NORC at the University of Chicago

FINAL REPORT

JULY 31, 2025

Parent Encouragement Program Evaluation: Family Resiliency Program

Fall 2024 – Spring 2025

Presented by:
NORC at the University of Chicago
55 E Monroe Street, 30th Floor
Chicago, IL 60603

Presented to:
Parent Encouragement Program
10100 Connecticut Ave
Kensington, MD 20895

Table of Contents

FRP Survey 1

Background 4

Organization of the Report 5

Evaluation Design 5

Methods 5

Analyses 10

Findings 11

Participant Demographics 11

Program Outcomes 17

Parent-Child Relationship 18

Parent Confidence and Knowledge with Involvement with Child's Schoolwork 19

Parent Report on Child Behavior 20

Parent-Child Communications 21

Self-Sufficiency 22

Self-Efficacy 23

Positive and Negative Parenting 24

Parental Adjustment 25

Discussion 27

Appendices 29

Appendix A: PEP Program Logic Model 29

Appendix B: PEP Survey (English) 30

Appendix C: PEP Survey FAQs 38

Appendix D: Informed Consent 40

Appendix E: National Resources for Participants 42

Appendix F: Script & FAQs for Administrators of the PEP-NORC Survey 45

Appendix G: Proportion of Participants Reporting Improvements 60

Appendix H: PEP Family Resiliency Program Fraud Protection 61

List of Exhibits

Exhibit ES- 1. Pre-Post Results by Outcome 2
Exhibit ES- 2. Pre-Post Results, Percent Change, and Effect Size, by Outcome 2
Exhibit ES- 3. Proportion of Respondents Who Improved, Remained the Same, or Declined 2
Exhibit 1. Survey Administration Timeline 4
Exhibit 2. Existing Scales Used in PEP Survey 6
Exhibit 3. Response Options for Outcome Evaluation Items 7
Exhibit 4. Cronbach's Alpha 8
Exhibit 5. CHILDNAME (Q1) 8
Exhibit 6. Instrument Design for Comprehension in a Low Literacy Population 9
Exhibit 7. Participants' Relationship to the Focal Child 12
Exhibit 8. 1st Parent or Guardian Who Lives With Focal Child 12
Exhibit 9. 2nd Parent or Guardian Who Lives With Focal Child 13
Exhibit 10. Guardians/Caretakers Who Live with Focal Child 13
Exhibit 11. Child Having 2nd Parent Outside of the Home They Live in 14
Exhibit 12. Child's Age 14
Exhibit 13. Household Income 15
Exhibit 14. Participant Ethnicity 15
Exhibit 15. Race 16
Exhibit 16: Proportion of Respondents Who Improved, Remained the Same, or Declined 17
Exhibit 17. Parent-Child Relationship Chart 18
Exhibit 18. Parent-Child Relationship Table 18
Exhibit 19. Parent Confidence & Knowledge with Involvement with Child's Schoolwork Chart 19
Exhibit 20. Parent Confidence and Knowledge in Involvement with Child's Schoolwork Table 19
Exhibit 21. Parent Report on Child Behavior Chart 20
Exhibit 22. Parent Report on Child Behavior Table 20
Exhibit 23. Parent-Child Communications Chart 21
Exhibit 24. Parent-Child Communications Table 22
Exhibit 25. Self-Sufficiency Chart 22
Exhibit 26. Self-Sufficiency Table 23
Exhibit 27. Self-Efficacy Chart 23
Exhibit 28. Self-Efficacy Table 24
Exhibit 29. Positive and Negative Parenting Chart 24
Exhibit 30. Positive and Negative Parenting Table 25
Exhibit 31. Parental Adjustment Chart 25
Exhibit 32. Parental Adjustment Table 26
Exhibit 33. Program Satisfaction 26

Parent Encouragement Program's (PEP) Family Resiliency Program (FRP) Executive Summary

