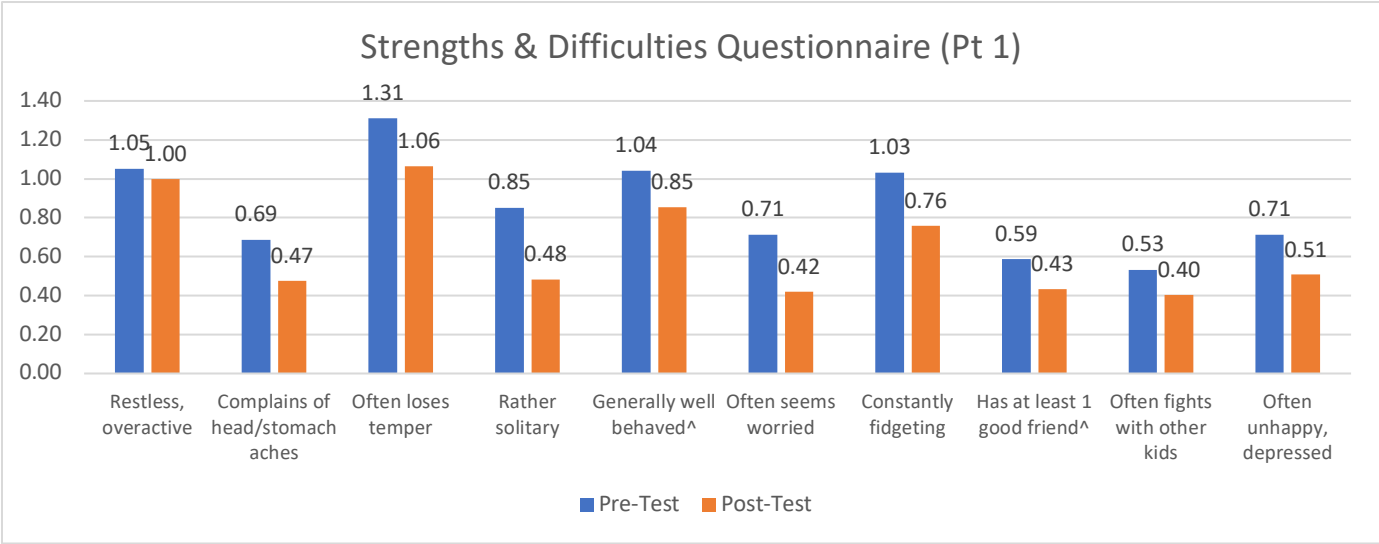
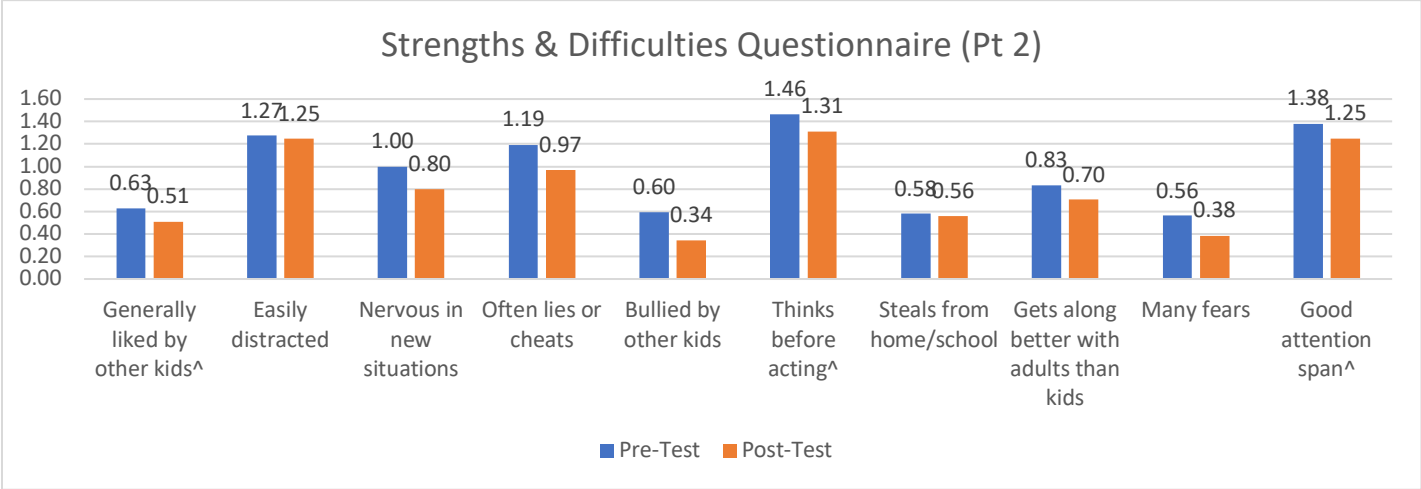
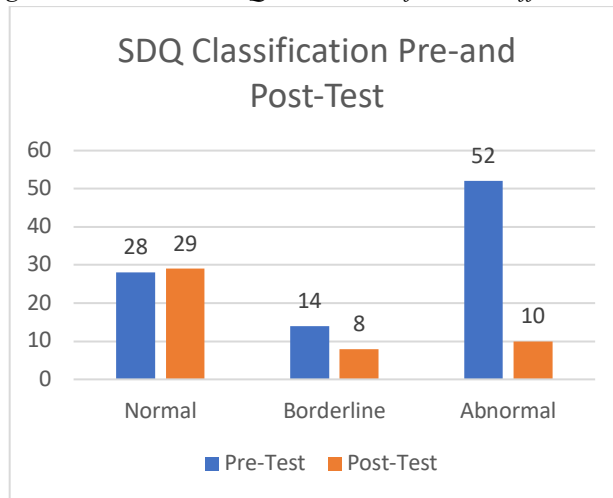


Figure 12: Butler Co Strengths & Difficulties Questionnaire Average Responses (Pt 2)



When examining the SDQ general difficulties score, Butler County data demonstrates an overall improvement. At pre-test, there are far more “Abnormal” than “Normal” classifications, at post-test, there is a large shift, with a small increase in Normal scores and a substantial decrease in Abnormal scores (see Figure 13). This indicates that, though changes in average response for each question may be small, these differences result in an important improvement in overall behavior.

Figure 13: Butler Co SDQ Score Classification Differences

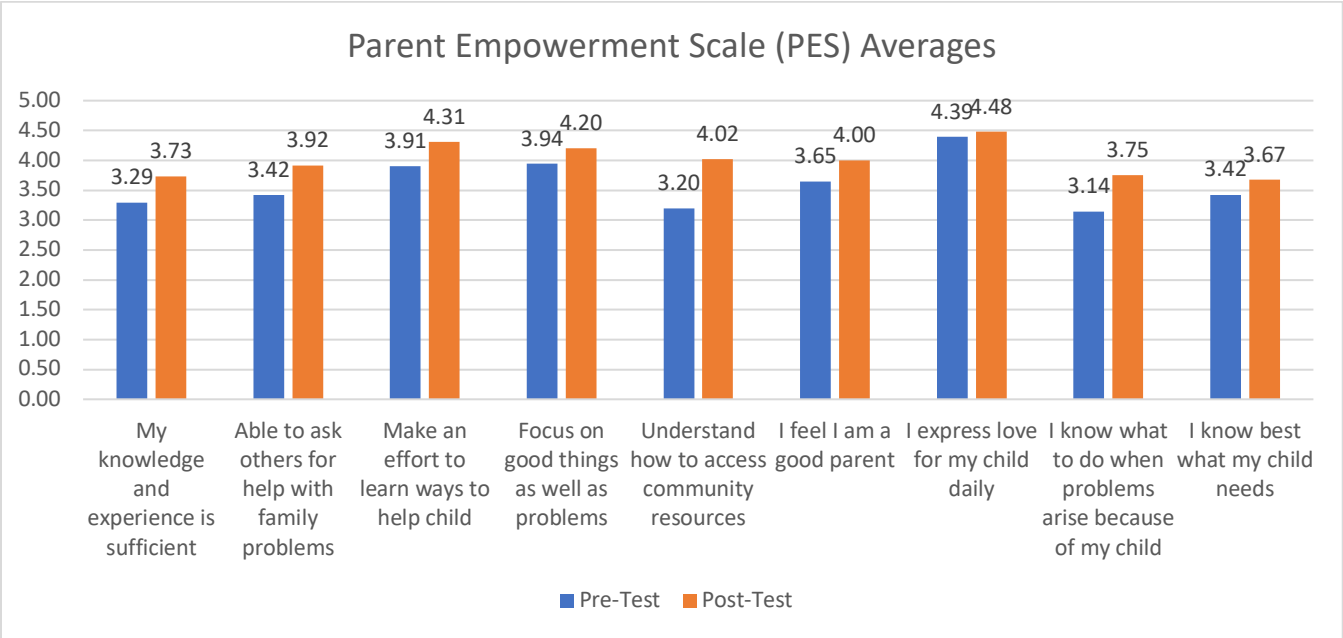
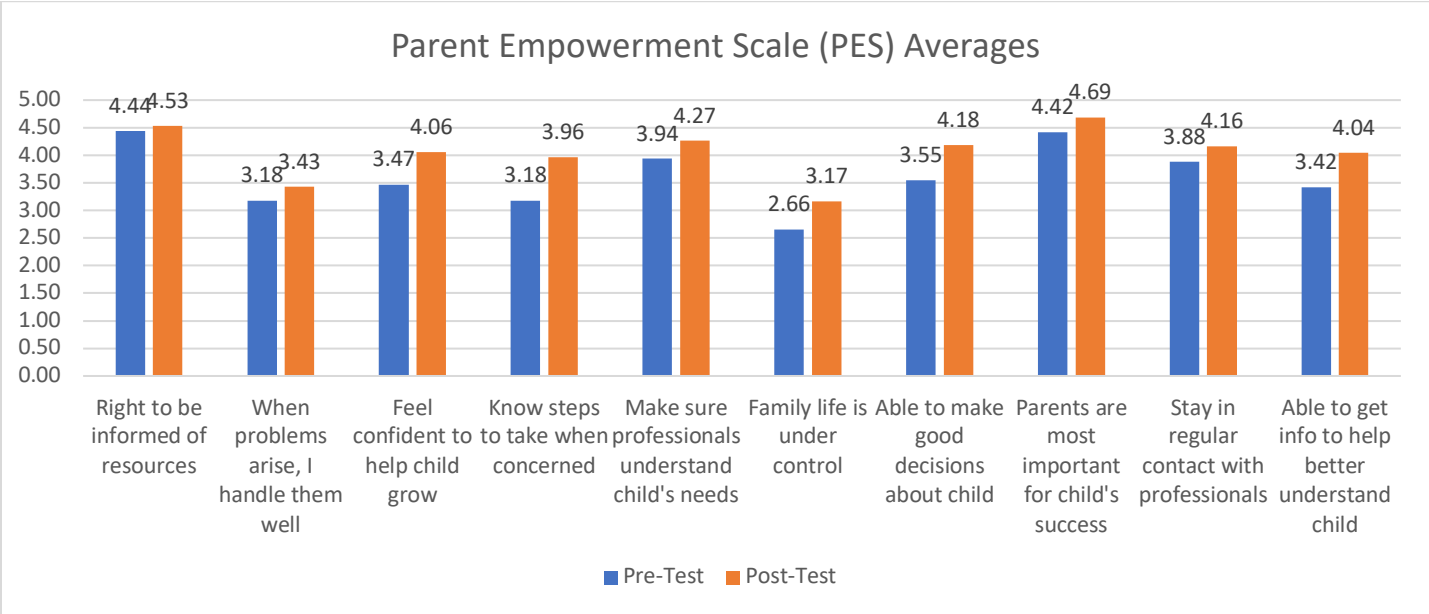


Butler County Parent Empowerment Scale:

This selection of 19 questions asks parents and caregivers to rate statements on a scale of 1 (Not True at All) to 5 (Very True). These statements pertain to parent/caregiver confidence and empowerment to appropriately provide and care for their children. Scores should increase from pre-test to post-test.

The average change in scores upon completion of The Parent Project is an increase of 0.44. Overall, this means that parents/caregivers feel better equipped to handle any difficulties or challenges that come with raising their children. Responses to all statements move in the desired direction. The largest difference in scores comes from the statement “I know what steps to take when concerned.” This is, perhaps, the strongest statement for parents/caregivers to agree with – it shows that parents/caregivers are taking the knowledge about parenting skills gained during their time in the program and applying it effectively in their homes.

Figure 14: Butler Co Average Responses to the Parent Empowerment Scale



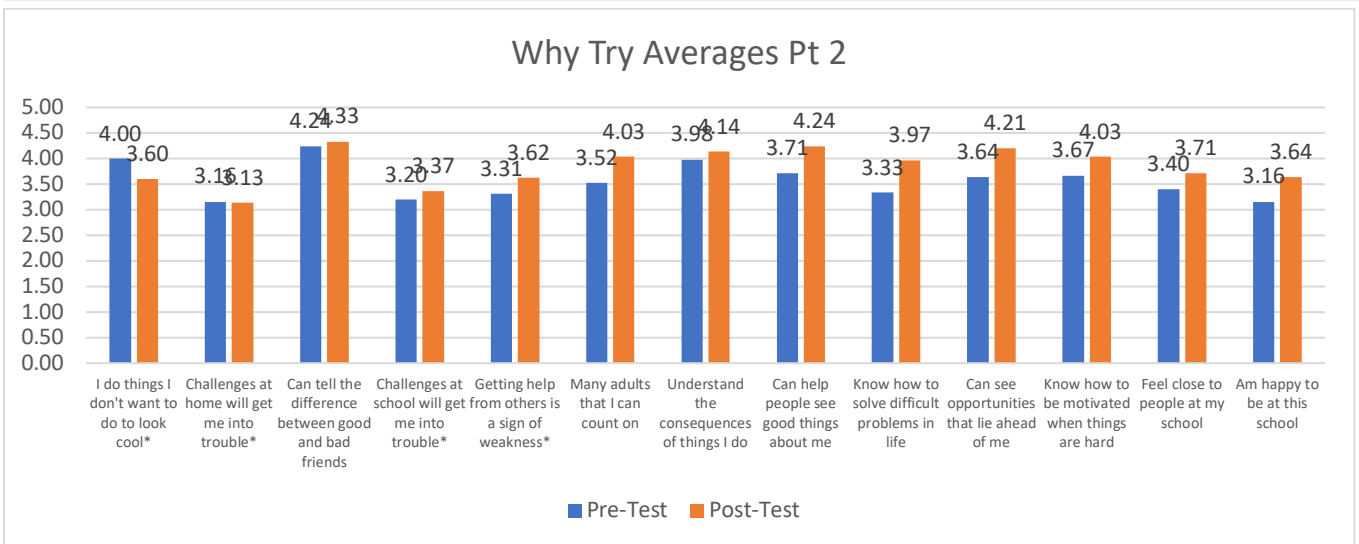
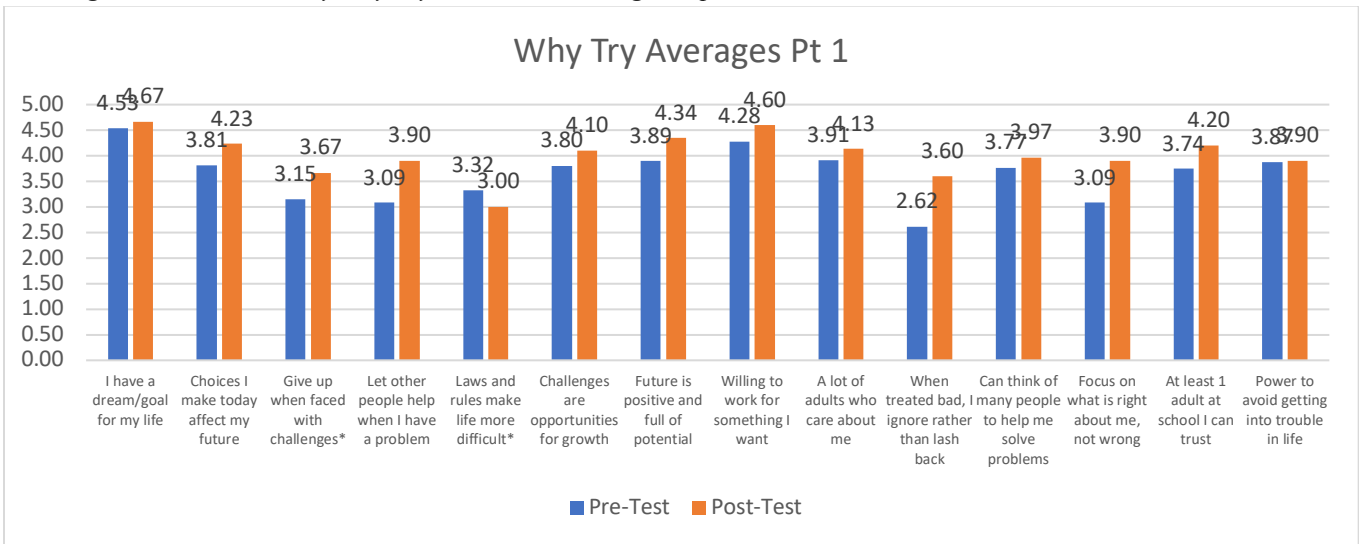
Butler County Why Try:

The Parent Project not only teaches parents and caregivers better skills in coping with challenging behavior, but also offers young people a chance to participate in a course of their own. Why Try helps young people think, act, and feel using resilience-based values (including resisting peer pressure, better decision making, self-control, and positive support mechanisms). Why Try’s outcomes assessment survey is included in the evaluation of The Parent Project. The teens participating in Why Try complete the twenty-seven (27) measure tool by responding to

statements with a scale of 1 (Strongly Disagree) to 5 (Strongly Agree). Young people should expect an increase in positive behaviors following their participation in Why Try, as such, respondents should agree more with the 27 statements pertaining to their life attributes and protective factors.

