



E.N.G.A.G.E.

Evaluation of a Positive Parenting Program

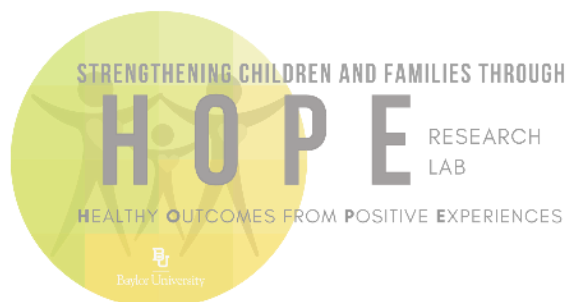
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ENGAGE: EVALUATION OF A POSITIVE PARENTING PROGRAM

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EXECUTIVE SUMMARY

EVALUATION PURPOSE AND EVALUATION QUESTIONS

The evaluation report was prepared by Baylor University faculty members of the Robbins College of Health and Human Sciences in response to requests by the ENGAGE Positive Parenting Initiative [ENGAGE] program developers. Information about ENGAGE can be found at <https://engageparenting.com/>

The ENGAGE program evaluation aimed to determine the efficacy of the program to promote positive parenting practices. The main objective was to assess behaviors of mothers who participated in the ENGAGE program. Specific research questions addressing parental behaviors and satisfaction with the program were used as a guide for program evaluation and implementation.

PROJECT BACKGROUND

Effective parenting has been noted as a key strategy to improving quality of children's life and helping break the cycle of disadvantage. This previous research is translated into evidence-based psychosocial interventions; however, there is critical need to evaluate the effectiveness of interventions. Positive parenting programs were designed to increase the behaviors of parents in providing nurturing home environments, yet empirical research supporting the effectiveness of these programs is limited. Additionally, each program may utilize a new approach in educating parents. The ENGAGE program was designed to improve parental nurturance of parents. Specifically, the ENGAGE program is an 8-week discussion-based curriculum that encourages proactive, nurturing parenting; while discouraging inattentive behavior. Parent-training groups meet for 1 hour each week and provide a facilitated group discussion that allows the parents to consider effective implementation of positive parenting practices within their home and social contexts. Parents are challenged to practice these new skills and continue the discussions at home through weekly assignments. However, without formal evaluation, one cannot determine if ENGAGE program goals and objectives are being met nor the feasibility and effectiveness of the program to increase positive parenting behaviors.

EVALUATION QUESTIONS, DESIGN, METHODS AND LIMITATIONS

The evaluation was guided by concepts of positive parenting and satisfaction with the program. A questionnaire was designed to assess the participant's change in parental behaviors as a result

of participating in the ENGAGE program. Seventy-eight ENGAGE participants across 5 agencies complete a set of questionnaires at the conclusion of their participation in the 8-week ENGAGE program. Questionnaires requested participants to rate pre-ENGAGE parenting behaviors and post-ENGAGE parenting behaviors. Additionally, participants were asked to rate their satisfaction with the curriculum and their facilitator. Because of the transitional nature of the population, a follow-up survey was not conducted. The assessment instruments were designed to answer the following research questions (Q):

Q1: Does parent's successful participation in ENGAGE lead to significant improvement in *effective parenting*?

Q2: Does parent's successful participation in ENGAGE lead to significant improvement in *parental nurturance*?

Q3: Does parent's successful participation in ENGAGE lead to significant improvement in parents' *effective discipline*?

Q4: Are participants satisfied with ENGAGE curriculum?

Q5: Are participants satisfied with ENGAGE facilitators?

FINDINGS AND CONCLUSIONS

Based on the analysis of the data and the findings, we came to the following conclusions, which are aligned with the aforementioned research questions (Q1-5):

Q1. Does parent's successful participation in ENGAGE lead to significant improvement in *effective parenting*?

Yes, the evaluation report provides evidence that the ENGAGE program leads to positive change in effective parenting.

Q2. Does parent's successful participation in ENGAGE lead to significant improvement in *parental nurturance*?

Yes, the evaluation report provides evidence that the ENGAGE program leads to positive change in parental nurturance.

Q3. Does parent's successful participation in ENGAGE lead to significant improvement in parents' *effective discipline*?

Yes, the evaluation report provides evidence that the ENGAGE program leads to positive change in effective discipline.

Q4. Are participants satisfied with ENGAGE curriculum?

Yes, the evaluation report provides evidence that participants are highly satisfied with the ENGAGE curriculum.

Q5. Are participants satisfied with ENGAGE facilitators?

Yes, the evaluation report provides evidence that participants are highly satisfied with the facilitators of the ENGAGE program.

RECOMMENDATIONS

Based on our analyses of the data, we are unable to provide any recommendations for improvement as the program was found to be highly effective and enjoyable for participants. Specifically, participants noted they appreciated the discussion-based format of the program and that the format provided increased their perceptions of community and support. Overall, parents felt that the program increased their parenting knowledge and skills. We do encourage additional evaluations of ENGAGE in order to report reliability of findings.

EVALUATION PURPOSE

EVALUATION PURPOSE

The purpose of this study was to assess behaviors of parents who participated in the ENGAGE program. The ENGAGE program was designed to increase the positive experiences of children in adverse and high-risk environments (e.g., poverty, parental incarceration, teen mom, etc.) by empowering parents:

- To create a nurturing and supportive relationship with the child;
- To provide a safe, stable, and protective environment;
- To promote opportunities for constructive social engagement and a sense of connectedness, and
- To encourage opportunities to learn social and emotional competencies.

To achieve this long-term goal, ENGAGE aims to improve parental behaviors and interactions with children. While program developers and presenters had received positive feedback regarding the program, no formal evaluation had been completed to determine program feasibility and effectiveness.

In a continued effort to promote healthy behaviors and ensure the best use of resources, program developers, funders, policy makers, and service providers are increasingly recognizing the importance of evidence-based program evaluations. Formal program evaluations are imperative to determine effectiveness of intervention programs, to guide future program design, and to ensure judicial use of funds. The purpose of this evaluation was to ascertain both the feasibility and efficacy of the ENGAGE program. The evaluation and the results contained in this report should be used as preliminary evidence of program efficacy and to guide future program development. In order to determine program effectiveness, further formal evaluation including a larger population and comparison group is imperative.

