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Leaders for Change: Protective Factors in Action

Year Two Evaluation Report

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Introduction

Parent Services Project (PSP) received funding in 2012, from the California Office of Child Abuse Prevention, to develop and deliver a series of parent leadership trainings in 20 counties across California over the period of three years. In addition, PSP will provide technical assistance and support to local service providers in these 20 counties to incorporate family leadership activities in their work.

The training, known as *Leaders for Change*, is a three-module curriculum built around the Five Protective Factors, identified by national research, which all families need to be strong as they raise their children.

The Center for the Study of Social Policy identifies these protective factors as:

- 1. Parental resilience** - Resilience is the ability to bounce back from difficulties. There are two parts to resilience. The first is to be able to recognize and acknowledge difficulties and the feelings that go along with challenging events and situations. The second part of resilience is the ability to have hope, to problem solve, and to take action in the midst of difficult events and feelings.
- 2. Social connections** - Whenever a family is isolated from extended family or community, the children are more at risk. Many parents naturally develop friendships with other parents they meet in a childcare program or school, but others may need help establishing those social connections. Creating opportunities for families to connect with one another and build relationships of trust strengthens the social fabric of a community, which protects and supports children.
- 3. Concrete support in times of need** - When families are in crisis, the children are more protected if the family gets access to the resources they need relatively quickly. Community programs and other families can provide appropriate referrals and follow-up to families who need immediate support. Keeping a family's basic needs in place, reduces stress and supports children to develop in a healthy, stable home environment.
- 4. Knowledge of parenting and child development** - Parents with knowledge of parenting and their own child's development have more appropriate expectations and use more developmentally appropriate guidance techniques. Sharing information about child development with families, whether through an informal conversation, in a class, on a website, or by handing out brochures and other written information helps spread this knowledge. Parents learn best when they are talking about their own child right now.
- 5. Social and emotional competence of children** - Children who receive high-quality early childhood education get support for healthy social and emotional development in many ways. They learn how to identify their feelings, empathize with the feelings of others, share emotions appropriately, and solve problems with peers and adults. Children who are not in formal early childhood programs can also learn these skills from parents and caregivers. These skills are important for strengthening a child's resilience and ability to manage challenges throughout their life.

For more information, visit CSSP's Strengthening Families Website at www.strengtheningfamilies.net.

The *Leaders for Change* training program is tailored to meet the unique needs of the host communities based on input from local advisors. The 20-hour family leadership training program is delivered over three 6-7 hour days. Topics include:

- Leadership of self, family, community, and systems;
- Goal setting, communication, advocacy skills, and action planning;
- Understanding the Five Protective Factors; and
- Building support networks and allies, outreach, and mentoring strategies.

The goals of the training are to:

- Build parents’/families’ knowledge of the Five Protective Factors and their roles in strengthening families; and
- Develop leadership, communication, and advocacy knowledge and skills to create change in systems serving families.

Evaluation Overview

PSP contracted with Philliber Research Associates (PRA) to design and conduct the independent evaluation of this three-year initiative. PRA initially assisted PSP in developing a logic model for the initiative (see next page), which then guided the development of the evaluation instruments. The table below summarizes the year two protocol for evaluation data.

Evaluation Form	Purpose of Form	Completed By	Administered By	When
Sign-in Sheet	To gather contact information and attendance	Parents and Agency Staff	Self-Administered	At the beginning of each session
Informed Consent Form	To gather informed consent for participation in the evaluation	Parents	Training Staff Facilitated	At the first session
Parent Pre-course Survey	To gather baseline demographics and data on behavior related to the Five Protective Factors and leadership	Parents	Training Staff Facilitated	At the first session
Parent Post-course Survey	To gather retrospective baseline and follow-up data on understanding, efficacy, and behavior related to the Five Protective Factors and leadership, as well as feedback about the training course	Parents	Training Staff Facilitated	At the final session
Protective Factors Post-test	To assess the level to which parents understand the Five Protective Factors in action	Parents	Training Staff Facilitated	At the final session
Staff Post-course Survey	To gather retrospective baseline and follow-up data on understanding, efficacy, and behavior related to the Five Protective Factors and leadership, as well as demographic data and feedback about the training course	Staff	Training Staff Facilitated	At the final session