Youth in Butler County had an average change in score from pre-test to post-test of 0.33. This means that the participants in Why Try saw and reported a positive change in their behavior. The three statements with the greatest increase in agreement include, “I let other people help when I have a problem” (0.81), “When treated bad, I ignore rather than lash back” (0.98), and “I focus on what is right about me, not wrong” (0.81). The strength of change indicated in these three statements demonstrates that the young people participating in Why Try are internalizing the messages and skills taught in the program to improve their approach to day-to-day challenges.

Figure 15: Butler County Why Try Assessment Average Response

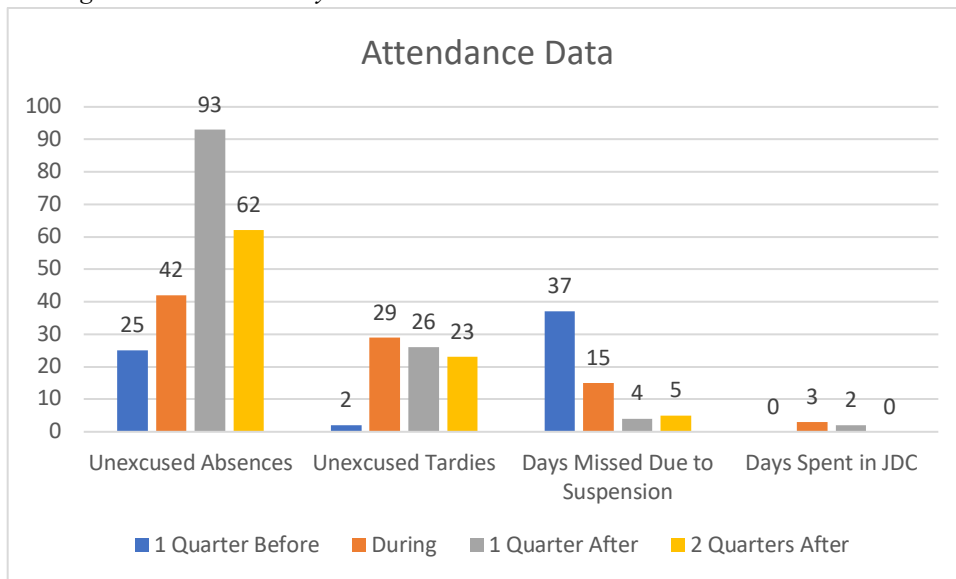


Butler County Recidivism & Attendance:

Data from Butler County Juvenile Court shows that of the 41 youth participants for which there is data, 26.8% had a problem with the court again following the completion of their 10-week Parent Project/Why Try course. Of the 41 youth participants included in this dataset, 14 were court referred; within those participants, only 14% had charges after completing. The most common reason for recidivism (if listed) was habitual truancy. The most important factor to consider in this data is the impact of parent/caregiver completion on child recidivism; of those who had charges after completion, 72.7% had parents/caregivers that *did not* complete The Parent Project. It is extremely important to encourage all parents to complete all 10 sessions of The Parent Project in order to ensure positive outcomes for their children.

Attendance data was provided for the first year in 2017-2018. Results show attendance in four categories one quarter before participating, during participation and for one and two quarters after the completion of the class.

Figure 16: Butler County Attendance Data



Results show that, though there is no systematic improvement in unexcused absences, unexcused tardies, or days spend in JDC (juvenile detention center), there is a definite decrease in days missed due to suspension. Additional years of data will determine if this is a pattern. It is an strong, positive outcome for the 2017 academic year.

Butler County Recommendations:

The 2017-2018 implementation of The Parent Project, Why Try, and Loving Solutions has been successful. Each measure included in the evaluation finds data moving in the desired direction.

Though the magnitude of these changes varies, the consistency of results demonstrates that the programs are having a positive impact on both adult and youth participants.

The only area of improvement recommended by the evaluation team is to work on increasing consistency of participants. Encourage all those enrolled to complete both the pre-and post-test evaluation packets. Further, offer incentives to participants who have completed all ten sessions and the follow-up evaluation packet. Having more consistency in the number of participants at pre-test and post-test will allow for more meaningful interpretation of results due to a decrease in attrition and an increase in number of respondents to include in the data set.

Preble County Respondent Demographics:

Data summarized in this report includes all 16 participants.

Number of Respondents and Program Status:

Number of Parents with 1 child: 14
 Additional children: 2
 Total Respondents 16

Completion Status:

Complete: 14
 No Response: 2

Table 4: Number of sessions completed by families in Preble County

Sessions Completed	#
7	1
8	2
9	8
10	5
	16

Parent/Caregiver Demographic Information:

Parents from Preble County ranged in age from 29 to 59 years old. Those who responded to demographic questions were all White, non-Hispanic or Latino; they were predominantly female (78.6%; see Table 5). Most parents/caregivers have “some college” (54.5%), followed by a high school diploma or GED (36.4%) and one parent had attained a college degree. Adults participating in The Parent Project come from predominantly two-adult households (76.9%). This demographic breakdown largely matches that of the US Census data from 2012-2016

(97.1% White, 0.8% Hispanic/Latino, and an average of 2.56 persons per household). 75% of participants reported an income of \$39,999 or less. This figure is far below the average income of \$51,356 in the years 2012-2016 as determined by the US Census Bureau³. Preble County parents/caregivers report attending faith-based services “Regularly” (54%).

Figure 17: Preble County Faith-Based Service Attendance

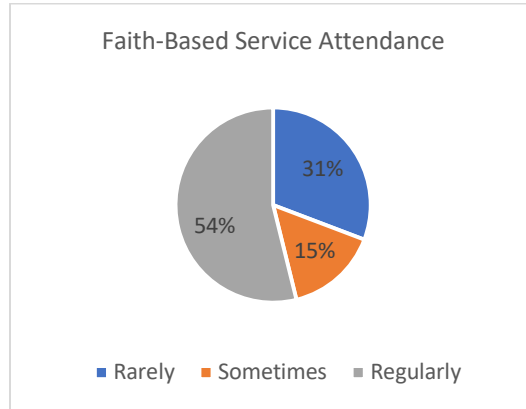


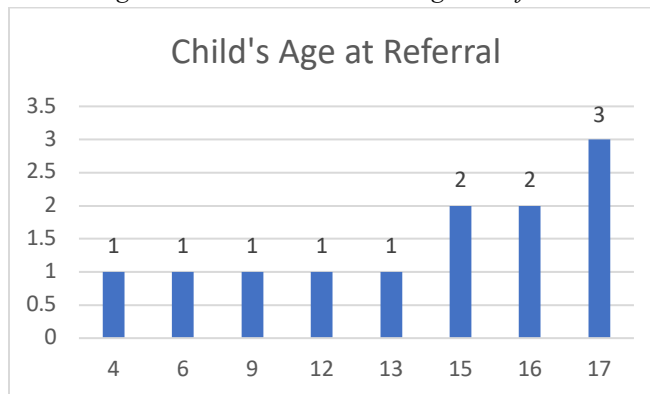
Table 5: Preble Co Parent/Caregiver & Child Gender

Gender	Parent/Caregiver	Child
Male	3	11
Female	11	3
No Response	2	2

Child Demographic Information:

Youth participants in The Parent Project represented two school districts in Preble County: Twin Valley Community Schools and Eaton Community Schools (only 6 adult respondents reported their child’s school district). Child participants were all White, non-Hispanic or Latino boys (see Table 5) with no ADA status. With the exception of 1 child in Kindergarten, participant grade levels ranged from 6th-11th grades; and most were 17 years old.

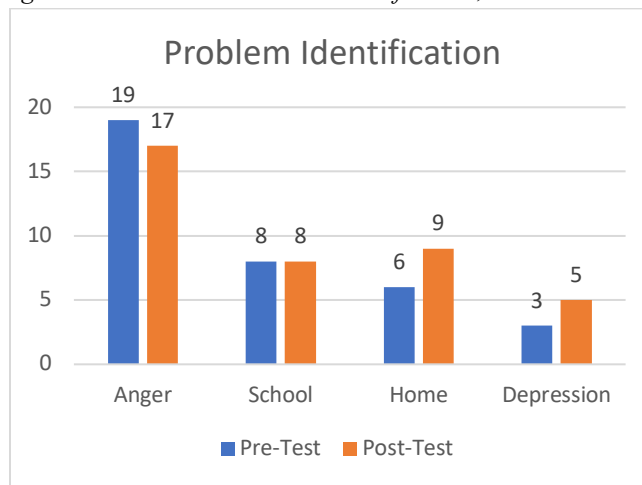
Figure 18: Preble Co Child's Age at Referral



Preble County Problem Identification:

When asked to identify three problems they noticed in their children, Preble County parents/caregivers gave a total of 36 responses at pre-test and 39 at post-test. Though there is not a large change numerically, the types of questions listed are less severe. There are far fewer mentions of fights, violence, and disruptive behavior; instead, issues such as “behavior” are noted more generally. This may indicate that parents/caregivers do not believe that their children’s behavior is perfect following participation in The Parent Project or Why Try, but that overall, they have improved.

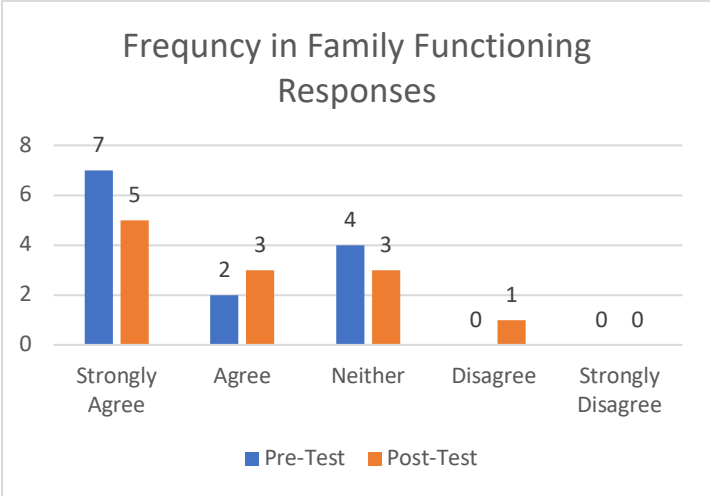
Figure 19: Preble Co Problem Identification, Pre-and Post-test



Preble County Family Functioning:

When asked the extent to which they agree with the statement “All my family respect one another and work together for the good of our family,” Preble County parents/caregivers indicated that, overall, they agree. Following the completion of The Parent Project, one parent indicated that they disagree with the statement. The standardized change score demonstrates that there is no meaningful difference in scores from pre-test to post-test. Frequency of responses (see Figure 21) also show very little change. Most participants already feel that their family does work well together, and as such, there is a ceiling effect, leaving little room for improvement. Further, all but one parents/caregivers report that their family is doing “better” following completion of The Parent Project (one respondent states that there is “no change”).

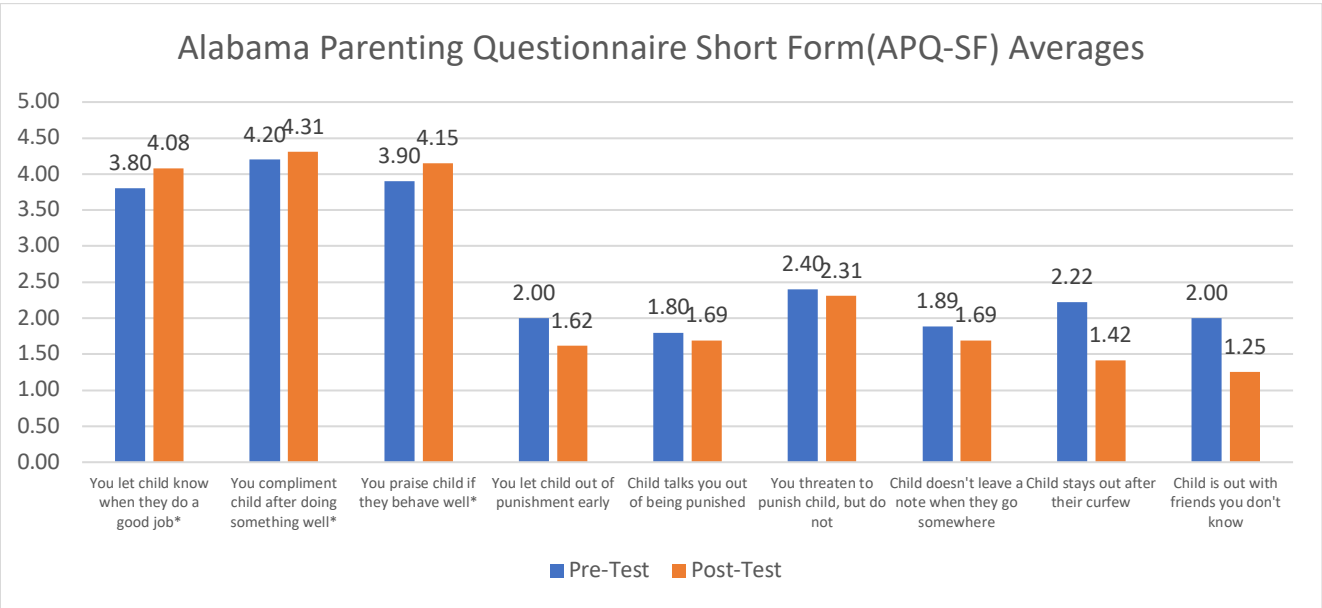
Figure 20: Preble Co Frequency in Family Functioning Responses



Preble County Alabama Parenting Questionnaire Short Form:

The Alabama Parenting Questionnaire Short Form demonstrate that in each domain of outcomes, parents/caregivers in Preble County are seeing an improvement. The Positive Parenting subscale shows an average difference of 0.21; indicating that parents are noticing that they are more able to focus on the assets and positive behaviors in their children. Further, there is less occurrence of Inconsistent Discipline (average change of -0.19) and Poor Supervision (average change of -0.58). The largest differences are that children are coming back at curfew more regularly (change of -0.81) and is out with friends the parent/caregiver does not know less (-0.75).

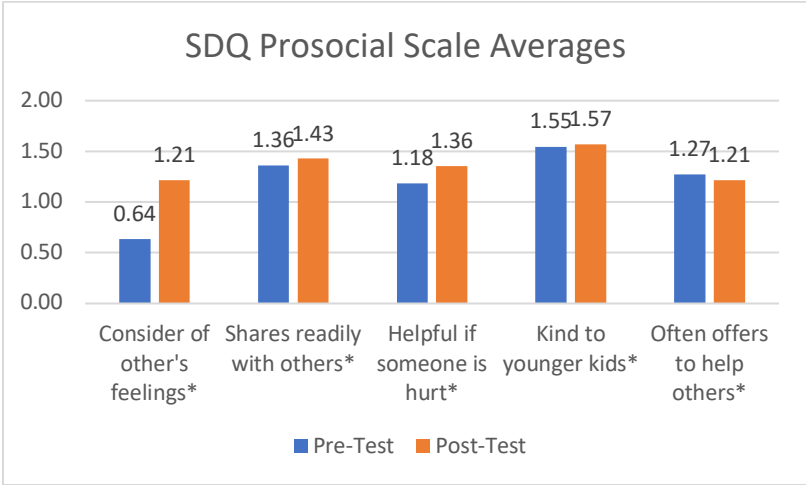
Figure 21: Preble Co APQ-SF Average Responses at Pre-and Post-Test



Preble County Strengths & Difficulties Questionnaire:

The Strengths and Difficulties Questionnaire in Preble County did not elicit strong differences from pre-test to post-test. Both the Prosocial Subscale and the remainder of the metric have average differences in response before and after The Parent Project that change in the desired direction (positive for the Prosocial Subscale and negative for the rest of the questions). Despite the data moving in the desired direction, the differences are not large. The Prosocial Subscale responses increases 0.16, on average. This is slightly more than one tenth of the way from “Somewhat True” to “Certainly True.”

