

YEAR ONE EVALUATION REPORT

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Evaluation Overview

Process evaluation designed to include an analysis and monitoring of each grantee's process of creating and implementing a Parenting Program.

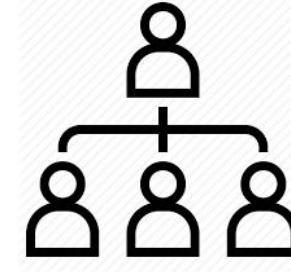
Outcome evaluation designed to measure the overall effectiveness of each program in meeting its goals and objectives in the context of insights gained from the process evaluation as well as looking at the target outcomes across all the sites.

Annual Performance Measures

Directly Impacted

28,464 Youth

18,950 Adults



of Materials Disseminated

273,793

of Events Conducted

1,366

Indirectly Impacted

1,024,960 Youth

9,975,055 Adults

576,686 Unknown

Process Evaluation

- Web-Based System

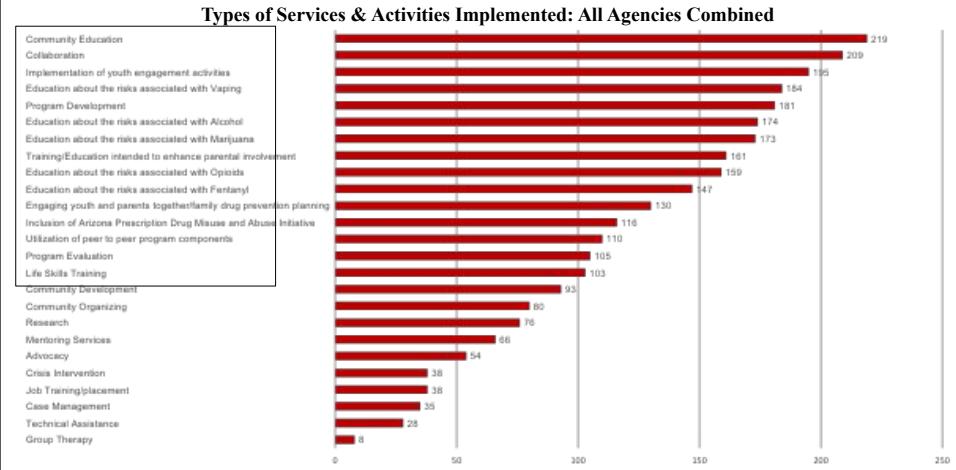
- Monthly Process Report

- Number served
- Challenges/successes
- Plans to overcome challenges
- Family engagement activities