Leaders for Change: *Protective Factors in Action* Logic Model

STRATEGIES <i>What are you doing?</i>	TARGET POPULATION <i>Who are you trying to affect?</i>	SHORT TERM OUTCOMES <i>What do you expect to happen as a result of the strategies?</i>	LONGER TERM OUTCOMES	EVALUATION MEASURES <i>How will you measure change?</i>
Convene a local advisory group for each Parent Academy	Partner agency staff, existing parent leaders and representatives from child abuse/prevention networks	The group will ensure training discussion topics and leadership opportunities are highly relevant for the parents and community being served.	The group will actively engage in outreach efforts during the primary training and replication phases	Attendance Logs
Offer a 20 hour strength-based parent leadership training with a focus on Strengthening Families Five Protective Factors	In each county, 10-20 parents and between 2 and 5 local agency staff members will participate, for a total of 500 parents and approximately 60 agency staff	<ul style="list-style-type: none"> ▪ Parents and local agency staff will increase their knowledge and understanding of the Five Protective Factors and their role in strengthening families ▪ Parents and local agency staff will develop new leadership and advocacy skills ▪ Parents and local agency staff will have deepened relationships. 	<ul style="list-style-type: none"> ▪ Parents will engage in parent-to-parent networking ▪ Parents will move into leadership roles in their chosen organizations ▪ Parents are able to affect change in systems serving families ▪ Local agency staff will take actions to facilitate partnerships with parents ▪ Local agency staff will support parent leadership efforts in their organization 	Attendance Logs Pre- and post-survey to measure knowledge and understanding of Five Protective Factors, leadership, and advocacy skills.
Offer a two-day Train-the-Trainer session to teams from each county Quarterly conference calls	At least one parent and one agency staff member per county, for a total of 20 parents and 20 agency staff	Participants will develop the confidence and skills to deliver the training to others		Attendance logs Post-survey to measure comfort and skills for delivering the training
Local trainers will replicate the program and deliver the training once during the project period	At least 25 parents per county will be trained for a total of 500 parents	<ul style="list-style-type: none"> ▪ Parents will increase their knowledge and understanding of the Five Protective Factors and their role in strengthening families ▪ Parents will develop new leadership and advocacy skills ▪ Parents and local agency staff will have deepened relationships. 	<ul style="list-style-type: none"> ▪ Parents will engage in parent-to-parent networking ▪ Parents will move into leadership roles in their chosen organizations ▪ Parents are able to affect change in systems serving families 	Attendance Logs Pre- and post-survey to measure knowledge and understanding of the Five Protective Factors, leadership, and advocacy skills.

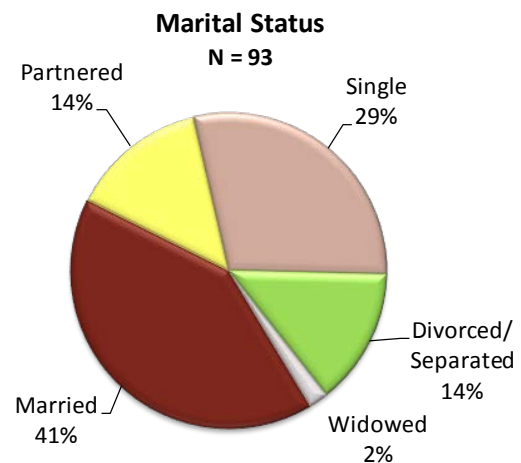
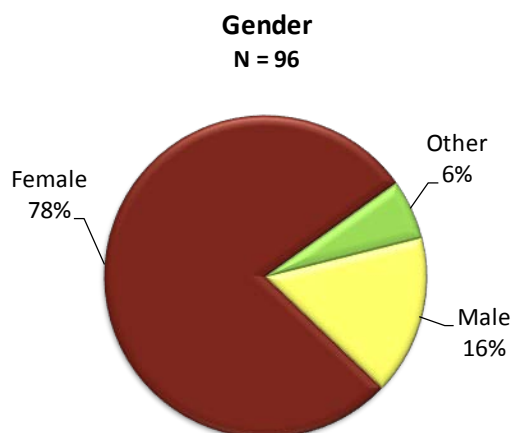
Program Participation

This is a summary report of the second year of the three-year initiative.

Numbers Served - Between October, 2013 and June, 2014, PSP organized and delivered the *Leaders for Change* training program in eight counties. In total, 103 parents enrolled in the program and 86 (83%) completed the program¹. The number of parent participants ranged from 8 to 20 depending on the county. In each county from two to nine staff members from partnering agencies also completed the program for a total of 36 staff members trained.