Figure 22: Preble Co SDQ Prosocial Subscale Response Averages



Other questions show very little systematicity in the pattern of responses. The average change indicates that fewer difficulties are seen, though only by 0.07 of a response level.

Figure 23: Preble Co SDQ Response Averages (Pt 1)

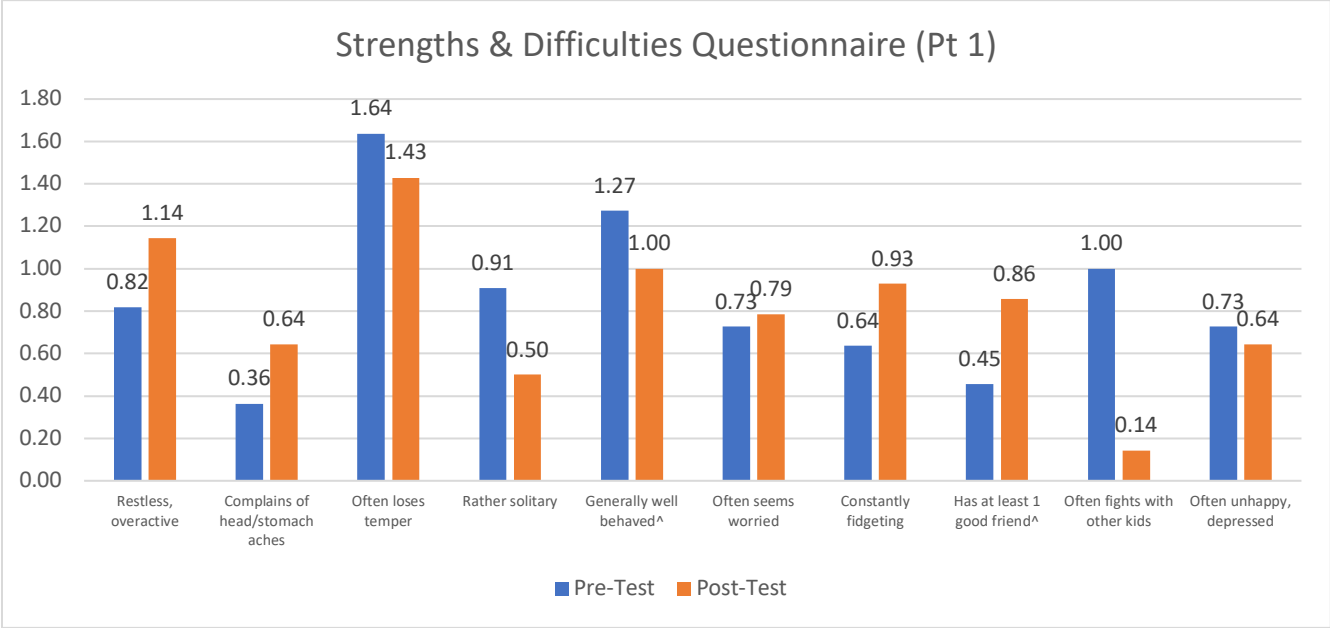
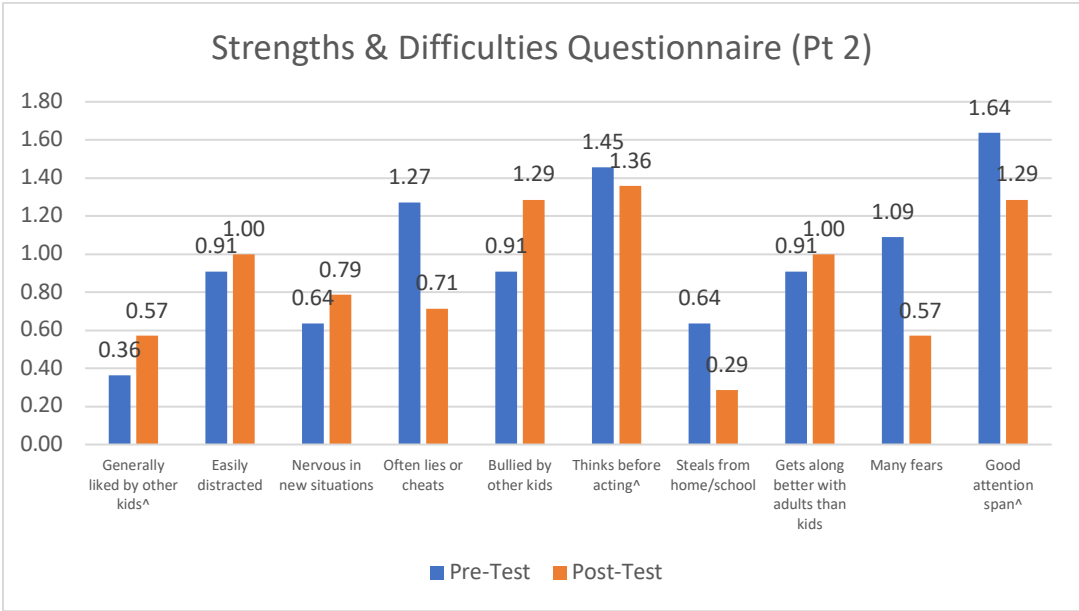
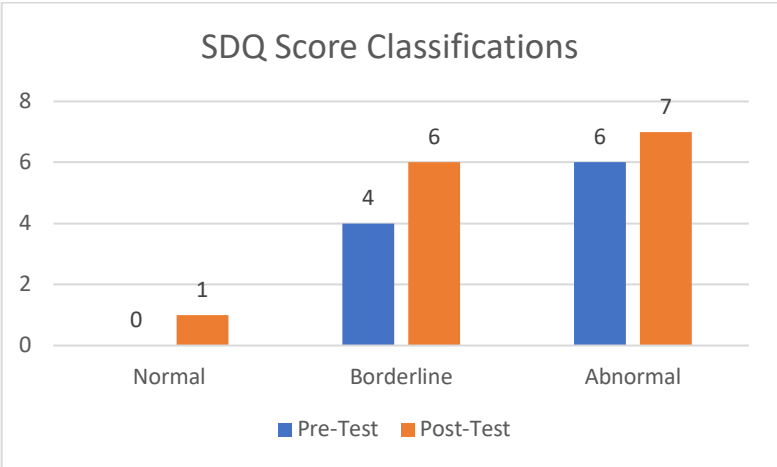


Figure 24: Preble Co SDQ Average Responses (Pt 2)



The final metric included in the Strengths and Difficulties Questionnaire is the classification of respondents via the calculated difficulties score. In Preble County, there is little consistency in the direction of change from pre-test to post-test. In ideal circumstances, there should be more respondents classified as “Normal” and fewer classified as “Abnormal,” however, Preble County data shows fewer “Normal” and more “Abnormal” respondents. With few respondents, one cannot determine the significance of this finding, only take it into account with each of the other evaluation tools.

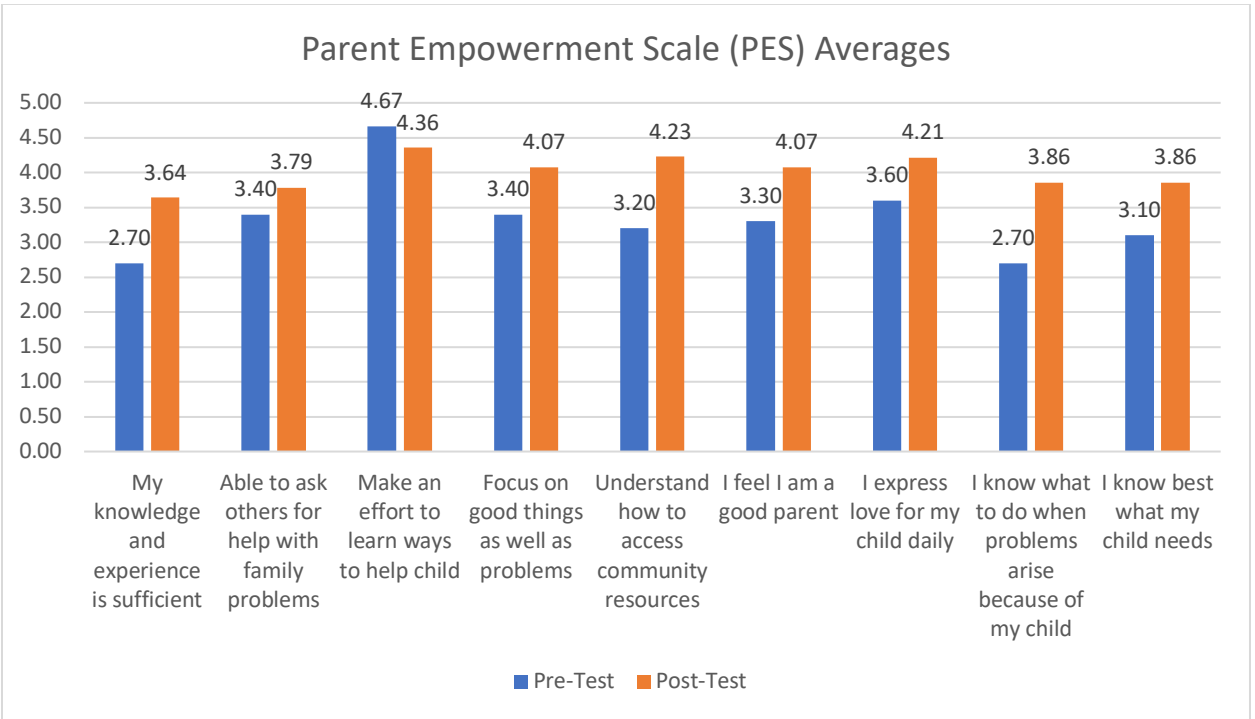
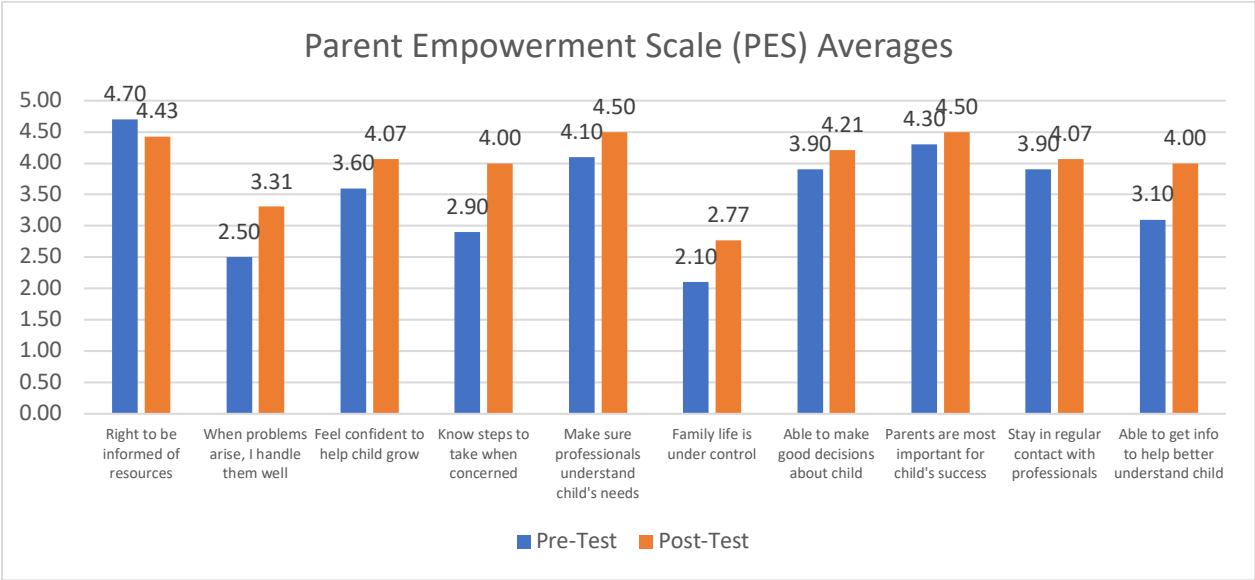
Figure 25: Preble County SDQ Score Classifications



Preble County Parent Empowerment Scale:

Data from Preble County’s respondents to the Parent Empowerment Scale show that parents/caregivers feel more skilled and able to handle their daily challenges upon completion of The Parent Project. Scores move in the desired direction (increasing from pre-test to post-test) by over half of one response level (0.57). This data indicates that, despite the minimal differences in the Strengths and Difficulties Questionnaire, parents/caregivers are noticing an increase in the positivity of their own behaviors.

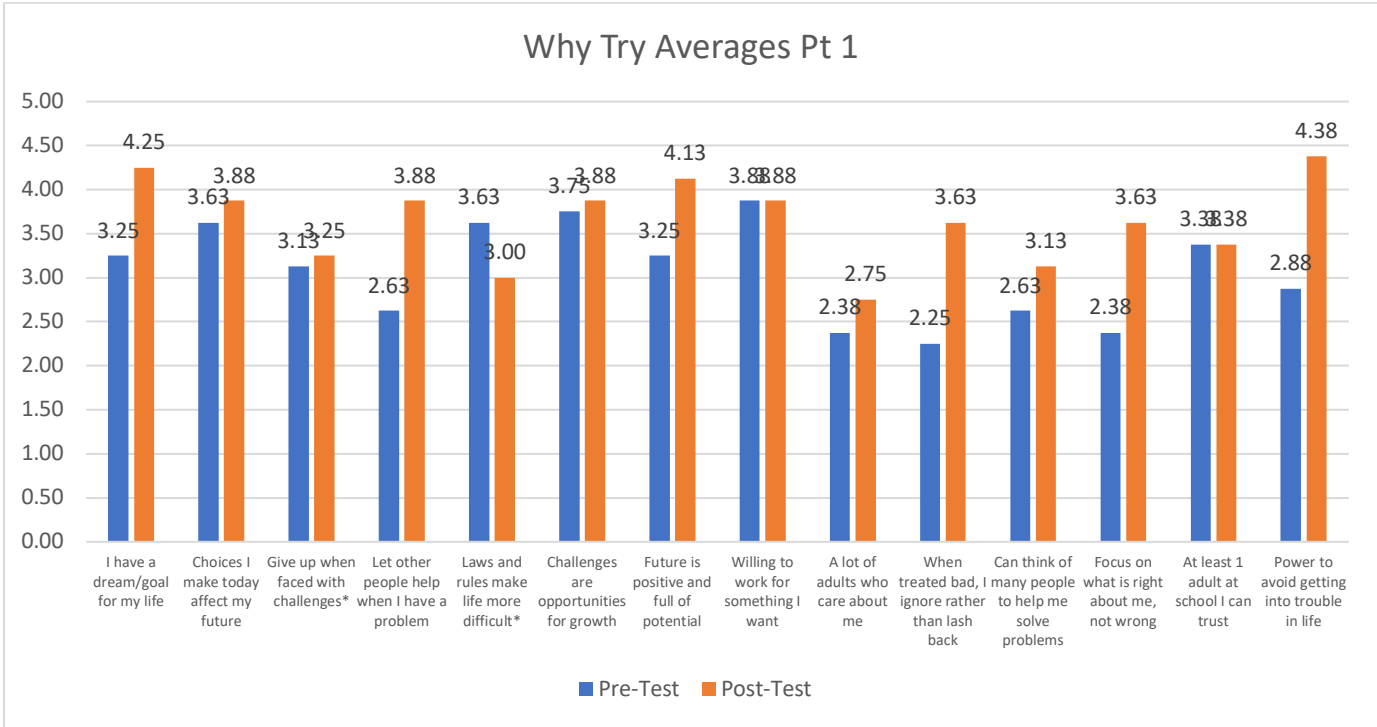
Figure 26: Preble Co Parent Empowerment Scale Average Responses at Pre-and Post-Test

