

The Parent Project® Final Evaluative Report 2021-2022

Butler, Logan, and Preble Counties, Ohio 2021-2022

Patsy Bolden, Parent Project Coordinator, Catholic Charities Southwestern Ohio

*Kyle Bush, Ph.D. Research and Evaluation Associate, Center for School-Based Mental Health Programs, Miami
University provided consultation and technical assistance*

Table of Contents

Executive Summary	4
Butler County	5
<i>Respondent Demographics</i> 4	
<i>Problem Identification</i> 9	
<i>Family Functioning</i> 10	
<i>Alabama Parenting Questionnaire</i> 12	
<i>Strengths and Difficulties Questionnaire</i> 13	
<i>Parent Empowerment Scale</i> 15	
<i>Why Try</i> 15	
<i>Recidivism & Attendance</i> 17	
<i>Summary & Recommendations</i> 18	
Preble County	19
<i>Respondent Demographics</i> 19	
<i>Problem Identification ...</i> 20	
<i>Family Functioning ...</i> 20	
<i>Alabama Parenting Questionnaire ...</i> 20	
<i>Strengths and Difficulties Questionnaire ...</i> 20	
<i>Parent Empowerment Scale ...</i> 20	
<i>Why Try ...</i> 20	
<i>Summary & Recommendations ...</i> 20	
Logan County	21
<i>Respondent Demographics</i> 21	
<i>Problem Identification</i> 23	
<i>Family Functioning</i> 24	
<i>Alabama Parenting Questionnaire</i> 25	
<i>Strengths and Difficulties Questionnaire</i> 25	
<i>Parent Empowerment Scale</i> 27	
<i>Why Try</i> 28	
<i>Summary & Recommendations</i> 28	
Multi-Year Evaluation	29
<i>Multi-Year Evaluation for Butler County</i>	29
<i>Multi-Year Summary for Butler County</i>	34
<i>Multi-Year Evaluation for Preble County</i>	35
<i>Multi-Year Summary for Preble County</i>	36
<i>Multi-Year Evaluation for Logan County</i>	37

Multi-Year Summary for Logan County.....42
Overall Multi-Year Summary.....43

Appendix A: Butler County Parent Comments.....44
Appendix B: Preble County Parent Comments.....49
Appendix C: Logan County Parent Comments.....50

Works Cited.....51

Executive Summary

The Parent Project, Why Try, and Loving Solutions were implemented in Butler, Preble and Logan Counties during the 2021-2022 school year. This was the 8th year of implementation and evaluation for Butler County, the 7th for Preble County and the 5th for Logan County. Butler County included Loving Solutions parents in their 2020-2021 data.

Overall, results for Butler County demonstrated that all three programs have been effective in the 2021-2022 school year. Despite some mixed results, positive outcomes were generally achieved and it is clear that parents/caregivers feel that they are more effective at handling their children's challenging behaviors. Anger-related problems in their children continued to be the problem most frequently reported by parents by the two counties reporting information this year. Additionally, from the counties reporting data, the vast majority (92.3%) of parents agreed that their family was functioning better following the completion of The Parent Project. The parents reported a decrease in use of inconsistent discipline strategies as well as a decrease in poor supervision, indicating 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.

Results for Logan County also demonstrated that the programs have been effective in the 2021-2022 school year. Most participants (85.7%) reported that their family was doing better as a result 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 the Parent Project classes, they used more consistent forms of discipline and better supervised their children. Participants in Why Try reported improvements in their knowledge and use of positive life skills and coping mechanisms. Overall, parents in Logan County appear to have benefited from their participation.

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. The inclusion of all participants paints a complete picture of those referred to in The Parent Project.

There were 24 parents/caregivers who 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 evaluation of 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. The Why Try Program 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: 96

Parent/Child Dyads: 56

Additional Children (attending with a Parent/Child Dyad): 3

Additional Parents (attending with a Parent/Child Dyad): 10

Completion Status:

Successful Parent/Child Dyad Completions: 47

Dropped Families: 9

No Response (Missing Data): 0

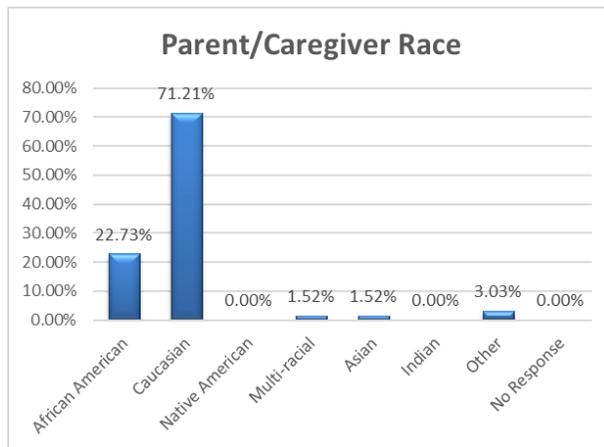
Table 1: Number of sessions completed by Parent Participants in Butler County

Sessions Completed	#
0 sessions	0
1 session	3
2 sessions	0
3 sessions	2
4 sessions	2
5 sessions	1
6 sessions	0
7 sessions	2
8 sessions	10
9 sessions	19
10 sessions	15
(No response; Missing data)	0
	56

Parent/Caregiver Demographic Information:

Parent/caregiver respondents were between the ages of 21 and 76 years old, predominantly female (75.76%), White (71.21%, see Figure 1), non-Hispanic/Latino (94.4%), and (1.5%) reported they had Americans with Disabilities Act (ADA) status (93.9% 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 71.2% of the population listed as White¹. Almost fifty percent (44.4%) of caregivers reported having 2 adults in the household, with the highest number of adults in one household listed at 4. The majority have some college or a college degree (see Figure 2). Church/Faith Based Attendance responses were primarily equally distributed except for the answer “Sometimes”, between the 4 response options. (see Figure 3).

Figure 2: Butler Co P/C Education Level

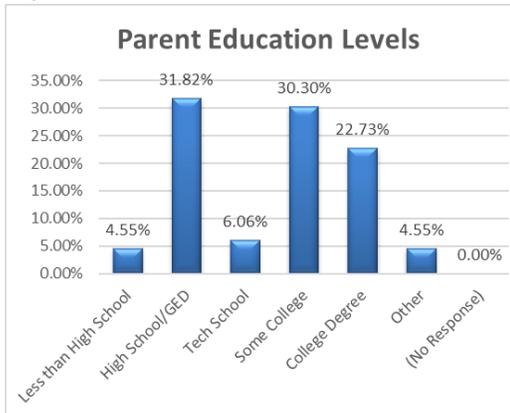
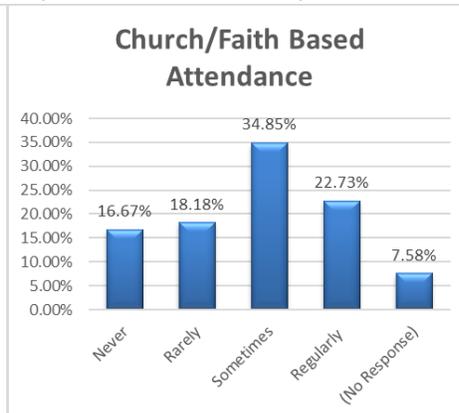


Figure 3: Butler Co P/C Religious Attendance



Well over half (66.6%) 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 \$69,023 per year¹.

Table 2: Household Income

Income Level	Number of Respondents
Less than \$10,000	9
\$10,000 - \$19,999	6
\$20,000 - \$29,999	5
\$30,000 - \$39,999	8
\$40,000 - \$49,999	8
\$50,000 - \$59,999	1
\$60,000 - \$69,999	5
\$70,000 or more	10
No response	2
Total	54

Child Demographic Information:

The largest percentage of children from Butler County (19.8%) of Parent Project (Sr. & Jr.) participants came from the Hamilton City School District. A total of 9 Butler County school districts were represented (see Table 3). Non-Butler County school districts came from the following counties: Logan (2), Franklin (17), Union (2), Richland (2), Boone (1) and Hamilton. Non-Butler County participants attended virtual programming. A large percentage of non-Butler County participants consisted of a group of foster parents from Franklin County who attended a virtual Loving Solutions class. The majority of Why Try youth participants (70%) were court referred and (7) youth participants were self-referred.

Table 3: Butler Co School Districts

School Districts	Participants Represented
Edgewood	5
Fairfield	8
Hamilton	19
Lakota	8
Madison	2
Middletown	14
Monroe	5
New Miami	0
Ross	9
Talawanda	1
Online Public School	0
Other: Non-Butler County	25
No Data	
Total	96

Children who participated in The Parent Project in Butler County were mostly White (80%), African-American was (10%) (see Figure 4), not Hispanic or Latino (100%). We had an almost equal percentage of male (53.3%) vs female (46.6%) children participate this year. Only (13%) of the children were reported to have an ADA status (the ADA status reported was mental impairment). The ages of child participants ranged from 11 to 18 years old. At referral, children were in varying grades, with 9th grade having the highest percentage (36.6%), (see Figure 5). By continuing to have the Loving Solutions class in Butler County it continues to draw in parents' of younger children to receive our services, compared to years before Loving Solutions was added.

Figure 4: Butler Co Child's Race

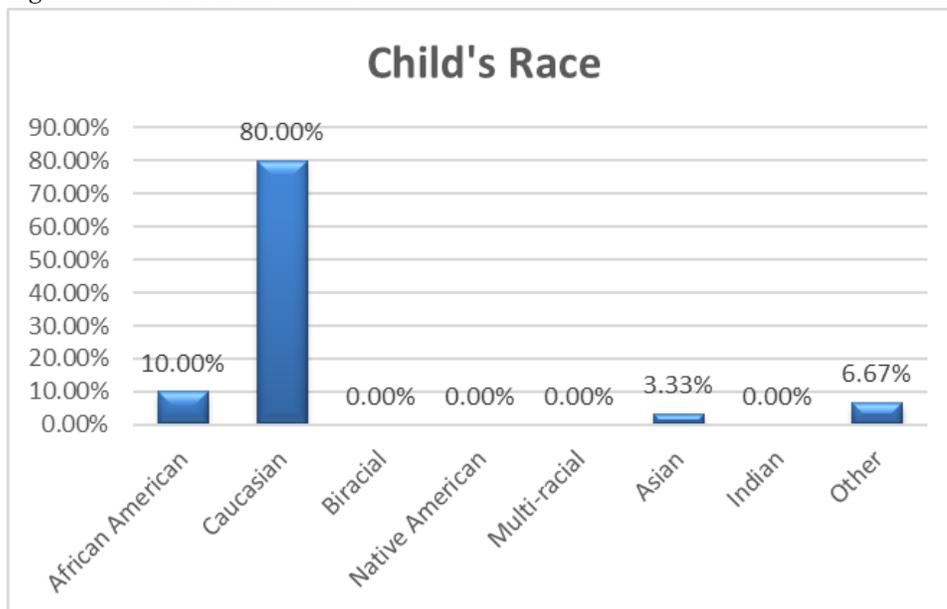
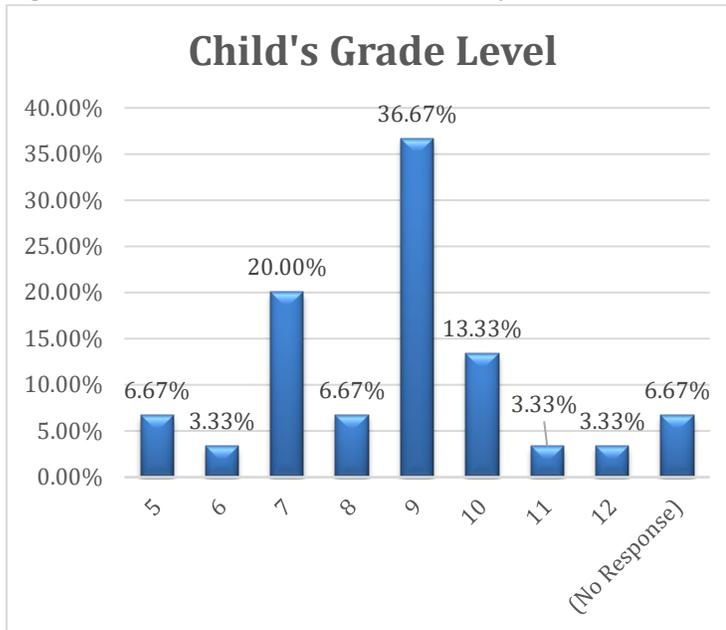


Figure 5: Butler Co Child's Grade Level at Referral



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 reported by the parents’ as the #1 problem by a significant gap in comparison to the next reported issue, “Depression”. “Disruptive Behavior” and “Fights and Arguments” were what the majority of parents felt was their 2nd foremost problem in their child’s life. The post class numbers show a reduction in the “Anger/Rage” and “Depression” categories. (See Figures 6 & 7)