EVALUATION QUESTIONS

The specific research questions for this study were:

RQ1: Does parent's successful participation in ENGAGE lead to significant improvement in *effective parenting*?

RQ2: Does parent's successful participation in ENGAGE lead to significant improvement in *parental nurturance*?

RQ3: Does parent's successful participation in ENGAGE lead to significant improvement in parents' *effective discipline*?

RQ4: Are participants satisfied with ENGAGE program?

RQ5: Are participants satisfied with ENGAGE facilitators?

PROJECT BACKGROUND

Adverse childhood experiences disrupt human development and society well-being

Adverse childhood experiences disrupt the child's development, health, and functioning which are key facilitators to the production of a contributing member of society. Adverse childhood experiences constitute such events as maltreatment, parental separation, parental incarceration, parental alcoholism, parental loss, divorce or financial hardships during the first two decades of life. These adverse experiences are often associated with unhealthy outcomes and risky-behaviors during adolescence that persist into adulthood (Chashwell & Vacc, 1996; Matherne & Thomas, 2001). Findings from a longitudinal study suggest that the number of adverse experiences during childhood have a profound effect on the ability of youth to have a successful life-course (CDC, 2015); therefore, it is imperative to mitigate or eliminate adverse experiences during childhood.

Transitional characters are needed to disrupt the cycle of adversity

Adverse childhood experiences can be passed from one generation to another through a phenomenon referred to as intergenerational transmission. Interrupting intergenerational transmission requires interventions which focus on transitional characters. A transitional character is the person who changes the entire course for a family lineage (Broderick, 1988). Most programs focus on the child as the transitional character because evidence suggests that these early years are the most formative in development (Glieb & Oellerich, 2014; Heckman & Masterov, 2007; Shonkoff & Garner, 2012).

Parents are an effective transitional character

It is difficult to make up for the inadequacies of parental nurturance after these adverse experiences occur (Heckman & Masterov, 2007; Shonkoff & Garner, 2012). Therefore, the leading approach to breaking intergenerational transmission of adverse childhood experiences is a family approach which focuses on the parent as the transitional character (Ascend, 2012). Family approaches acknowledge the importance of the family in shaping health and developmental outcomes for children (Ascend, 2012; National Human Services Assembly, 2015). These approaches aim to improve families' circumstances.

Positive parenting programs can assist parents in becoming transitional characters

One specific strategy within family approaches is supporting parents in their roles as parents, i.e., parenting. "Parenting is a key conduit through which disadvantage and poor health are passed across generations" (Cheng et al., 2016). Parenting is a learned behavior; therefore, children that are exposed to harsh discipline, aggressive parenting, and poor supervision are more likely to

parent their own children in a similar manner (Bailey, Hill, Oesterle & Hawkins, 2009; Beaver & Belsky, 2012). Additionally, these forms of negative parenting are associated with many risk-behaviors and negative outcomes (Bandura, 1977; Beaver & Belsky, 2012; Bowlby, 1988; Schofield et al., 2011).

Positive parenting has been associated with increased SES through greater educational attainment, better adjustment, and fewer antisocial behaviors (Bailey et al., 2001; Baumrind, 1991; Beaver & Belsky, 2012; Syvertsen, Roehlkepartain, & Scales, 2012; Zeng-Yin & Kaplan, 2001). *Positive parenting* is a warm and responsive parenting style which facilitates a supportive parent–child relationship. More specifically, positive parenting promotes a healthy family culture which includes (1) nurturing relationships, (2) establishing routines, (3) maintaining expectations, (4) adapting to challenges, and (5) connecting to community.

Parental nurturance pertains to providing a positive atmosphere for the parent–child relationship and the child’s emotional development. Research on parental nurturance seems to focus on two dimensions of nurturance—(a) the emotional expressions such as hugs, verbal statements of love, communication of acceptance and (b) the instrumental acts such as playing a game together, doing a favor, helping. Higher levels of parental nurturance are related to positive outcomes for children such as school readiness and academic performance (Hess, Holloway, Dickson, & Price, 1984; Pettit, Bates, & Dodge, 1997), secure attachment style (Barnett, Kidwell, & Leung, 1998), general prosocial development (Fine, Voydanoff, & Donnelly, 1993; Zahn-Waxler and Radke-Yarrow, 1990), and problem-related dimensions such as internalizing disorders, social withdrawal, and interpersonal difficulties (Belsky, Steinberg, & Draper, 1991; MacDonald, 1992; Rapee, 1997). Additionally, lower levels of parental nurturance are associated with adverse childhood experiences such as child abuse and neglect (Azar, Lauretti, & Loding, 1998; Budd, 2001; Budd & Holdsworth, 1996).

Closely related to parental nurturance is the concept of parental discipline. Parental discipline refers to the methods parents use to discourage inappropriate behavior and gain compliance from children (Smith, 1967). Although discipline is often associated with harsh and punitive actions, the concept of parental discipline encompasses a much larger group of parental behaviors that range from effective (e.g., inductive reasoning) to less effective (e.g., coercion). Ineffective parental discipline is associated with conduct disorder and delinquency (Dishion, Patterson, Stoolmiller, & Skinner, 1991; Patterson & Stouthamer-Loeber, 1984), poor academic achievement (DeBaryshe, Patterson, & Capaldi, 1993), substance abuse (Hawkins, Catalano, & Miller, 1992; Vicary & Lerner, 1986), and related problems.

Altogether, this body of literature suggests that optimizing a child’s potential to become a productive adult and healthy parent requires maximizing the child’s health, well-being, and development through a 2-generation strategy involving parents. Specifically, there is a critical need to provide positive parenting trainings to families who have experienced adverse childhood

experiences. These trainings empower parents to become transitional characters and provide positive parenting for their children. As a result, their children’s health, well-being, and development are maximized which increases the child’s potential to become a productive adult, able to provide positive experiences and parental nurturance for their own children. Ultimately, the ideal result would be an intergenerational transmission of healthy family living.

ENGAGE is a positive parenting program

This body of knowledge has been translated in a positive parenting program called ENGAGE. ENGAGE seeks to improve parenting practices as a means to improve the lives of children. ENGAGE was created in 2012 by Baylor University alumni and author, Karol Ladd. The purpose of ENGAGE is to “offer positive parenting strategies for men and women in areas affected by poverty or adversity using a discussion-style format” which should “strengthen and enrich the parent’s responsibility in the home.” ENGAGE is currently being offered across multiple sites by organizations like Buckner International, YoungLives, and many parachurches. Additionally, CPS (Child Protective Services) allows the program for court-mandated parenting education.

