The Parent Project® Final Evaluative Report 2020-2021

Annual Report

Butler, Logan, and Preble Counties, Ohio 2020-2021

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**Executive Summary**

The Parent Project, Why Try, and Loving Solutions were implemented in Butler, Preble and Logan counties during the 2020-2021 school year. For Butler County, this was their 7th year of implementation and evaluation, the 6th for Preble County and the 4th for Logan County. Butler and Preble County included Loving Solutions parents in their 2020-2021 data. Due to on-going concerns related to the COVID-19 pandemic the majority of services were provided virtually.

Overall, results for Butler County demonstrated that all three programs have been effective in the 2020-2021 school year. Despite some mixed results, generally positive outcomes were achieved and it is clear that parents/caregivers feel that they are more effective at handling their children’s challenging behaviors. Anger-related problems continued to be the problem most frequently reported by parents in their children by the two counties that reported problems this year. Additionally, the vast majority (89.5%) of parents agreed that their family was functioning better following the completion of The Parent Project out of the two counties that had data to report. The parents reported a decrease in parental use of inconsistent discipline strategies as well as a decrease in poor supervision, signaling less use of potentially problematic parenting strategies. Parents’ confidence in handling the challenges associated with parenthood appeared to increase across the board over the course of The Parent Project.

The data provided by Logan County show some mixed outcomes of Parent Project and Why Try. However, overall, it appears that both parents/caregivers and young people were demonstrating some positive outcomes. Over three fourths (91.67%) of participants reported that their family was doing better as a function of The Parent Project, which is encouraging. This improvement is similarly seen in the decrease in reports of child problem behaviors and an increase in parent’s use of positive parenting and feelings of confidence handling day-to-day difficulties. Parents also reported that following Parent Project classes, they used more consistent forms of discipline and better supervised their children. Participants in Why Try reported improvements of their knowledge and use of positive life skills and coping mechanisms. Overall, despite an increase in problem reporting, parents and children in Logan County appear to have benefitted from their participation in The Parent Project.
**Butler County Respondent Demographics:**

Data reported in the demographics section includes all respondents, including those who dropped out of the program before completion. 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.

20 parents/caregivers from Hamilton and Talawanda 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: 45
Parent/Child Dyads: 43
Additional Children (attending with a Parent/Child Dyad): 1
Additional Parents (attending with a Parent/Child Dyad): 2

**Completion Status:**
Successful Parent/Child Dyad Completions: 34
Dropped Families: 9 Did not Complete
No Response (Missing Data): 0

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Table 1: Number of sessions completed by Parent Participants in Butler County
Parent/Caregiver Demographic Information:

Parent/caregiver respondents were between the ages of 23 and 73 years old, predominantly female (82.22%), White (88.8%; see Figure 1), non-Hispanic/Latino (97.78%), and (4.4%) had Americans with Disabilities Act (ADA) status (88.8% selected “none,” those who did select an ADA status just marked other and did not share the disability).

Figure 1: Butler Co Parent/Caregiver Race

U.S. Census Bureau reports Butler County as having 84% of the population listed as White\(^1\). Fifty percent (50%) of caregivers reported having 2 adults in the household, with the highest number of adults in one household listed at 3. The majority have some college or a college degree (see Figure 2). Church/Faith Based Attendance responses were nearly equally distributed between the 4 response options. (see Figure 3).

Figure 2: Butler Co Parent/Caregiver Education Level  Figure 3: Butler Co Parent/Caregiver Religious Service Attendance
Over half (63.4\%) of parent/caregivers listed their family income at $49,000 or lower (see Table 2). This is below the U.S. Census Bureau’s report on median household income in Butler County, which is $66,117 per year\(^1\).

<table>
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**Child Demographic Information:**

The largest percentage of children (14.6\%) of Parent Project (Sr. & Jr.) participants came from Hamilton City School District. A total of 9 Butler County school districts were represented (see Table 3). One participant was enrolled in on-line Public School. Non-Butler County school districts include: Perry County, Warren County, Private School – Not reported: Hamilton County and Wayne County. The majority of Why Try youth participants (75\%) were court referred. Four (4) youth participants were self-referred.

<table>
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Children who participated in The Parent Project in Butler County were mostly White (87.5%), Other = (12.5%) (see Figure 4), not Hispanic or Latino (81.25%), Hispanic or Latino (18.75%). We had a larger percentage of male (75%) than female (25%) children participate this year. Only (6.25%) of the children were reported to have an ADA status (the ADA status reported was mental impairment). Ages of child participants ranged from 12 to 18 years old. At referral, children were in varying grades, with 10th grade having the highest percentage (31.25%), (see Figure 5). The inclusion of Loving Solutions in Butler County continues to lead to younger children and their parents receiving services compared to years before Loving Solutions was added.