Figure 6: Butler Co Problem Identification Pre

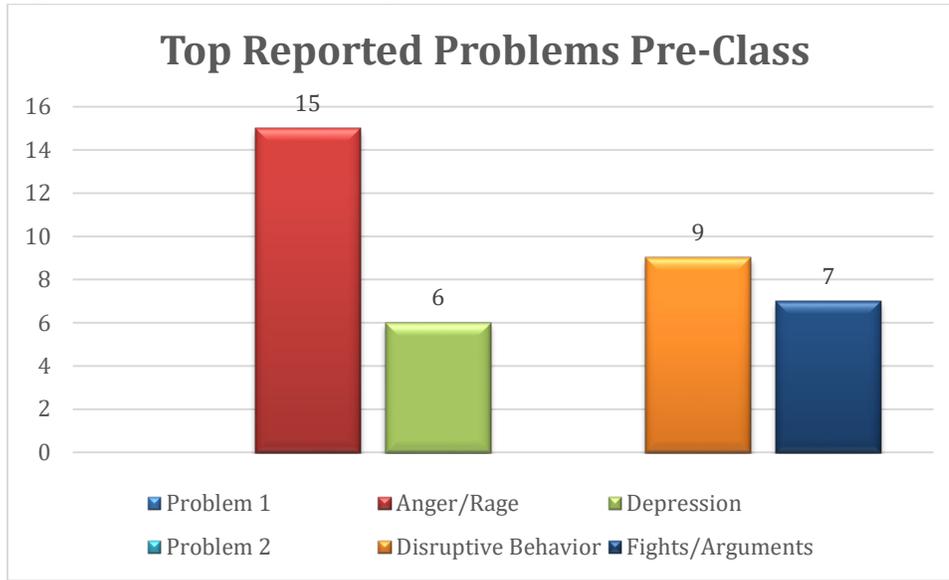
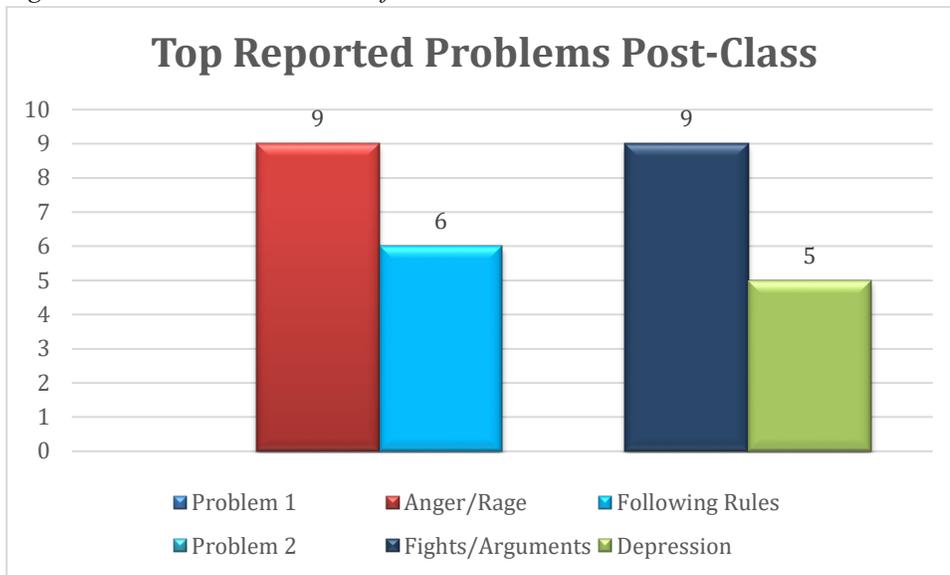


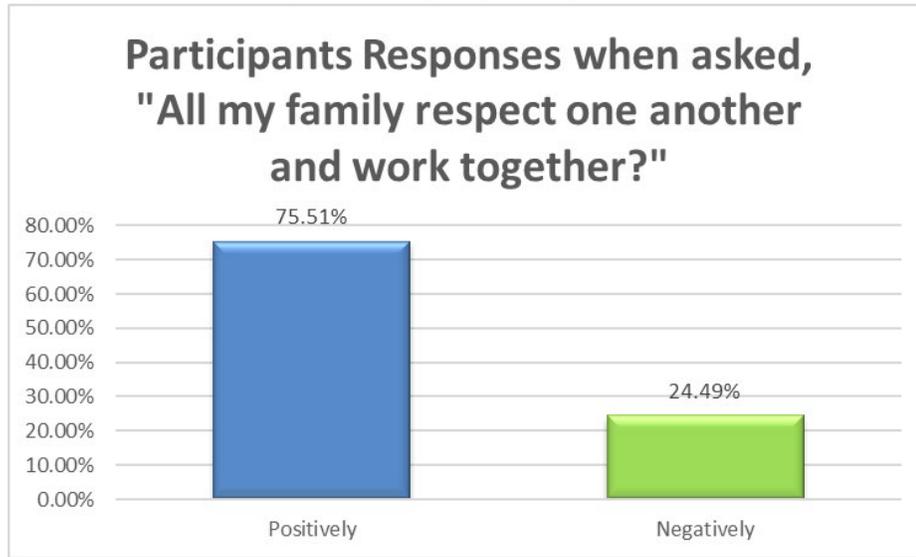
Figure 7: Butler Co Problem Identification Post



Butler County Family Functioning:

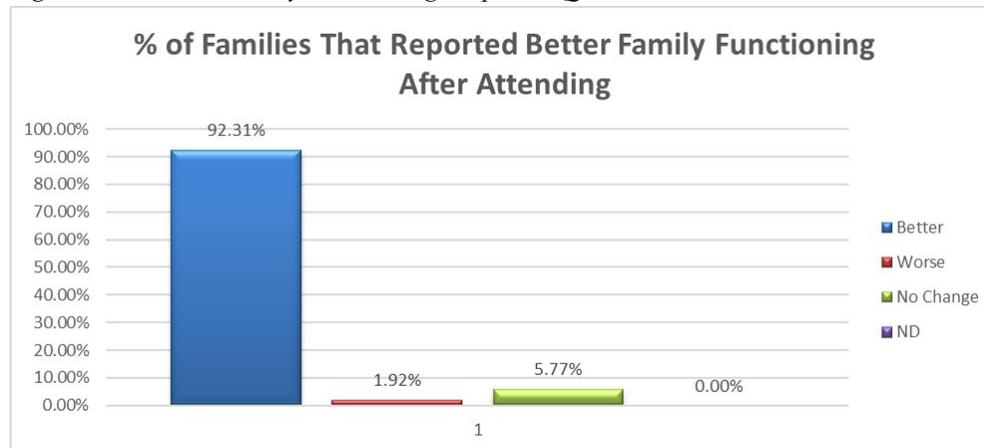
The Parent Project evaluation asks one question before and after program participation and another question post class to determine family functioning. The first question provides a five-point scale (Strongly Agree to Strongly Disagree). Participants indicate how much they agree with the statement “All 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. Most of the participants, (75.5%) responded positively (Fig. 8).

Figure 8: Butler Co Family Functioning Responses Question 1



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. The vast majority of participants (92.3%) stated that their family was doing better after completing class. (Fig. 9).

Figure 9: Butler Co Family Functioning Responses Question 2



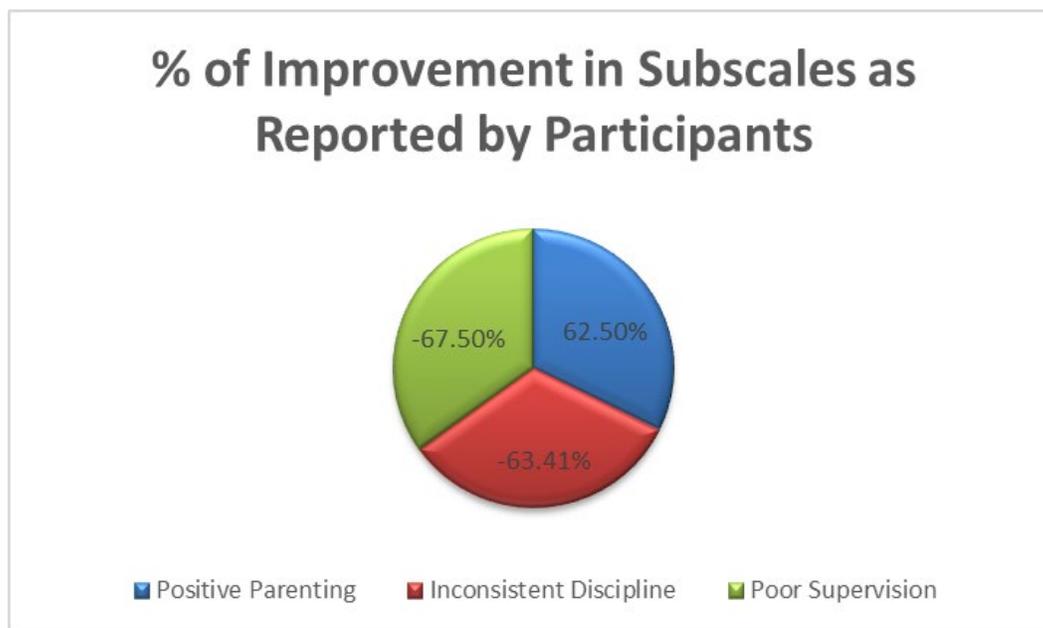
Taken together, these questions demonstrate that, overall, participants feel that their family is functioning better after their participation in The Parent Project. Changes in ratings from pre to post-test, the number of individuals agreeing with the family functioning statement, and the number of participants stating their family is doing better after the program indicate that the families are experiencing positive implications 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 65.5%, which indicates positive movement in the desired direction. The Poor Supervision subscale decreased by 67.5%, demonstrating that there was improvement in the parent/caregiver and child interaction following The Parent Project. Finally, the responses to the Inconsistent Discipline subscale also showed improvement from pre-test to post-test by decreasing 63.4%. 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”. Over half the class reporting that they are handling things differently by the end of the Parent Project is actually a very good indicator of the participants turning their lives around as we have only had them once a week for a combined total of 26 hrs.

Figure 10: Butler County APQ-SF Reported Percentage of Change



Butler County Strengths & Difficulties Questionnaire:

The Strengths and Difficulties Questionnaire assesses children’s behavior. This assessment tool is made up of five subscales, with the most relevant subscale to our project being the Prosocial Behavior subscale. It asks parents/caregivers to report on the positive behaviors of their children and contains 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) -(These scores are shown in Fig. 14 below). All questions are based on a scale of 0 (Not True) to 2 (Certainly True). Responses for the Prosocial subscale should increase from pre to post, whereas responses to the other four subscales should be lower.

For Butler County, the Prosocial Behavior subscales show positive change scores in four out of the five questions (see Figure 11). Overall, this indicates that change in prosocial behaviors, as noticed by parents/caregivers, was on the positive side. The statement “Often offers to help others” shows the biggest change score of the Prosocial Scale with “Considers other's feelings”, a close second in the amount of change. On average, a change score of -.05 was seen in the other four subscales (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 and then stating “Not True” at post-test.

Figure 11: Butler Co Strengths & Difficulties Questionnaire Prosocial Subscales

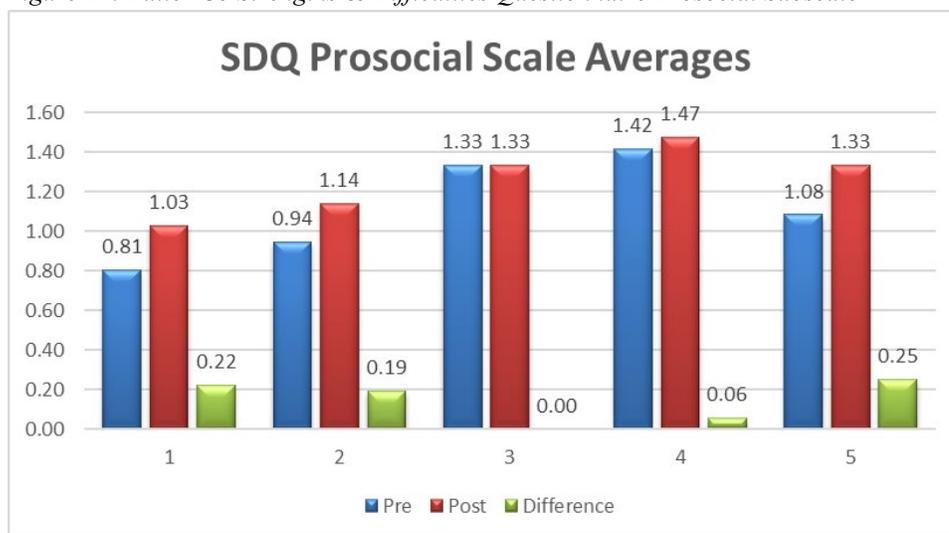


Figure 12: Butler Co Strengths & Difficulties Questionnaire Average Responses (Part 1)

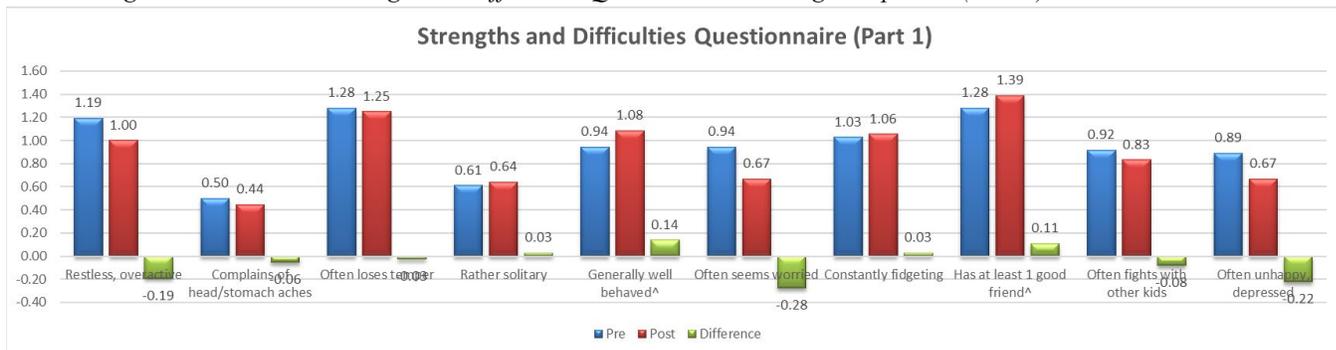
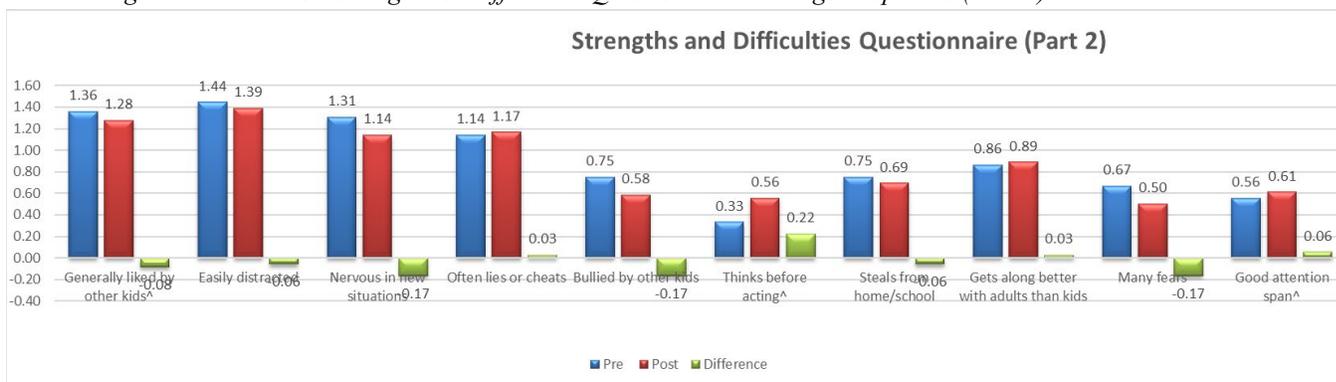
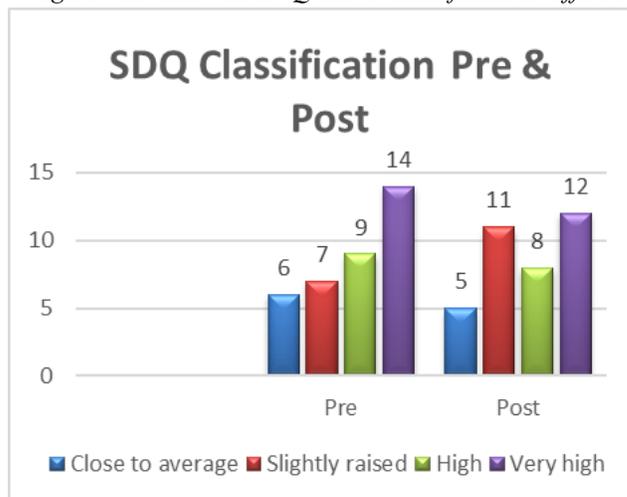