ENGAGE Curriculum Protocol

The ENGAGE curriculum is an 8-week discussion-based curriculum that encourages proactive, nurturing parenting; while discouraging inattentive behavior. Facilitated group discussions allow the parents to consider effective implementation of these positive parenting practices within their home and social contexts. Topics of ENGAGE are listed in Figure 1. Parents are challenged to practice these new skills and continue the discussions at home through weekly assignments. Parent-training groups meet for 1 hour in a classroom.

Figure 1. ENGAGE Curricular Topics

- Parenting responsibilities and goals.
- How to equip children to achieve in school and strengthen their educational experience.
- Nutrition and physical well-being.
- Emotional health and development.
- Social skills, bullying and building positive friendships.
- Anger and forgiveness.
- Family values and spiritual strength.
- Making wise financial choices.

To ensure fidelity to the ENGAGE program protocol, each discussion-group is facilitated by a trained ENGAGE facilitator. Facilitators are volunteers that are provided a 3-hour training by the ENGAGE leadership team. The training equips the leader to: have an inviting and non-judgmental space; open-up discussion using engaging questions that help parents discover wise goals as well as exploring challenges and solutions; lead parents to understand their responsibilities regarding their children; empower parents to discover practical action steps; encourage parents to engage with their children through healthy conversation and positive communication. All program materials used by the group leaders are standardized including the facilitator manual, discussion format, parent home activities, and handouts.

EVALUATION METHODS

Sample

The purpose of this study was to evaluate the efficacy of the ENGAGE program. Data was collected from March to December in 2018. We collected data from 78 participants, of which 6 were dropped from the evaluation analyses due to missing data. Evaluation data included 67 mothers and 4 fathers (1 missing) who had participated in the 8-week ENGAGE program. Parental participants were aged 19 to 44 years ($M = 31$, $SD = 5.64$) with children ranging between the ages of 1.5 months to 26 years of age. The parents were recruited from 5 agencies in Texas, including: Emily's Place Transition Home (1 site, 1 evaluation); Exodus Ministries (1 site, 2 evaluation); Waddill Street Baptist Church (1 site, 2 evaluations); Fortress Youth Development Center (1 site, 2 evaluation); and Buckner (6 sites, 6 evaluations). Informed consent was signed prior to commencement of the evaluation.

Study Design

To assess the efficacy of the program two assessments were given, one to ENGAGE instructors and one to ENGAGE participants. To assess fidelity to the program protocol, ENGAGE instructors completed a pen-and-pencil survey regarding the implementation of the 8-week program.

Participants' data was collected using pen-and-pencil survey. The survey included a 65-item questionnaire used to assess change in positive parenting behaviors as a result of participating in ENGAGE as well as participant satisfaction and demographics. To assess change in parental behaviors, the survey was designed using a retrospective pretest (or post-then-pre) design meaning that the survey administered would concurrently assess participant's pre-program and post-program responses with the survey asking individuals to recall their knowledge or behavior prior to the program (Allen & Nimon, 2007; Lynch, 2002; Pratt et al., 2000). This study design was required due to many parents' court-mandated involvement by CPS (Child Protective Services) and the need for participant anonymity. The participant questionnaire can be found in Appendix C.

Data regarding program implementation fidelity was also collected via a leader questionnaire. The leader questionnaire can be found in Appendix D.

Measures

Demographics. Basic demographic questions will be asked to appropriately describe the sample. Questions include participants' age, education, marital status, and income.

Positive Parenting. The Alabama Parenting Questionnaire (APQ) was chosen as the primary evaluation tool because it is being increasingly used in research as a measure of effective parenting practices and is associated with (a) effective and noneffective forms of discipline as well as (b) emotional and instructional forms of parental nurturance (Locke & Prinz, 2002). The APQ consists of items that assess the five parenting constructs: parental involvement, positive parenting, poor monitoring/supervision, inconsistent discipline, and corporal punishment.

To address the research questions, the construct *parental effectiveness* consists of items from parental involvement, positive parenting, poor monitoring/supervision, inconsistent discipline, and corporal punishment. The construct *parental nurturance* consists of items from parental involvement, positive parenting, and monitoring. The construct *effective discipline* consists of items from inconsistent discipline and corporal punishment.

Essau, Sasagawa, & Frick (2006, p.599-600) report on the reliability and validity of the APQ: “There have been many studies providing support for the reliability and validity of the APQ. Shelton et al. (1996) examined the psychometric properties of the APQ in families of clinic-referred and community volunteer children (n = 124) ages 6–13. They reported that the APQ scales generally showed adequate internal consistency across formats, apart from the three item Corporal Punishment scale across assessment formats and the Poor Monitoring/Supervision scale in the telephone interview format. Similar results were reported by Dadds, Maujean, and Fraser (2003) in a large (n = 802) community sample of 4- to 9-year old Australian children using the Parent Global Report form of the APQ in which moderate internal consistency of the Poor Monitoring/Supervision (alpha = 0.59) and Corporal Punishment (alpha = 0.55) was found. The Cronbach alpha for the other three subscales were much higher: Parental involvement = 0.75, Positive parenting = 0.77, and Inconsistent discipline = 0.73.

Besides these tests of the scales reliability, there is a growing literature on the validity of the APQ scales. First, Shelton et al. (1996) reported that scales from the APQ were generally uncorrelated with measures of a socially desirable response set for both the child report and parent report forms. Second, many studies have shown that scales from the APQ are sensitive to interventions designed to change parenting behaviors in an effort to prevent or treat childhood conduct problems (August, Lee, Bloomquist, Realmuto, & Hektner, 2003; Feinfield & Baker, 2004; Lochman & Wells, 2002; Wells et al., 2000). Third, the largest body of evidence supporting the validity of the APQ is the association between problems in parenting, as documented by scales on the APQ, and conduct problems in clinic-referred children (Blader, 2004; Chi & Hinshaw, 2002; Frick, Christian, & Wootton, 1999; Hinshaw, 2002; Shelton et al., 1996) and adolescents (Frick et al., 1999), non-referred children (Colder, Lochman, & Wells, 1997; Frick, Kimonis, Dandreaux, & Farell, 2003; Oxford, Cavell, & Hughes, 2003; Prevatt, 2003), children in substance abusing families (Stanger, Dumenci, Kamon, & Burstein, 2004), and families of hearing-impaired children (Brubaker & Szakowski, 2000).”