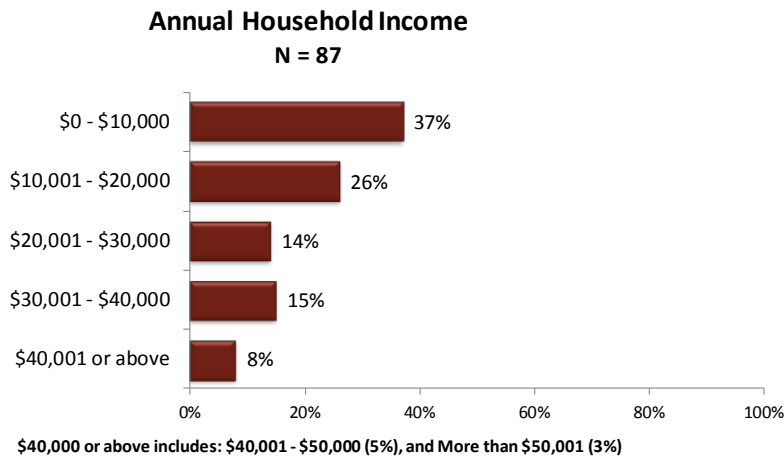
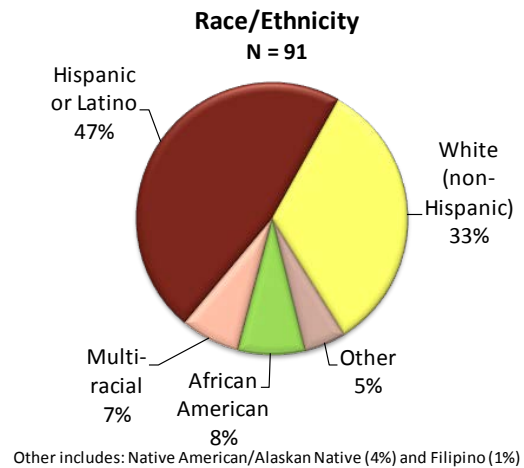
COUNTY	Parents Enrolled	Parents Completed	Staff Completed
Alameda	12	8 (67%)	3
Butte	9	6 (67%)	4
Fresno	20	20 (100%)	3
Kern	15	12 (80%)	6
Madera	11	8 (73%)	9
San Benito	8	6 (75%)	2
Shasta	13	12 (92%)	5
Tuolumne	15	14 (93%)	4
Total	103	86 (83%)	36

Parent Demographics - Information was received on 99 of the parents who enrolled in the program. They ranged in age from 19 to 74 with an average age of 37 years. Over three-quarters (78%) of participating parents were female. Two-fifths (41%) of these parents reported being married and 29% were single.



¹ Parents were counted as having completed the program if they attended at least 2 of the 3 offered sessions and completed a post-test.

Nearly half (47%) of participating parents were Hispanic or Latino and a third were white. Eighty-nine of the parents reported on their immigration status. Of these, 37% said that they had immigrated to the United States, on average 18 years ago (not shown).