Figure 13: Butler Co Strengths & Difficulties Questionnaire Average Responses (Part 2)



When examining the SDQ general difficulties score, (see Fig. 14) the “Very High” and “High” decreased with the majority being in the “Slightly High” by the end of the program.

Figure 14: Butler Co SDQ Score Classification Differences



Butler County Parent Empowerment Scale:

This section 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 largest difference in scores came from the statements “I am able to get information to help me better understand my child” and “I understand how to access community resources for my child”. This would indicate that parents felt better equipped to handle the difficulties or challenges that come with raising their children and were more confident reaching out for help after completing the program. (see Figure 15 and 16).

Figure 15: Butler Co Average Responses to the Parent Empowerment Scale (Part 1)

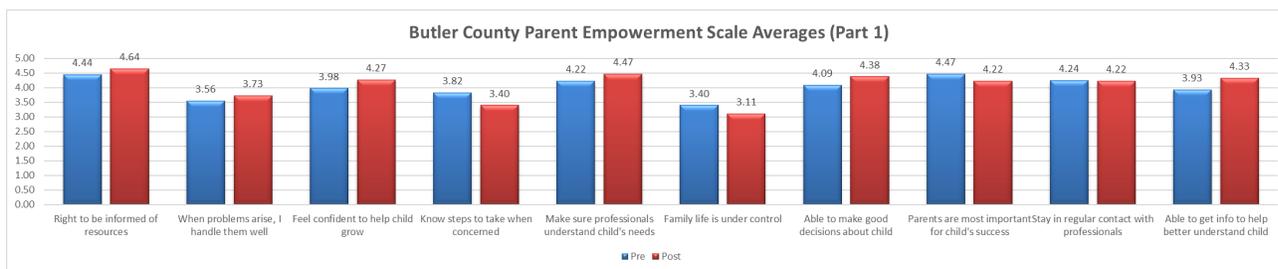
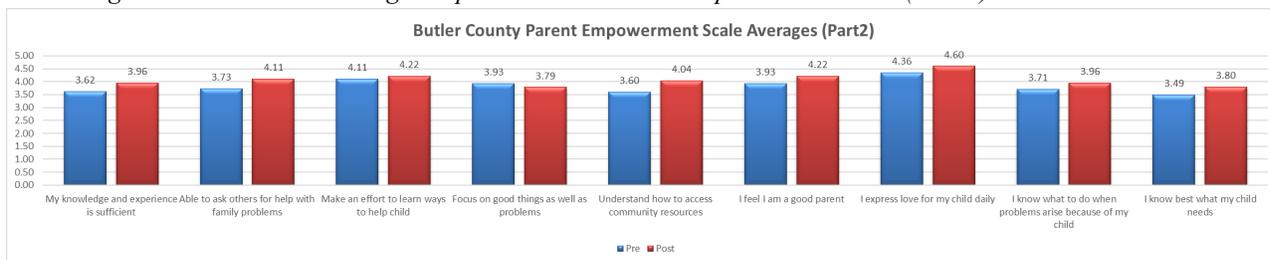


Figure 16: Butler Co. Average Responses to the Parent Empowerment Scale (Part 2)



Butler County Why Try:

The Parent Project not only teaches parents and caregivers better skills in coping with challenging behaviors, 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 10.5 points and an average change per question of .4. (See Figures 17, 18 & 19). This would indicate that the participants in Why Try experienced positive changes in their behavior. Both scores are considerably higher than last year's results. The statements with the greatest increase in agreement include “I let other people help me when I have a problem” (.8) and “I feel I have a lot of adults that care about me.” (.8). 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 approaches to day-to-day challenges.

Figure 17: Butler Co Why Try Assessment Average Responses (Part 1)

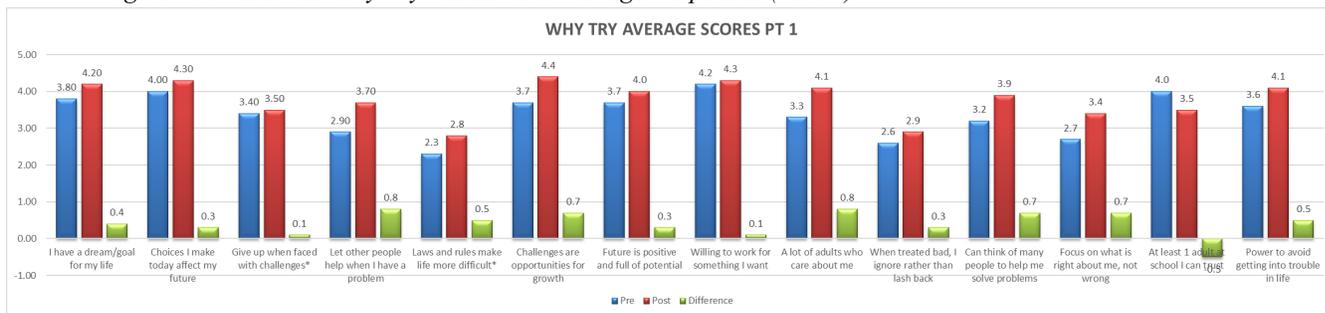


Figure 18: Butler Co Why Try Assessment Average Responses (Part 2)

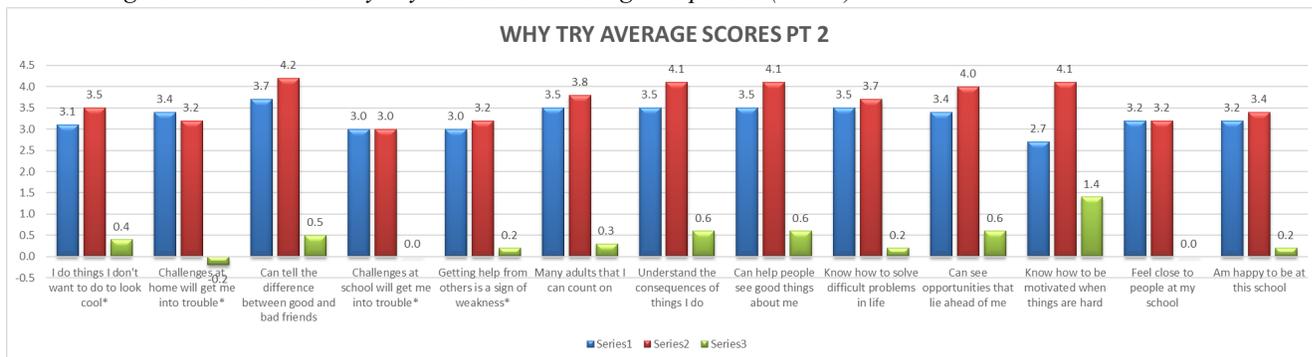
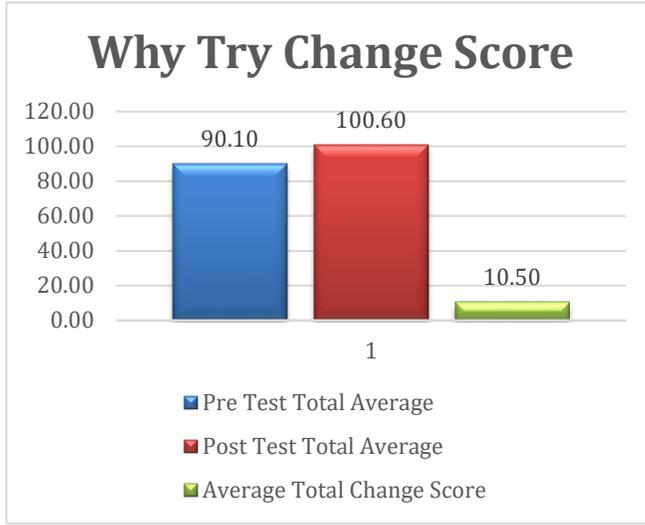


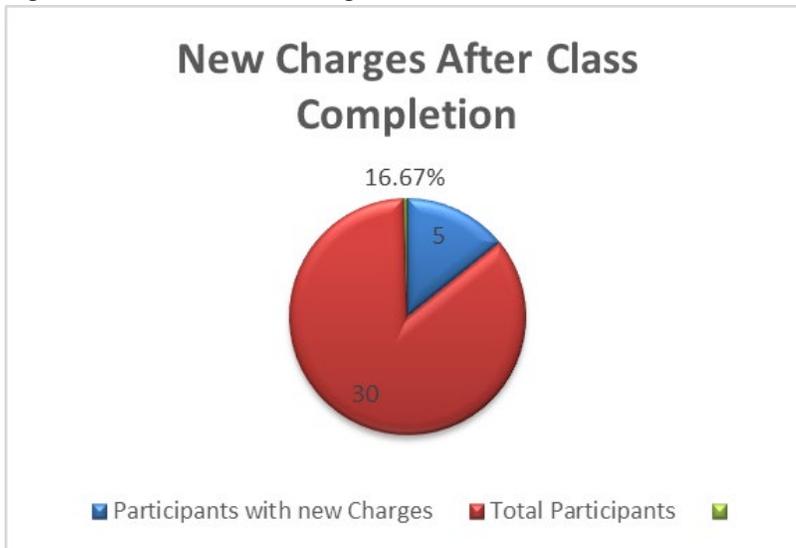
Figure 19: Butler Co Why Try Change Score Average



Butler County Recidivism & Attendance:

Data from Butler County Juvenile Court shows that only five of the thirty youth participants, had additional court involvement following the completion of our 10-week Parent Project/Why Try program. Three of the five youths with additional court charges, had parents who did not complete the program. (Fig. 20).

Figure 20: Butler Co New Charges Data



Butler County attendance data was not available in 2021-2022 programming.

Butler County Summary & Recommendations:

The 2021-2022 implementation of The Parent Project, Why Try, and Loving Solutions has been successful. Anger-related problems and “Depression” were the problems most frequently reported by parents in their children. The Parent Project participants reported a consistent decrease upon completing the class in reports of problems associated with anger, home, school, and depression within their children. We did not see as many reports of depression as we have in the past, similar to last year. Additionally, the vast majority (92.3%), of parents agreed that their family was functioning better following the completion of The Parent Project. The parents reported a decrease of inconsistent discipline strategies as well as a decrease in poor supervision. Parents’ confidence in handling the challenges associated with parenthood did appear to increase across the board over the course of The Parent Project. Finally, the youth participating in Why Try demonstrated positive change towards resilience-based values and attitudes.

The results demonstrate that the programs are having a positive impact on both adult and youth participants. Butler County demonstrated success obtaining completed pre/post-test participant data which has allowed for more meaningful interpretation of results across all 2021-2022 classes when compared to previous years.

Preble County Respondent Demographics:**Number of Respondents and Program Status:**

Total Respondents: 3

Parent/Child Dyads: 1

Additional Children (attending with a Parent/Child Dyad): 0

Additional Parents (attending with a Parent/Child Dyad): 1

Completion Status:

Successful Parent/Child Dyad Completions: 0

Dropped Families: 1

No Response (Missing Data): 0

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

Sessions Completed	#
9 sessions	0
10 sessions	1

Parent/Caregiver Demographic Information:

Of the Preble County parents/caregivers, two were White, and both identified as Non-Hispanic/Latino. Both respondents were female and reported obtaining a High School/GED. No parents reported having an ADA nor being a veteran this year. Both participants reported they had one adult per household and had annual incomes of less than \$10K. Both participants' incomes fell below the median income reported by The U.S. Census Bureau in Preble County of \$61,339 (2020)². Additionally, census data indicates that Preble County is 96.7% White and 1.1% Hispanic or Latino². The participants in Preble County's implementation of The Parent Project reflect the demographic makeup of Preble County overall. The responses to the attending faith-based services item were reported as one participant saying "rarely", and the other saying "sometimes".

Child Demographic Information:

One child did attend the first class from Eaton school district but then could not continue due to going to residential treatment the next week. He was male and Non-Hispanic or Latino, White, no ADA Status reported for him and was 12 years of age.