Satisfaction. Participant's satisfaction with the program is important as it pertains to whether the course is effective in garnering the participant's attention. Participants must be engaged during the class in order to effectively learn (Dewey, 1938; Kumpulainen & Wray, 2002). Therefore, an 8-item scale was created to measure satisfaction with two elements of the program (a) overall program/curriculum satisfaction and (b) facilitator satisfaction.

Limitations

Every evaluation has limitations due to the nature of scientific study and limited resources. Several limitations should be noted and considered in full understanding of findings. First, the participants were not randomly selected from a larger sample. Some participants were required by the courts to attend the intervention program due to poor parental behaviors, which may create a bias of poor parental behaviors. Second, a comparison group was not used for this evaluation. The short time allowed for this evaluation and the lack of funds for more extensive evaluation limited the group selections. Third, no follow-up study was conducted for several reasons. These included, the need for anonymity of participants as well as the transitional nature of the population. Due to the transient nature of the sample, we are unable to track participants later than the end of the program. Therefore, this evaluation will be unable to determine how long the effects of the program are sustained.

Fourth, the small sample size limits the statistical analysis of the data. Primary descriptive data analyses were conducted using the participant questionnaires. These analyses provide evidence of program feasibility and potential effectiveness, but a larger sample size is required for more extensive analyses. Fifth, data were self-reported by participants. Thus, responses were prone to possible underreporting and recall bias. Participant reporting may also have been influenced by the evaluator. In our efforts to meet requirements of human ethic research, we provided CITI trained evaluators to conduct each evaluation. Thus, the ENGAGE evaluators were different than the ENGAGE instructors. The ENGAGE evaluators had not built rapport with the sample. While in some populations, this is not a reason for concern, we realized that it may influence the reliability of the data.

As a result, the proposed study design is unable to produce statements of causality and generalizability of findings beyond the sample. The study is designed to collect a single-group pretest/posttest evaluation (Kettner et. al, 2017). This experimental design uses only a single group as both the experimental group and comparison group. The impact of the program is attributed to changes in scores. However, researchers cannot be certain that the impact is a result of the program as the impact may be attributed to confounding factors such as maturation. Thus, future evaluations may consider using a nonequivalent comparison group design or randomized experimental design to decrease internal validity threats.

Moreover, the quantitative analysis can provide some insight into parental outcomes of the ENGAGE program; however, no data collected in the proposed evaluation will be able to

determine underlying causations for the change. The sample is small and not representative of the general public; therefore, generalizations are limited to the tested population.

FINDINGS, CONCLUSIONS, & RECOMMENDATIONS

In this section we provide the findings for each of the research questions. We draw some final conclusions based on these findings and make recommendations for future programs and research.

A. Findings regarding ENGAGE Effectiveness

Overall, the data from this evaluation provide support for ENGAGE as providing a statistically significant improvement in positive parenting skills and behaviors (see Table 1). Specifically, positive parenting was based on involvement, positive parenting, parental monitoring, discipline, and corporal punishment. In all areas, parents increased in positive parenting knowledge and skills. The difference between parental pre- and post-intervention scores were statistically significant in each construct. The ENGAGE program facilitated the most growth in discipline, positive parenting, and corporal punishment. The least growth was in involvement and parental monitoring.

Table 1.

	n	Pre		Post		Change		Significance		
		M	SD	M	SD	Deviation	SD	t	df	p
Effective Parenting	64	2.92	0.40	3.34	0.39	0.42	0.35	-9.52	63	0.001*
<i>Parental Nurturance</i>	61	3.61	0.43	3.85	0.38	0.23	0.43	-4.25	60	0.001*
Involvement	67	3.30	0.72	3.46	0.70	0.15	0.55	-2.23	66	0.03
Positive Parenting	69	3.95	0.66	4.46	0.57	0.50	0.74	-5.70	68	0.001*
Parental Monitoring	68	3.56	0.52	3.63	0.52	0.08	0.24	-2.60	67	0.01
<i>Effective Discipline</i>	71	2.43	0.51	2.92	0.50	0.49	0.43	-9.50	70	0.001*
Discipline	71	2.33	0.72	2.84	0.62	0.53	0.53	-8.40	70	0.001*
Corporal Punishment	72	2.57	0.61	3.01	0.58	0.44	0.52	-7.24	71	0.001*
ENGAGE measure*	61	2.98	0.42	3.49	0.33	0.52	0.44	-9.28	60	0.001*

Scores range from 1 to 5; with 5 being more of the positive nature of the trait.

*ENGAGE measure is a construct developed from APQ items specifically identified as core behaviors targeted in the ENGAGE curriculum; specifically, items: 1, 2, 3, 4, 9, 11, 12, 13, 16, 17, 18, 20, 22, 25, 26, 27, 31, 34, 36, 37, 39, 40

RQ1: Does parent’s successful participation in ENGAGE lead to significant improvement in *effective parenting*?

Overall, the data from this evaluation provide support for ENGAGE as significantly improving parenting effectiveness. Specifically, parenting effectiveness was based on parental nurturance and effective discipline. In both areas, parents increased in positive parenting knowledge and skills. The difference between parental pre- and post-intervention scores were statistically significant. The ENGAGE program facilitated the most growth in parent’s discipline.

RQ2: Does parent’s successful participation in ENGAGE lead to significant improvement in *parental nurturance*?

Overall, the data from this evaluation provide support for ENGAGE as significantly improving parental nurturance. Specifically, parental nurturance was based on involvement, positive parenting, and parental monitoring. In all areas, parents increased in these related knowledge and skills. The difference between parental pre- and post-intervention scores were statistically significant. The ENGAGE program facilitated the most growth in positive parenting, followed by involvement, and finally parental monitoring.

RQ3: Does parent’s successful participation in ENGAGE lead to significant improvement in parents’ *effective discipline*?

Overall, the data from this evaluation provide support for ENGAGE as significantly improving effective discipline. Specifically, effective discipline was based on discipline and corporal punishment. In all areas, parents increased in positive and effective discipline knowledge and skills. The difference between parental pre- and post-intervention scores were statistically significant. The ENGAGE program facilitated the most growth in discipline.