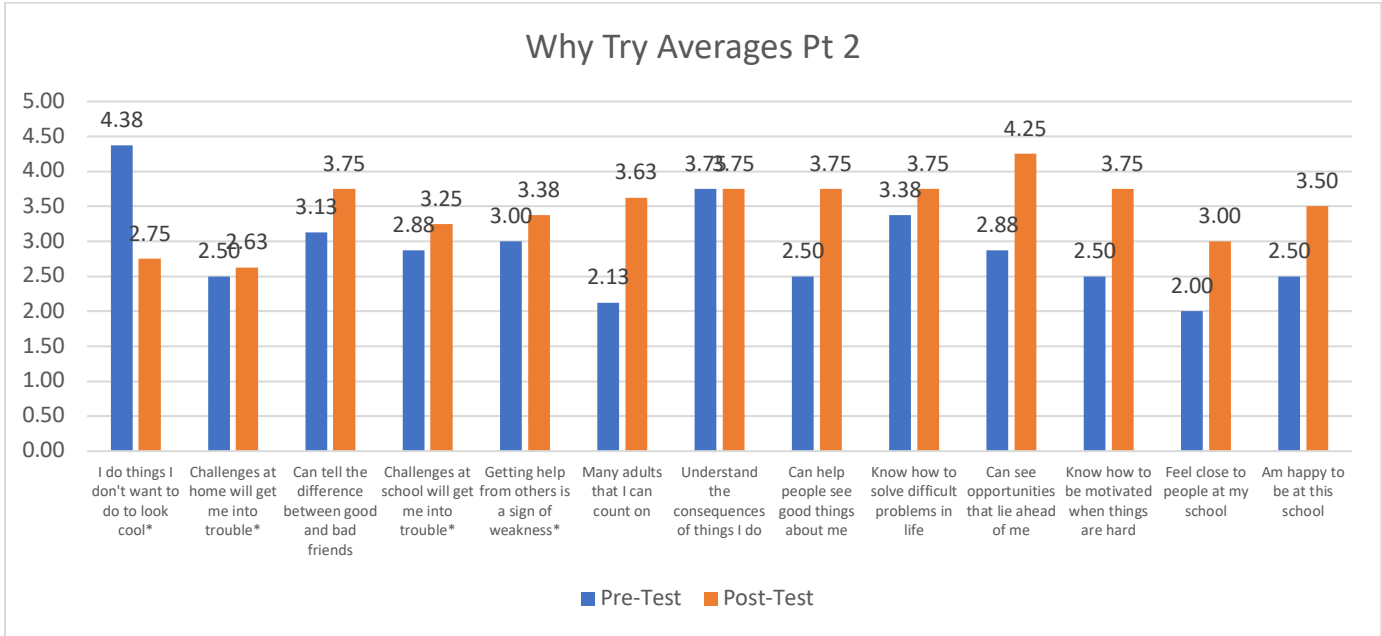


Preble County Why Try:

The final assessment of success for The Parent Project is to use the Why Try evaluation metric to determine if the youth participants have noticed a positive change in themselves following their parent/caregiver’s attendance of The Parent Project while they learn positive coping skills in Why Try. Preble County youth participants do report seeing a positive change in their behavior and circumstances. Post-test average responses are, on average, 0.58 of a point higher than pre-test responses. This means that there is over a half of a point increase in positive behaviors. The two statements with the most drastic change include “I have the power to avoid getting into trouble in life” and “I have many adults that I can count on.” Each of these have a change of 1.50; a change of one and a half response levels. The substantiality of the change for these two statements indicate that the combination of The Parent Project and Why Try is having the intended effect upon participants, youth and adult.

Figure 27: Preble Co Why Try Average Responses





Preble County Recommendations:

Based on the cumulative data provided by The Parent Project and Why Try evaluations, the implementation of these two programs has been successful. With the exception of the Strengths and Difficulties Questionnaire, data moves in the desired direction. In addition to seeing an increase in positive skills and a decrease in negative behaviors following completion of the programs, the magnitude of the differences indicates that the changes experienced by participants are substantial. To explain the data from the Strengths and Difficulties questionnaire, one should consider the fact that there are only 16 participants, this allows for the idiosyncrasies of participants to influence the data. Additionally, the scale only has three response options, which may lead participants having difficulty choosing one response that accurately portrays the state of their family.

Recommendations for Preble County include increased recruitment and referral to The Parent Project and Why Try. With increased numbers of participants, Preble County implementers should strive to maintain their completion rate of participants. This allows for more meaningful data analysis.

Logan County Respondent Demographics:

Data summarized in this report includes all 11 participants.

Number of Respondents and Program Status:

Number of Parents with 1 child: 9
 Additional children: 2
 Total Respondents: 11

Completion Status:

Incomplete: 1
 Successful Completion: 7
 Dropped: 1

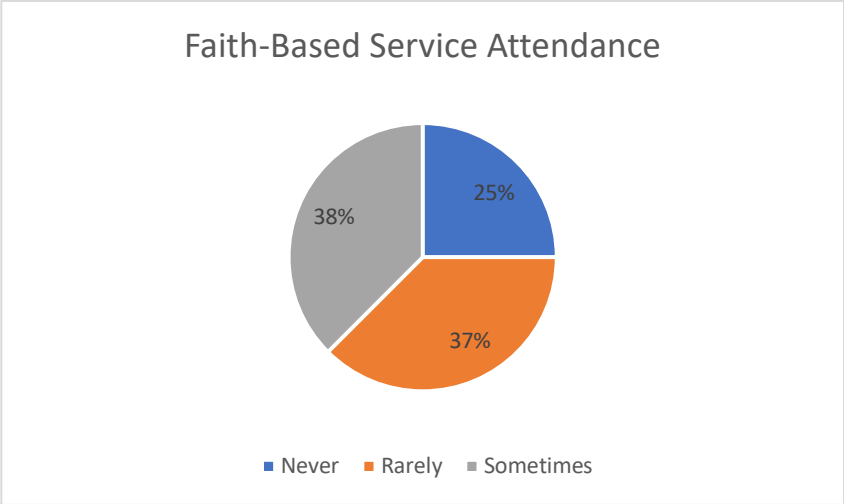
Table 6: Number of sessions completed by families in Logan County

Sessions Completed	#
5	1
6	1
7	0
8	2
9	2
10	3
Total	9

Parent/Caregiver Demographic Information:

Logan County parents/caregivers were all White and none were Hispanic or Latino. All but one respondent was female. Most obtained their high school diploma or GED. 66.7% report living in households with one adult. 50% of respondents indicate that their household income is less than \$10,000; the other half indicate incomes that range from \$10,000 to \$70,000 or more. The US Census Bureau reports a medium income in Logan County of \$51,136 (2012-2016), with an average of 2.40 persons per household². Additionally, Logan County is 94.7% White and 1.5% Hispanic or Latino². The participants in Logan County’s implementation of The Parent Project reflects the demographic makeup of Logan County as a whole. 38% of respondents report attending faith-based services “sometimes” and 37% “rarely.”

Figure 28: Logan Co Faith-Based Service Attendance



Child Demographic Information:

Parent/caregiver participants in The Parent Project represent three school districts in Logan County: Bellefontaine City Schools, West-Liberty Salem Local School District, and Benjamin Logan Local School District. They are 50% male and 50% female. They are 50% Biracial and 50% White (10% are Hispanic or Latino). Only one respondent indicated an ADA status. Grade levels of participants ranged from 5th to 11th grade and ages ranged from 11 to 16.

Figure 29: Logan Co Child Grade Levels

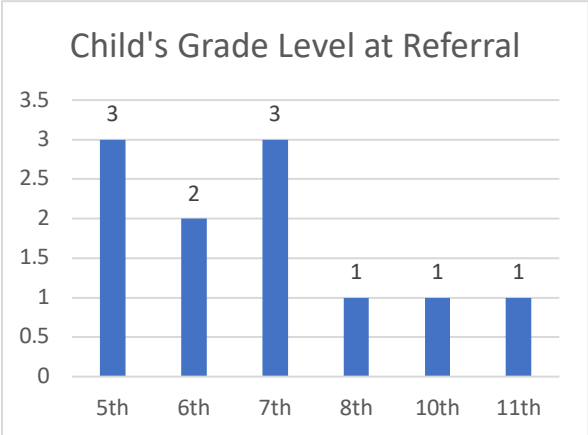
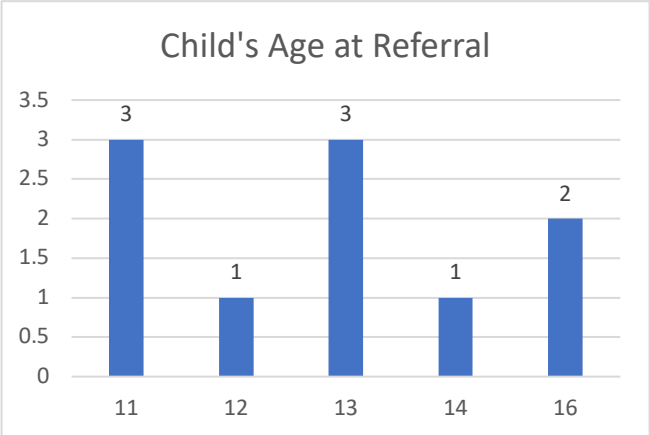


Figure 30: Logan Co Child Ages

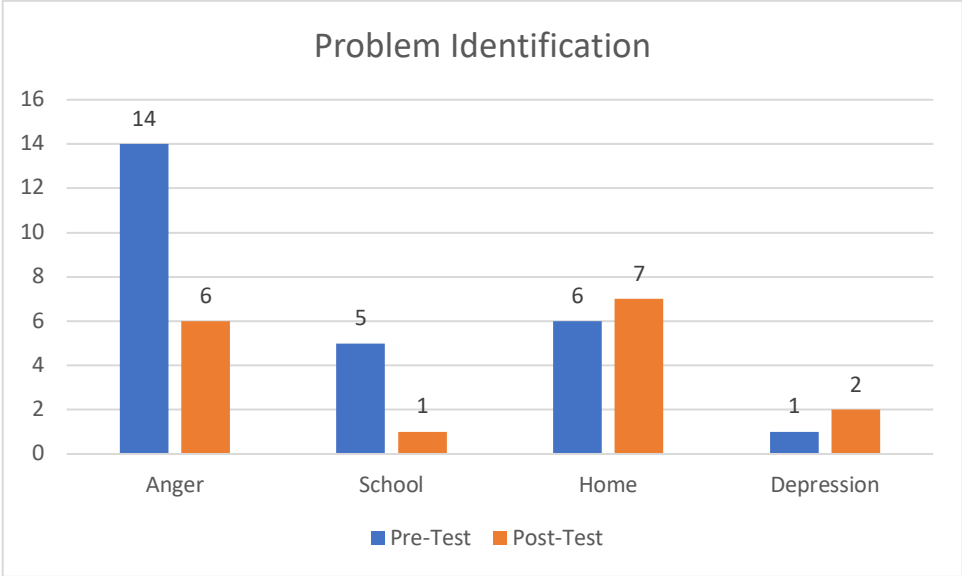


Logan County Problem Identification:

When asked to list problem behaviors, Logan County parents/caregivers listed 26 at pre-test and 16 at post-test. The highest rate of change is in Anger problems. There is an increase in Home problems by 1, however, these can be explained by considering the reduction in severe, anger-based problems allowing parents/caregivers to notice any preexisting, lesser problems happening

in the home. Overall, problem identification indicates that there has been a positive impact on the families participating in The Parent Project in Logan County.

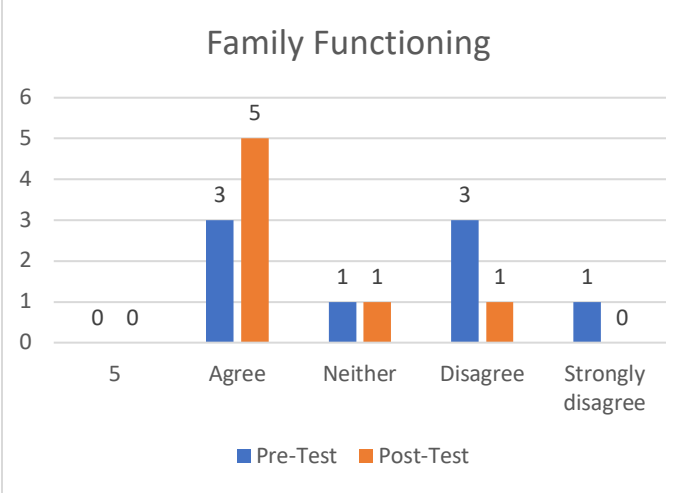
Figure 31: Logan Co Problem Identification Pre-and Post-Test



Logan County Family Functioning:

When asked to indicate their agreement with the statement, “All my family respect one another and work together for the good of our family,” parents/caregivers agree less at pre-test than they do at post-test. The standardized change score of +1 demonstrate that, on the whole, parents are noticing better family cohesion following their participation in The Parent Project. This standardization of scores is reflected in the frequency of response options from 1 (Strongly Disagree) to 5 (Strongly Agree).

Figure 32: Logan Co. Agreement with Family Functioning Statement



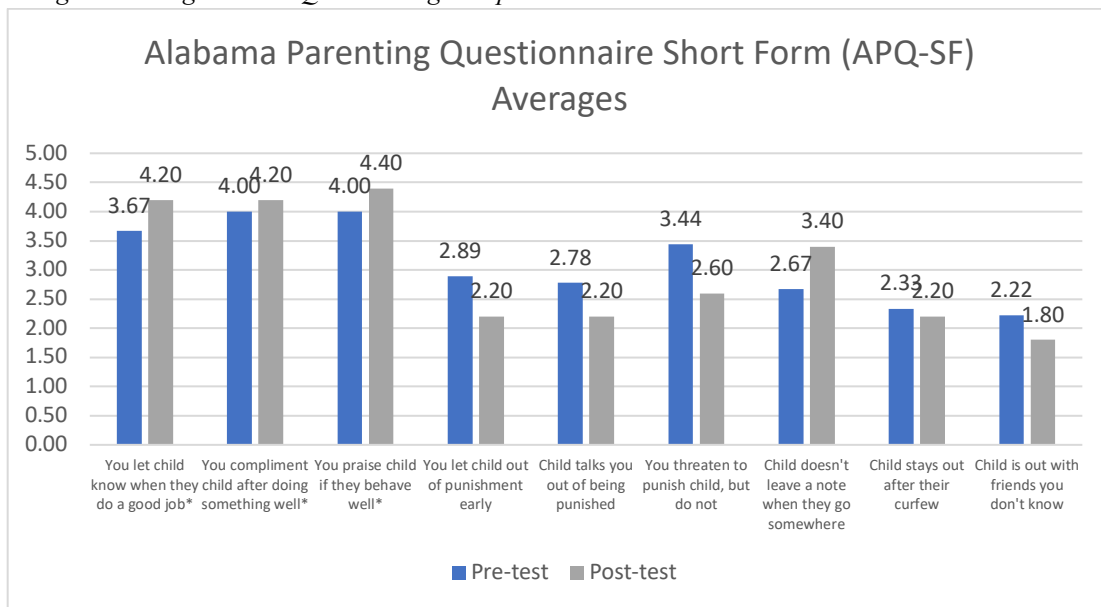
In addition to their agreement with the above statement, all but one respondent indicated that their family is doing “better” following The Parent Project, the only participant to indicate otherwise stated that she saw “no change in children but in self, better.”

These results combined indicate that The Parent Project is having the intended effect on participant families and how they function in the home.

Logan County Alabama Parenting Questionnaire Short Form:

In responding to the questions on the Alabama Parenting Questionnaire (Short Form), parents/caregivers indicated that they had experienced more good parenting behaviors in themselves and fewer problems with their ability to discipline and watch their children. The Positive Parenting subscale shows an average increase in response of 0.38, indicating that they agree that they have developed their skills by over one-third of a response step (from “Often” to “Always”). Inconsistent Discipline has decreased by an average of 0.7, a reduction of almost a full level of frequency shows that parents/caregivers are developing their ability to follow-through with their children. Finally, parents/caregivers struggle with their ability to watch their children, as they are seeing behaviors associated with Poor Supervision increase. Despite that the data for this subscale moves counter to the desired direction, the magnitude of this change is small. Parents/caregivers are finding the most success with the statement “You threaten to punish your child but do not,” and the least success with “Your child doesn’t leave a note when they go somewhere.” In sum, the Alabama Parenting Questionnaire Short Form demonstrates positive outcomes in parenting skills.