- Standard Fidelity Survey

- For evidence-based programs

Risk Factors influencing Parenting Program

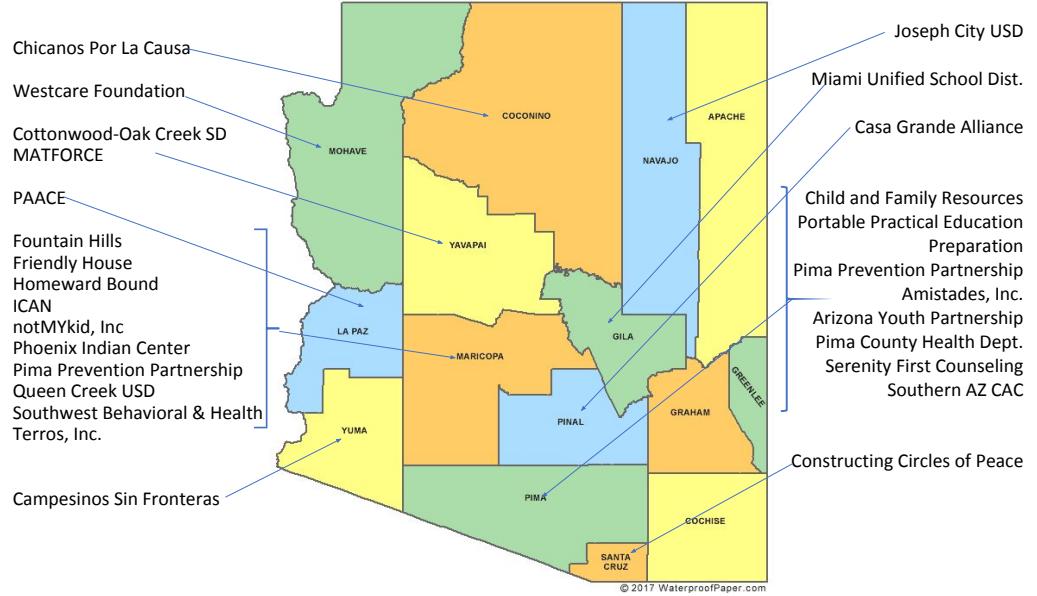


Influencing Factors	Challenges		Successes	
	# of Comments	# of Agencies	# of Comments	# of Agencies
COVID	106	27	0	0
Recruitment	31	14	35	17
Staffing	22	12	2	2
Collaboration	10	10	29	15
Scheduling	14	10	3	2
Retention	7	6	2	2
Program site change	4	4	0	0
Lack of funding for incentives	4	4	0	0
Adverse events	3	3	0	0
Program resources	7	3	10	7
Programming issues	2	2	0	0
Communication with faculty	1	1	0	0
Budget / Administration	5	1	1	1
Internal prevention team meetings	0	0	9	6
Professional development opportunities	0	0	9	8

Risk Factor	% of Total Agencies
Poor Parent/Youth Communication	67%
Family Conflict	63%
Poor Family Management	52%
Youth Attitudes Favorable to Drug Use	48%
Parent Attitudes Favorable to Drug Use	44%
Perceived Risk of Drug use	44%
Lack of Family Cohesion	44%
Knowledge of Risk/Harm of Youth Substance Use	41%
Lack of Family Attachment / Involvement	33%
Family Stress	22%
Knowledge of Trauma and Substance Abuse	11%

Process Cross Site: Area Served

- 10 Arizona counties and the Navajo Nation
- 37% Maricopa County
- 30% Pima County
- Remaining across other 8 counties



Process Cross Site: Diversity

- 3% Black
- 6% Native American
- 1% Asian
- 72% White
- 8% Other
- 3% More than one race
- 7% Unknown
- 26% Hispanic

Other Cross Site Areas

- Common outreach and recruitment
- Type of collaboration with agencies/entities
- Type of Trauma Informed Care approaches implemented
- Type of workforce development activities implemented