Figure 4: Butler Co Child’s Race

Figure 5: Butler Co Child’s Grade Level at Referral
**Butler County Problem Identification:**

At pre- and post-test, parents were asked to identify the top problems/behaviors they observe in their children. Most chose from a list of standardized responses, but some gave specific answers. “Anger/Rage” was listed as the parents’ most reported problem with school attendance being the next most reported one for the #1 issue. “Fights and Arguments” was also the #1 answer for what parents felt was their 2nd foremost problem in their child’s life. The post class numbers show a reduction in both the Anger/Rage and the Fights/Arguments category. (See Figures 6 & 7)

*Figure 6: Butler Co Problem Identification Pre*

*Figure 7: Butler Co Problem Identification Post*
Butler County Family Functioning:

The Parent Project evaluation asks one question before and after program participation and another question post class to determine family functioning. 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.” Only responses from the participants that provided pre and post answers were analyzed to get the % of Positive or Negative responses. Well over half (83.3%) of the participants responded positively (Fig. 8).

The second question asked of participants was whether their family was doing better, worse, or if there had been no change since their participation in The Parent Project. Of the 36 participants who responded, (91.6%) stated that their family was doing better after completing class. (Fig. 9).

Taken together, these questions demonstrate that, overall, participants feel that their family is functioning better after their participation in The Parent Project. Changes in ratings from pre to post-test, the number of individuals agreeing with the family functioning statement, and the number of participants stating their family is doing better after the program indicate that the families are experiencing positive change and overall improvement following completion of The Parent Project.
**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 on a scale ranging 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, whereas responses to the other two subscales should be lower upon post-test assessment.

Percentage of Change Data from Butler County (see Figure 10) showed that the responses from pre-test to post-test for the Positive Parenting subscale showed an increase of 66.67%, which indicates positive movement in the desired direction. The Poor Supervision subscale decreased by 61.11%, demonstrating that there was improvement in the parent/caregiver and child interaction following The Parent Project. Finally, the Inconsistent Discipline subscale also showed improvement from pre-test to post-test; 52.78% lower. This means that parents/caregivers reported they are demonstrating fewer behaviors that would qualify as “Inconsistent Discipline.” We know that it’s reported to take people anywhere 21 days to 66 days in a row to change a “habit”. So, for over half the class to report that they are handling things differently by the end of the Parent Project when we have only had them once a week for a combined total of 26 hrs. for 10 wks. is actually a very good indicator of them turning their lives around.

*Figure 10: Butler County APQ-SF Reported Percentage of Change*
**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 four categories, close to average (scores 0-13), slightly raised (scores 14-16), high (17-19), and very high scores (20 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 these questions was reversed to match all other questions.

For Butler County, the Prosocial Behavior subscale had an average difference in pre-and post-test responses of .57 points (see Figure 11). Overall this indicates that change in prosocial behaviors, as noticed by parents/caregivers, was on the positive side. The statement “Helpful if someone is hurt” had the biggest change score of the Prosocial Scale. The remainder of the scale had, on average, a change score of .04 (see Figures 12 and 13). 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 11: Butler Co Strengths & Difficulties Questionnaire Prosocial Subscale*
When examining the SDQ general difficulties score, (see Fig. 14) the “Very High” went up. This could be related to parents realizing the fact that they are not alone in this battle and answering more honestly after going through the class than at the beginning of class.

**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 was an increase of .41 (see Figure 15 and 16). Overall, this means that most parents/caregivers felt better equipped to handle the difficulties or challenges that come with raising their children. All responses to statements showed an increase. The largest difference in scores came from the statement “I have the right to be informed” which improved by 1.0 points and another big jump was the statement “I know best what my child needs” which improved by .75 over the course of the program. Those particular statements show an increase in knowledge and confidence on the parents’ part.

*Figure 15: Butler Co Average Responses to the Parent Empowerment Scale (Part 1)*
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 completed the twenty-seven (27) item measure 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, and as such, respondents should agree more with 21 out of the 27 statements pertaining to their life attributes and protective factors.