Preble County Problem Identification:

No Data

Preble County Family Functioning:

No Data

Preble County Alabama Parenting Questionnaire Short Form:

No Data

Preble County Strengths & Difficulties Questionnaire:

No Data

Preble County Parent Empowerment Scale:

No Data

Preble County Why Try:

No data

Preble County Summary & Recommendations:

It is recommended that Preble County work collaboratively with other Parent Project partners to design effective procedures 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.

Logan County Respondent Demographics:

Data summarized in this report includes all 11 participants.

Number of Respondents and Program Status:

Parent/Child Dyads: 4

Additional Parents/Caregivers (attending with a Parent/Child Dyad): 3

Additional Children (attending with a Parent/Child Dyad): 0

Completion Status:

Successful Parent/Child Dyad Completions:4

No Response (Missing Data): 0

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

Sessions Completed	#
7 sessions	0
8 sessions	3
9 sessions	0
10 sessions	8
Total	11

Parent/Caregiver Demographic Information:

All of Logan County parents/caregivers who provided demographic data were white this year. All parents/caregivers reported non-Hispanic/Latino as their ethnicity. Three were male and four were female. Four participants obtained their high school diploma or GED, one finished tech school and one reported no diploma for high school and another chose not to report. (see Fig. 31). Most participants reported living in households with two adults, but one reported having just one adult in the household. All but one of the participants reported their annual income as less than the U.S. Census Bureau's median income for Logan County reported by (\$60,417 2020)². Additionally, census data indicate that Logan County is 94.3% White and 2.1% Hispanic or Latino². The results of the respondents reporting attending faith-based services were very low. Only one respondent reported going regularly (See Fig 32).

Figure 31: Logan Co Parent/Caregiver Education Level

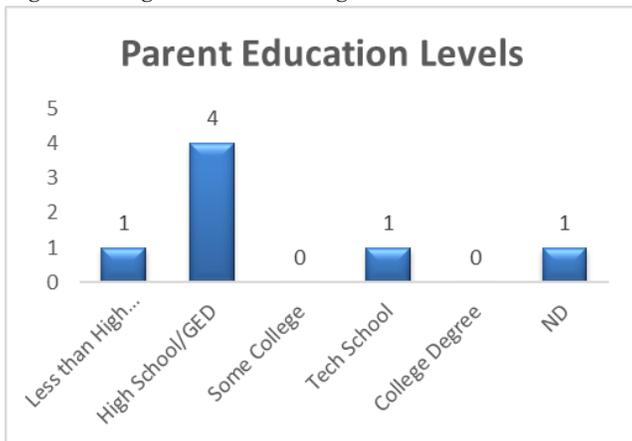
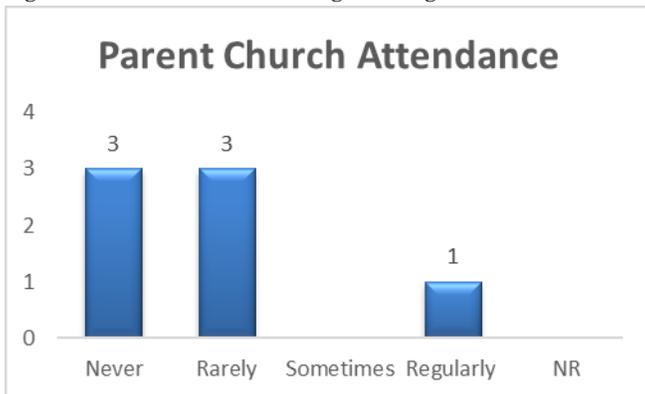


Figure 32: Butler Co Parent/Caregiver Religious Service Attendance



Child Demographic Information:

Children of participants in The Parent Project represented one school district, Bellefontaine City. Two participants were male and one was female. One also reported as other. Three children with demographic data were White and one was reported as multi-racial for race. Three were Non-Hispanic/Latino and one was Hispanic/Latino. One participant was reported as having a mental disability. Participants were in the 8th, 10th, 11th and 12th grades. Two participants were 13 yrs. old, one was 16 and one was 17 (see Figures 33 & 34).

Figure 33: Logan Co Child Grade Levels



Figure 34: Logan Co Child Ages



Logan County Problem Identification:

When asked to list problem behaviors, Logan County parents/caregivers listed numerous different problems (see Fig. 35). “Fights/Arguments” and “Anger/Rage” were equally listed as the parents’ #1 most reported problem on the Alabama Parenting Questionnaire, “Depression” and “Following Rules” were reported for the second most common issue pre-class. Post class the two top reported problems were “Drugs/Alcohol” and “Dating”. (see Fig. 36) This suggests that even after The Parent Project, the parents involved in the program felt they still had significant challenges with their children.

Figure 35: Logan County Problem Identification Pre

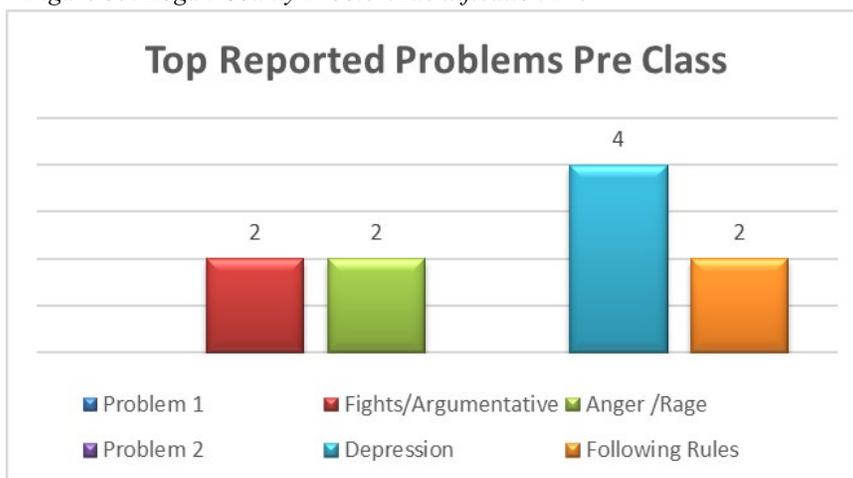
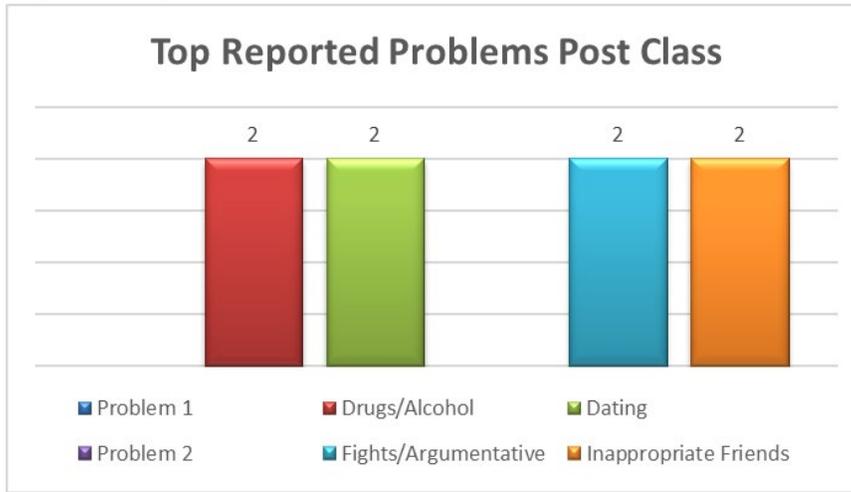


Figure 36: Logan County Problem Identification Post

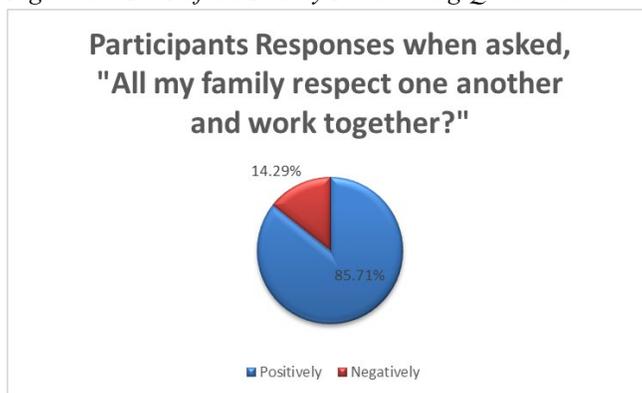


Logan County Family Functioning:

The Parent Project evaluation asks two questions to determine family functioning before and after program participation. Participants are asked to indicate how much they agree with the statement “All my family respect one another and work together for the good of our family” on a five-point scale (Strongly Agree to Strongly Disagree). Only responses from the participants that provided pre and post answers were analyzed to get the % of change. Most of the participants, (85.7%), indicated they felt there was an improvement in family functioning. (see Fig.37).

In addition to their agreement with the above statement, most of the families who completed the family functioning measure following the Parent Project indicated that their family is doing “better”. (71.5%) These results indicate that The Parent Project is having the intended effect on participant families and how they function in the home.

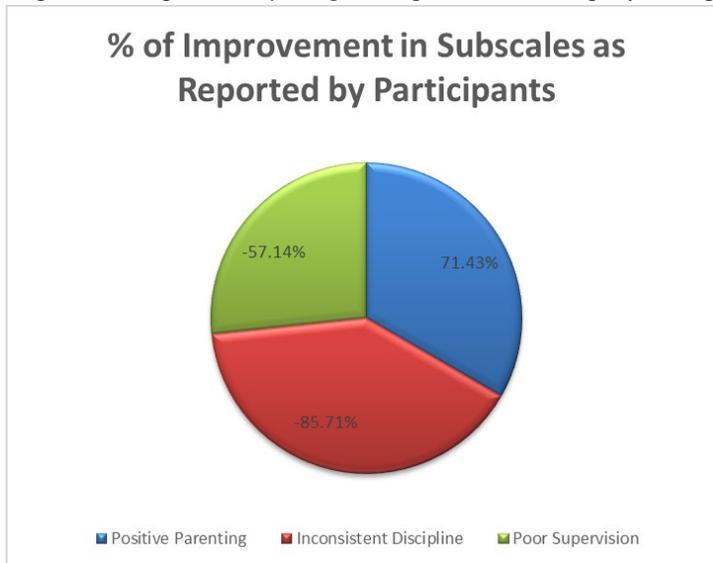
Figure 37: Pt. 1 of the Family Functioning Questions



Logan 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. The Inconsistent Discipline and Poor Supervision subscales were reported to have decreased also, indicating positive impacts. Parents/caregivers found they were most successful at reversing “Your child talks you out of being punished after they have done something wrong” as well as doing better with “Your child stays out in the evening after the time they are supposed to be home”. In summary, the Alabama Parenting Questionnaire Short Form demonstrated positive outcomes in parenting skills, with the most improvement being made in Inconsistent Discipline. (See Fig.38)

Figure 38: Logan County APQ-SF Reported Percentage of Change



Logan County Strengths & Difficulties Questionnaire:

Data from the Strengths and Difficulties Questionnaire from parents/caregivers in Logan County demonstrate the success in achieving the outcomes set forth by The Parent Project. The majority of the responses on the Prosocial Behaviors Subscale increased (.04 points) from pre-test to post-test, with the exception of “Often offers to help others” (see Figure 39). The responses to the remaining questions show both increases and decreases in problem behaviors (see Figures 40 & 41). These results indicate a strengthening in children’s prosocial behaviors but still some room for improvement with some problematic behaviors.

Figure 39: Logan Co Prosocial Subscale Response Average

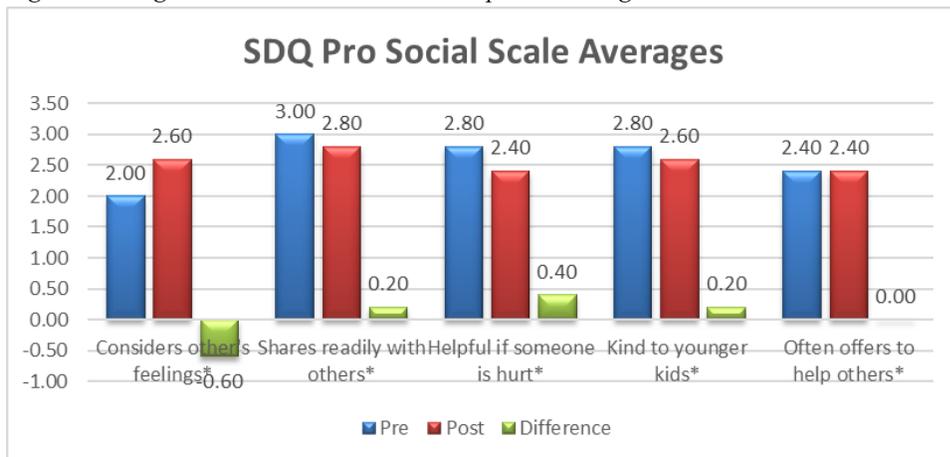


Figure 40: Logan Co SDQ Response Averages (Part 1)