Types of Workforce Development by Number of Agencies and Number of Trainings



Outcome Evaluation



Youth Engagement Activities: Perception of Family Cohesion & Family Involvement

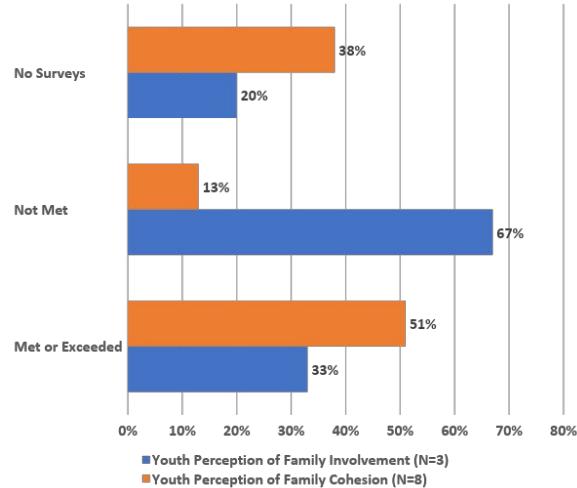
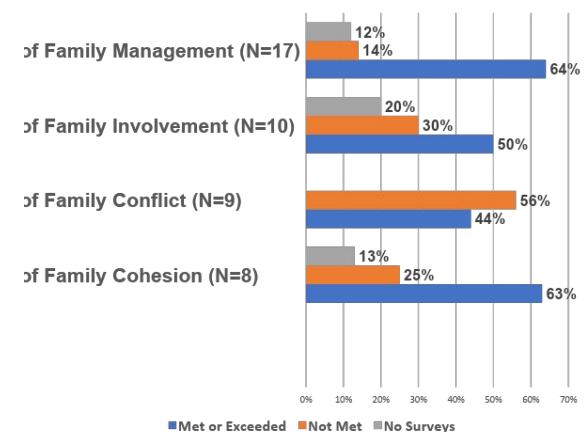
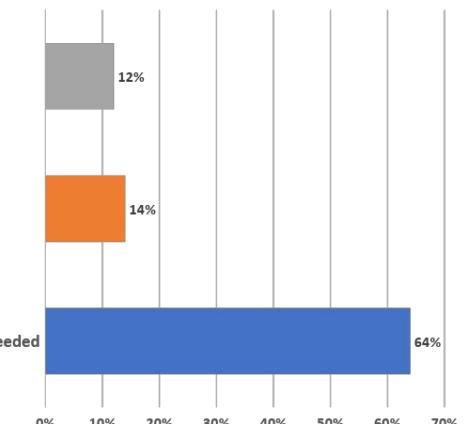


Figure 8: Adult Perception of Risk/Protective Factors

What impact do the evidence-based Parent Programs have on family management skills, family cohesion, and family conflict?



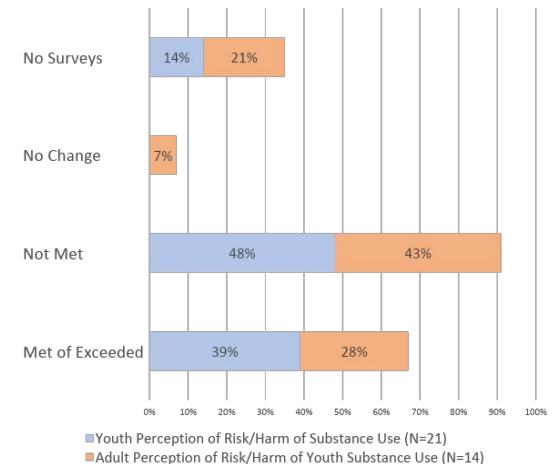
What impact do the evidence-based programs have on parental stress?



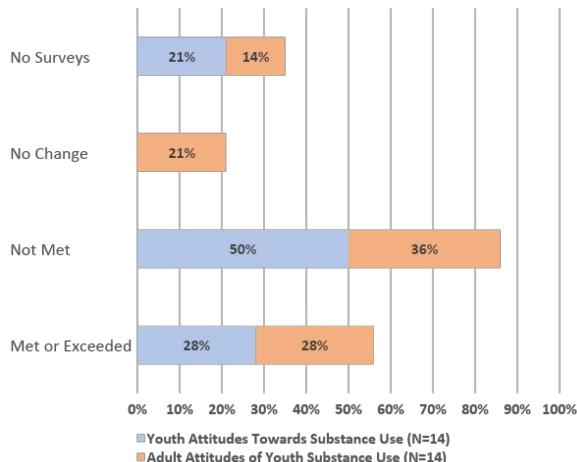
Parent comments...