Youth in Butler County had an average change in total score from pre-test to post-test of 6.45 points and an average change per question of .2. (see Figure 17 and 18 & 19). This would indicate that the participants in Why Try saw and reported positive change in their behavior. The statements with the greatest increase in agreement include “I think challenges are opportunities for growth” (.7) and “I need to focus on what is right about me, not what is wrong” (.7). The strength of change indicated in these two 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 17: Butler Co Why Try Assessment Average Responses (Part 1)

Why Try Average Scores Pt 1

Figure 18: Butler Co Why Try Assessment Average Responses (Part 2)

Why Try Averages Pt 2

Figure 19: Butler Co Why Try Change Score Average
**Butler County Recidivism & Attendance:**

Data from Butler County Juvenile Court shows that out of the 16 youth participants (4 not finishing the class), only 1 had additional court involvement following the completion of their 10-week Parent Project/Why Try course and (84.62%) improved their school attendance. (Fig. 20).

Attendance is grouped into four categories: one quarter before participating, during participation, one quarter after the completion of the class, and time spent in the juvenile detention center.

Results show improvement in all categories. This was the 4th year that a decrease in days spent in JDC has been reported. The Why Try program remains a positive outcome for the 2020 academic year. Within this class, there was marked improvement in school absences, tardiness, and suspension from before to after participation in Parent Project.

*Figure 20: Butler Co Attendance Data*

![Pie chart showing 84.62% Improved, 7.69% Same, and 7.69% Worse]

**Butler County Summary & Recommendations:**

The 2020-2021 implementation of The Parent Project, Why Try, and Loving Solutions has been successful. Anger-related problems and “Fights and Arguments” were the problems most frequently reported by parents in their children. The Parent Project participants reported a consistent decrease upon completing the class in parental reports of problems associated with anger, home, school, and depression within their children. We did not see as many of reports of depression as we have in the past overall. Additionally, the vast majority (91.6%), based on
completed surveys) of parents agreed that their family was functioning better following the completion of The Parent Project. The parents reported a decrease in parental use of inconsistent discipline strategies as well as a decrease in poor supervision, signaling less use of potentially problematic parenting strategies. However, parents’ confidence in handling the challenges associated with parenthood did appear to increase across the board over the course of The Parent Project. Finally, youth participating in Why Try demonstrated positive change towards resilience-based values and attitudes.

Though the magnitude of these changes varied, in general the results demonstrated that the programs are having a positive impact on both adult and youth participants. Butler County demonstrated more success obtaining completed pre/post-test participant data allowing for more meaningful interpretation of results across all 2020 classes when compared to previous years.
Preble County Respondent Demographics:

Number of Respondents and Program Status:

Parent (Caregiver)/Child Dyads: 3

Completion Status:

Successful Completion: 3

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Parent/Caregiver Demographic Information:

Of the Preble County parents/caregivers, 3 were White, and all identified as Non-Hispanic/Latino. Two respondents were female, and one was male. One participant reported obtaining a college degree, one gave no data and one reported not finishing High School. (see Fig. 21). No parents reported having an ADA. No parents reported being a veteran this year. Only one family reported they had two adults per household. Two participants reported an annual income of less than $10K-$20K annually the other family reported their annual income as $60K-70k (see Fig. 22). (67%) of the participants’ incomes fell below the median income reported by The U.S. Census Bureau in Preble County of $58,957 (2019), with an average of 2.50 persons per household². Additionally, census data indicate that Preble County is 96.1% White and 1% Hispanic or Latino². The participants in Preble County’s implementation of The Parent Project reflect the demographic makeup of Preble County overall. The attending faith-based services was reported as one participant saying “rarely”, and the other two provided no data.
Child Demographic Information:

Children of participants in The Parent Project represented Eaton school district only in Preble County this year. One participant was male and one female, both were Non-Hispanic or Latino, both were White, no ADA Status reported for either participant, one was 12 and the other was 16 years of age. (see Figs. 23 & 24).
**Preble County Problem Identification:**

No Data for Problem Identification was collected this year.

**Preble 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.” Only responses from the participants that provided pre and post answers are analyzed to get the % of change.
Unfortunately, only one of the participants completed pre and post answers this year prohibiting data analyses of family functioning due to an inadequate sampling size.

In addition to asking about their agreement with the above statement, the second question indicates whether or not the participant feels that their family is doing “better”. The one participant that completed pre and post answers reported their agreement with the above statement and indicated that they feel their family is doing “better”.

**Preble County Alabama Parenting Questionnaire Short Form:**

In responding to the questions on the Alabama Parenting Questionnaire, parents/caregivers indicated that they increased their use of positive parenting skills over the course of The Parent Project by (100%), Inconsistent Discipline decreased by (33.3%) and Poor Supervision subscale decreased by (100%) (see Figure 25). Parents/caregivers found they were most successful at reversing the bad habit of “Letting the child out of punishment early” and the reported least success with “Letting the child talk them out of punishment after they have done something wrong”. In summary, the responses to the Alabama Parenting Questionnaire Short Form demonstrated positive outcomes in parenting skills, with the most improvement being made in Positive Parenting and Poor Supervision. As stated above there was not a good sampling of reported answers to actually have an accurate indication of if these were changes for all.