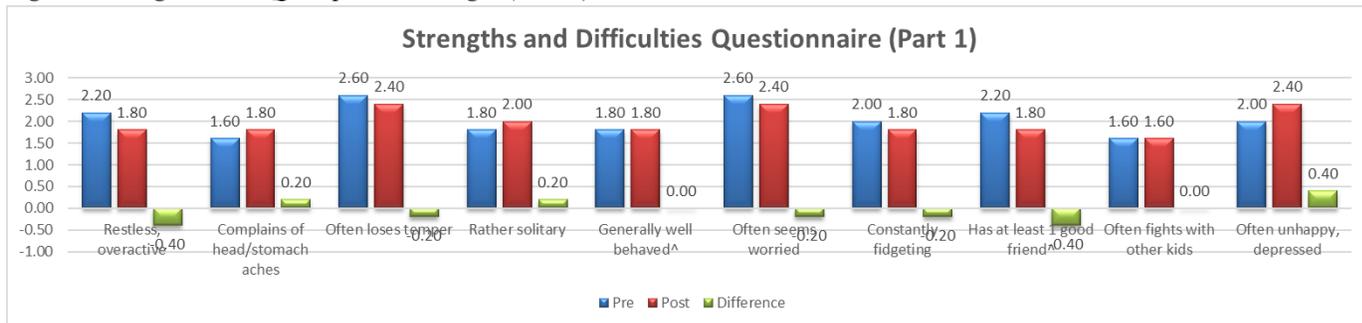
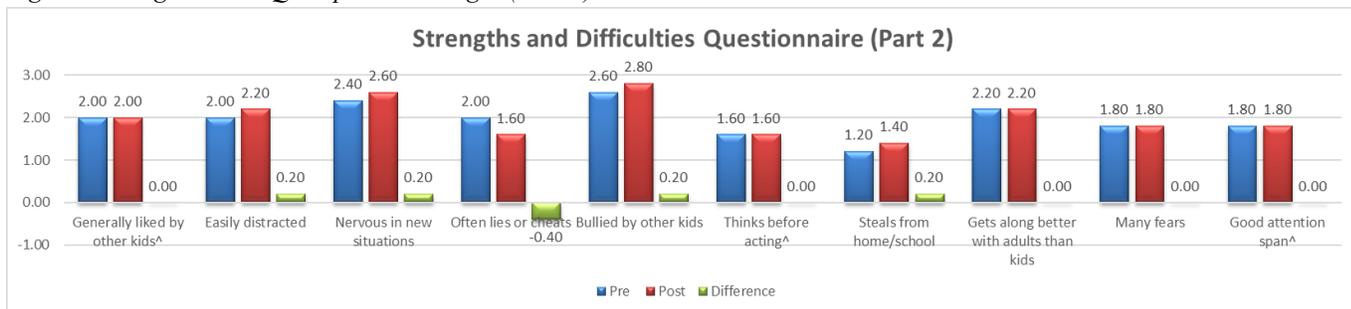
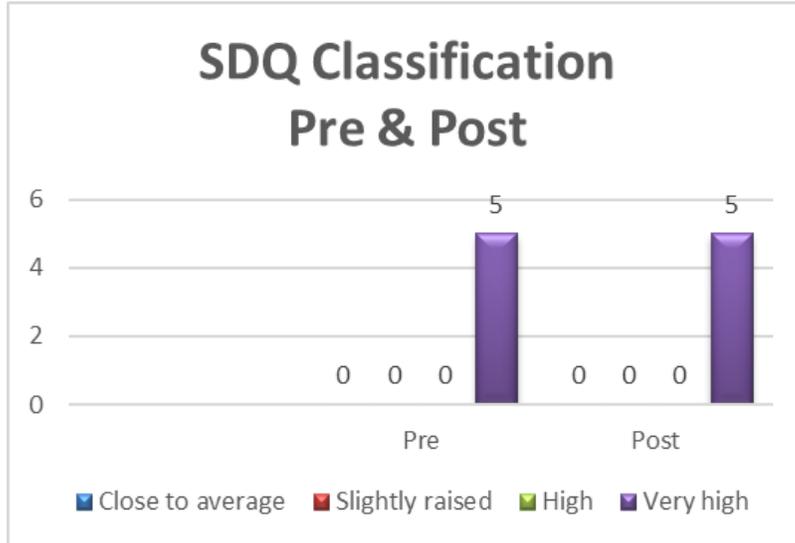


Figure 41: Logan Co SDQ Response Averages (Part 2)



The individual classification scores remained in the very high range but the actual scores did indicate some improvement within that range. While this may suggest a decrease in problem behaviors, it is likely that participants may benefit from additional supportive interventions. (see Figure 42).

Figure 42: Logan Co SDQ Problem Behavior Classification



Logan County Parent Empowerment Scale:

From their responses parents/caregivers in Logan County indicate that they felt more skilled as parents. 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 43 & 44). Average responses increased by 0.68, meaning that respondents agreed that they feel more empowered and knowledgeable as parents after completing The Parent Project as compared to before.

Figure 43: Logan Co Parent Empowerment Scale Average Responses at Pre- and Post-Test (Part 1)

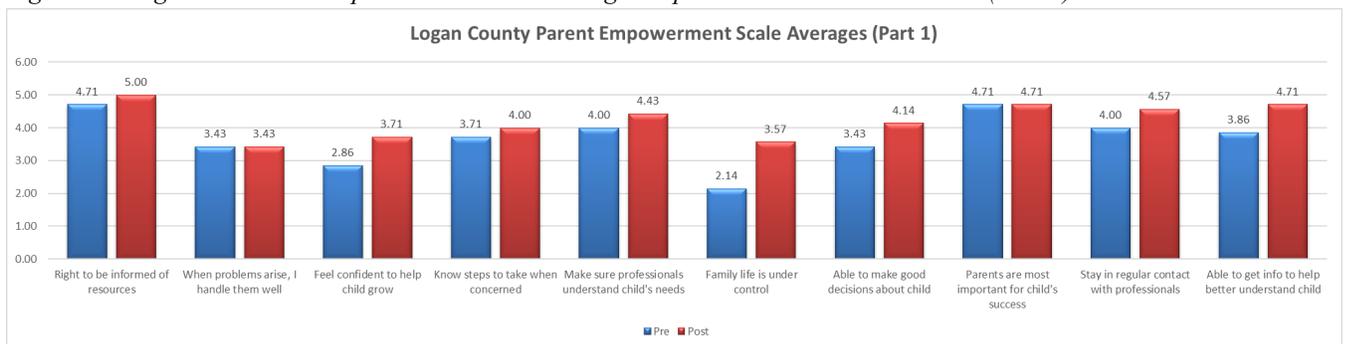
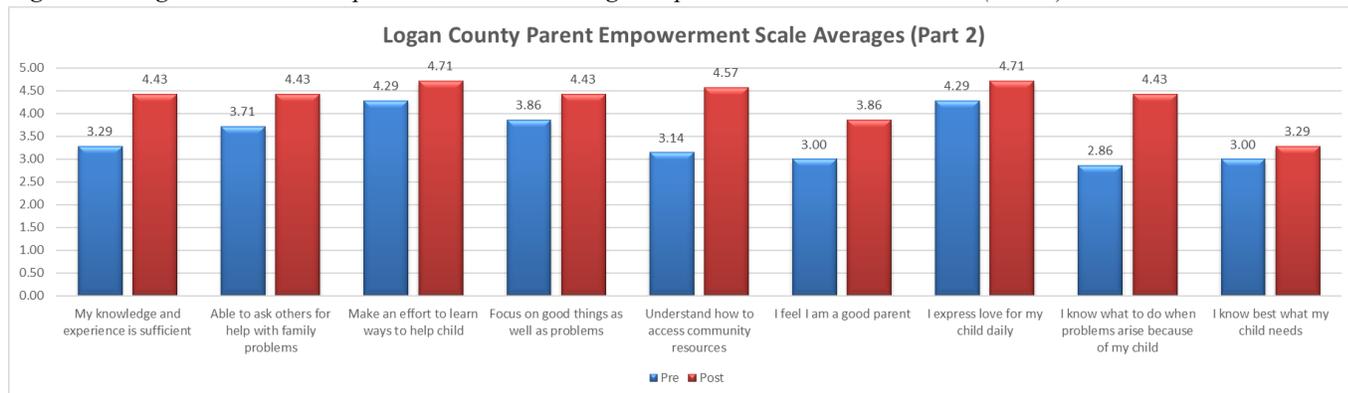


Figure 44: Logan Co Parent Empowerment Scale Average Responses at Pre- and Post-test (Part 2)



Logan County Why Try:

No pre/post data available. While Logan County had four students successfully complete the Why Try Program no pre/post assessment data was available.

Logan County Summary & Recommendations:

Overall, it appears that both parents/caregivers and young people were demonstrating some positive outcomes. A high percentage (85.7%) of participants reported that they felt there was more respect demonstrated overall in their families after completing 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 of day-to-day difficulties. Parents also reported that following Parent Project classes, they used more consistent forms of discipline and better supervised their children.

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)

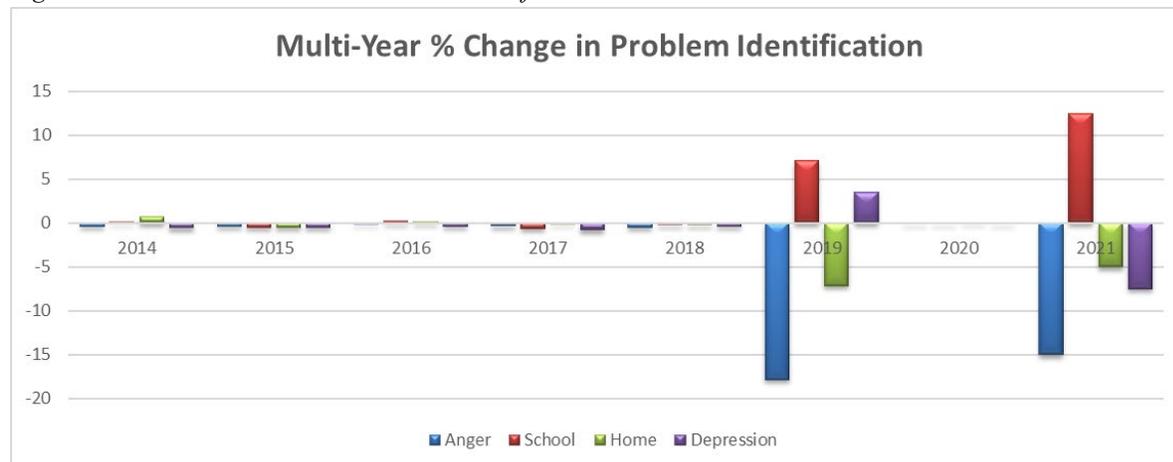
2020: 61 Participants (13 did not finish) – 79% retention

2021: 96 Participants (23 did not finish) - 76% retention

Problem Identification:

2021 data offered varied responses in problem behaviors than in years past. (See Figure 47)

Figure 47: Butler Co Multi-Year Problem Identification



Family Functioning:

Family functioning data in Butler County was fairly consistent from 2015-2018. The data rose each year peaking in 2020 with 83% of participants reporting “Respect” in the family and remains high in 2021 with 75.50%. 2014 continues to be the peak year. (See Figure 48). In the assessment of “How is My Family Doing”, over 90% of respondents reported improvement in family functioning in 2020 and 2021. (See Figure 49).

Figure 48: Butler Co Multi-Year Family Functioning Differences

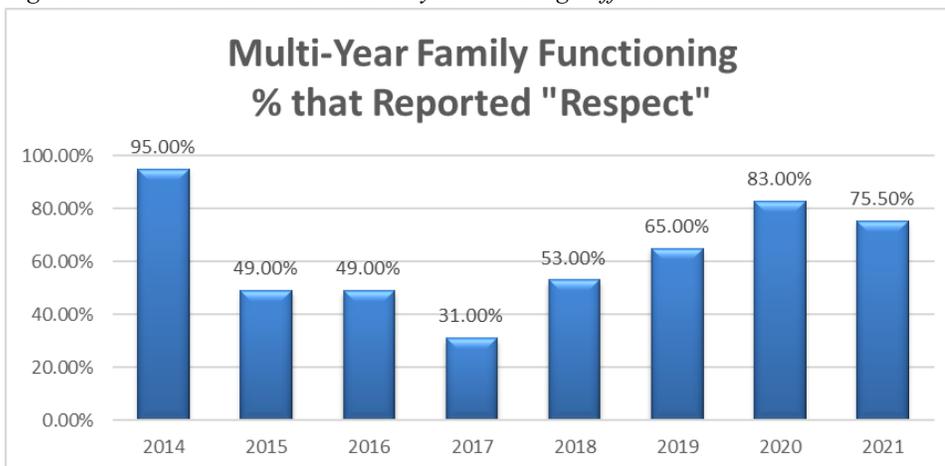
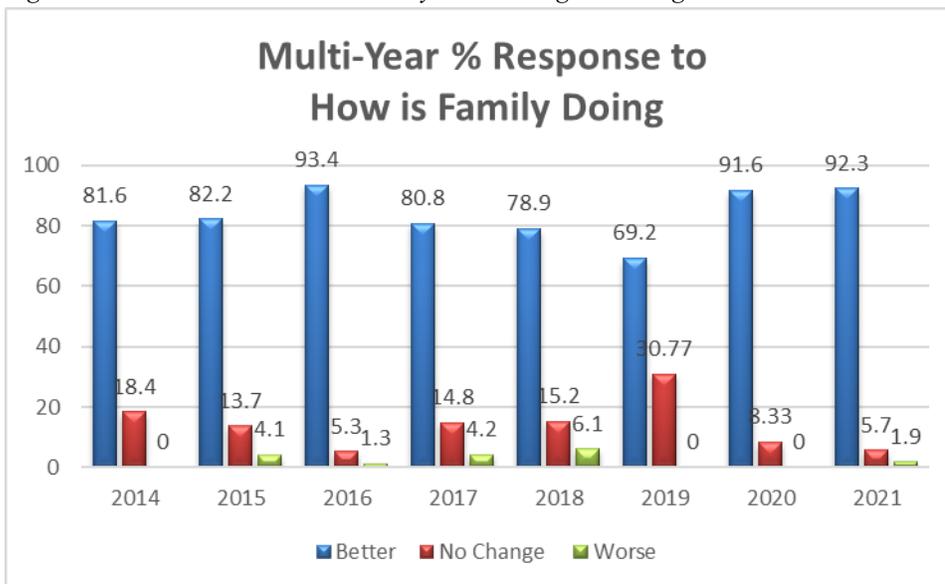


Figure 49: Butler Co Multi-Year Family Functioning Percentages



Alabama Parenting Questionnaire:

The pattern of the Alabama Parenting Questionnaire subscale data for 2021 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 is possibly 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