B. Findings regarding Participant Satisfaction

Overall, participants are highly satisfied with the program and the facilitators. Table 2 reports descriptive statistics regarding participants satisfaction with the program and the facilitators.

Table 2. Program & Facilitator Satisfaction

	n	M	SD
Program Satisfaction	72	4.62	0.82
I am glad I participate in ENGAGE	72	4.76	0.78
Excellent use of my time	72	4.64	0.86
I would invite a friend	72	4.58	0.95
I am a better parent	72	4.50	0.96
Facilitator Satisfaction	71	4.84	0.69
Facilitator was respectful	71	4.85	0.69
Facilitator was helpful	72	4.85	0.69
Facilitator was knowledgeable	72	4.83	0.71

Scores range from 1= very strongly disagree to 5 = very strongly agree

RQ4: Are participants satisfied with ENGAGE program?

In general, participants are highly satisfied with the ENGAGE program. Participants were glad that they participated in ENGAGE and felt like ENGAGE was a good use of their time. They enjoyed their experience to a degree that they would recommend the program to a friend. Finally, and potentially most important, participants' efficacy as a parent improved as a result of the program; specifically, participants felt that they were better parents because of ENGAGE.

RQ5: Are participants satisfied with ENGAGE facilitators?

In general, participants are highly satisfied with the ENGAGE facilitators. Participants felt that facilitators were respectful, helpful, and knowledgeable.

C. Qualitative Feedback from Participants

Participants had the opportunity to provide additional comments, praise, or feedback on improving the program. In this optional response, 37 of the 78 (47%) participants provided additional comments. The researchers analyzed these comments thematically and found four major themes, including: satisfaction, recommendation, community, and parenting change. Table 3 provides an overview of these different comments, and Appendix C provides a full list of each comment per theme.

Table 3. Themes & Examples of Participant Comments and Feedback

Theme	Theme definition	n	Example of Participant's Comments
<i>Satisfaction</i>	The participant noted being satisfied with their time in ENGAGE sessions. They express liking or valuing the program.	32	<p>I loved the dynamics of this program. I loved the engagement and provoking questions. I also enjoyed doing it as a group and hearing other parents' perspectives and ideas.</p> <p>Engage taught me a lot of good skills to become a better parent and person. I use most of what I've learned in Engage in my daily life. Was a very fun, friendly and easy program to learn and relate too.</p>
<i>Recommend</i>	The participant noted that they would recommend ENGAGE to a friend.	3	<p>I loved the class. I would recommend to every parent I know! Our facilitators were great, helpful, and understanding.</p> <p>I personally loved the experience of being involved with this program. It has helped me in many different ways and the people here are like my support system and I recommend having one in Greenville TX.</p>
<i>Community</i>	The participant noted that they appreciated the community they built/relationships created in their time in ENGAGE classes.	7	<p>I liked how much engagement and conversation with the other parents and feeling like I had a support system free of judgement.</p> <p>Loved the program! It has definitely helped with my parenting and how I react to my child. It was informative and made me feel good that other parents felt how I did. Great program!</p>
<i>Parenting Change</i>	The participant commented that they noticed a change to their parenting in the addition of new skills or knowledge which altered their parenting choices.	14	<p>This program was very eye-opening and helpful. I learned so much about what kind of a parent I am and what I can do to be an even better parent. I feel like both my child and myself have benefitted from me coming to this class.</p> <p>I want to thank you all, I practiced some of the advice given to me with my children and immediately could see a difference in all of our lives!</p>

D. Conclusions & Recommendations

Programmatic Recommendations

Analyses of the evaluation data suggest participants found the program to be highly effective in increasing positive parenting skills and behaviors. Based on findings, the only area for potential improvement in future curriculum is related to parental involvement and monitoring; however, these were even found to be moderately effective in this current evaluation. Additionally, participants found the program to be enjoyable. Participants noted they appreciated the discussion-based format of the program and that the format provided increased their perceptions of community and support. Overall, parents felt that the program increased their parenting knowledge and skills.

Based on these findings, we are only able to provide general recommendations for improvement as the program at this time. One general recommendation would be for ENGAGE to provide follow-up opportunities for participants to sustain and maintain growth; yet, ENGAGE is already offering a follow-up course for parents who continue to seek to improve their parenting skills. A second semester has already been implemented and a third semester is currently being created. Participants also recommend the creation of a grandparent version of the curriculum; we agree that this type of program would be very timely given the important role that many grandparents are playing in the lives of their grandchildren. Finally, we would recommend that ENGAGE consider broadening to additional languages, like Spanish. However, ENGAGE is already offering Latino/Spanish-based classes. Based on these continual improvements to the ENGAGE curriculum and programming, we then only offer the suggestion that ENGAGE continue conducting evaluations to continue to demonstrate effectiveness.

Evaluation Recommendations

We highly recommend that ENGAGE continue to evaluate the effectiveness of the curriculum using similar study designs as it is implemented with diverse populations in order to demonstrate the reliability and validity of the results presented in this report. This will build the evidence and support that ENGAGE is an effective program.

We also recommend future evaluations should consider these additional methods for continued evaluation of ENGAGE:

1. Future longitudinal studies are recommended to determine if participating in the ENGAGE program influences positive parenting behaviors. Parental behaviors should be assessed prior to participation, at the end, and at set time intervals of 3 months and 6 months following the program to determine if the positive changes to parenting are sustained.

2. Additional quantitative studies are needed to determine if the program effectively changes children's trajectory.
3. A larger sample size and the inclusion of a comparison group are needed to determine the effectiveness of the ENGAGE program. The current evaluation provided preliminary data to support the feasibility of the program, but future evidenced-based program evaluations are needed to establish program effectiveness.
4. A qualitative study with program participants will provide clearer examples and narratives of how the program is impacting parent and children's lives.

APPENDICES

APPENDIX A: REFERENCES

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APPENDIX B: FINAL SURVEY



Consent Form for Research

PROTOCOL TITLE: ENGAGE: Positive Parenting Program Evaluation
PRINCIPAL INVESTIGATOR: Dr. Karen Melton
SUPPORTED BY: Baylor University

Purpose of the research: The purpose of this study is to evaluate the effectiveness of the ENGAGE program.