**Preble County Strengths & Difficulties Questionnaire:**

Data from the Strengths and Difficulties Questionnaire from parents/caregivers in Preble County demonstrates the success in achieving the outcomes set forth by The Parent Project. Average responses on the Prosocial Behaviors Subscale increased by (0.8 points) from pre-test to post-test (see Figure 26), and the remaining questions showed both increases and decreases in problem behaviors (see Figures 27 & 28). These trends are in the expected direction, suggesting a
decrease in difficulties that parents are reporting in their children.

Figure 26: Preble Co Prosocial Subscale Response Average

![SDQ Prosocial Scale Averages](image)

- Considers other’s feelings*: 0.67, 1.00, 0.33
- Shares readily with others*: 0.33, 0.33, 0.00
- Helpful if someone is hurt*: 1.67, 2.00, 2.00
- Kind to younger kids*: 2.00, 0.00, 0.00
- Often offers to help others*: 1.67, 2.00, 0.33

Figure 27: Preble Co SDQ Response Averages (Part 1)

![Strengths and Difficulties Questionnaire (Part 1)](image)

- Restless: 0.61, 0.42, 0.42
- Complains of: -0.19, 0.47, 0.42
- Often loses: 1.28, 1.42, 1.42
- Rather solitary: 1.13, 1.17, 1.17
- Generally well: 0.92, 1.01, 1.01
- Often seems: 0.85, 0.80, 1.08
- Constantly: -0.35, -0.21, -0.21
- Has at least 1: 0.34, 0.56, 0.58
- Often fights: 0.80, 0.80, 0.80
- Often unhappy: 0.75, 0.75, 0.75

Figure 28: Preble Co SDQ Response Averages (Part 2)
Preble County Parent Empowerment Scale:

Parents/caregivers in Preble County indicate that, on average, they felt more skilled as parents via their responses to the Parent Empowerment Scale. Data moved in the desired direction, indicating that parents/caregivers agreed more with statements addressing their skills in handling their children and the day-to-day difficulties they may encounter (see Figures 29 and 30). Average responses increased by 0.18, meaning that respondents agreed that they feel slightly more empowered and knowledge as parents after completing The Parent Project as compared to before. The most noticeable improvement, as indicated by the change in average response, was in the category “Family life is under control”, with a whole point increase in this response over the course of the Parent Project.

Figure 29: Preble Co Parent Empowerment Scale Average Responses at Pre- and Post-Test (Part 1)
**Figure 30: Preble Co Parent Empowerment Scale Average Responses at Pre- and Post-Test (Part 2)**

**Preble County Why Try:**

No data was gathered for pre and post due to an oversight for this year.

**Preble County Summary & Recommendations:**

It is recommended that Preble County staff work collaboratively with other project partners to design effective procedures to coordinate programming and report outcomes for fiscal year 2022.
Logan County Respondent Demographics:

Data summarized in this report includes all 14 participants.

Number of Respondents and Program Status:
Parent/Child Dyads: 9
Additional Parents/Caregivers (attending with a Parent/Child Dyad): 0
Additional Children (attending with a Parent/Child Dyad): 1 (Child actually attended Why Try without a parent attending PP)

Completion Status:
Successful Parent/Child Dyad Completions: 8
No Response (Missing Data): 0

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Table 5: Number of sessions completed by families in Logan County

Parent/Caregiver Demographic Information:

All but one of Logan County parents/caregivers who provided demographic data were white with the other participant marking “other” for race. All parents/caregivers reported non-Hispanic/Latino as their Ethnicity. Two were male and seven were female. Two participants obtained their high school diploma or GED, one finished a Tech School, three completed some additional college and two reported a college degree. One participant chose not to report any data. (see Fig. 31). Most participants reported living in households with two adults, but one reported having 3 adults and two reported having just one. All but one of the participants that reported their annual income reported it as less than the median income in Logan County reported by The U.S. Census Bureau of $56,754 (2019), with an average of 2.4 persons per household. Additionally, census data indicate that Logan County is 94.7% White and 2.5% Hispanic or Latino. The participants in Logan County’s implementation of The Parent Project reflect the demographic makeup of Logan County as a whole. The results of the respondents reporting attending faith-based services was pretty diverse. (See Fig 32)
Child Demographic Information:

Children of participants in The Parent Project represented two school districts in Logan County: Bellefontaine City, and Patriot Prep Academy. Two participants were male and two were female. Three children with demographic data were White and one was reported as other for race. All were Non-Hispanic or Latino. No participants were indicated as having any ADA’s. Three of the four were in the 8th grade and one was in the 10th. Three participants were 13 yrs. old and one was 14. (see Figures 33 & 34).
Logan County Problem Identification:

When asked to list problem behaviors, Logan County parents/caregivers listed numerous different problems (see Fig. 35). “Disrespect” was listed as the parents’ most reported problem on the Alabama Parenting Questionnaire and “Anger” was reported as the second most common issue at hand pre-class. Similarly, both were still reported to be the main issues after completing the class, with Anger being reported as the higher of the two. This may suggest that even following The Parent Project, the parents involved in the program felt they still had significant problems to tackle with their children.
Logan 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.” Only responses from the participants that provided pre and post answers were analyzed to get the % of change. Unfortunately, not quite half (42.8%) of the participants indicated they felt there was an improvement in family functioning by giving an answer that was closer to the Strongly Agree end of the spectrum.

In addition to their agreement with the above statement, almost all of the families who completed the family functioning measure following the Parent Project indicated that their family is doing “better”. (87.5%) These results indicate that The Parent Project is having the intended effect on participant families and how they function in the home (see Fig.36). There is the discrepancy of the second question being answered more positively than the first question. One can only surmise the possibility that overall, they feel the family is doing better but cannot honestly answer Agree or Strongly agree to the first question, if one of the family members is still being disrespectful at all.

![Figure 36: Pt. 2 of the Family Functioning Questions](image)

Logan County Alabama Parenting Questionnaire Short Form:

In responding to the questions on the Alabama Parenting Questionnaire, parents/caregivers indicated that they slightly decreased their use of positive parenting skills over the course of The Parent Project. Inconsistent Discipline and Poor Supervision subscale was reported to have
decreased slightly though. Parents/caregivers found they were most successful at reversing the bad habit of “Your child is out with friends you don’t know” and the least success with “You let your child know when they are doing a good job”. In summary, the Alabama Parenting Questionnaire Short Form demonstrated positive outcomes in parenting skills, with the most improvement being made in Inconsistent Discipline and Poor Supervision Change.

**Logan County Strengths & Difficulties Questionnaire:**

Data from the Strengths and Difficulties Questionnaire from parents/caregivers in Logan County demonstrates the success in achieving the outcomes set forth by The Parent Project. The majority of the responses on the Prosocial Behaviors Subscale increased slightly (.03 points) from pre-test to post-test (see Figure 38), and the remaining questions showed a both increases and decreases in problem behaviors (see Figures 39 & 40). These trends are in the expected direction, suggesting a decrease in difficulties that parents are reporting in their children. However, the improvements in the Pro-Social scores are too small to possibly be meaningful.

*Figure 38: Logan Co Prosocial Subscale Response Average*

*Figure 39: Logan Co SDQ Response Averages (Part 1)*
Like the average scores, individual classification seems to suggest a decrease in problem behaviors (see Figure 41).

*Figure 41: Logan Co SDQ Problem Behavior Classification*
Logan County Parent Empowerment Scale:

Parents/caregivers in Logan County indicate that, on average, they felt more skilled as parents via their responses to the Parent Empowerment Scale. Data moved in the desired direction, indicating that parents/caregivers agreed more with statements addressing their skills in handling their children and the day-to-day difficulties they may encounter (see Figures 42 & 43). Average responses increased by 0.28, meaning that respondents agreed that they feel empowered and knowledgeable as parents by almost one half more of a response level after completing The Parent Project as compared to before.

Figure 42: Logan Co Parent Empowerment Scale Average Responses at Pre- and Post-Test (Part 1)
**Logan County Why Try:**

In the Why Try program assessment, youth respondents were asked to assess their level of agreement with statements about how well they handle life’s challenges. Data from the Why Try assessment moved in the desired direction (see Figures 44 & 45). The average difference in pre-test and post-test accumulative change score was 7.7 points (see Fig. 46). This indicates that the positive life skills and coping mechanisms taught in Why Try were being incorporated into the lives of the youth participants.

**Figure 44: Logan Co Why Try Average Responses Pre- and Post-test (Part 1)**
Logan County Summary & Recommendations:

Overall, it appears that both parents/caregivers and young people were demonstrating some positive outcomes. A high percentage (87.5%) of participants reported that their family was doing better as a function of The Parent Project, which is encouraging. This improvement is similarly seen in the decreased reports of child problem behaviors and the parent’s feelings of confidence in the handling day-to-day difficulties. Parents also reported that following Parent Project classes, they used more consistent forms of discipline and better supervised their children. Participants in Why Try reported improvements of their knowledge and use of positive life skills and coping mechanisms.
The primary recommendation for Logan County still is to increase class size, recruitment, and referral. By increasing the number of participants, data will be more rigorous and able to stand up to further interpretation. In addition, reducing participant attrition and ensuring participants complete both pre-and post-test measures will be important.