This report provides an overview of findings from the evaluation of the Parent Encouragement Program's (PEP) Family Resiliency Program (FRP) from August 2024 through June 2025, supported by funding from the Maryland Department of Human Services (MDHS) and by the Maryland Community Health Resources Commission (Commission). The views presented here are those of NORC and not necessarily those of MDHS, the Commission, its Executive Director, or its staff. Since 2022, evaluation activities have included modification of a parent survey, submission to NORC IRB for review and approval, the programming of the survey into Qualtrics in English and Spanish, sharing the survey links with PEP, sharing weekly response rates with PEP, cleaning and analyzing the survey data, and developing a report of findings. The FRP expanded between the 2022–2023 and 2023–2024 program years, increasing the number of families served while maintaining its core structure and delivery model. The 2024–2025 program year remained consistent with the expanded scale established in 2023–2024. Surveys were administered to three cohorts of participants, fall 2024, winter 2025, and spring 2025. In total, 698 surveys (383 English and 315 Spanish) were collected and analyzed across the three cohorts during a live online session.

FRP Survey

The survey fielded in 2024-2025 comprises eight subscales relevant to PEP's intended FRP outcomes. Administered in a retrospective pre-post-design after the final program session, the survey presented four-point response scales (strongly agree – strongly disagree; not at all – very much; or never – usually) for participants to reflect on their experiences "BEFORE PEP" classes and "NOW, AFTER PEP" classes. Based on a four-point scale where 1= less positive response and 4= more positive response, mean scores increased significantly from before pep to now, after pep across all outcome scales. By these methods, the program effect sizes were consistently large, and the percentage change ranged from 14.39 (parent knowledge-school) to 31.43 (self-sufficiency). Exhibits ES-1 and ES-2 show significant parental improvements from before FRP participation to after the program ended. The proportion of all respondents who demonstrated improvement, no change, or a decline from "BEFORE PEP" to "AFTER PEP" is shown by outcome area in ES-3.

Exhibit ES- 1. Pre-Post Results by Outcome

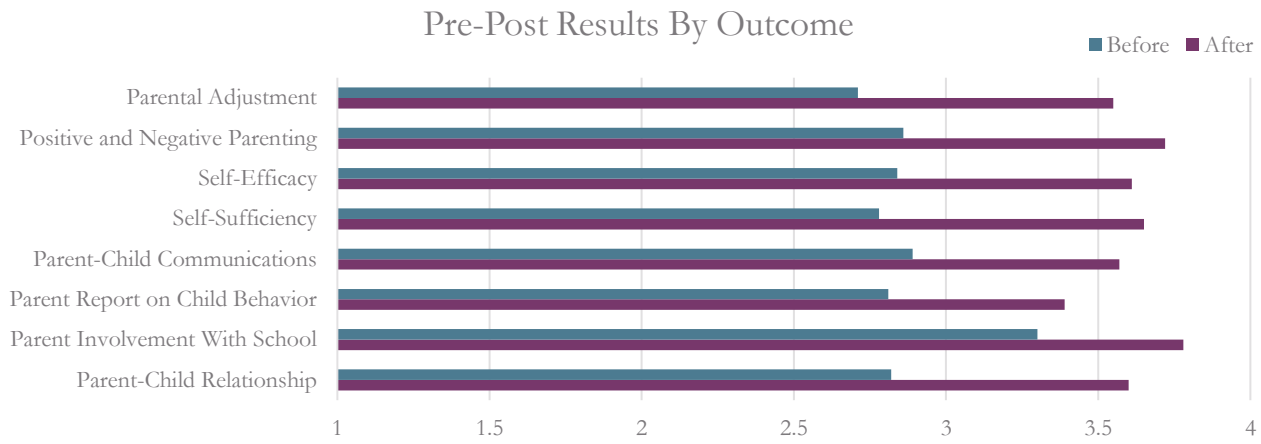


Exhibit ES- 2. Pre-Post Results, Percent Change, and Effect Size, by Outcome

	Avg. Participant Rating on 4-Point Scale		Percent Change	Effect Size
Measure	[A] Before PEP	[B] After 7 weeks	[A] to [B]	[A] to [B]
Parent-Child Relationship	2.82	3.60	27.5%*	Large
Parent Knowledge - School	3.30	3.78	14.4%*	Large
Parent Report - Child Behavior	2.81	3.39	20.5%*	Large
Parent-Child Communications	2.89	3.57	23.7%*	Large
Self-Sufficiency	2.78	3.65	31.4%*	Large
Self-Efficacy	2.84	3.61	27.2%*	Large
Positive & Negative Parenting	2.86	3.72	30.1%*	Large
Parental Adjustment	2.71	3.55	30.8%*	Large