Study activities: You will be asked to take a short survey. It is estimated that the survey will take you less than 20 minutes. Approximately 100 participants will complete this survey.

Risks and Benefits: To the best of our knowledge, there are no risks to you for taking part in this study. You may be uncomfortable with some of the questions and topics we will ask about. You do not have to answer any questions that make you feel uncomfortable. There are no benefits to you from taking part in this research.

Confidentiality: Confidentiality will be maintained. You will not be asked for any identification information that can link your responses to you. However, if you are concerned about your data security, you should not participate. Authorized staff of Baylor University may review the study records for purposes such as quality control or safety.

Compensation: There is no compensation for participation in this study.

Questions or concerns about this research study: You can call the researcher with any concerns or questions about the research.

- Karen Melton Karen_Melton@baylor.edu 254-710-1227

If you want to speak with someone not directly involved in this research study, you may contact the Baylor University IRB through the Office of the Vice Provost for Research at 254-710-1438. You can talk to them about:

- Your rights as a research subject
- Your concerns about the research
- A complaint about the research

Taking part in this study is your choice. You are free not to take part or to stop at any time for any reason. No matter what you decide, there will be no penalty or loss of benefit to which you are entitled. If you decide to withdraw from this study, the information that you have already provided will be kept confidential. Information already collected about you cannot be deleted. **If you do not wish to participate, please turn in your questionnaire to the researcher. By continuing with the research and completing the study activities, you are providing your consent.**

To be filled out by researcher:


Agency ID: _____

Date: _____

INSTRUCTIONS

This survey asks about **your child**. If you have more than one child, think of one child that you hope benefits the *most* from your participation in ENGAGE. (If you are still thinking of multiple children, consider the oldest school age child.) Please write the child’s age and then answer all the questions with this child in mind.

 **CHILD’S AGE:** _____

 **How much do you have contact with this child?**

- Lives with me all or most of the time
- Lives with me part of the time
- Does not live with me, but we have regular contact
- We hardly have contact
- We have no contact

This survey is about your family. Circle the number that best indicates how often it TYPICALLY occurs in your family. The possible answers are (1) Never, (2) Almost Never, (3) Sometimes, (4) Often, and (5) Always.

For each question, please select the best response that describes your parenting *before* and *after* your participation in ENGAGE. Your response should illustrate how much you think you have changed in your parenting because of your participation in ENGAGE.

EXAMPLE 1: Change in the behavior, skill, or attitude

This parent BEFORE participating in ENGAGE thought they “*almost never*” had friendly talks with their child but AFTER participating in ENGAGE thought they “*often*” had friendly talks with their child.

1. You have a friendly talk with your child.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

EXAMPLE 2: No change in the behaviors, skill, or attitude

This parent BEFORE participating in ENGAGE thought they “*sometimes*” had friendly talks with their child and AFTER participating in ENGAGE thought they still only “*sometimes*” had friendly talks with their child.

1. You have a friendly talk with your child.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

PLEASE ANSWER ALL ITEMS.

1. You have a friendly talk with your child.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

2. You let your child know when he/she is doing a good job with something.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

3. You threaten to punish your child and then do not actually punish him/her.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

4. You volunteer to help with special activities that your child is involved in (such as sports, boy/girl scouts, church youth groups, community or school events, etc.).

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

5. You reward or give something extra to your child for obeying you or behaving well.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

6. Your child fails to leave you a note or to let you know where he/she is going.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

7. You play games or do other fun things with your child.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

8. Your child talks you out of punishing him/her after he/she has done something wrong.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

9. You ask your child about his/her day at school.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

10. Your child stays out in the evening past the time he/she is supposed to be home.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

11. You help your child with his/her homework.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

12. You feel that getting your child to obey you is more trouble than it is worth.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

13. You compliment your child when he/she does something well.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

14. You ask your child what his/her plans are for the coming day.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

15. You drive/walk your child to a special activity.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

16. You praise your child if he/she behaves well.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

17. Your child is out with friends you do not know.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

18. You hug or kiss your child when he/she has done something well.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

19. Your child goes out without a set time to be home.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

20. You talk to your child about his/her friends.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

21. Your child is out after dark without an adult.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

22. You let your child out of a punishment early (e.g., lift restrictions earlier than you originally said).

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

23. Your child helps plan family activities.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

24. You get so busy that you forget where your child is and what he/she is doing.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

25. Your child is not punished when he/she has done something wrong.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

26. You attend PTA meetings, parent/teacher conference, or other meetings at your child's school.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

27. You tell your child that you like it when he/she helps out around the house.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

28. You don't check that your child comes home at the time he/she is supposed to.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

29. You don't tell your child where you are going.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

30. Your child comes home from school more than an hour past the time you expect him/her.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

31. The punishment you give your child depends on your mood.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

32. Your child is at home without adult supervision.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

33. You spank your child with your hand when he/she has done something wrong.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

34. You ignore your child when he/she is misbehaving.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

35. You slap your child when he/she has done something wrong.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

36. You take away privileges or money from your child as a punishment.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

37. You send your child to his/her room as a punishment.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

38. You hit your child with a belt, switch, or other object when he/she has done something wrong.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

39. You yell or scream at your child when he/she has done something wrong.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

40. You calmly explain to your child why his/her behavior was wrong when he/she misbehaves.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

41. You use time out (make him/her sit or stand in a corner) as a punishment.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

42. You give your child extra chores as a punishment.

	Never	Almost Never	Sometimes	Often	Always
Before participating in ENGAGE	1	2	3	4	5
After participating in ENGAGE	1	2	3	4	5

The hard part is over....You are almost done!!!

We just have a few more questions about the ENGAGE program.

Have you ever heard Karol Ladd (the founder of ENGAGE) give a special talk?

- No
- Yes

Before this class, have you participated in an ENGAGE parenting class?

- No
- Yes

Have you ever participated in other parenting classes (not including ENGAGE)?