Figure 33: Logan Co APQ-SF Average Responses Pre-and Post-Test



Logan County Strengths & Difficulties Questionnaire:

Data from the Strengths and Difficulties Questionnaire from parents/caregivers in Logan County further elaborates on the success in achieving the outcomes set forth by The Parent Project. Average responses on the Prosocial Behaviors Subscale increase from pre-test to post-test (0.38), and the remaining questions show a decrease in problem behaviors (-0.28). The most noticeable difference, as indicated by the change in average response, is that parents/caregivers feel that their children are “generally well behaved” (change of 0.83).

Figure 34: Logan Co Prosocial Subscale Response Averages

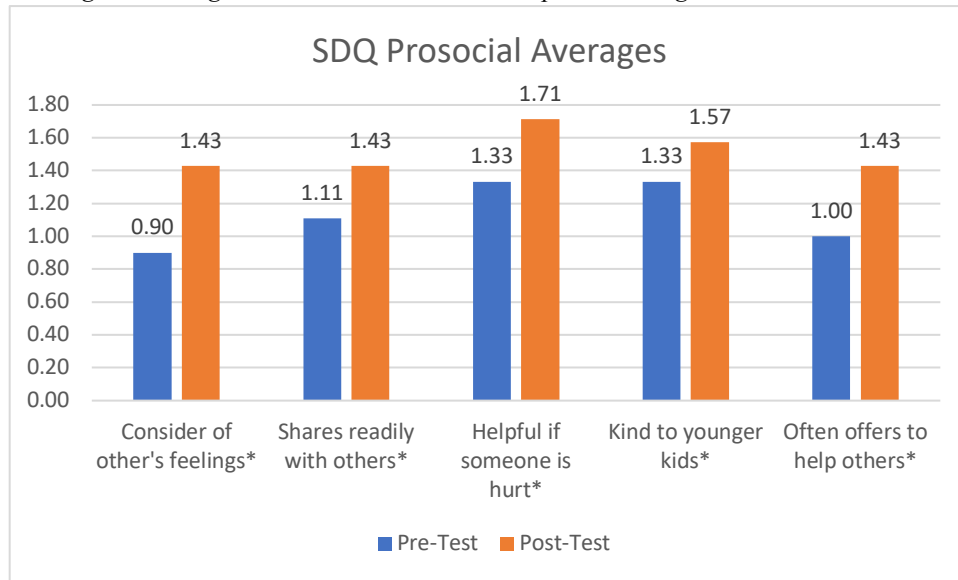


Figure 35: Logan Co SDQ Response Averages (Pt 1)

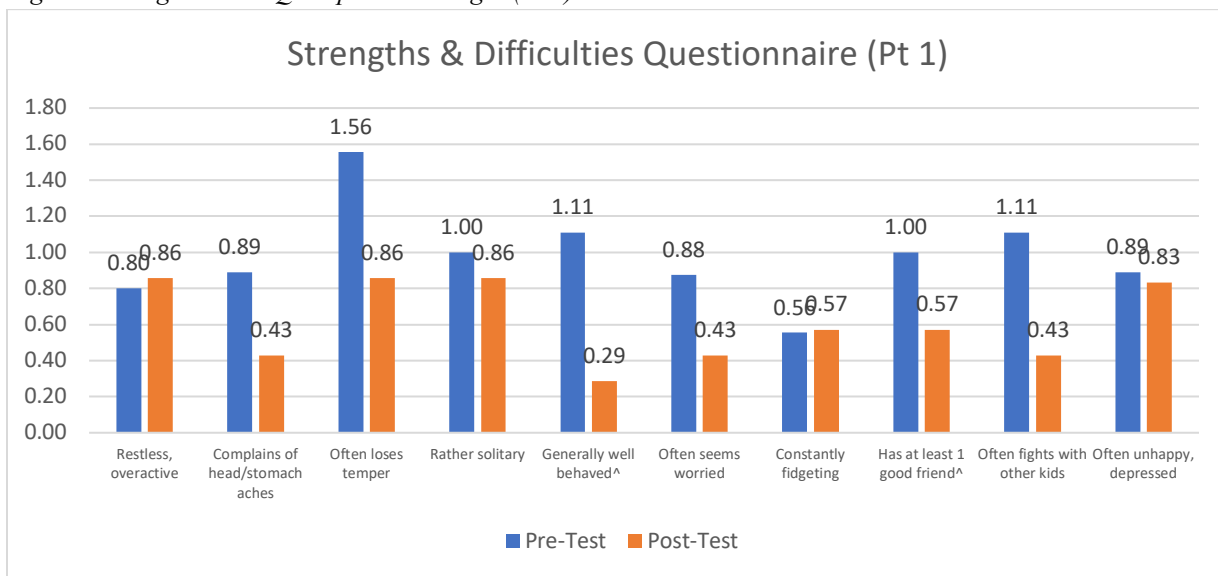
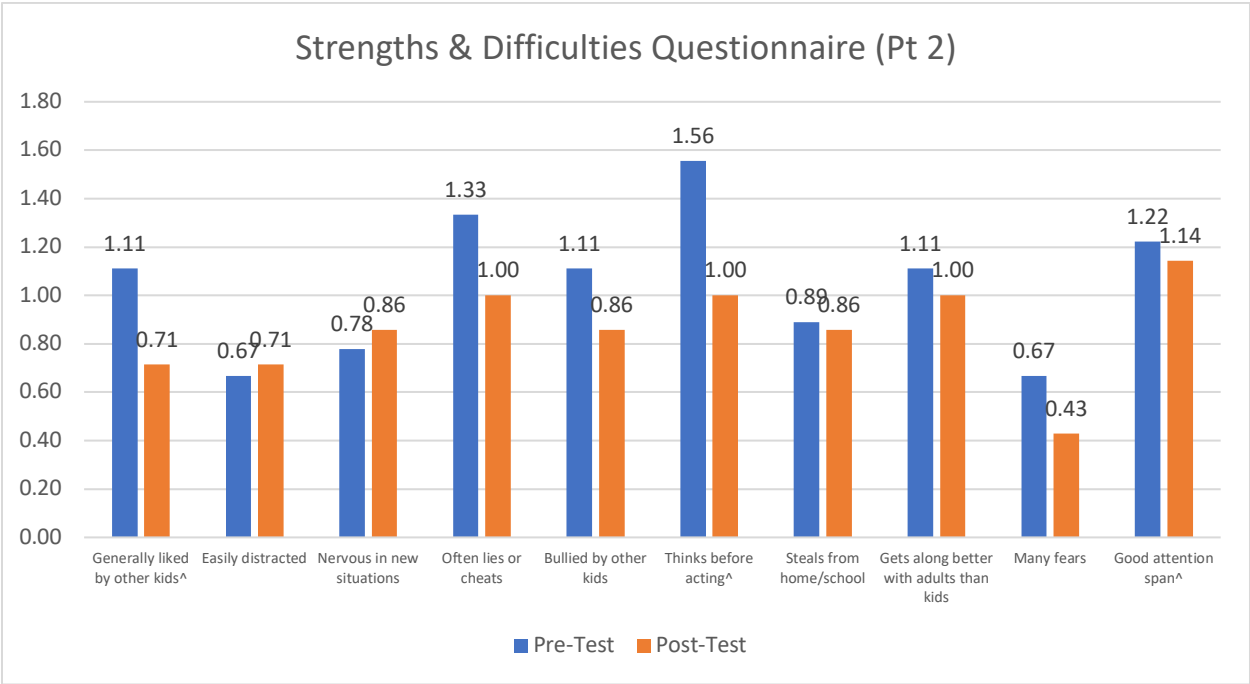
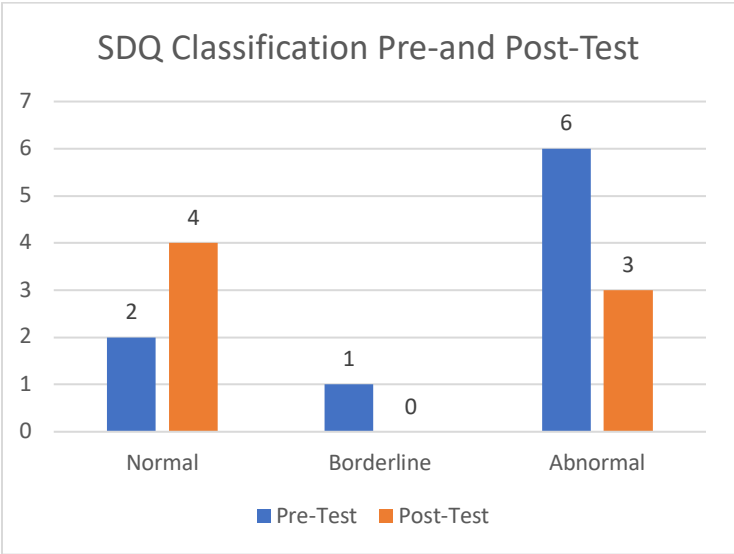


Figure 36: Logan Co SDQ Response Averages (Pt 2)



The problem behavior score for Logan County further indicates successful implementation. More respondents are classified as “Normal” and fewer are “Abnormal” upon post-test.

Figure 37: Logan Co SDQ Problem Behavior Classification

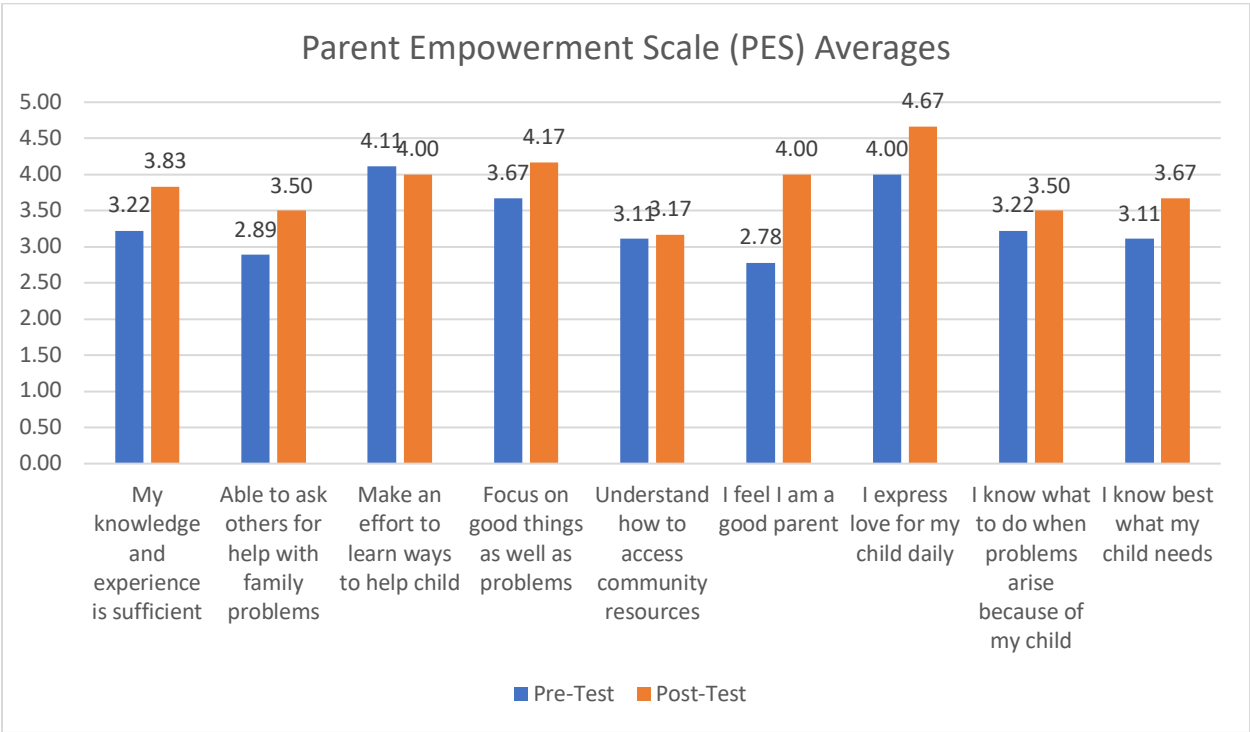
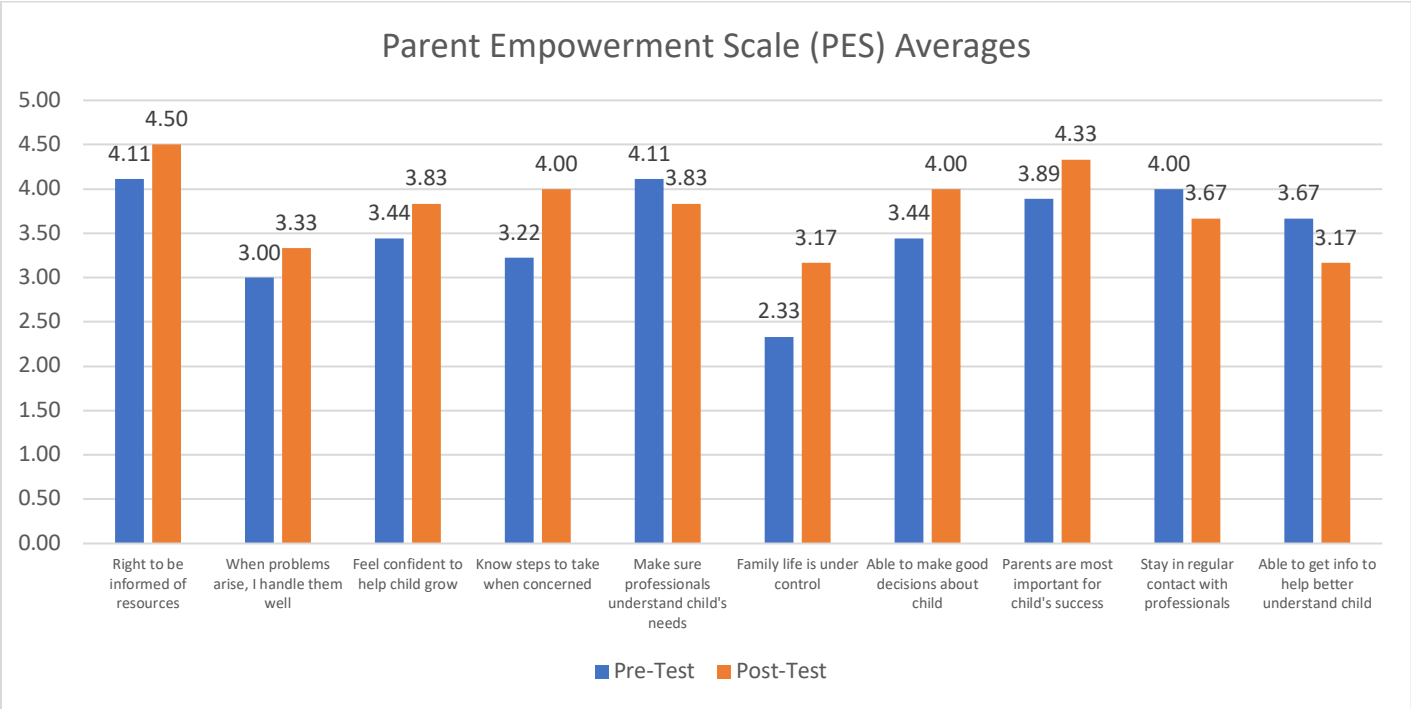


Logan County Parent Empowerment Scale:

Parents/caregivers in Logan County indicate that they feel more skilled as parents via their responses to the Parent Empowerment Scale. Data, on average, move in the desired direction,

indicating that parents/caregivers agree more with statements addressing their skills in handling their children and the day-to-day difficulties they may encounter. Average responses increased by 0.37, meaning that respondents agreed by over one-third more of a response level after completing The Parent Project than before.