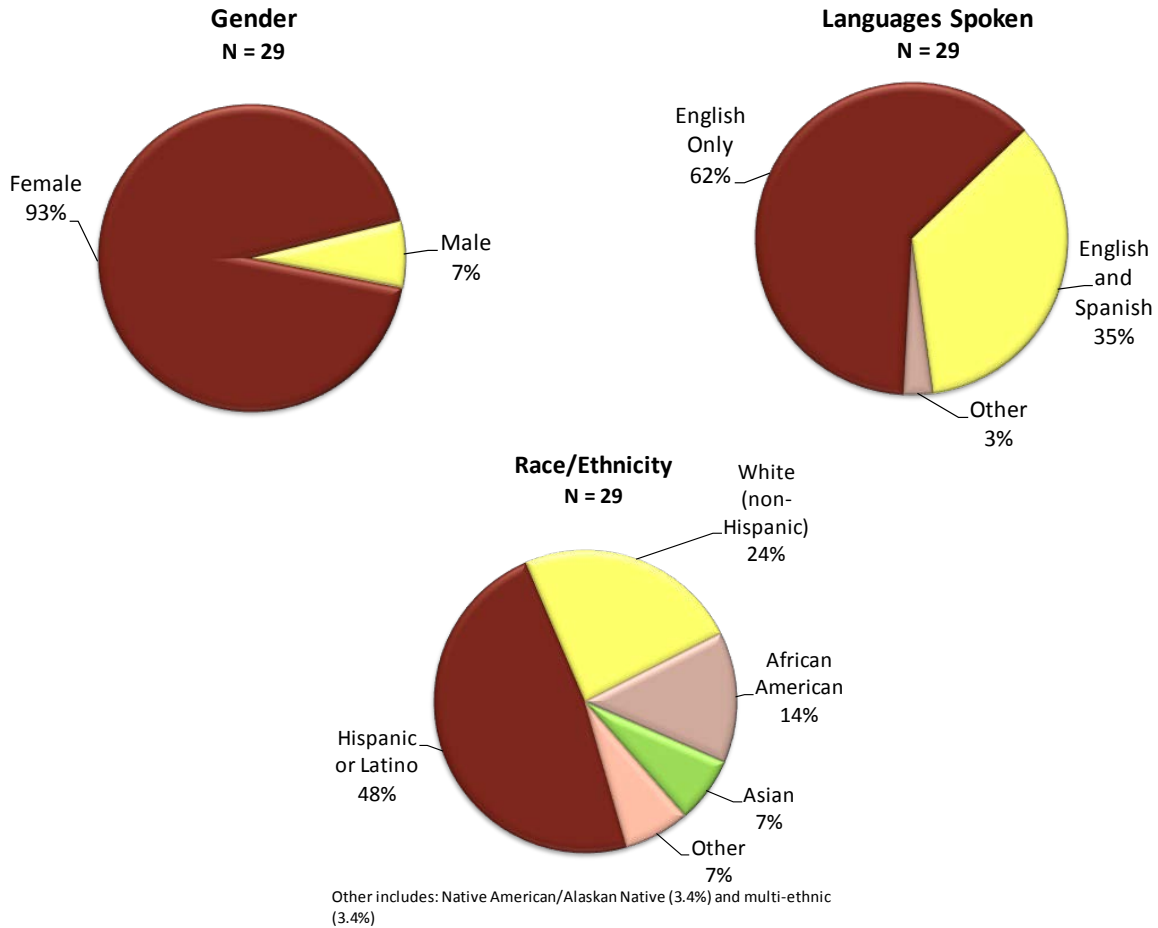


On average, the parents reported having 2 adults and 2 children in their household. Six in ten of the parents (63%) reported that their annual household income was \$20,000 or less.

Parents were asked to report their highest level of education. Their educational backgrounds were quite mixed with the largest group (51%) having at least some college. Just over a quarter (26%) of the parents had less than a high school diploma.

Highest Level of Education	Number of Parents
Elementary or junior high school	18 (19%)
Some high school	7 (7%)
High school diploma or GED	18 (19%)
Trade/vocational training	2 (2%)
Some college	25 (27%)
2 year college degree (Associates)	9 (10%)
4 year college degree (Bachelor's)	11 (12%)
Other (Masters, PhD, or above)	2 (2%)
No formal education	2 (2%)
Total	94

Staff Demographics - Staff were also asked to share their backgrounds. Information was received on 29 of the 30 staff. They ranged in age from 23 to 72 with an average age of 43 years. The vast majority (93%) of participating staff were female. Six in ten (62%) of the staff reported speaking English only and a third (35%) spoke both English and Spanish. Nearly half (48%) of the staff were Hispanic or Latino and another quarter were white (24%).



Staff members were asked to report their highest level of education. More than half (59%) had at least a bachelor’s degree and another quarter had an associate’s degree.

Highest Level of Education	Number of Staff
Some college	5 (17%)
Associate degree (2 year)	7 (24%)
Undergraduate degree (4 year)	9 (31%)
Post graduate degree	8 (28%)
Total	29

When asked about their current position, 11 of the staff (38%) reported that they were a case manager, family support worker, or family advocate. A fifth (21%) of the participating staff members were administrators and another 10% were parent educators or parent partners.

Current Position	Number of Staff
Case manager/ family support worker/family advocate	11 (38%)
Program director/ manager/coordinator	6 (21%)
Parent educator/ parent partner	3 (10%)
Mental health clinician	2 (7%)
Social worker	2 (7%)
Other	5 (17%)
Total	29

Nearly half (49%) of the staff have been in their positions for seven years or more and two-fifths (41%) report having been in this current position three years or less.



Attendance was tracked by the program. On average, parents attended two of the three sessions. Average attendance was highest in Shasta County, where each parent attended all three sessions offered. Attendance was the lowest in Alameda County, where on average the parents attended less than two of the three sessions.

COUNTY	Average Attendance
Alameda	1.8
Butte	2.3
Fresno	2.8
Kern	2.1
Madera	2.5
San Benito	2.6
Shasta	3.0
Tuolumne	2.5
Total	2.5

Outcomes

Change in Parent Views and Practices – At the conclusion of the course, parents are asked to complete a post-course survey that documents their own views and practices around how the Five Protective Factors pertain to their own family. The parents were asked to provide a rating of their views and practices prior to the program, as well as an updated rating at the end of the program. Each item was rated on a 5-point scale, with 1 representing “strongly disagree” and 5 “strongly agree.” This post-course survey was completed at the final session of training. Seventy-eight parents completed the survey although the number that completed each item fluctuated slightly.