- Has allowed me to accept and handle a lot of my children's behavior just by understanding these are actual phases children go through
- Has helped me a great deal how to handle situations and how to and how not to speak to my children.
- How to determine/accept my role in the path my child took
- I feel capable of handling so much more and less stressed about parenting my children.
- I get along much better with my daughter
- I have slowed down on my yelling - woohoo! And I notice that I am not so stressed out as much. I will only get better at this :) Thank you!
- I realized that I need to do more for my son as he deals with stress, anxiety, parents divorcing, chronic health, newly diagnosed by ADHD. Counseling is already started. A parent support group would be great. Looking forward to hearing about verbal de-escalation!!
- I will not control my son; like I have, I will trust him more.
- It has given me the confidence that I am doing things right so far
- It has taken a lot of stress away and enable me to just be a parent.
- It helped me a lot to know that my children bothered or angered me ... and it also helped me a lot to ask their forgiveness ... we talk and we will try to do this dynamic more often.
- This class helped me to reflect on how I am as a mother and how doing various things can affect my children emotionally and how they will be like parents. I have noticed that my relationship has changed to 10 best with my children as I have changed my discipline tactics.
- This was really an answer to what I was struggling with lately. Thanks so much
- When I arrived and with the first classes, it has helped me with my independent therapy to heal my trauma of adolescence and today I feel much healthier and prepared to lead family life

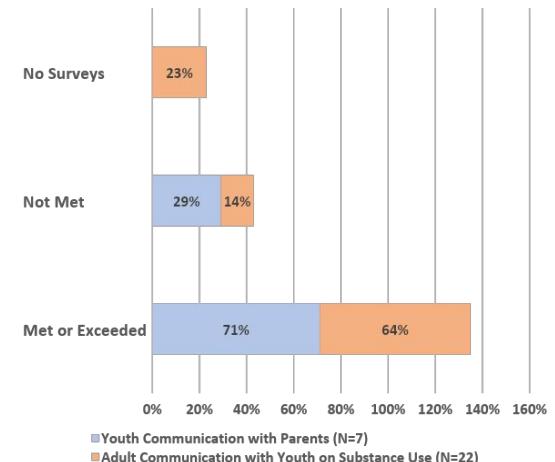
What impact do the evidence-based programs have on parental/youth perception of the serious risk and health problems of alcohol and substance use?



What impact do the evidence-based programs have on parental/youth attitudes towards underage drinking, binge drinking, and illegal drug use?



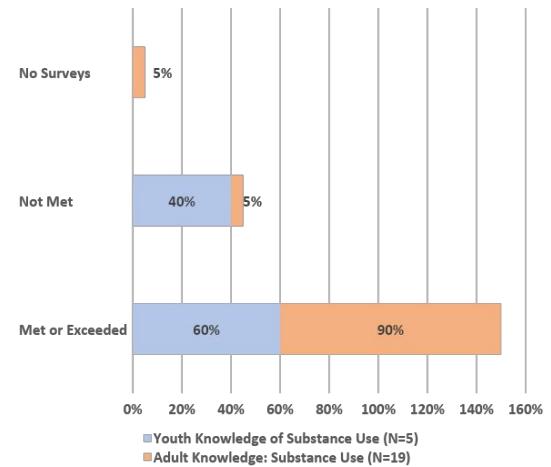
What impact do the evidence-based/evidence informed programs have on parent child communication about alcohol and drug use?



Parent Comments on Parent-Child Communication...

- Communicating with my kid. Though we have a lot in common, we have a hard time talking about life
- Excellent communication with my daughter, as an example, how she is at school, having her room tidy, conversation between mother and daughter
- Have more communication with my grandchildren how to speak to them to understand them better and give them responsibility in the house.
- Helped me find ways to really talk and understand my child and also consequences.
- I feel more confident in the way I communicate with my kids and I know this past 8 weeks has improved my relationship with my son.
- I have better communication with my son and husband
- It has helped me on becoming aware of the child's point view to remember that communication is a very important key for improving our child-parent relationship.
- Opened up conversation. It was informative. Helpful to not feel alone in this.
- This program helped us a lot to learn how to talk with our children about the danger of drugs and alcohol
- Trying to use it every day. Opened my eyes to how I communicate with my child (and spouse!). Am trying to react in a calmer way to situations.
- We are having more communication more patience
- Well, I learned many things that helped me for my children and to apply them to improve coexistence and education and family communication

What impact do the evidence-based/evidence informed programs have on parent/youth awareness and knowledge of the risks/harms of youth substance use?