*Statistically significant

Exhibit ES- 3. Proportion of Respondents Who Improved, Remained the Same, or Declined

Outcome Area	Number and Proportion Improved	Number and Proportion No Change	Number and Proportion Declined
Parent-Child Relationship	557 83%	76 11%	44 6%
Confidence and Knowledge - Schoolwork	401 58%	246 36%	43 6%
Parent Report on Child Behavior	493 71%	143 21%	58 8%
Parent-Child Communications	556 81%	81 12%	52 8%
Self-Sufficiency	565	85	41

Outcome Area	Number and Proportion Improved	Number and Proportion No Change	Number and Proportion Declined
	82%	12%	6%
Self-Efficacy	541 78%	113 16%	36 5%
Positive and Negative Parenting	589 85%	67 10%	38 5%
Parental Adjustment	542 78%	132 19%	20 3%

Overall, findings gathered through this evaluation suggest that the FRP is an effective positive parenting program, with each outcome scale demonstrating large and significant effect sizes. Going forward, the evaluation team will review and adapt the survey to incorporate additional outcomes from validated scales. For future evaluation, it is suggested to incorporate a more rigorous evaluation design that includes a comparison or control group of parents.

Background

Parent Encouragement Program (PEP) is a non-profit organization that offers education and resources to parents and caregivers. PEP programming – grounded in developmental theory – is designed to help build strong and harmonious family relationships so that children grow up in a supportive environment fostering the critical values of respect, cooperation, responsibility, and competence. PEP offers programming that is flexible, convenient, and engaging for parents and caregivers in Maryland and beyond. The FRP expanded between the 2022–2023 and 2023–2024 program years, increasing the number of families served while maintaining its core structure and delivery model. The 2024–2025 program year remained consistent with the expanded scale established in 2023–2024.

PEP partnered with NORC at the University of Chicago (NORC) for the third year to evaluate PEP's 2024-2025 Family Resiliency Program. The current evaluation, supported by funding from the Maryland Department of Human Services (MDHS) and by the Maryland Community Health Resources Commission (Commission), consisted of the development/modification of a parent survey, submission to NORC IRB for review and approval, the programming of the survey into Qualtrics in English and Spanish, sharing the survey links with PEP, sharing weekly response rates with PEP, cleaning and analyzing the survey data, and developing a report of findings. Surveys were administered during a live online session to three cohorts of participants. In total, 698 surveys (383 English and 315 Spanish) were collected and analyzed across the three cohorts.

The PEP FRP curriculum is structured for parents to engage in weekly sessions over the course of seven weeks. The three evaluation cohorts (fall 2024, winter 2025, and spring 2025) received an online survey at the conclusion of their respective program sessions. PEP leadership hired independent survey administrators to conduct the online surveys, which included reading the survey questions to respondents. In a few cases, PEP staff who were unaffiliated with the given cohort (to avoid biasing session participants) played the role of survey administrator. With unique survey links provided by NORC, PEP administered surveys (as appropriate, English or Spanish) in December 2024, March 2025, and June 2025 (Exhibit 1).

Exhibit 1. Survey Administration Timeline

Survey Administration Group	Start Date	End Date
Fall 2024 Cohort (Total: 270, 133 in English & 137 in Spanish)	Dec. 11, 2024	Dec. 16, 2024
Winter 2025 Cohort (Total: 210, 117 in English & 93 in Spanish)	March 25, 2025	March 31, 2025
Spring 2025 Cohort (Total: 218, 133 in English & 85 in Spanish)	June 10, 2025	June 16, 2025

Organization of the Report

This report presents the analytic results from surveys collected over three cohorts and includes an overview of the evaluation design, data collection methods, analytic approaches, key findings, and a discussion of results. This report provides a summary of findings across all participating Maryland counties. County-specific findings can be found in separate reports.