**Multi-Year Data: Butler County**

2014: 174 Participants (21 dropped out) – 88% retention  
2015: 142 Participants (43 dropped out) – 70% retention  
2016: 93 Participants (53 dropped out) – 43% retention  
2017: 124 Participants (26 incomplete/dropped out) – 80% retention  
2018: 61 Participants (25 dropped out/missing completion data) – 59% retention  
2019: 110 Participants (69 did not finish) – 37% retention (COVID-19)  
2020: 61 Participants (13 did not finish) – 79% retention  

**Problem Identification:**

2020 data offered varied responses in problem behaviors than in years past. (See Figure 47)

![Figure 47: Butler Co Multi-Year Problem Identification](image)

**Family Functioning:**

Family functioning data in Butler County was fairly consistent from 2015-2018. Then it has been on the rise each year since then, other than 2014 being the highest year ever. (See Figure 48). In the assessment of “How is My Family Doing”, the families reported % almost reached the
highest reported % from 2016. (See Figure 49).

**Figure 48: Butler Co Multi-Year Family Functioning Differences**

![Multi-Year Family Functioning Differences](image)

**Figure 49: Butler Co Multi-Year Family Functioning Percentages**

![Multi-Year % Response to How is Family Doing](image)

**Alabama Parenting Questionnaire:**

The pattern of the Alabama Parenting Questionnaire subscale data for 2020 is consistent with previous years. (See Figures 51, & 52) for the Poor Supervision and Inconsistent Discipline
subscales. However, the changes from pre-test to post-test are very insignificant for the Positive Parenting subscale. (See Figures 50) This possibly could be due to parents feeling that they already are utilizing positive parenting skills and adequately supervising their children at the beginning of the program.

*Figure 50: Butler Co Multi-Year APQ Positive Parenting Average Response Differences*

*Figure 51: Butler Co Multi-Year APQ Inconsistent Discipline Average Responses*
Strengths & Difficulties Questionnaire:

Compared to previous years, the 2020 evaluation year shows less movement from “Abnormal” to “Normal” than previous years. (See Figure 53). Current 2020 SDQ data was converted to previous classification scheme for the sake of comparison (those classified as “High” and “Very High” were combined into the single category of “Abnormal”).
Data reported in the 2020 SDQ demonstrates significant improvement in “Helpful if someone is hurt” (See Figure 54).

Figure 54: Butler Co Multi-Year SDQ Prosocial Subscale Average Differences

Pre-test SDQ scores were slightly lower again in 2020 than in previous years except for 2018. The differences in pre-test and post-test scores for the Strengths and Difficulties Questionnaire in the current evaluation year are still within the average range of previous years (See Figure 55). These differences indicate that participants showed reductions in the reports of difficulties.

Figure 55: Butler Co Multi-Year SDQ Average Differences
**Parent Empowerment Scale:**

The average increase in Parent Empowerment Scale score is very similar to previous years, with exception of 2018. (See Figure 56). While average differences in scores from each of the first three years indicates that parents increase in empowerment by nearly half of one response level, the data from the 2018 suggests an improvement of less than a third of a response level. However, post-test scores are consistent with those of the past four years. Therefore, it is likely that the small increase is due to an unusually high pre-test score. Data from 2020 again demonstrates what has been the norm for Butler County.

![Figure 56: Butler Co Multi-Year PES Average Differences](image)

**Why Try:**

![Figure 57: Butler Co Multi-Year Why Try Differences](image)
Multi-Year Summary: Butler County

Since 2014 The Parent Project in Butler County has demonstrated improvements in family functioning following completion of the program. While recruitment of total participants decreased in 2020 in comparison to 2019, likely due to the pandemic, Butler County had a significant increase in retention rates in comparison to the previous four years. The offering of virtual classes may have impacted the retention rate due to increased access to the remote class format. Parents and caregivers report improvement in all two of the four categories of problems, as well as greater confidence and knowledge in coping with parenting challenges. Across all years, parents report reduced use of inconsistent discipline and fewer difficulties in their children and an increase of positive parenting behaviors.
**Multi-Year Data: Preble County**

The multi-year evaluation will focus only on the Parent Project course that included both children and parents/caregivers, with the exception of the multi-year Why Try evaluation.