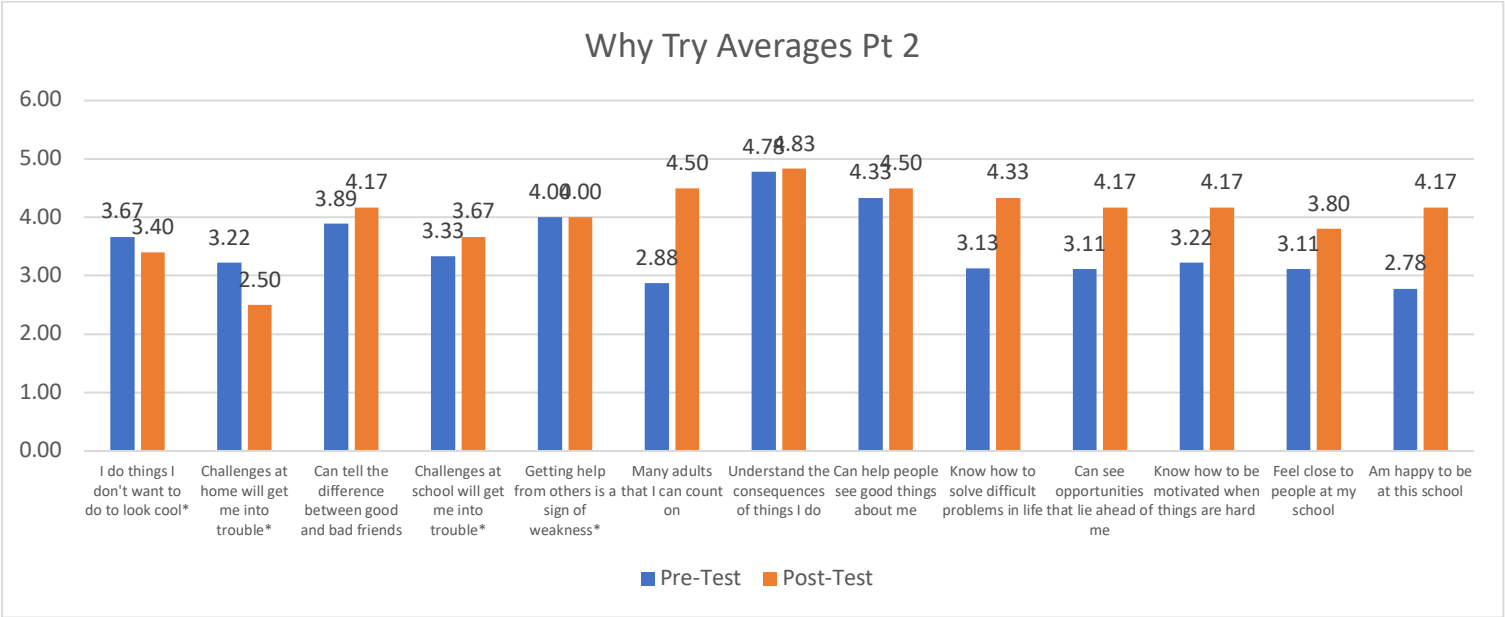
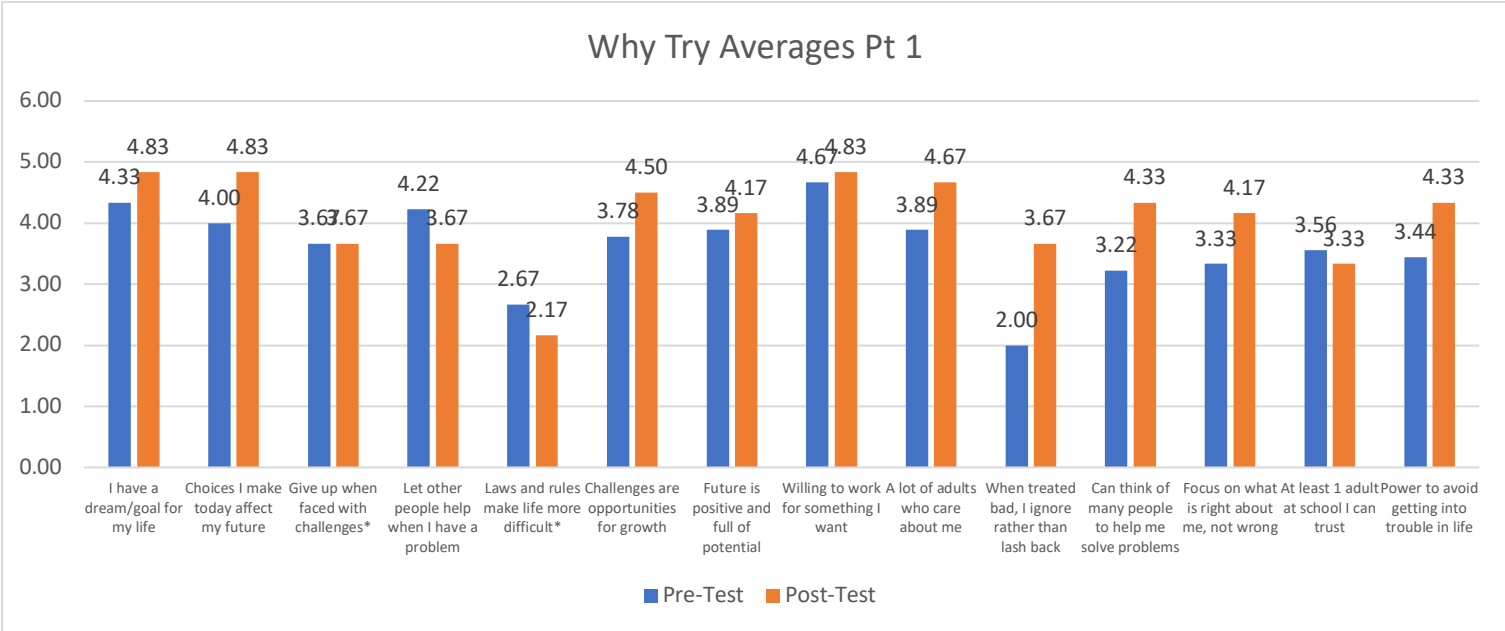
Figure 38: Logan Co Parent Empowerment Scale Average Responses at Pre-and Post-Test



Logan County Why Try:

The final assessment included in The Parent Project evaluation is the assessment of Why Try. Youth respondents were asked to assess their level of agreement with statements about how well they handle life’s challenges. In Logan County, data from the Why Try assessment move in the desired direction. The difference in pre-test and post-test data is nearly one half of one response levels. This indicates that the positive life skills and coping mechanisms taught in Why Try are being incorporated into the lives of the youth participants.

Figure 39: Logan Co Why Try Average Responses



Logan County Recommendations:

An analysis of the data provided by Logan County indicates that there have been positive outcomes due to the implementation of The Parent Project and Why Try. Each evaluation metric shows that the lessons being taught by both programs are successfully being incorporated into the day-to-day lives of the parents/caregivers and young people referred.

The only recommendation for Logan County is to increase class size, recruitment, and referral. By increasing the size of the database, data will be more rigorous and able to stand up to further interpretation. Upon the increase in class size, maintaining the lack of participant attrition will be important; a larger number of participants, but having few who complete both pre-and post-test measures will not be effective.

Multi-Year Data: Butler County:

2014: 174 (21 dropped out)

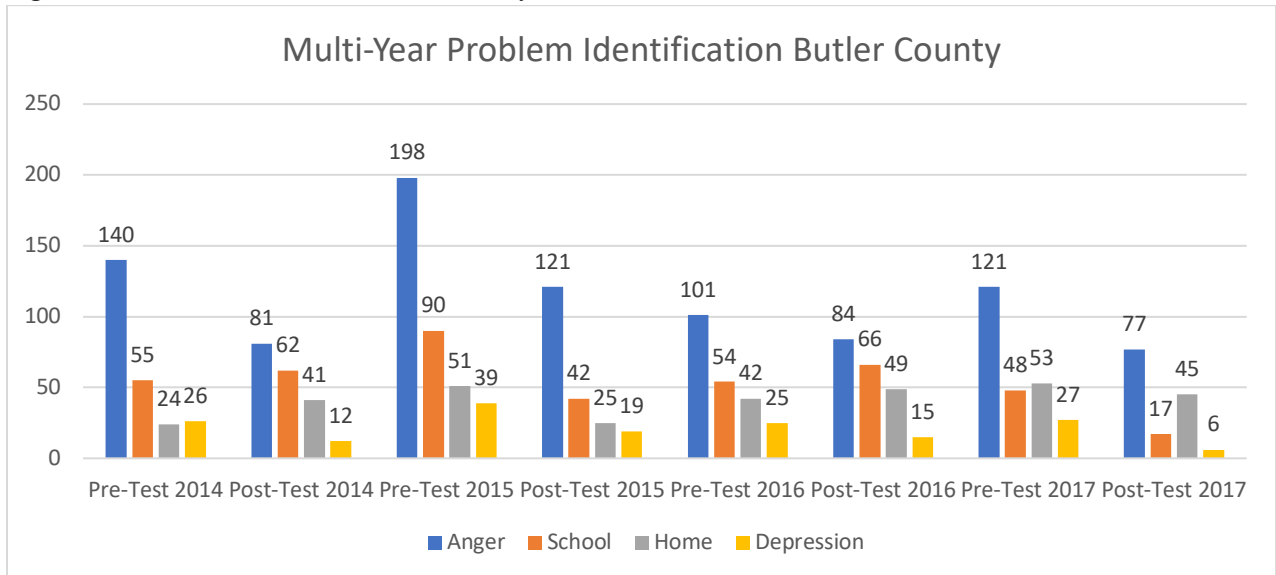
2015: 142 (43 dropped out)

2016: 93 (53 dropped out)

2017: 124 (26 incomplete/dropped out)

Problem Identification:

Figure 40: Butler Co Multi-Year Problem Identification



2017-2018 data offers a greater reduction in problem behaviors than in years past, particularly in school and depression problems.

Family Functioning:

Figure 41: Butler Co Multi-Year Family Functioning Differences

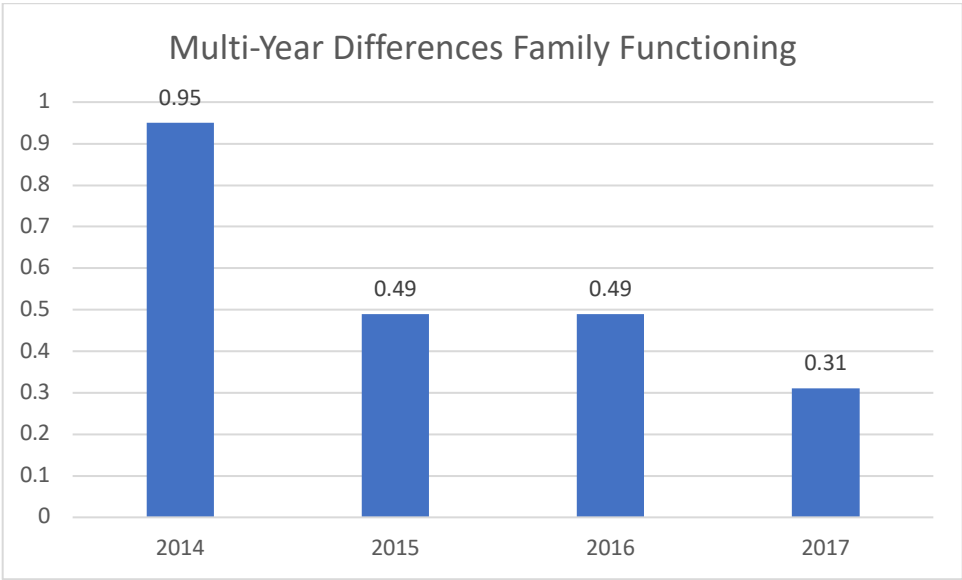
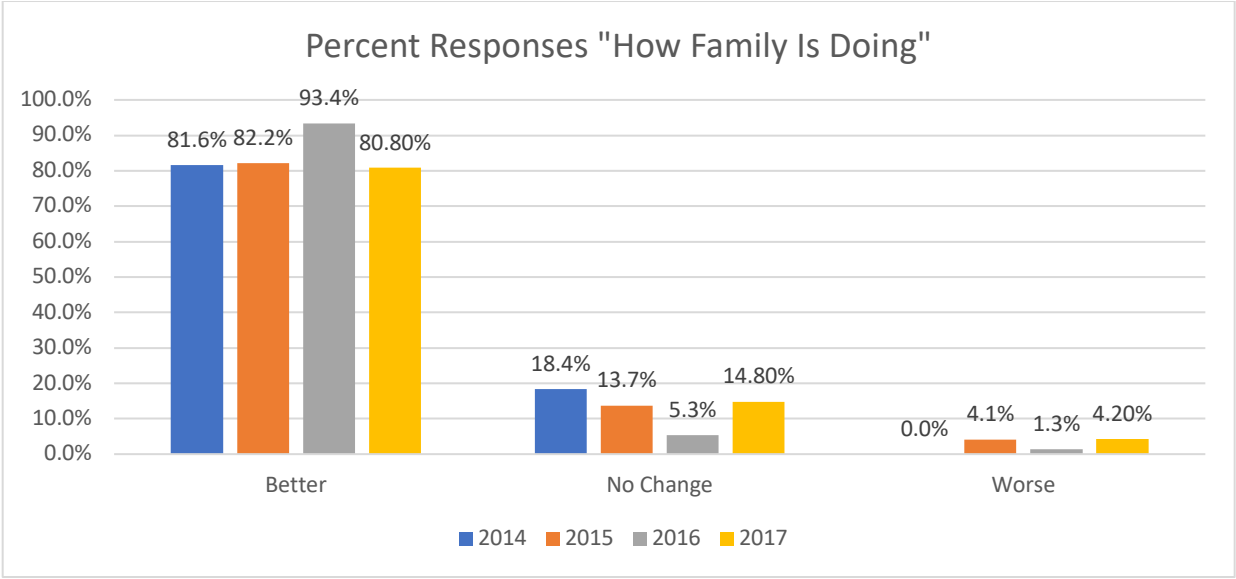


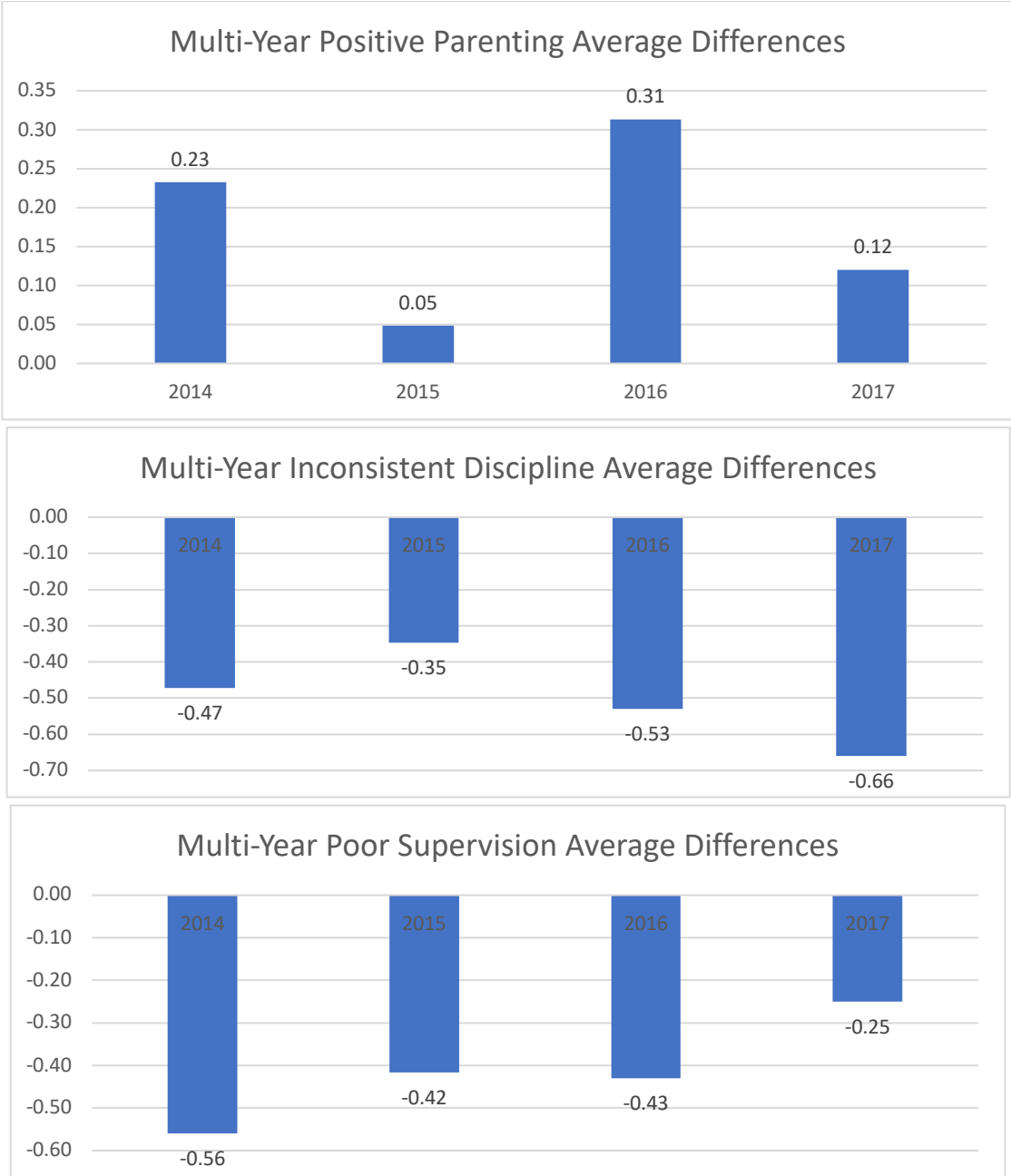
Figure 42: Butler Co Multi-Year Family Functioning Percentages



Family functioning data in Butler county has held fairly consistent, with a 0.18 decrease in differences in average responses to the Family Functioning Statement at pre-test and post-test. Further, percentages in the assessment of “how is my family doing” are similar compared to other years, particularly 2015.