- No
- Yes

What was your top reasons for taking this class? (check all that apply)

- I want to learn new skills to be a better parent.
- I want to learn from other parents who are doing the best they can with their children
- I want to learn new strategies for disciplining my child
- I want my child to be prepared for school and life
- I was asked to take this class by a judge or parole officer.
- I need to take this class for a program that I am a part of.
- Other; please specify: _____

Please indicate the extent to which you disagree or agree with each of the following:

	Very Strongly Disagree				Very Strongly Agree
43. I am glad I came to ENGAGE	1	2	3	4	5
44. ENGAGE was an excellent use of my time	1	2	3	4	5
45. I would invite a friend to ENGAGE	1	2	3	4	5
46. I am a better parent because of my involvement in ENGAGE	1	2	3	4	5
47. The facilitator treated me with respect	1	2	3	4	5
48. The facilitator was very helpful	1	2	3	4	5
49. The facilitator was very knowledgeable	1	2	3	4	5

50. Please rate your overall satisfaction with ENGAGE:

Very Dissatisfied					Very Satisfied
1	2	3	4	5	

Additional Comments, Praise, or Feedback about ENGAGE program:

Finally, please provide us with some additional information about yourself.

Which of the following ENGAGE sessions did you attend?

- Introduction: The Power of Positive Parenting **(Week 1)**
 - Session 1: Developing A Love for Learning **(Week 2)**
 - Session 2: Maintaining Physical Health & Nutrition **(Week 3)**
 - Session 3: Recognizing the Importance of Spiritual Growth **(Week 4)**
 - Session 4: Building A Strong Sense of Family **(Week 5)**
 - Session 5: Creating an Emotionally Healthy Environment **(Week 6)**
 - Session 6: Growing Positive Relationships and Friendships **(Week 7)**
 - Session 7: Discovering Wise Ways to Discipline Your Kids **(Week 8)**
-

What is your Age: ____ years old

What is your Sex: M:____ F:____

What is your Ethnic Background: (check all that apply)

- African American
 - Asian or Asian-American
 - African Nationals/Caribbean Islanders
 - Middle Eastern
 - Hispanic/Latino
 - Hawaiian or Pac. Islander
 - Native American or Alaskan Native
 - White /European American
 - Other: _____
-

What is your current housing situation:

- Own
 - Rent
 - Shared housing with friends/relatives
 - Temporary housing (program, shelter, or temporary with friends/relatives)
 - Homeless
-

Number of Children that you consider part of your family: _____

Age of Youngest Child: _____

Age of Oldest Child: _____

What is your highest level of education? (check one)

- | | |
|--|---|
| <input type="checkbox"/> Some Elementary or Junior High school | <input type="checkbox"/> Some High School |
| <input type="checkbox"/> Completed High School or GED | <input type="checkbox"/> Trade or Vocational Training |
| <input type="checkbox"/> Some College | <input type="checkbox"/> 2-year college degree |
| <input type="checkbox"/> 4-year college degree | <input type="checkbox"/> Advanced Degree |

What is your current combined household income?

- | | | |
|---|--|--|
| <input type="checkbox"/> Less than \$10,000 | <input type="checkbox"/> \$10,001-20,000 | <input type="checkbox"/> \$20,001-30,000 |
| <input type="checkbox"/> \$30,001-40,000 | <input type="checkbox"/> \$40,001-50,000 | <input type="checkbox"/> \$50,001-60,000 |
| <input type="checkbox"/> more than \$60,001 | | |

What is your current marital status?

- | | | | |
|----------------------------------|------------------------------------|---------------------------------------|-----------------------------------|
| <input type="checkbox"/> Married | <input type="checkbox"/> Partnered | <input type="checkbox"/> Singled | <input type="checkbox"/> Divorced |
| <input type="checkbox"/> Widowed | <input type="checkbox"/> Separated | <input type="checkbox"/> Other: _____ | |

YOU HAVE COMPLETED THE SURVEY!!!
THANK YOU FOR YOUR PARTICIPATION!

ENGAGE EVALUATION: RESEARCHER QUESTIONNAIRE

Directions: At the time of collecting data, the researcher should fill out the following information sheet. Ask the instructor for unknown information after all participants leave.

1. Date of evaluation: _____
2. Data Collectors Name (i.e., Your Name): _____
3. Name of Agency/Program hosting ENGAGE: _____
4. Location (City, State): _____
5. Name of Instructor: _____
6. Number of times instructor has taught the course: _____
7. Name of ENGAGE curriculum used:
 - Original-Semester 1
 - Original-Semester 2
 - Other: _____
8. This class typically met:
 - Daily Weekly Every-Other Week Monthly Other: _____
9. Start date of class: _____
 - a. Number of Participants at the start date of class: _____
10. End date of class: _____
 - a. Number of Participants at the end date of class: _____
 - b. Number of Participants “Successfully” completing the course: _____
11. Overall, which word best describes the engagement level of the participants:
 - Poor Below Average Average Good Great
12. Did anything UNIQUE happen during the course of the program?

Agency ID: _____

Eval #: _____

APPENDIX C: PARTICIPANT COMMENTS

The evaluation provided participants the opportunity to share their own comments. These comments have been coded for the following themes: Satisfaction, Recommendation, Community, & Parenting Change. These related comments can be found below.

SATISFACTION. The participants noted being satisfied with their time in ENGAGE sessions. They express liking or valuing the program.

- I personally loved the experience of being involved with this program. It has helped me in many different ways and the people here are like my support system and I recommend having one in Greenville TX.
- I would love to learn more nuggets!
- Praise God that there is women that are involved in these programs to help us with how to be a better parent. They are filled with love and kindness. May the Lord continue to use them. Thank you.
- I want to thank you all, I practiced some of the advice given to me with my children and immediately could see a difference in all of our lives!
- Great class and facilitators :) thank you.
- I loved the ladies, and can't wait to see them next time.
- I liked how much engagement and conversation with the other parents and feeling like I had a support system free of judgement.
- I loved the dynamics of this program. I loved the engagement and provoking questions. I also enjoyed doing it as a group and hearing other parents' perspectives and ideas
- Loved the program! It has definitely helped with my parenting and how I react to my child. It was informative and made me feel good that other parents felt how I did. Great program!
- Thank you so much for taking your time out to help others with parenting, it really was a blessing to have this opportunity. I've gained a lot of knowledge and be able to improve my parenting may God bless you with many more to bless xoxoxo :)
- This program was very eye-opening and helpful. I learned so much about what kind of a parent I am and what I can do to be an even better parent. I feel like both my child and myself have benefitted from me coming to this class.
- love the program
- Smell the flowers! Blow the candles! Loved!
- I really enjoyed this class. I felt that it gave me great ideas to deal with conflicts one faces as a parent.
- was great way to learn new methods in parenting
- I enjoyed the two days that I was able to attend but I feel I didn't have enough time to see any results. I appreciate the opportunity and look forward to next semester.
- I love the class because you get to be yourself
- I loved the program and I'm glad I came to the class. Also happy that it was after working hours
- had a great time with the ladies and learn a lot of new valuable parenting techniques and I can now identify my own parenting skills and ways to improve them to benefit my child