Parents reported significant increases in their knowledge, confidence, and skills on all 13 items. The items with the largest change pertained to their personal family discussions about challenges and knowing where to get support in a crisis. By the end of the program, most parents strongly agreed that they had the confidence and skills of the Five Protective Factors within their own families.

<i>ABOUT YOU AND YOUR OWN FAMILY... (N=69-73)</i>	BEFORE MEAN	AFTER MEAN	CHANGE SCORE
In my family, we talk about our challenges and how to address them.	3.2	4.5***	+1.3
If there is a crisis, I know where to get support.	3.4	4.6***	+1.2
I feel confident in my ability to help my child grow and develop.	3.5	4.6***	+1.1
I am able to get information to help me better understand my child.	3.6	4.7***	+1.1
I believe I can solve problems with my child when they happen.	3.5	4.6***	+1.1
When I need help in my family, I am able to ask for help from others.	3.4	4.5***	+1.1
When problems arise in my life, I handle them pretty well.	3.5	4.5***	+1.0
I make efforts to learn new ways to help my child grow and develop.	3.7	4.7***	+1.0
I spend time listening to and having positive conversations with my child.	3.6	4.6***	+1.0
I know where to seek emergency assistance if my family were to need it (i.e., food, clothing, shelter, legal advice, utilities).	3.5	4.5***	+1.0
I have a good understanding of my child’s unique needs.	3.6	4.5***	+0.9
When dealing with my child, I focus on the good things, as well as the challenges.	3.9	4.7***	+0.8
I get emotional support from my family members and/or friends.	3.5	4.3***	+0.8

*** Change is statistically significant at $p < .001$.

Also on the same 5-point scale, parents were asked to rate their own communication and leadership confidence and skills both prior to and at the end of the training. Again, significant increases were found on all 13 items. The three items with the largest changes were parents' ability to set realistic goals, reflect on actions, and confidence that their knowledge and experience as a parent is useful to their community.

<i>ABOUT YOURSELF AS A COMMUNICATOR AND LEADER... (N=70-73)</i>	BEFORE MEAN	AFTER MEAN	CHANGE SCORE
I know how to set realistic goals.	3.3	4.6***	+1.3
I can reflect on actions I have taken and learn new things to improve next time.	3.4	4.7***	+1.3
I feel that my knowledge and experience as a parent is useful to my community.	3.4	4.7***	+1.3
I am able to develop and follow-through on an action plan to achieve my goals.	3.3	4.5***	+1.2
I feel my actions can have a part in improving services for children in my community.	3.4	4.6***	+1.2
I am able to recruit other parents in efforts to make change within school or community settings.	3.3	4.4***	+1.1
I feel a sense of belonging in school and/or community groups.	3.4	4.4***	+1.0
I am able to communicate effectively with others through active listening and dialogue.	3.4	4.4***	+1.0
I am confident in my ability to interact positively with people whose backgrounds are different than my own.	3.6	4.6***	+1.0
I know how to gather information on issues that I care about.	3.5	4.5***	+1.0
I am able to have positive and friendly interactions with other parents in my child's school or in our neighborhood.	3.7	4.6***	+0.9
I consider myself a leader in most areas of my life.	3.6	4.5***	+0.9
I feel comfortable in situations requiring teamwork and cooperation.	3.8	4.6***	+0.8

*** Change is statistically significant at $p < .001$.

Prior to the first session of the course, parents were asked to report on the actions they had taken in the past three months to advocate within their community. These questions were asked again at the completion of the course. A total of 75 parents answered these items at pre and post. Parents provided their responses in four categories, which were coded as follows:

Code	Number of Times
0	Never
2	One or two times
4	Three to five times
6	Six or more times

The actions that parents reported most frequently on the pre-survey were talking to other parents in the community about how to support children and families, talking to their children’s teacher or school official, and researching information about an issue they care about. Following the training, increases occurred for eight of the 13 activities, and of those, three of the increases were statistically significant. The largest increase pertained to taking a leadership role at a school or community meeting.