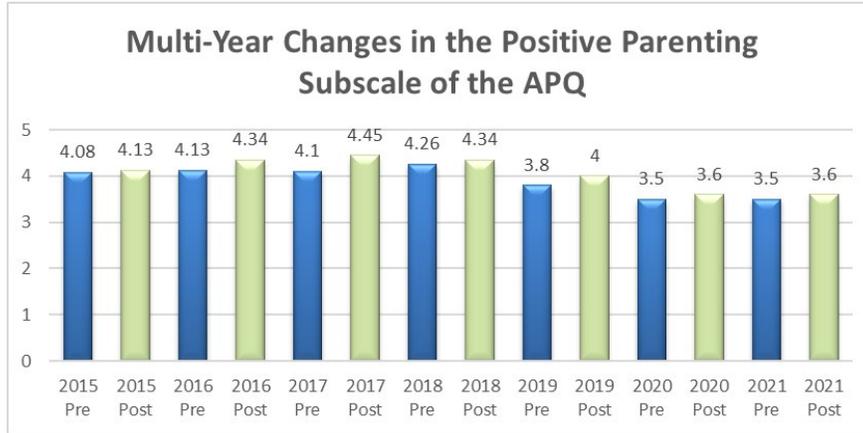


Figure 51: Butler Co Multi-Year APQ Inconsistent Discipline Average Responses

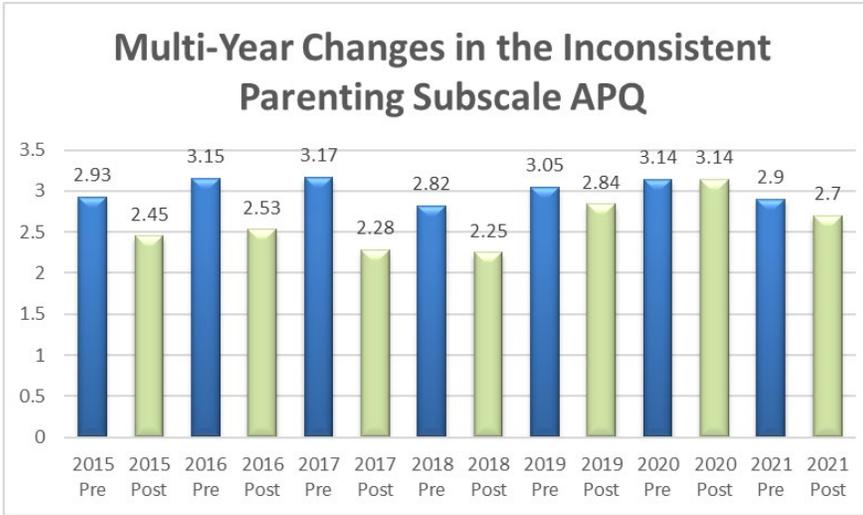
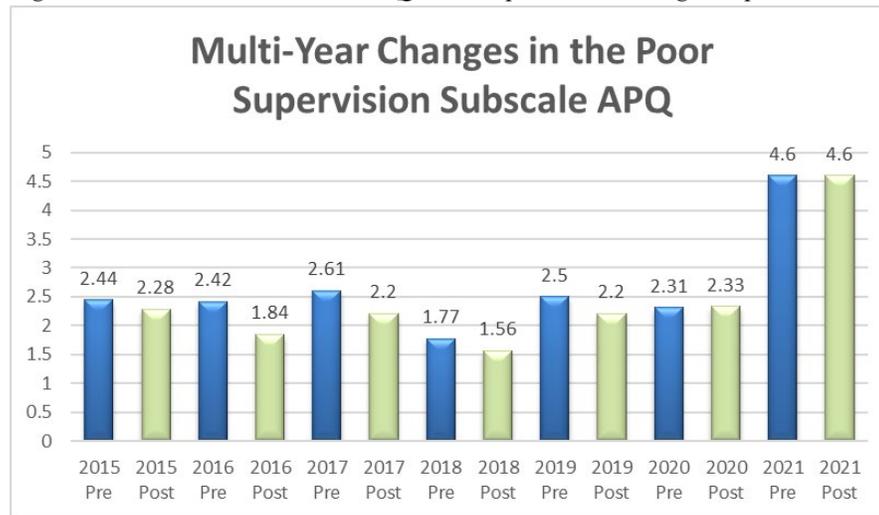


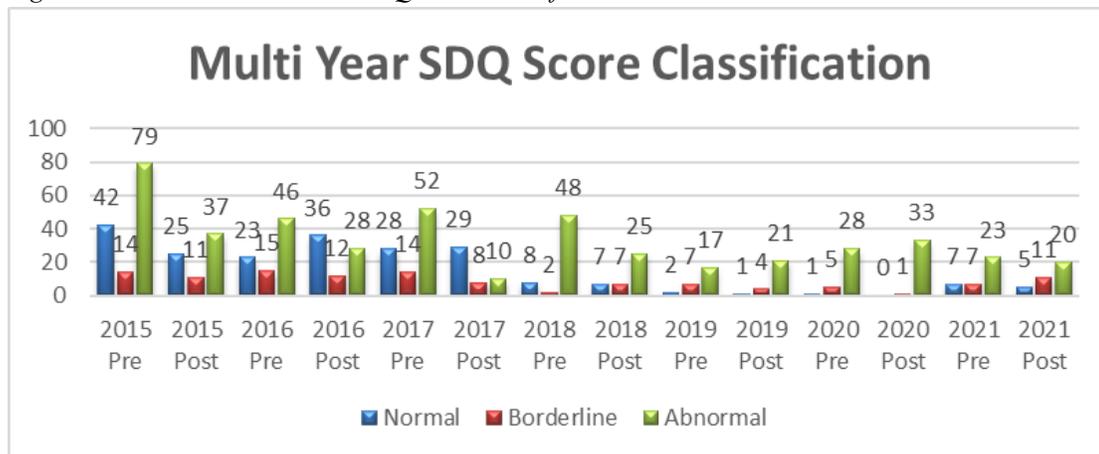
Figure 52: Butler Co Multi-Year APQ Poor Supervision Average Responses



Strengths & Difficulties Questionnaire:

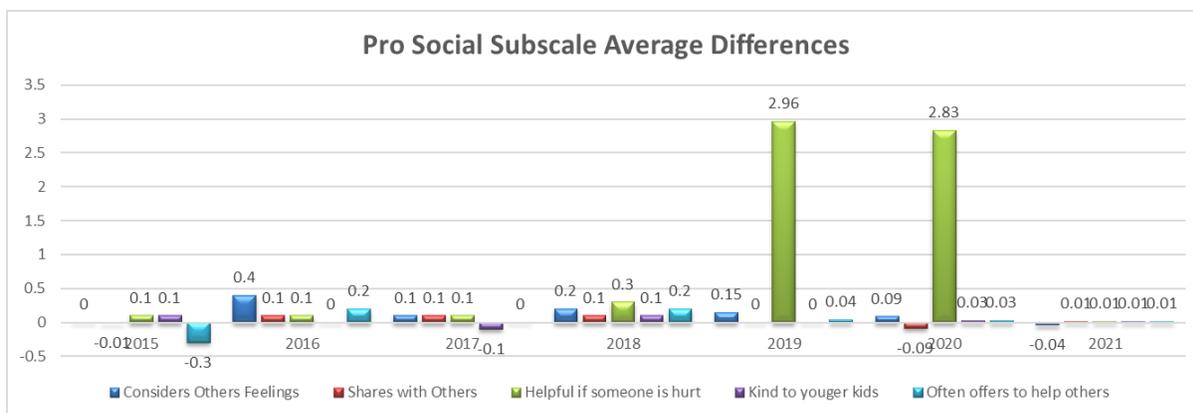
Compared to previous years, the 2021 evaluation year shows similar movement from “Abnormal” to “Borderline” or “Normal” to previous years. (See Figure 53). Current 2021 SDQ data was converted to previous classification scheme for the sake of comparison (those classified as “High” and “Very High” were combined into the single category of “Abnormal”).

Figure 53: Butler Co Multi-Year SDQ Score Classification



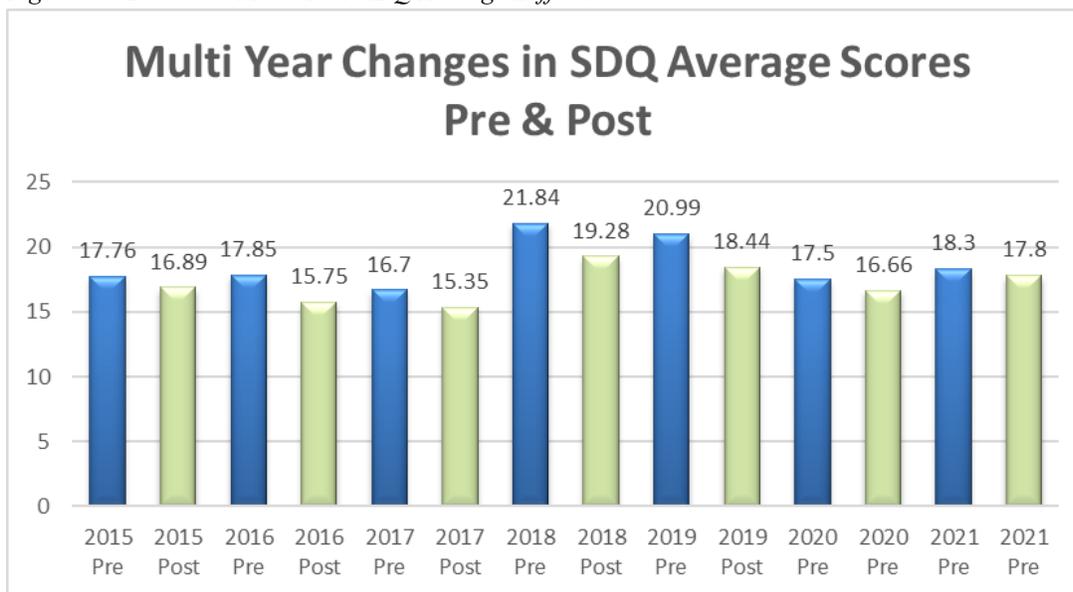
Data reported in the 2021 SDQ demonstrates only a slight change in the Prosocial Subscale with how parents felt about the changes in their child's behavior. (See Figure 54).

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



Pre-test SDQ scores were slightly lower again in 2021 as in previous years except for 2018 & 2019. 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.

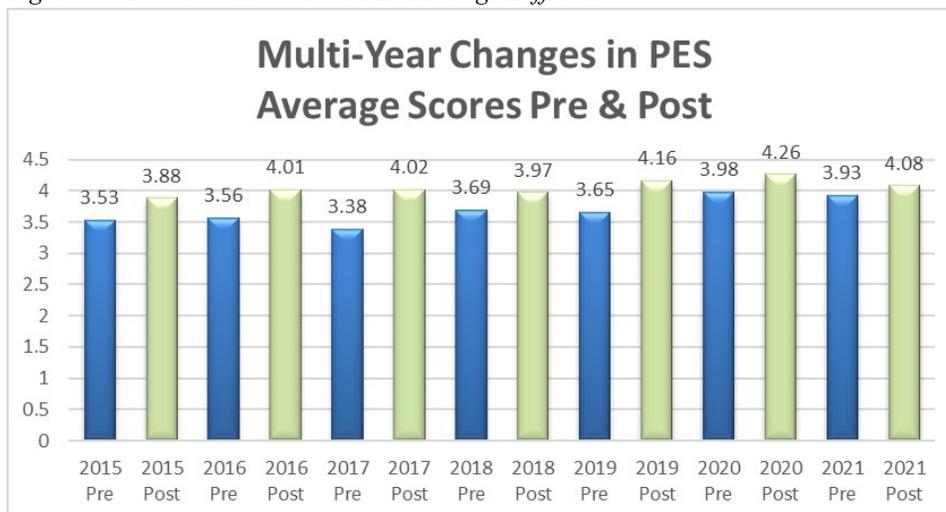
Figure 55: Butler Co Multi-Year SDQ Average Differences



Parent Empowerment Scale:

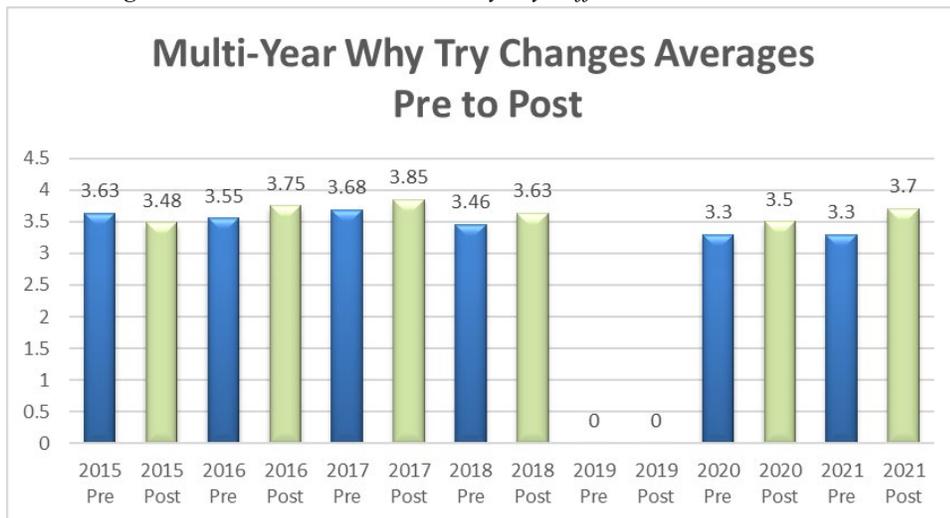
The average increase in Parent Empowerment Scale score is very similar to previous years. (See Figure 56). Post-test scores are consistent with those of the past. Data from 2021 demonstrates what has been the norm for Butler County.

Figure 56: Butler Co Multi-Year PES Average Differences



Why Try:

Figure 57: Butler Co Multi-Year Why Try Differences



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 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

2021: 3 (2 Dropped out) - 33% retention

Problem Identification:

No Multi-Year Data available due to lack of participation to be able to compare pre & post data.