Summary of Outcome Results

OUTCOMES	Target Outcome	
	Met	Not Met
Family management (N=17)	64%	14%
Family involvement (N=10)	50%	30%
Family conflict (N=9)	44%	56%
Family cohesion (N=8)	63%	25%
Parental stress (N=9)	64%	14%
Parent perception of risk/harm (N=14)	28%	43%
Parent attitude toward youth substance use (N=14)	28%	36%
Parent child-communication (N=22)	64%	14%
Parent knowledge of substance use (N=19)	90%	5%
Parent knowledge of risk of trauma (N=5)	100%	0%

Program Satisfaction

How would you rate the way the class was conducted?	Mean N=330
The opportunity to exchange ideas	4.76
The opportunity to ask questions during the class	4.80
The materials provided during the class	4.79
The knowledge and experience of the group leaders/facilitators	4.85
The skills of the group leaders/facilitators to conduct the class	4.85
Aggregate Average	4.81

Parent Comments: Support Needs

34% of parent comments were directed at the need stated by the parents to indicate a practice what they learned the parents is busy asking requested for copies of the DVDs or materials were about these items

Recommendations

- Highly recommend that the grantees work with the vendors of their evidence-based programs to determine whether or not the curricula are adaptable to a virtual learning environment.
- Further recommend that a “community of practice” for e-learning be established that will allow grantees using virtual platforms to:
 - Share knowledge and effective practices
 - Develop informal networks and mutually helpful relationships among grantees using the same evidence-based curricula
 - Identify problems and seek solutions to problems shared by grantees
 - Provide opportunities to explore and innovate

Parent Comments: Suggestions

13% indicated a need for additional materials, suggestions topics than used another experience, 11% classes or follow-up, a need for ways, more time 21% innovative programme suggestions and more regarding

Recommendations Continued...

- Staffing issues were mentioned by 12 of the 27 agencies (44%) as a factor influencing program performance. Action plans should be in place for grantees for addressing staff turnover since this appears to be a common issue among the grantees.
- Retention continues to be a challenge for some programs and was identified by grantees as a common barrier. Grantees should develop action plans with proactive strategies in place for improved retention.
- Successful recruitment and enrollment into programs were mentioned and the pandemic further hampered in-person recruitment events. Knowing that these are recurrent issues, grantees should develop strategies to address recruitment and enrollment during the pandemic. If a community of practice is established, grantees could also discuss recruitment strategies that have been successful for other agencies.
- Facilitator notes reveal that often classes were combined into one session on a regular basis. In a few cases, the entire program was condensed to one week or even to a one or two-day seminar. As this impacts the fidelity of the program, approval to condense or combine classes should be approved by the developer and by GOYFF. This is supported by the comments made by parents that they wish the class was longer. A common suggestion made by 21% of the parents was “more time” in class or more classes.
- Parent comments also continue to request follow-up after the class is over. This is an option that should be considered by the grantees in order to reinforce the work done by the parents in the class. Parents also suggested using social media to provide follow-up. Agencies that are not providing follow-up may want to consider adding this component to their program.

Final Recommendations...

- Retention activities were identified in the facilitator end of session surveys.
- The most frequently identified challenge facilitators faced in their programs included participants being confused with the content or struggling to learn or engage with the content. Given this is a frequently mentioned challenge, it is recommended that reasons for confusion or learning difficulties be identified so they can be addressed in future sessions. If literacy level is impacting on the delivery of material, this too should be addressed and alleviated in future sessions by adapting the materials being used.
- Grantees were asked to describe how their program incorporated Trauma-Informed Care (TIC) approaches to the curriculum, programming, classes or training each month on their monthly progress report. It is evident by reviewing the comments that the majority of the grantees are actively implementing TIC throughout their programs and their work with parents, youth and community members. It is recommended that if a community of practice is created (earlier recommendation), that the topic of TIC approaches be included to allow the grantees to share what works and the challenges they have encountered.

Thank you!



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