<i>COMMUNITY ADVOCACY... (N=66-73)</i>	PRE-COURSE MEAN	POST-COURSE MEAN	CHANGE SCORE
Participated in a leadership role at a school or community meeting.	1.7	2.8***	+1.1
Spoke or asked questions at a school or community meeting.	3.0	3.4*	+0.4
Taken steps to achieve one of your goals.	3.3	3.7*	+0.4
Volunteered with a local organization, agency, church or school.	3.2	3.5	+0.3
Developed a goal and the actions needed to achieve it.	3.2	3.5	+0.3
Wrote a letter or email about a community problem or issue.	0.8	0.9	+0.1
Had a face-to-face discussion with a public official, such as a politician or government employee.	1.1	1.2	+0.1
Worked with other people in your community on an issue or problem you care about.	2.7	2.8	+0.1
Talked to your child’s teacher, counselor, principal or school official.	3.8	3.8	0.0
Attended a school or community meeting but did not speak.	2.4	2.4	0.0
Researched information about an issue you care about.	3.5	3.5	0.0
Distributed flyers or used social media about a community issue.	1.7	1.6	-0.1
Talked with other parents about ways to support children and families in your community.	4.0	3.8	-0.2

* Change is statistically significant at $p < .05$, *** $p < .001$.

Change in Parent Knowledge – Parents were tested at the end of the course to demonstrate their understanding of the Five Protective Factors and the dimensions of leadership. The post-test required that they match statements with the correct protective factors. Eighty-six parents completed this post-test. On average, parents correctly answered 11.6 of the 20 items. More parents correctly identified the social connection items than any of the other four protective factors.

Correctly Identifying the Five Protective Factors (N = 86)	Number	Percent
Parent Resilience Items		
Having faith that you can handle any family problem that comes your way	45	52%
Taking steps to reduce your own stress	42	49%
Knowing what makes you happy and relaxed, and taking the time to do those things	45	52%
Recognizing and acknowledging the difficulties your family is having	50	58%
Social Connection Items		
Knowing and trusting your neighbors	71	83%
Laughing and chatting with other adults on a regular basis	70	81%
Participating in opportunities to get to know other parents and families better	62	72%
Easily reaching out to a number of different people for emotional support	34	40%
Concrete Support in Times of Need		
Knowing where services are available for families in your community	51	59%
Utilizing local resources or assistance programs to get your utility bill reduced	58	67%
Practicing how to live within your family's means by comparative shopping or developing a household budget	22	26%
Knowledge of Parenting and Child Development		
Understanding your child's strengths and then seeking out specific activities your child will enjoy	47	55%
Consistently noticing and encouraging your child's positive behavior	42	49%
Spending regular time positively interacting with your child	40	46%
Having predictable and age-appropriate rules and routines	58	67%
Having realistic expectations for a 2-year-old's behavior while shopping	56	65%
Social and Emotional Competence of Children		
Modeling for a child how to appropriately handle disappointment	45	52%
Helping children to positively resolve their conflicts with others	43	50%
Helping a child to recognize and empathize with the feelings of others during a conflict	58	67%
Encouraging an unhappy child to identify and name their feelings	60	70%
Average number correct of 20 items (range)	11.6 (58%) (3 – 20)	

To determine the level of mastery of the dimensions of leadership, parents were asked to identify the top three takeaways or lessons pertaining to, effective communication strategies, visioning, goal setting, and action planning, and advocacy and making change in community systems. The open-ended responses to these three items were reviewed and categorized for themes, with the most common responses as follows:

Key Construct (N = 86)	Number	Percent
Effective Communication Strategies		
Listening/active listening	34	40%
Effective communication	29	34%
"I" messages	12	14%
Ask questions/openness to learn	12	14%
Take time to understand my child's emotions/communicating with him/her	6	7%
Pay attention to own tone, body language	5	6%
Visioning, Goal Setting, and Action Planning		
Identify goals/set goals	29	34%
Have a vision/Know what you want to change	29	34%
Identify concrete actions to take/make a plan for change	29	34%
Be realistic/set goals that are achievable/attainable	15	17%
Be prepared/research first/have a plan	9	10%
Assess strengths and weaknesses (SWOT)	6	7%
Accomplish/celebrate/reward your success	5	6%
Advocacy and Making Change in Community Systems		
Share/speak your mind	31	36%
Take action/follow through/execute	23	27%
Work with others/network	22	26%
Build relationships/social connections	20	23%
Encourage others/help others/share information and resources	19	22%
Get support/ask for help for yourself, your family	17	20%
Respect/trust	14	16%
Be persistent	14	16%
Take initiative/get involved/put it into practice	13	15%
Find and use resources	9	10%
Know the needs of the community	9	10%
I am strong/parents are resilient	9	10%
Impact of power/power relationships	7	8%
Confidence	7	8%
Change is a process over time/incremental steps	6	7%
Open-mindedness	5	6%

Change in Staff Views and Practices – Staff, too, were asked to complete a post-course survey that documented their views and practices regarding parent leadership within their organizations. Like the parents, staff members were asked to provide a rating of their views and practices prior to the program, as well as an updated rating at the end of the program. Each item was rated on a 4-point scale, with 1 representing “strongly disagree” and 4 “strongly agree.” This post-course survey was completed at the final session of training by all 30 participating staff.