Family Functioning:

No Multi-Year Data available due to lack of participation to be able to compare pre & post data.

Alabama Parenting Questionnaire:

No Multi-Year Data available due to lack of participation to be able to compare pre & post data.

Strengths and Difficulties Questionnaire:

No Multi-Year Data available due to lack of participation to be able to compare pre & post data.

Parent Empowerment Scale:

No Multi-Year Data available due to lack of participation to be able to compare pre & post data.

Why Try:

No Multi-Year Data available due to lack of participation to be able to compare pre & post data.

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 most categories of problems. Unfortunately, due to lack of data and sampling size, an overall picture is hard to see. Our suggestion is 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.

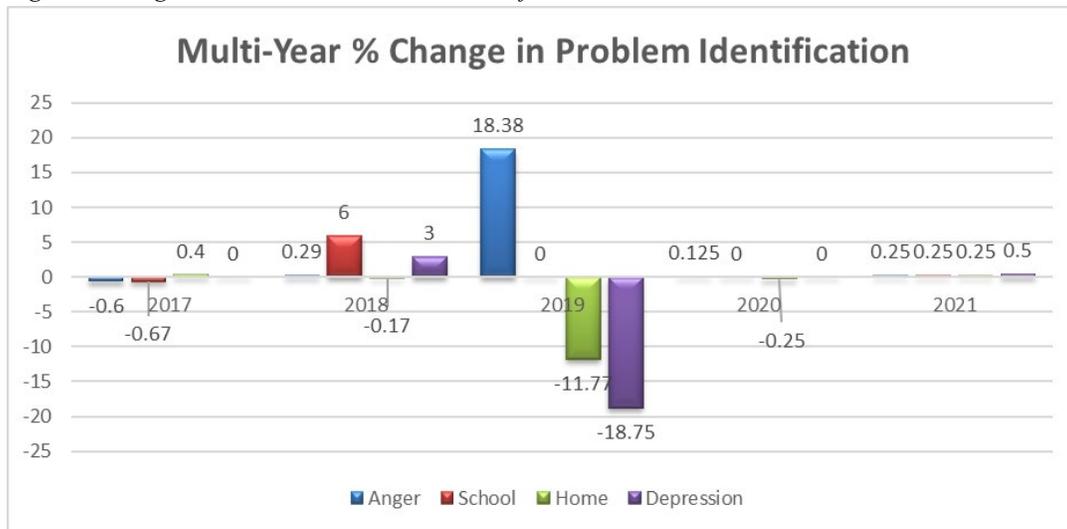
Multi-Year Data: Logan County

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
 2021: 11 Participants (0 dropped out) – 100% retention

Problem Identification:

2021 did show slight changes in all problem areas.

Figure 69: Logan Co Multi-Year Problem Identification



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). The data continues to suggest that family functioning appears to increase following The Parent Project.

Figure 70: Logan Co Multi-Year Difference in Family Functioning Percentages

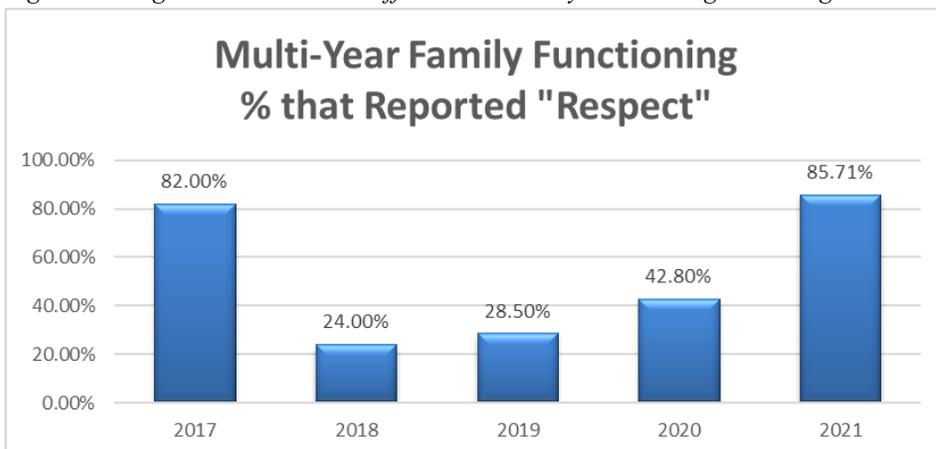
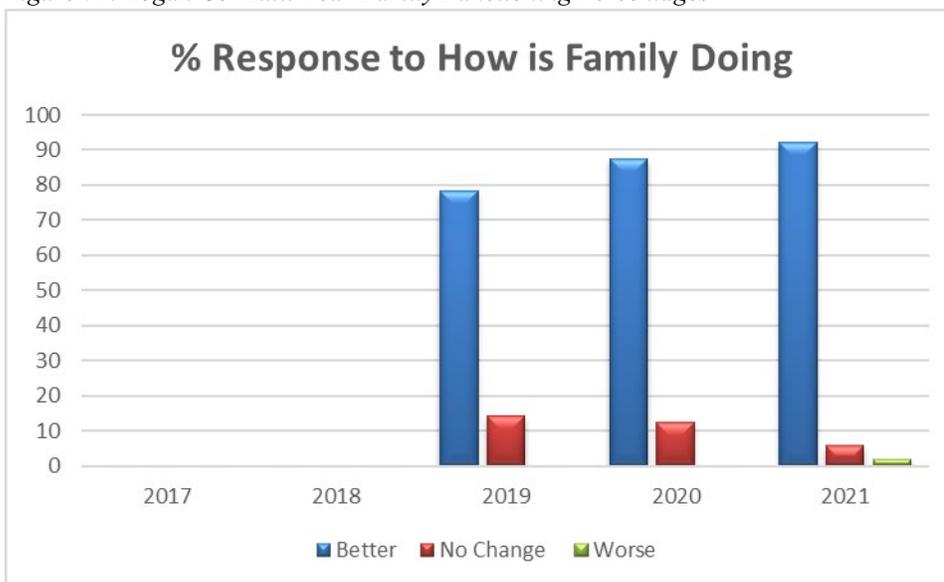


Figure 71: Logan Co Multi-Year Family Functioning Percentages



Alabama Parenting Questionnaire Short Form:

2021 data from the Alabama Parenting Questionnaire Short Form shows scores on both the Inconsistent Discipline and Poor Supervision subscales decreased this year (See Figures 73 & 74) However, Positive Parenting scores actually decreased slightly instead of increasing as hoped. (See Fig. 72)

Figure 72: Logan Co Multi-Year APQ Positive Parenting Differences

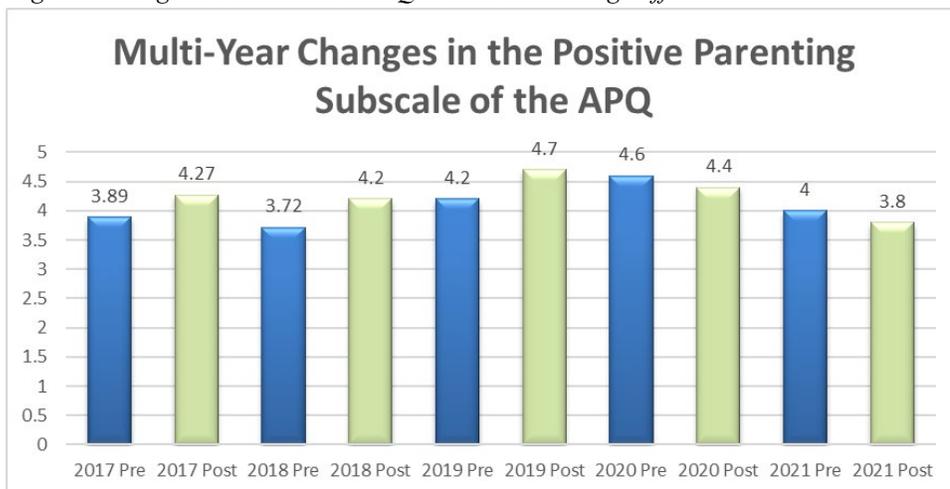


Figure 73: Logan Co Multi-Year APQ Inconsistent Discipline Differences

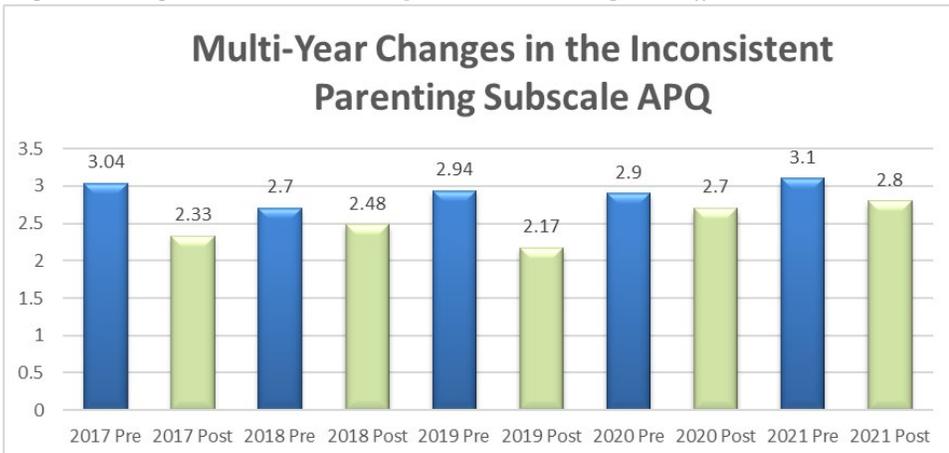
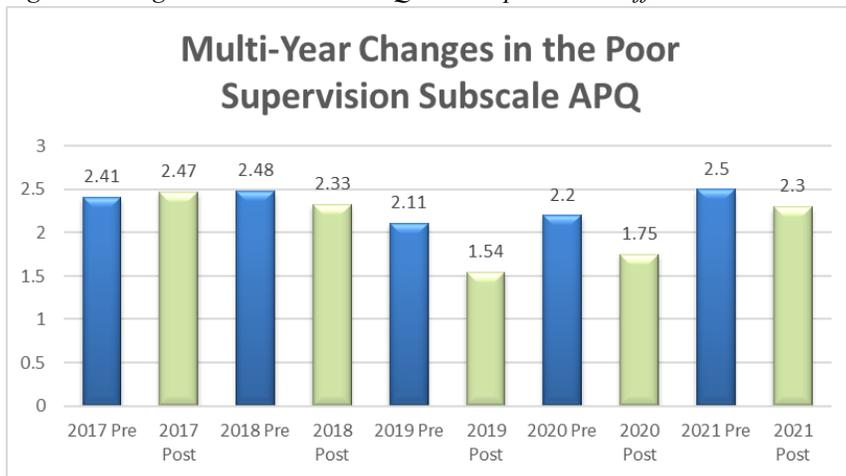


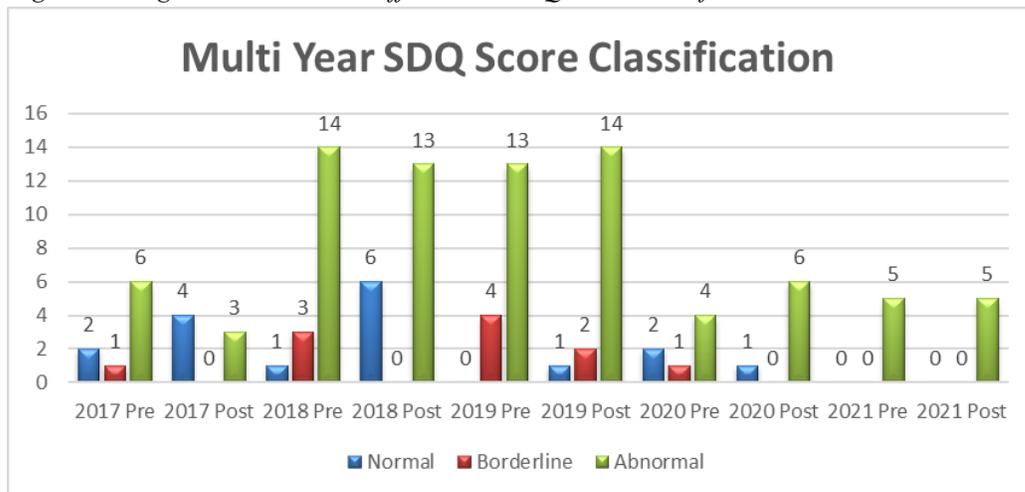
Figure 74: Logan Co Multi-Year APQ Poor Supervision Differences



Strengths & Difficulties Questionnaire:

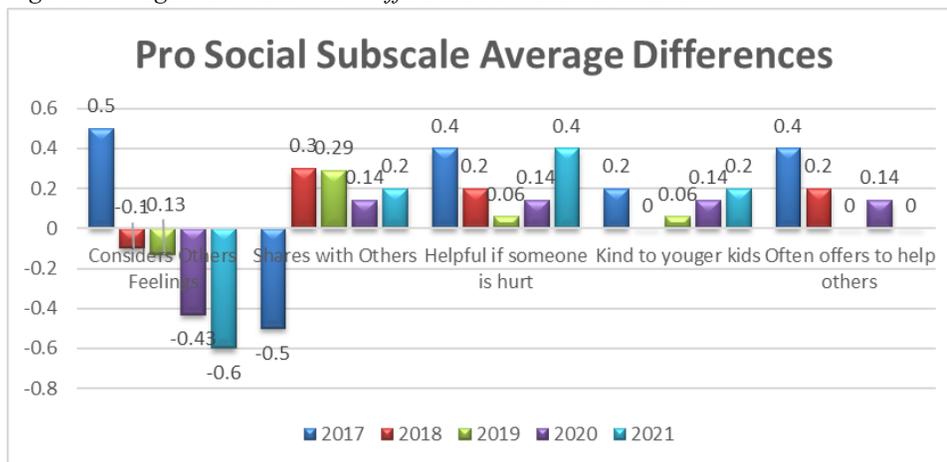
Based on the problem score created via the Strengths and Difficulties Questionnaire, 2021 data is not quite as consistent with the previous years. (See Figure 75).