2015: 11 Participants (0 dropped out) - 100% retention  
2016: 20 Participants (1 dropped out) - 95% retention  
2017: 16 Participants (0 dropped out) - 100% retention  
2018: 5 Participants (0 dropped out) - 100% retention  
2018: Why Try only: 12 Participants (0 dropped out) - 100% retention  
2019: 20 Participants (All Dropped due to COVID-19 Issues & Employee Turnover)  
2020: 5 (0 Dropped out) - 100% retention

**Problem Identification:**

> Figure 58: Preble Co Multi-Year Problem Identification  
No data available due to an oversight on collecting this piece.

**Family Functioning:**

No Multi-Year Data available due to lack of data last year. Multi-Year Data Charts should return to the report next year.

> Figure 59: Preble Co Multi-Year Differences in Family Functioning  
> Figure 60: Preble Co Multi-Year Differences in Family Functioning Percent

**Alabama Parenting Questionnaire:**

No Multi-Year Data available due to lack of data last year. Multi-Year Data Charts should return to the report next year.

> Figure 61: Preble Co Multi-Year APQ Subscale Differences  
No data available due to COVID-19 related issues.

**Strengths and Difficulties Questionnaire:**

No Multi-Year Data available due to lack of data last year. Multi-Year Data Charts should return to the report next year.

> Figure 62: Preble Co Multi-Year Difference in SDQ Score Classification
Figure 63: Preble Co Multi-Year Differences in Pro-Social Subscale

Figure 64: Preble Co Multi-Year Differences in SDQ Averages

Parent Empowerment Scale:

No Multi-Year Data available due to lack of data last year. Multi-Year Data Charts should return to the report next year.

Figure 65: Preble Co Multi-Year Differences in PES Averages

Why Try:
No Multi-Year Data available due to lack of data from the previous year.

Figure 66: Preble Co Multi-Year Differences in Why Try Averages

Multi-Year Summary: Preble County

Since 2015, The Parent Project in Preble County has demonstrated improvements in family functioning following completion of the program. However, recruitment remains low, resulting in small samples in which outliers or extreme scores can easily skew the overall data. This can make the overall data trends difficult to interpret. Despite low recruitment, Preble County consistently does a good job retaining the participants that are recruited. Generally, parents and caregivers report improvement in all most categories of problems. Unfortunately, due to lack of data and sampling size, an overall picture is hard to see. We would suggest for Preble County to continue to work on growing the classes and obtaining pre and post assessments to be better able to have complete data to do a complete analysis.
**Multi-Year Data: Logan County**

2017: 12 Participants (2 dropped out, 2 no response/missing data) – 83% retention  
2018: 20 Participants (2 no response/missing data) – 90% retention  
2019: 29 Participants (4 dropped out) – 86% retention  
2020: 14 Participants (2 dropped out) – 86% retention

**Problem Identification:**

2020 did not show any significant changes in problem areas. There was no change in school or depression related issues due to those issues not being reported as significant problem areas.

![Figure 69: Logan Co Multi-Year Problem Identification](image)

**Family Functioning:**

Agreement with the Family Functioning Statement continues to increase from pre-test to post-test (the interval from “Agree” to “Strongly Agree”; (See Figure 70). With the increase being larger this year in 2020, the data continues to suggest that family functioning appears to increase following The Parent Project.
2020 data from the Alabama Parenting Questionnaire Short Form shows scores on both the Inconsistent Discipline and Poor Supervision subscales fortunately decreased this year. (see Figures 73 & 74) Unfortunately Positive Parenting scores actually decreased slightly. (see Fig. 72)
Figure 72: Logan Co Multi-Year APQ Positive Parenting Differences

Multi-Year Changes in the Positive Parenting Subscale of the APQ

Figure 73: Logan Co Multi-Year APQ Inconsistent Discipline Differences

Multi-Year Changes in the Inconsistent Parenting Subscale APQ
Strengths & Difficulties Questionnaire:

Based on the problem score created via the Strengths and Difficulties Questionnaire, 2020 data is generally consistent with the previous year (See Figure 75).

2020 data was varied in Pro-social subscale scores. All data shows consistency with most previous years. (See Figure 76).
Finally, the average change in responses in 2020 for the Difficulties Subscale items was consistent with past years. See Figure 77).

**Parent Empowerment Scale:**

Parent Empowerment Scale data in 2020 is very consistent with that of previous year, indicating that parents/caregivers feel more confidence in their ability to provide for their children after finishing the class. (See Fig. 78).
Why Try:

Why Try data from the 2020 evaluation shows slightly lower results in comparison to the previous year. (See Figure 79).