There were significant increases on all ten items regarding staff’s views and practices around parent leadership within their organization. The largest change was in the increased familiarity of the Five Protective Factors.

MY VIEWS AND PRACTICES... (N=29-30)	BEFORE MEAN	AFTER MEAN	CHANGE SCORE
I am very familiar with the Five Protective Factors that strengthen the well-being of children, families, and communities.	2.3	3.8***	+1.5
I know how to make parents and community members feel comfortable and included in meetings.	3.0	3.8***	+0.8
I understand what shared leadership with parent leaders means to my work.	2.9	3.7***	+0.8
I work to create an environment in which parents are comfortable enough to speak and interact.	3.2	3.9***	+0.7
I value and encourage parents to take on leadership roles in order to expand their influence in my agency or my practice.	3.0	3.7***	+0.7
I am able to support parents in setting realistic goals and making an action plan.	3.2	3.8***	+0.6
I know how to communicate effectively with others through active listening and dialogue, including families and other staff.	3.3	3.9***	+0.6
I can support families in gathering information on issues they care about and help them connect with others who want to make change.	3.2	3.7***	+0.5
I am confident in my ability to interact positively with people whose backgrounds are different than my own, including families and other staff.	3.3	3.8***	+0.5
I consistently value the comments and insights of parents and make use of their knowledge about their child.	3.3	3.7***	+0.4

*** Change is statistically significant at $p < .001$.

On a different 4-point scale, which ranged from 1 “no, not true at all” to 4 “yes, definitely true,” staff members were asked to rate their organization’s current climate for promoting parent leadership. Each of the areas was rated quite highly, with the vast majority reporting that the practices were either somewhat or definitely true for their organizations. The area that could use the most improvement was having a range of ways for parents to meaningfully participate in agency policy and programming decisions and staffs’ belief that they have time to integrate parent leaders or shared parent leadership in their work.

Now tell us about your current situation with promoting parent leadership in your agency...(N=27-30)	No, not true at all	No, not very true	Yes, somewhat true	Yes, definitely true	Mean
Our agency seeks to involve families who reflect the racial, ethnic, cultural, and socioeconomic diversity of families served by our agency.	--	2 (7%)	6 (20%)	22 (73%)	3.7
I feel that I have the resources and training to integrate parent leaders or shared parent leadership in my work.	--	--	10 (37%)	17 (63%)	3.6
Our agency recognizes and respects the expertise of families as policy and program advisors.	--	3 (10%)	9 (30%)	18 (60%)	3.5
We create opportunities for families to participate that are consistent with their cultural practices and individual personalities.	--	4 (14%)	8 (28%)	17 (58%)	3.5
I feel that I have the support from my agency management to integrate parent leaders or shared parent leadership in my work.	--	3 (11%)	8 (29%)	17 (60%)	3.5
We engage parents in the community to help advance family centered, strengths based practices.	--	5 (17%)	8 (27%)	17 (56%)	3.4
Our agency has developed a range of ways for parents to meaningfully participate in policy and programming decisions.	--	10 (35%)	3 (10%)	16 (55%)	3.2
I feel that I have the time to integrate parent leaders or shared parent leadership in my work.	1 (3%)	5 (17%)	10 (33%)	14 (47%)	3.2

Finally, staff were asked to report how much they have integrated the Five Protective Factors in their own work from 1 “not at all” to 4 “fully integrated.” Nearly half (45%) reported that they have integrated the practices “a lot” and nearly a third (31%) reporting having “fully integrated” these concepts.

	Not at all	A little	A lot	Fully integrated	Mean
How much have you integrated the Five Protective Factors in your work? (N=29)	--	7 (24%)	13 (45%)	9 (31%)	3.1

Planned Behavior Change – Parents and staff were asked to identify the one thing that they planned to do differently as a result of participating in the training. Sixty-six parents responded to this question. For them, the most common response (41%) was to get more involved in their children’s school and the community. Two in ten of the parents said that they were planning on improving their communication skills, either within their own family or with others. Eleven percent talked about goal setting and 9% planned to put the Five Protective Factors into action. Fewer also mentioned concrete steps such as, working on improving their confidence (4%) or sharing with other parents (3%).