Alabama Parenting Questionnaire:

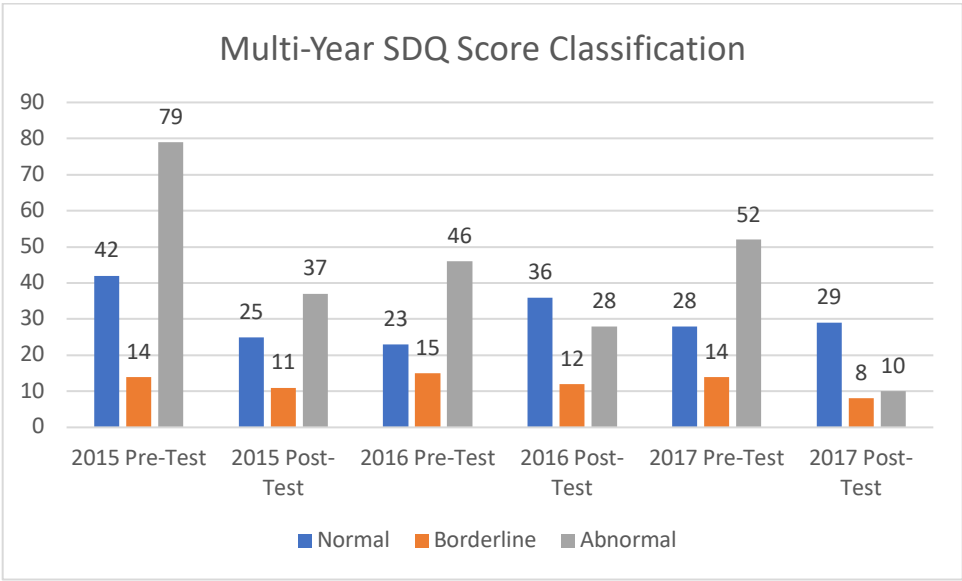
Figure 43: Butler Co Multi-Year APQ Average Response Differences



Alabama Parenting Questionnaire subscale data for 2017-2018 falls is fairly consistent with previous years, there is more change in the Inconsistent Discipline Subscale and less in Positive Parenting and Poor Supervision. This is likely due to the possibility that parents/caregivers felt the least strong in that area prior to program participation, whereas – compared to other years – they felt stronger about their parenting skills in the beginning. This fluctuation in parenting confidence may be due to the referral source (i.e. in years with more court referrals, there are greater differences due to a lack of ceiling effect).

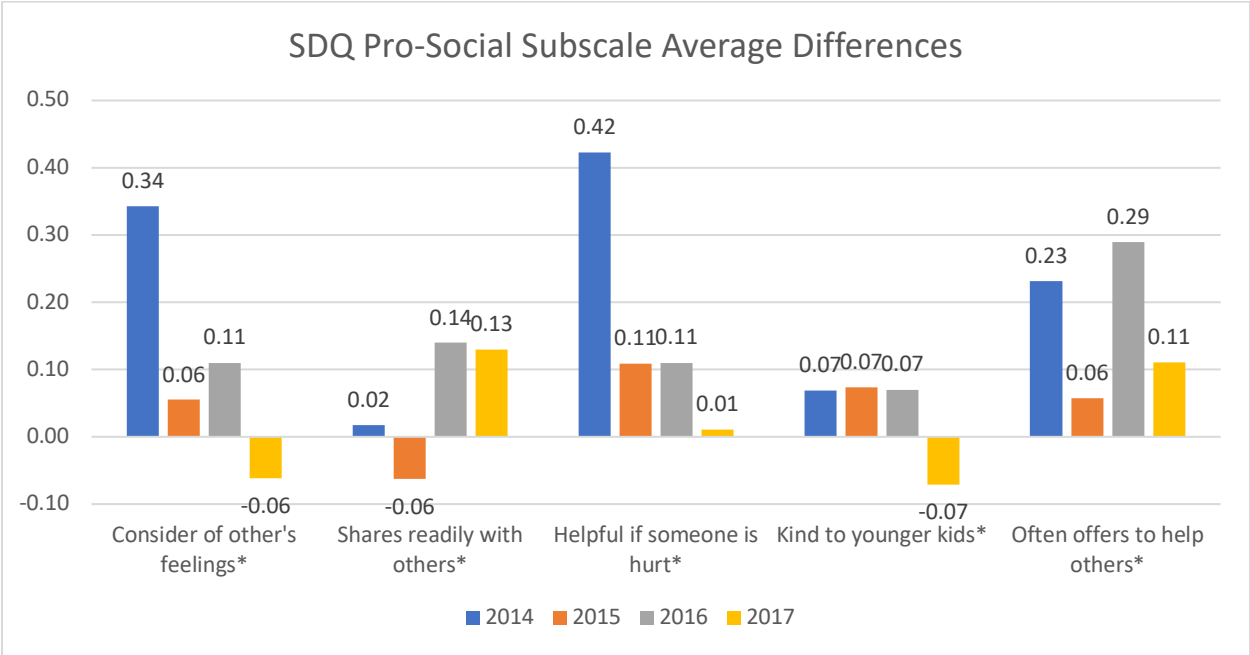
Strengths & Difficulties Questionnaire:

Figure 44: Butler Co Multi-Year SDQ Score Classification



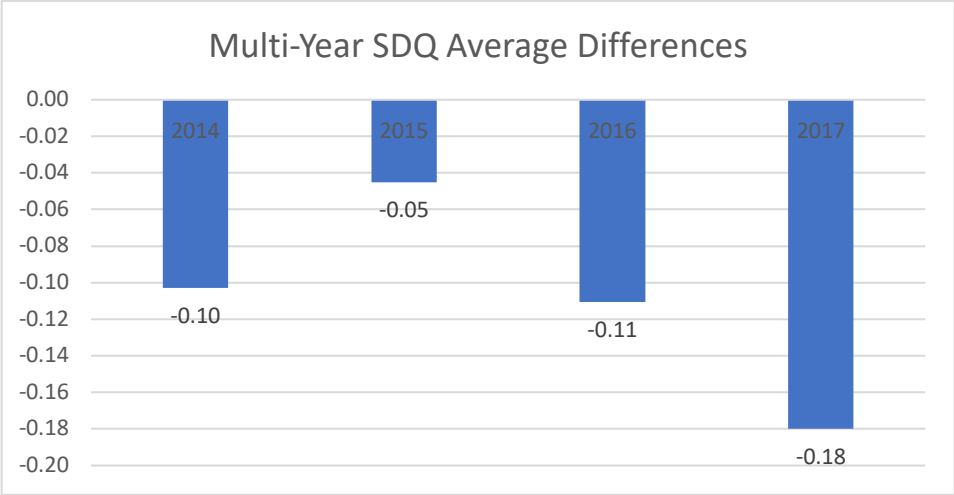
Compared to previous years, the current evaluation year shows patterns most consistent with 2016-2017, with data moving in the desire direction (increase in “Normal” and decrease in “Abnormal” respondents) in both years.

Figure 45: Butler Co Multi-Year SDQ Prosocial Subscale Average Differences



Data in the current year did not demonstrate the strength of differences in responses to the Prosocial Subscale when compared to years past. This may be due to participants' generally positive assessment of their child's prosocial behavior at pre-test.

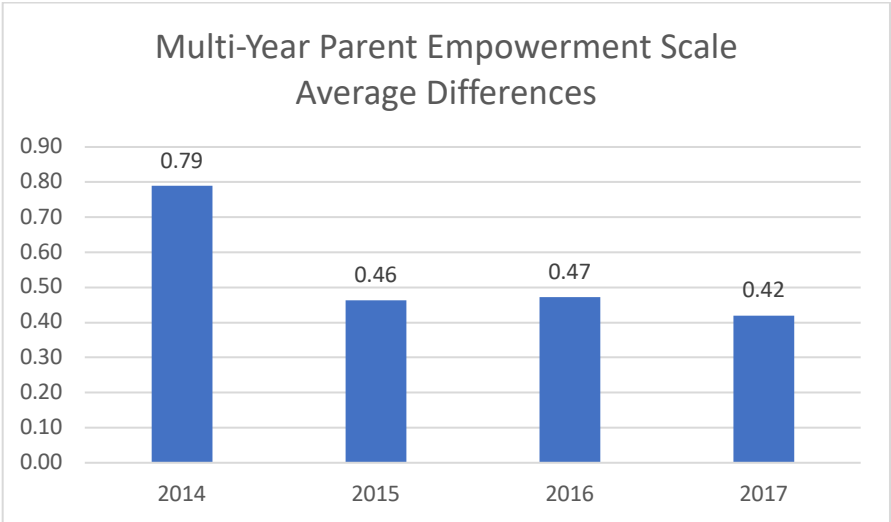
Figure 46: Butler Co Multi-Year SDQ Average Differences



Finally, differences in pre-test and post-test scores for the Strengths and Difficulties Questionnaire in Butler county in the current evaluation year is within range, though slightly higher than in previous years; indicating that, despite having data that do not indicate strong results for the Prosocial Subscale, the remainder of the survey does indicate successful achievement of outcomes.

Parent Empowerment Scale:

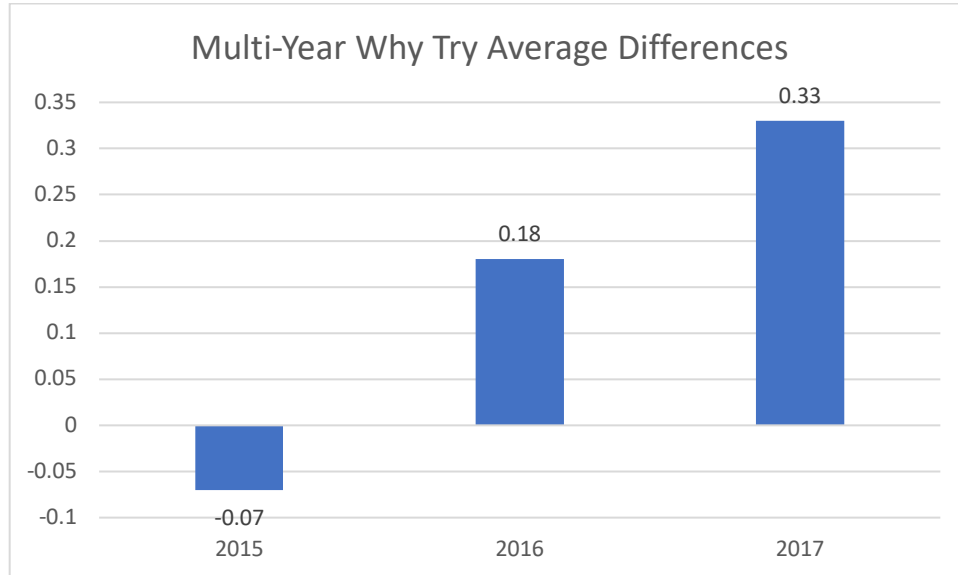
Figure 47: Butler Co Multi-Year PES Average Differences



Parent Empowerment Scale data has held consistent since 2015. Each of the previous three years indicate that parents feel more empowered from pre-test to post-test by nearly half of one response level.

Why Try:

Figure 48: Butler Co Multi-Year Why Try Differences



Data from the Why Try program assessment finds the most positive data throughout the multi-year evaluation. Youth participants in Why Try are finding more positive behaviors and coping mechanisms in themselves in 2017 than they have in the two years prior (Why Try was not included in 2014). It is clear that after the first two years of implementation, Why Try has begun to take hold for the young people taking part in the program.

Multi-Year Data: Preble County:

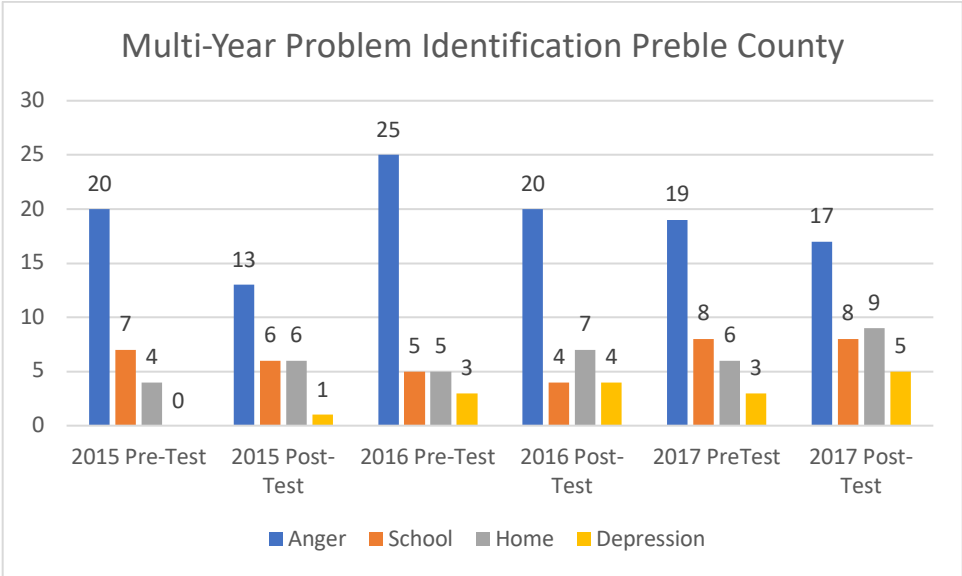
2015: 11 (0 dropped out)

2016: 20 (1 dropped out)

2017: 16 (0 dropped out)

Problem Identification:

Figure 49: Preble Co Multi-Year Problem Identification



Patterns in problem identification among parents/caregivers of Preble County hold consistent in 2017-2018 compared to previous years.