Figure 75: Logan Co Multi-Year Difference in SDQ Score Classification



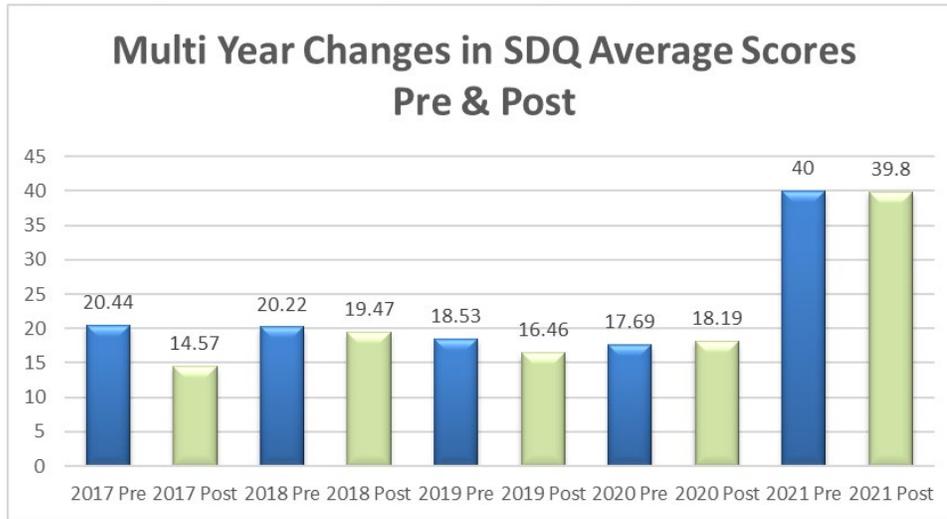
2021 data was varied in Pro-Social subscale scores. All data shows consistency with most previous years. (See Figure 76).

Figure 76: Logan Co Multi-Year Difference in Prosocial Subscale



Finally, the average change in responses in 2021 for the Difficulties Subscale items was not as consistent with past years (See Figure 77).

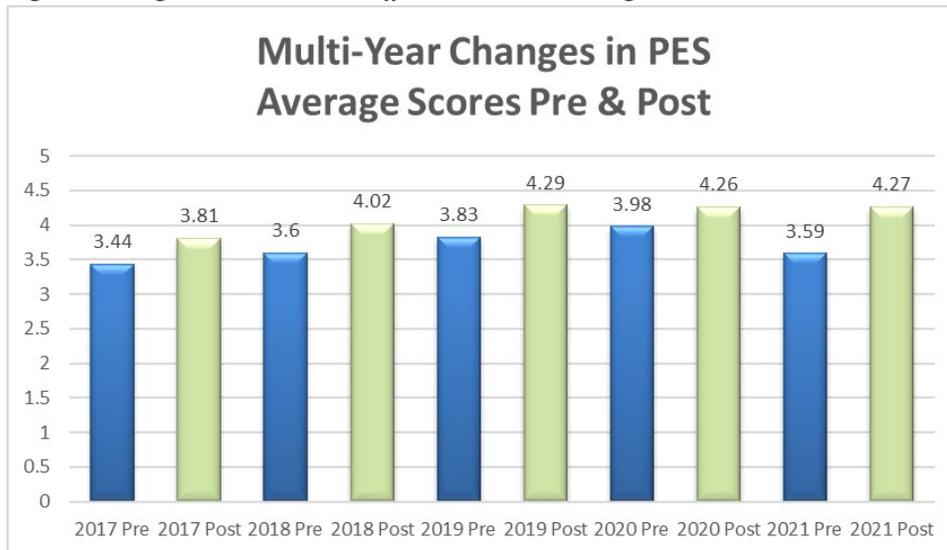
Figure 77: Logan Co Multi-Year Difference in SDQ Averages



Parent Empowerment Scale:

Parent Empowerment Scale data in 2021 is very consistent with the previous two years indicating that parents/caregivers feel more confident in their ability to provide for their children after finishing the class. (See Fig. 78).

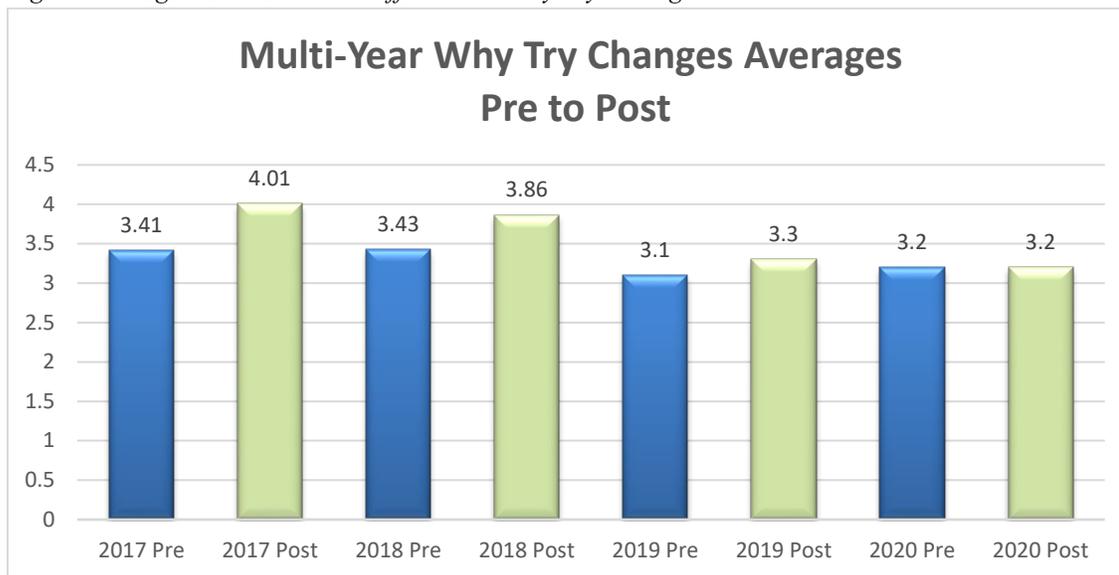
Figure 78: Logan Co Multi-Year Difference in PES Averages



Why Try:

NO Why Try data to report any changes for 2021. The Chart below is last years chart. (See Figure 79).

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

**Multi-Year Summary: Logan County**

Across the past five years of implementation in Logan County, recruitment has risen each year with 2019 being the exception. While class counts decreased and are still smaller, this is still encouraging as other programs in this area have shown smaller numbers also. Overall, participants in The Parent Project have reported an increase in family functioning, parental empowerment, positive parenting, and supervision of their children as well as less parental use of inconsistent discipline. On average, parents report more prosocial behaviors in their children and fewer difficulties following participation. No data was collected for the Why Try class in 2021 to report.

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, parents on average appear to report improvement in their parenting skills, either through an increase in positive parenting or a decrease in negative parenting behaviors. They also report that their child is doing better following The Parent Project. Data fidelity would be improved through maximizing recruitment and improvement in data collection in Logan and Preble Counties and continuing to sustain lower 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

(Answers are exactly as parents typed them)

What I have gained from attending The Parent Project is:

- How to use teaspot
- I learned some information on different apps and drugs to watch for
- That I need to make a plan and how to and changing my approach to discipline
- Ways to handle things better. Teaspots
- We cannot control our children and I need to be consistent and breathe
- Learning to parent better and understand my child. Co-parenting with another parent
- To do spot checks and breathe
- A great support system
- Learning to breathe
- A better understanding of how to handle my children in difficult situations
- To be more patient and less angry
- How to relate better with my foster child
- We can relate to our foster child much better
- Better understanding
- Alot of insight
- New parenting tools
- Learning how to not just be a parent but doing what's right for your kid keeping up with SOS and not backing down when I place a tea spot, I can't control my child but I can control what I have in my home.
- Different perspectives on how to work with teenagers
- Tools to use
- Knowledge and support
- The importance of showing and handling the child/children with love. Also, how to work on oneself. Rules, following instructions, spend quality time together.
- Insight
- Learning to talk and not yell
- Patience
- I have learnt a lot about parenting well
- Confidence in my parenting
- Confidence in my parenting choices
- Learning how to deal with a strong-willed child better
- The knowledge of what's really going on out there and how to deal with the behaviors with my child
- Different ways to handle different things.
- Support, motivation, reassurance
- Knowledge to try different punishments

- Learning more ways to Implement timeouts
- It helped me to learn about child development
- More ways to do things at home to keep peace
- Better way to work with kids in our home
- The tools to help in stressful situations and how to get on the child's level
- Tools for helping modify behavior
- A greater awareness of how to discipline.
- Learning how to relate to a child who doesn't process the same way we do and in turn figuring out how to discipline in an effective way but also letting him know we love him
- Learning how to deal with disrupting behavior
- How to work through our issues as a family and spend more time as a family no matter how much time you have
- Some other ways to implement time out to change behavior
- I'm no longer skeptical. I believe we can all learn something new everyday
- Self-Limiting Time outs
- Be consistent importance of I Love You gestures regardless of outcome
- Ways to deal with anger and trauma etc. during reunification
- Be consistent
- communicate better
- Important reminders about communicating "I love you," acknowledging positive behaviors, and reintroducing fixed time outs
- An understanding of how to react to unwanted behaviors and how my non reaction affects those behaviors
- A better understanding of how to help my child

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

- He seems to hesitate when deciding to get physical or not
- It is the same
- Because I have changed, she is doing better.
- More open to conversation
- We communicate better and take time with each other now to spend doing fun things again.
- Way better
- I am more able to listen to my daughter
- That she is determined to make things harder on herself and the family
- Less arguing
- I don't see him as much since he started working
- We talk more instead of arguing
- Communication has been much better
- We seem to be communicating better

- Paying more attention
- She's opening up more
- Being consistent and listening to the children also
- We are actually trying to get to know each other better, learning our love language and expanding our possibilities
- I have learned to be more observant and catch cues.
- Be patient, don't give in
- Not applicable as my son is not living with me.
- A better behavior. A better attitude. More calm.
- It's better
- My daughter and I talk more.
- It is less stressful
- Closer relationship with better communication.
- He's nicer to me and tells me he loves me randomly
- Things are getting better
- Not a full 180 but getting better and he is less argumentative.
- My daughter talks to me more
- My child is more receptive
- A little better less yelling
- Our relationships have gotten stronger
- They have always been sweet and respectful, after the abuse from my ex-husband they developed anxiety and eating disorder
- Saying I love you
- Better way to work with kids in our home
- My child still gets angry and upset with me but I have changed how I react to them.
- Less yelling
- We always had a good relationship, but I can definitely tell that I am working on yelling less because it never helps the situation
- starting to accept consequences for her actions
- She is more willing to accept the punishment as well as her compliments.
- Not as many frequent behaviors
- We are closer
- Does not apply
- No children at home at this time
- Currently no children in our home, so nothing to observe
- Relationships are better in my home
- less yelling
- I am engaging in the arguments less, simply stating the rule or expectation, and leaving the child to complete the task before they move in toward the thing they enjoy. Work before play.
- There is less arguing and frustration

- She is not as impulsive

What ways can the class be improved?

- The gang section skipped for our area.
- Great class wouldn't change a thing
- Don't know
- nothing I loved the class and the teacher Stacey and Patsy-I loved this and everything about it!!!! Thank you!!!!
- Nothing. Great class
- One person reading
- Nothing it's amazing
- I can't think of anything.
- I thought the class was fine the way it is
- None
- None
- None, liked it just fine how it is.
- It was great
- Knowing that I have new ways to do things, I'm going to use
- None
- Maybe incorporate a little more about dealing with children in foster care and how to help when people are in bad situations
- I enjoyed the class with Stacie and Nancy
- More classes
- None necessary
- none
- Nothing, good how it's run
- More hands on
- Not having zoom class, I didn't like that when we had to due to the school building not being available.
- The class was great, nothing needs to be improved!
- Breaks
- None
- Less Zoom meetings
- Some more ways to deal with trauma
- Interacting more
- None
- Having class just for foster parents may be good

- I have done the in-person PP SR and then this Zoom LS and thought there were benefits to the in person
- I would like more strategies for helping my child cope with ADHD opposed to behavior issues.
- It was hard to keep some group members on topic instead of them just talking about unrelated things
- I felt this class was great and kept you very involved.
- Directed towards trauma a little more
- Separating foster parents from biological parents
- Does not apply
- None
- None
- Great class, no improvements needed
- I would appreciate time before/during/after class to ask questions and work through situations we experience with our own children, not just hypothetical ones. This happened occasionally, but I think it is important for each class and each concept.

Appendix B: Preble County Parent Comments

(No Data available for this year)

What I have gained from attending The Parent Project is:

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

What ways can the class be improved?

Appendix C: Logan County Parent Comments

(Answers are exactly as parents typed them)

What I have gained from attending The Parent Project is:

- How to deal with things better
- I feel way better about my family situation
- Take Control
- New ideas on how to help my child with problems.
- New ways to discipline my child
- That there are other ways of getting through to my child without arguing
- Ways to deal with my children

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

- They are getting way better with the help of the class
- Keep the family together
- It's rocky, we love each other but the respect isn't there
- That we can talk through our problems since doing the things I learned in class
- Grew closer

What ways can the class be improved?

- Have it more than 10 weeks
- None
- I think it's good as is.
- None
- None
- I like it the way it is

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- 1) (2020). US Census Quick Facts: Butler County. Retrieved from <https://www.census.gov/quickfacts/fact/table/butlercountyohio/PST045221>
- 2) (2020). US Census Quick Facts: Logan County. Retrieved from <https://www.census.gov/quickfacts/fact/table/preblecountyohio/PST045217>
- 3) (2020). US Census Quick Facts: Preble County. Retrieved from <https://www.census.gov/quickfacts/fact/table/logancountyohio/PST045217>