Twenty-six staff members responded to the question about behavior change. Most commonly these staff reported that they were going to involve parents in decision making by listening more (50%), encourage and mentor parents more often (15%), teach and integrate the Five Protective Factors (15%), seek out parents’ perspective (4%), and share what they learned with others in their organizations (4%).

Program Feedback

Participants, both parents and staff, were asked to provide some feedback about the training.

Most Helpful Aspects of the Training- Participants were asked to relate what they found to be the most helpful aspects of the training. Sixty-eight parents and 28 staff members responded to this question. For the parents, many (18%) indicated that they liked everything about the training. For those that listed specific helpful areas, learning about the Five Protective Factors (18%) was the most common response followed by learning about effective communication (16%), and having the chance to work in groups to share their experiences and learn from other parents (12%). Ten percent of the parents especially appreciated the goal setting information and nine percent enjoyed learning ways to lead in their families and community. Others (15%) mentioned specific activities that they personally found the most helpful.

Staff found the group activities (32%) to be the most helpful aspect of the training. The parent involvement and feedback was also appreciated (18%), as well as the information about the Five Protective Factors (18%). Some staff (11%) also found the strategies, activities, and tools to be the most helpful. Two (7%) mentioned learning the steps to becoming a leader was helpful and two (7%) mentioned the “knowledgeable and caring trainers.” One staff member thought all aspects of the training were equally helpful.

Least Helpful Aspects of the Training- Participants were also encouraged to share what they felt to be the least helpful aspects of the training. Fifty-nine parents and 22 staff commented. Of these, the majority of parents (81%) and staff (73%) said that there was nothing that was unhelpful about the training. Of those mentioned, items that were the least helpful included:

- Five Protective Factors
- Target/Agent material
- The scavenger hunt
- Social connections
- Role play/working in groups

Suggestions for Improvement- Finally, participants were asked to share their thoughts about how the training program might be improved. Again, many of the participants (55%) replied “none.” Thirty parents and eight staff members provided some feedback. Two-thirds of the parents asked for additional training opportunities, both for themselves and to reach more parents within their community. Other specific suggestions included:

Specific Content or Activities

- Add some DVD program/more video
- Have more colorful visual aids
- Include guest speakers/psychologists
- Share more detailed scenarios
- Integrate the parent café model into parts of the training
- Make training classes more consistent
- Limit rambling and off topic chatter/less interruptions

Training Logistics

- Make the training longer /increase the number of sessions
- Shorter sessions so parents have time to pick up their children from school
- Have more training programs
- Get more people involved
- Change the way that the training is shared
- Recruit parents who truly want to be there
- Larger facility/ move to a place more spacious without alarms
- Make videos and have them accessible on the internet
- Child care and food should be provided
- Training should be in one language only (no translation)

Conclusion

During this second year of funding, the *Leaders for Change* program was delivered to 103 parents and 36 staff members in eight counties across California.

Similar to the outcomes for the first year, the outcomes in this second year were extremely positive. Parents demonstrated significant increases in knowledge, confidence, and skills relating to each of the thirteen items as how the Five Protective Factors related to their own family. They also had significant improvements on each of the thirteen items that measured their communication and leadership skills.

Parents significantly increased their community advocacy actions at school and/or community by attending, speaking at, and providing leadership at more meetings. Parents also reported a significant increase in their taking steps to achieve goals.

A test of the mastery of the Five Protective Factors had mixed results, with as few as 26% of the parents answering one of the items correctly. More parents correctly identified the social connection items than any of the other four protective factors. Overall, parents correctly matched 58% of the twenty items assessed. Additionally, two parents listed the Five Protective Factors as the least helpful aspect of the program. PSP might want to revisit the curriculum to be sure that the material is being delivered in a way that is understood by parents.

Participating staff also experienced very positive outcomes. Their views and practices about meaningful parent involvement in their organizations improved significantly on each of the ten items measured, with nearly all of the staff rating at the top of the scale on the post-survey. By the final session of the training, they also reported high level of integration of the Five Protective Factors in their own work, with just under half reporting that the factors were integrated 'a lot' and another third reporting full integration.

Overall the training was received very positively. Parents were especially thankful for the program content and for the effective communication skill building. Staff found the group activities to be helpful and also appreciated the curriculum and tools. Some intend to share the training with others. Both parents and staff articulated concrete ways that they will change, including taking more leadership and improving communication.