- both facilitators gave great advice and respected our opinions. I enjoyed the engage, exemplify part it really helped tie everything back together.
- I loved the class. I would recommend to every parent I know! Our facilitators were great, helpful, and understanding.
- The program was awesome - ready for part two!
- very good program wish there was a program for grandparents
- It was very helpful and I learned a lot of stuff I did not know. The staff was very helpful and very nice I enjoyed it very much.
- engage taught me a lot of good skills to become a better parent and person. I use most of what I've learned in Engage in my daily life. Was a very fun, friendly and easy program to learn and relate too.
- Thank you for taking time out of your day to come help us, edify, guide us into the mothers we were called to be.
- I thank all the women that came to teach us. It's such a blessing. Thank you.
- The ladies that taught the class were awesome!
- Can't wait to take another class, you can always learn better ways to be a parent. Karol Ladd love your books.
- Do not change nothing
- I enjoyed learning and understanding how small children act. I have my 4 yr old. It's different from my 25 yr old son. This class has open my eyes Ty!
- Loved attending these classes. It gave me very helpful insight on parenting!

RECOMMENDATION. The participants noted that they would recommend ENGAGE to a friend.

- I personally loved the experience of being involved with this program. It has helped me in many different ways and the people here are like my support system and I recommend having one in Greenville TX.
- I loved the class. I would recommend to every parent I know! Our facilitators were great, helpful, and understanding.
- very good program wish there was a program for grandparents

COMMUNITY. The participants noted that they appreciated the community they built/relationships created in their time in ENGAGE classes.

- I personally loved the experience of being involved with this program. It has helped me in many different ways and the people here are like my support system and I recommend having one in Greenville TX.
- I loved the ladies, and can't wait to see them next time.
- I liked how much engagement and conversation with the other parents and feeling like I had a support system free of judgement.
- I loved the dynamics of this program. I loved the engagement and provoking questions. I also enjoyed doing it as a group and hearing other parents' perspectives and ideas
- Loved the program! It has definitely helped with my parenting and how I react to my child. It was informative and made me feel good that other parents felt how I did. Great program!
- I love the class because you get to be yourself

- Had a great time with the ladies and learn a lot of new valuable parenting techniques and I can now identify my own parenting skills and ways to improve them to benefit my child

PARENTING CHANGE. The participants commented that they noticed a change to their parenting in the addition of new skills or knowledge which altered their parenting choices.

- Praise God that there is women that are involved in these programs to help us with how to be a better parent. They are filled with love and kindness. May the Lord continue to use them. Thank you.
- I want to thank you all, I practiced some of the advice given to me with my children and immediately could see a difference in all of our lives!
- Loved the program! It has definitely helped with my parenting and how I react to my child. It was informative and made me feel good that other parents felt how I did. Great program!
- Thank you so much for taking your time out to help others with parenting, it really was a blessing to have this opportunity. I've gained a lot of knowledge and be able to improve my parenting may God bless you with many more to bless xoxoxo :)
- This program was very eye-opening and helpful. I learned so much about what kind of a parent I am and what I can do to be an even better parent. I feel like both my child and myself have benefitted from me coming to this class.
- I really enjoyed this class. I felt that it gave me great ideas to deal with conflicts one faces as a parent.
- was great way to learn new methods in parenting
- Had a great time with the ladies and learn a lot of new valuable parenting techniques and I can now identify my own parenting skills and ways to improve them to benefit my child
- It was very helpful and I learned a lot of stuff I did not know. The staff was very helpful and very nice I enjoyed it very much.
- Engage taught me a lot of good skills to become a better parent and person. I use most of what I've learned in Engage in my daily life. Was a very fun, friendly and easy program to learn and relate too.
- Thank you for taking time out of your day to come help us, edify, guide us into the mothers we were called to be.
- I enjoyed learning and understanding how small children act. I have my 4 yr old. It's different from my 25 yr old son. This class has open my eyes!
- Loved attending these classes. It gave me very helpful insight on parenting!

APPENDIX D: BUCKNER RESULTS

Buckner International implemented the program 6 sites (e.g., Amarillo, Lufkin, Longview, Lubbock, Houston) in conjunction with their Family Pathway program. Forty-one participants completed surveys.

Buckner Results for Parenting Effectiveness

	n	Pre		Post		Change		Significance		
		M	SD	M	SD	Deviation	SD	t	df	p
Effective Parenting	34	2.98	0.34	3.41	0.27	0.43	0.32	8.01	33	.0001*
Parental Nurturance	34	3.65	0.39	3.86	0.28	0.21	0.25	4.81	33	.0001*
Involvement	39	3.32	0.74	3.44	0.70	0.12	0.37	-2.04	38	0.04
Positive Parenting	38	3.99	0.58	4.45	0.40	0.46	0.39	-7.27	37	.0001*
Parental Monitoring	38	3.63	0.37	3.72	0.29	0.08	0.21	-2.24	37	0.03
Effective Discipline	41	2.47	0.48	2.97	0.40	0.50	0.40	8.02	40	.0001*
Discipline	41	2.41	0.66	3.00	0.53	0.58	0.47	-7.79	40	.0001*
Corporal Punishment	41	2.52	0.52	2.95	0.50	0.43	0.49	-5.63	40	.0001*
ENGAGE measure*	35	3.01	0.36	3.51	0.31	0.51	0.33	9.02	34	.0001*

Scores range from 1 to 5; with 5 being more of the positive nature of the trait.

*ENGAGE measure is a construct developed from APQ items specifically identified as core behaviors targeted in the ENGAGE curriculum; specifically, items: 1, 2, 3, 4, 9, 11, 12, 13, 16, 17, 18, 20, 22, 25, 26, 27, 31, 34, 36, 37, 39, 40

Buckner Results for Program & Facilitator Satisfaction

	n	M	SD
Program Satisfaction	41	4.64	0.65
Facilitator Satisfaction	41	4.95	0.19

Scores range from 1= very strongly disagree to 5 = very strongly agree