Figure 78: Logan Co Multi-Year Difference in PES Averages

Figure 79: Logan Co Multi-Year Difference in Why Try Averages
Multi-Year Summary: Logan County

Across the past four years of implementation in Logan County, recruitment has risen each year with 2019 being the exception. While classes are still smaller, this trend is encouraging. Overall, participants in The Parent Project have reported an overall increase in family functioning, as well as an increase in parental empowerment, positive parenting, and supervision of their children as well as less parental use of inconsistent discipline overall. On average, parents report more prosocial behaviors in their children and fewer difficulties following participation. Youth who participate in Why Try similarly report increases in positive, resilience-based attitudes and behaviors across with the exception of 2020. This is possibly due to not having enough participants to have a good sampling of data.

Overall Multi-Year Summary

Across Logan County, Preble County, and Butler County, all parents seem to agree that participation in The Parent Project improves the functioning of their family. Though individual outcomes of scales are somewhat inconsistent across time and counties, on average parents appear to report improvement in their parenting skills, either through an increase in positive parenting or a decrease in negative parenting behaviors. They also tend to report that their child is doing better following The Parent Project, whether that is due to an increase in prosocial behaviors or a decrease in difficulties. Additionally, youth in all three counties continue to report that participation in Why Try was associated with an increase in positive attitudes and coping mechanisms. Though data fidelity would be improved through maximizing recruitment in Logan and Preble Counties and continuing to reduce drop-out rates in Butler County, overall the data suggests that the implementation of The Parent Project in all three counties continues to be successful.
Appendix A: Butler County Parent Comments

What I have gained from attending The Parent Project is:

- The SOS & TEASPOT but unfortunately my child still not doing what he is supposed to do no matter how much I try
- Learning I am not alone
- Unity with my husband on how to parent
- A support group and knowing I am not alone
- Better listening, more patience, better focus when my grandson is talking me
- A sense that parenting is hard work and is benefited from support, especially for single parents.
- Support
- Keep calm myself and ask questions
- Better Communication
- Understanding my children more
- How a difference it has make in our lives
- Learned to communicate better
- Better sense of parenting.
- Learning to be patient with my kids and using teaspots and short and sweet
- Learning more effective steps in Disciplining my child now
- New things to try
- Better communication and a more loving and calm home environment
- My child and I want to feel the same
- Learning to be calm

Things that I have observed in my child and in our relationship are:

- I tell him I love him no matter what
- Sometimes worse behavior, sometimes improved. Like he knows better now, at times.
- Still strained but manageable
- I can communicate better
- He's talking more and he has gotten out of his bedroom
- More compliance on his part, more listening on my part.
- Still a work in progress
- Some calming
- More understanding
- We listen to each other more.
- Here feelings and its made us stronger
- That I wasn't listening fully to him
- It's a little better than when we started
- I have started putting my foot down and following through.
- Our house is calmer now
- My daughter is trying
- Closer and better communication
- My child listens better
- I can say I love you more

**What ways can the class be improved?**

None

Making very clear to all attendees they need to keep mics muted and to not talk over anyone or hijack the allotted time.

I would like to know or see the topics and questions the teens are going over during their sessions. This would give us a better understanding of what is fresh on their minds and how we can support them and how we can work together as a family.

More support group time

More current on drugs out there

Put outline of plan more near the beginning of the class.

Some in person socializing

Not sure

I think it was great

Can't get any better

Nothing, it's perfect

None

I think it doesn't need any

Tech Issues??

None

In person

Let parents talk more
Appendix B: Preble County Parent Comments

**What I have gained from attending The Parent Project is:**
We have learned to follow through with our punishments and rewards and to do more as a family

**Things that I have observed in my child and in our relationship are:**
We are communicating more and are making more of an effort to have more time together

**What ways can the class be improved?**
Consider shortening the length
Appendix C: Logan County Parent Comments

What I have gained from attending The Parent Project is:

- sense of calm/I'm not alone
- not much. Already taken parenting class and been in therapy
- resources and connections to other parents
- knowledge of mindset of youth
- ways to control the environment, not child, setting house rules
- overall very important information-we use teaspot
- knowing there are other parents going through similar situations
- teaspot, why other punishments aren't successful, drug lingo

Things that I have observed in my child and in our relationship are:

- talk things through more and using t spot
- we have always had a good relationship
- very similar personalities
- quieter conversations
- He understands there are consequences-teaspot
- watching closely for new symptoms/patterns-help w/diagnosis

What ways can the class be improved?

- In person class
- parents should have option to attend
- better preparation before class
- it was good to me
- this class was awesome to me
- in person classes
- I wouldn't change a thing

Works Cited