Family Functioning:

Figure 50: Preble Co Multi-Year Differences in Family Functioning

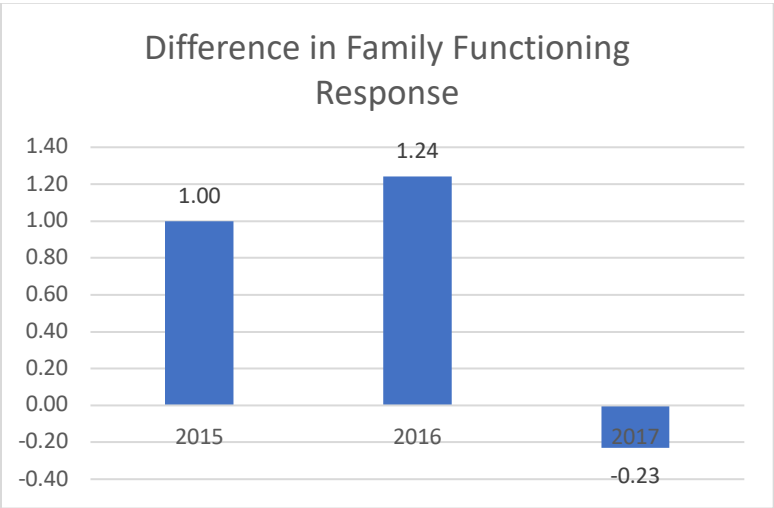
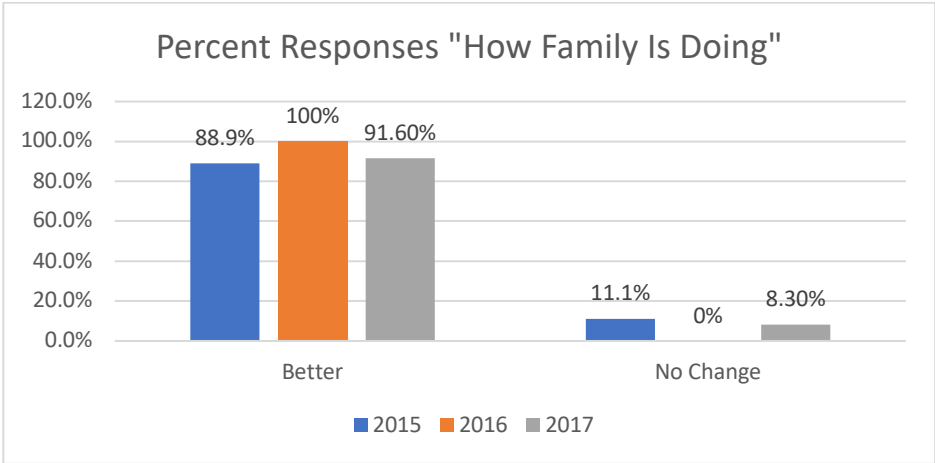


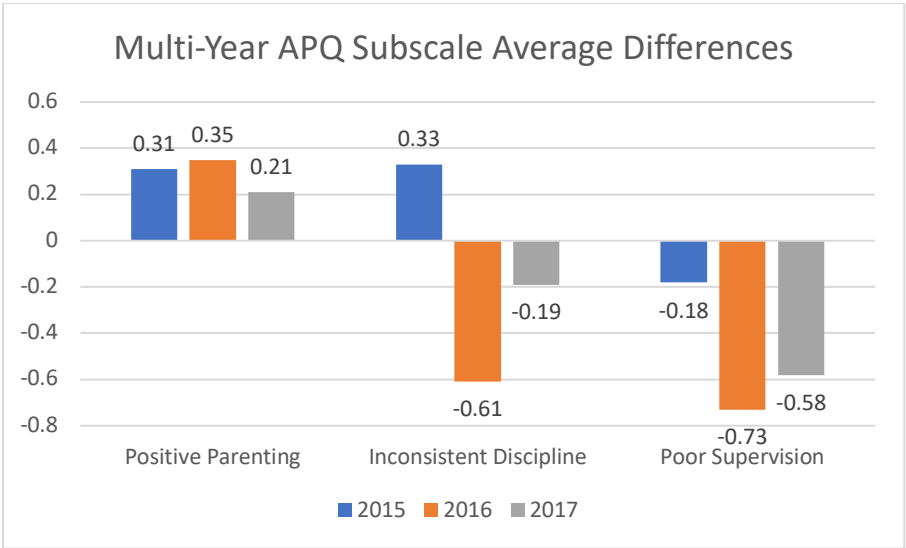
Figure 51: Preble Co Multi-Year Difference in Family Functioning Percent



Agreement with the Family Functioning Statement decreases in Preble County for the first time since the evaluation began. This is due to the fact that at pre-test, nearly all participants strongly agreed with the statement, this leave little room for improvement. At post-test, they likely are more critical of their family’s functioning due to the skills they have learned in The Parent Project instead of experiencing an actual decrease in family cohesion. This is supported by the normal rates of self-assessment when comparing percentages of those who say their family is “better” after The Parent Project.

Alabama Parenting Questionnaire Short Form:

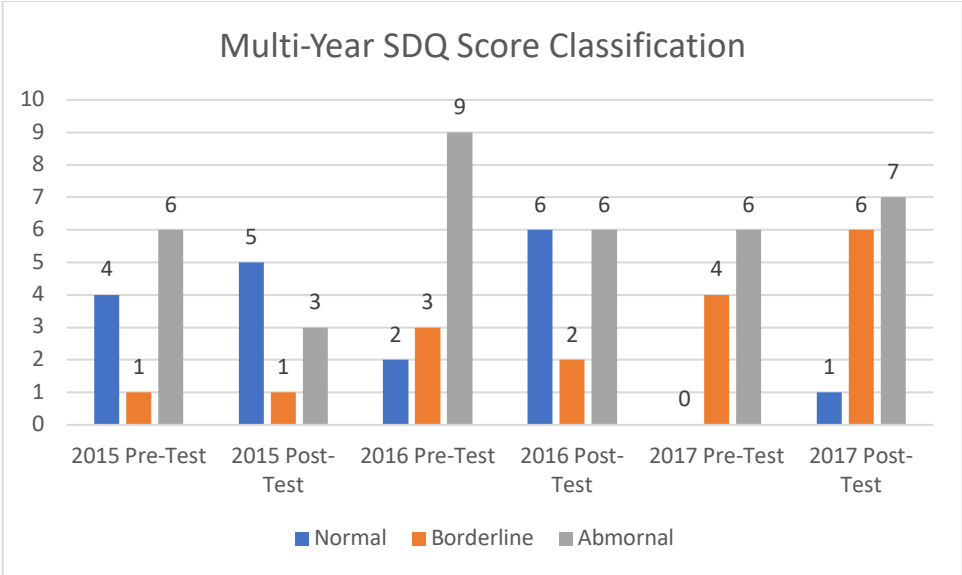
Figure 52: Preble Co Multi-Year APQ Subscale Differences



Data from the Alabama Parenting Questionnaire Short Form holds consistent with the pattern established by the previous evaluation year. Average change of response is moving in the desired direction and, though the magnitude changes over years and by subscale, overall, this data indicates that The Parent Project continues to be successful.

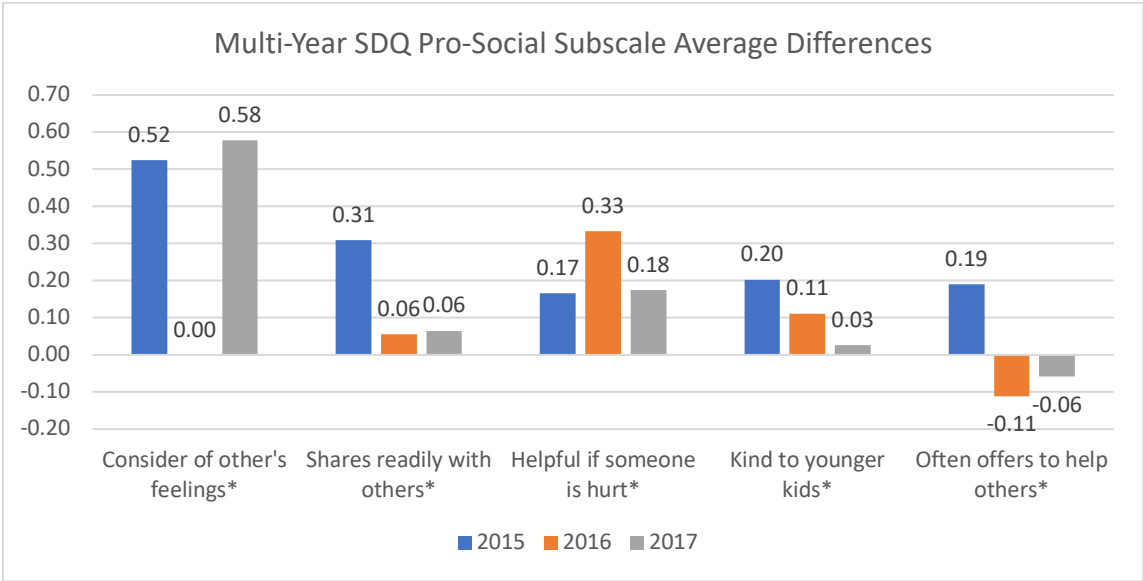
Strengths & Difficulties Questionnaire:

Figure 53: Preble Co Multi-Year Difference in SDQ Score Classification



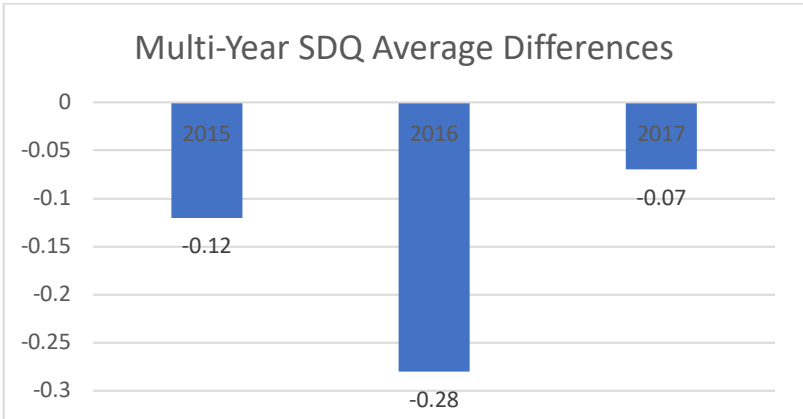
Based on the problem score created via the Strengths and Difficulties Questionnaire, 2017 data is slightly different than in previous years. Though there is an increase (by 1) of “Normal” classifications, the number of “Abnormal” classifications increased as well. Additional years and participants are needed to determine if this is an unusual year or if this is the establishment of a new pattern.

Figure 54: Preble Co Multi-Year Difference in Prosocial Subscale



The differences in pattern seen in the score classification is not present in the Prosocial Subscale data. Though the data for each question does not necessarily abide by the expected movement (i.e. negative change in question 5), a pattern has developed. This indicates that, overall, there is an increase in prosocial behaviors following The Parent Project.

Figure 55: Preble Co Multi-Year Difference in SDQ Averages

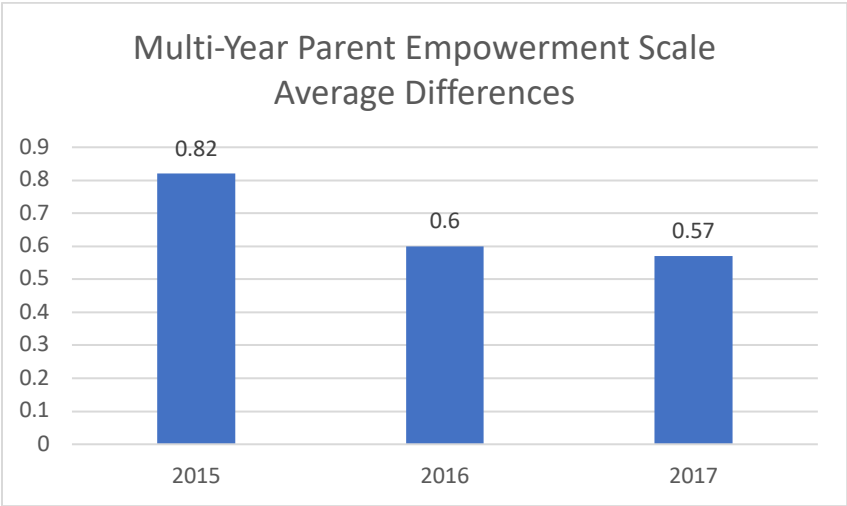


Finally, the average change in responses for the non-Prosocial Subscale items shows data moving in the desired direction, though not with the same magnitude of previous years. The differences between years are not very substantial, however.

Overall, the Strengths and Difficulties data for Preble County does lineup with previous years. The metric, in general, has not provided strong outcome data for Preble County throughout the course of evaluation. Perhaps taking extra time to explain the measure to parents/caregivers may yield more consistent results.

Parent Empowerment Scale:

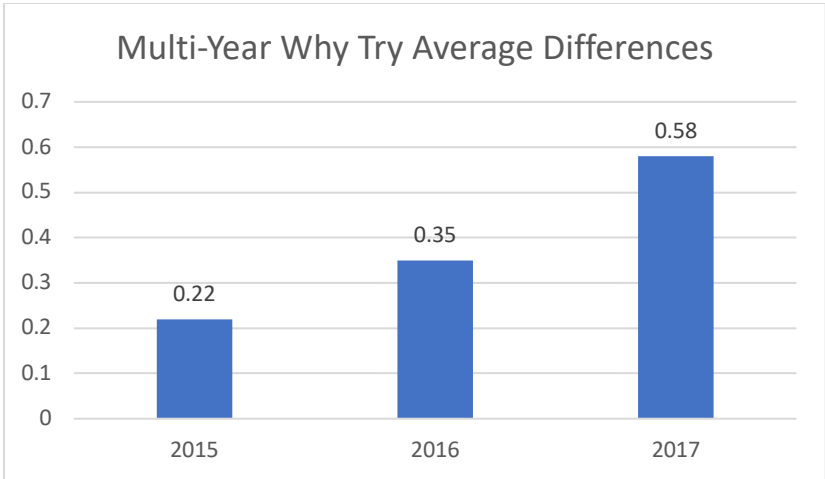
Figure 56: Preble Co Multi-Year Difference in PES Averages



Parent Empowerment Scale data in 2017 is consistent with that of previous years, indicating that parents/caregivers feel more confidence in their ability to provide for their children.

Why Try:

Figure 57: Preble Co Multi-Year Difference in Why Try Averages



Why Try data from the 2017 evaluation shows the strongest results in Preble County thus far. Results have been consistent across all years; however, youth participants are noting the strongest change in their feelings about their assets that they have since the beginning of the project.

Appendix A: Parent Comments Butler County

What I have gained from attending The Parent Project is:

- The importance of positive reinforcement, encouragement, and expressing love. Also I learned that I need to be more consistent and follow through with consequences. TEASPOT.
- Not to let my kids control me anymore and I learned how to be in control more.
- The ability to talk and not argue
- How to stick with the punishment I deal out.
- A better understanding on how to parent in a positive way
- I have learned that TEASPOT really works.
- How to accept my child as he is and to be able to communicate better.
- How to correct my child a new way with the TEASPOT.
- Better ways to handle different situations. Better ways to handle punishments.
- Use the TEASPOT. Don't be afraid to ask for help/advice.
- All kids/families are different. Different types of discipline/consequences.
- The tools that I have learned about in parent project are helping us know how to best handle Noah's anger. We delay the conversations so my husband and I have time to think about the discussion we want to have and give Noah a chance to calm down.
- How to be able to talk to my child, to calm myself down, and use the words absolutely and nevertheless learned that I am not the only parent that has issues and struggles with children, also that a action plan and consequences does work and all the resources that are available support. Non-judgement environment
- Support from other parents. Knowing I'm not alone. Tools to handle situations better.
- Knowledge, friendship, fellowship. An understanding that others are in the same/ similar situation that I am.
- Spot checks, stick to what I've said, teaspot
- How to effectively discipline and reason w/ my children
- A better understanding of how to combat my child's behavior
- Better communication and honest conversations with my children. Also, I'm sticking to their teaspot
- that I am not alone
- Better understanding of what my son needs. Important ways to show you care and how important it is they hear it
- realized I didn't say "I love you" as much as I should
- I'm not alone, there's others that have similar problems
- How to get my kids to listen to me
- other parents to talk to for support
- I've learned new ways to handle certain situations
- To be consistent with everything! Be patient, learn and try different things to adapt and be positive
- Better understanding and reinforcement of methods for discipline and positive reinforcement
- Everything
- A lot about positive reinforcement and structure
- New strategies to try to improve family function

- That there are other parent like me. Learning how to help my kids
- Try to scream and talk more
- Better understanding of effective parenting
- My family back. Thank you.
- Understanding
- Understanding importance of letting him know he is loved, consistency
- I have the knowledge now to better discipline my children effectively
- Knowledge and a plan to help my children do well at life
- Confidence in knowing what or how to handle situations. How to come up with house rules
- Better ways to handle my strong willing child
- New strategies, support and consistency
- Learned many ways to help understand my child and what I need to do to make things better
- Consistency - TEASPO

Appendix B: Parent Comments Preble County

What I have gained from attending The Parent Project is:

- Positive reinforcement
- Control over emotions
- Make a plan of action
- How to speak better to children
- How to speak better to children
- How to speak better to children
- Communicating better
- Others with similar problems
- A better understanding
- New parenting tools
- Knowing how to deal with outbursts and fighting
- Tools to handle misbehavior
- Disciplinary tools

Appendix C: Parent Comments Logan County

What I have gained from attending The Parent Project is:

- Ability to realize the need for support and compadreship (strong bond between parents
- How to deal with [my child] and her moods and to help her grow as a person
- Others go through the same things
- Able to know what to look for in my child, how to deal with things when there is any problems. how to understand my son more
- Different ways to deal with problems in my family/with my kids
- Friends and some new way to spot problems before they get out of control

Works Cited

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