Evaluation Design

The overarching goal of the evaluation is to assess the extent to which participation in PEP's Family Resiliency Program affects participant outcomes. To do so, NORC used a retrospective pre-post-test (RPP) design. The RPP design has been successfully used to administer surveys in a practical and low-cost manner,[1] prevent over-estimation of pre-test understanding of competencies and improve self-assessment of knowledge gains from an educational program,[2] and allow a participant to gauge the degree of change they experienced over a period with greater precision than a traditional pre/post-test approach.[3]

Methods

In 2022, NORC and PEP collaborated to develop a survey to measure the effectiveness of the FRP. NORC reviewed existing validated instruments, constructs, and metrics, identifying several reliable and validated scales commonly used in other parenting program evaluations. Select scales were adapted to align with PEP's goals and intended outcomes, as outlined in PEP's logic model (Appendix A). For the 2024-2025 evaluation, NORC and PEP used the same instrument fielded in 2023-2024 (Appendix B).

Though there are several ways to administer an RPP design, NORC and PEP agreed to create the survey consistent with the work of Little et al., wherein participants are asked to rate survey items based on two time periods: "now" and "then."[4] Our survey design asked participants to first rate "BEFORE PEP" and then "AFTER PEP" for each item. See Exhibit 2 for a list of parenting scales used in developing the PEP survey.

[1] Jeff M. Allen and Kim Nimon, "Retrospective Pretest: A Practical Technique for Professional Development Evaluation," *Journal of Industrial Teacher Education* 44, no. 3 (2007): 27–42.

[2] Debra Moore and Cynthia A. Tananis, "Measuring Change in a Short-Term Educational Program Using a Retrospective Pretest Design," *American Journal of Evaluation* 30, no. 2 (June 1, 2009): 189–202, https://doi.org/10.1177/1098214009334506.

[3] Todd D. Little, Rong Chang, and Gil G. Noam, "The Retrospective Pretest–Posttest Design Redux: On Its Validity as an Alternative to Traditional Pretest–Posttest Measurement," *International Journal of Behavioral Development* 44, no. 2 (October 21, 2019), https://doi.org/10.1177/0165025419877973.

[4] Little, Chang, and Noam.

Exhibit 2. Existing Scales Used in PEP Survey

Published Scale	Corresponding PEP Survey Scale	Notes
Parenting and Family Adjustment Scale[5]	Parent-Child Relationship Scale	- Items from this source also used in PEP Parental Adjustment Scale (see below), adapted according to PEP input - This scale is used in evaluating Triple P Positive Parenting Program
Parent Involvement Scale[6]	Parent Confidence and Knowledge in Involvement with Child's Schoolwork	- Items from this scale used in corresponding PEP scale - Items were selected for parsimony and adapted with PEP input
Eyberg Child Inventory[7]	Parent Report on Child Behavior	- Items from this scale used in corresponding PEP scale, adapted according to PEP input, combined with one new item provided by PEP
Parent-Child Relationship Inventory (PCRI)[8]	Parent-Child Communications	- Items from this scale used in the corresponding PEP scale, adapted according to PEP input - Items were selected for parsimony (in consultation with the client) from the 9-item PCRI scale
Me as a Parent (MaaPs)[9]	Self-Sufficiency	- Items from this used in corresponding PEP scale, adapted according to PEP input
Me as a Parent (MaaPs)[10]	Self-Efficacy	- Items from this used in corresponding PEP scale, adapted according to PEP input

[5] Matthew R. Sanders et al., "The Triple P-Positive Parenting Program: A Systematic Review and Meta-Analysis of a Multi-Level System of Parenting Support," *Clinical Psychology Review* 34, no. 4 (June 2014): 337–57, https://doi.org/10.1016/j.cpr.2014.04.003.

[6] Joan M. T. Walker et al., "Parental Involvement: Model Revision through Scale Development," *The Elementary School Journal, University of Chicago Press* 106, no. 2 (November 2005): 85–104, https://doi.org/10.1086/499193.

[7] Sheila Eyberg, "Eyberg Child Behavior Inventory," Text, The National Child Traumatic Stress Network, August 5, 2017, https://www.nctsn.org/measures/eyberg-child-behavior-inventory.

[8] Anthony B. Gerard, "Parent-Child Relationship Inventory," The National Child Traumatic Stress Network, August 5, 2017, https://www.nctsn.org/measures/parent-child-relationship-inventory.

[9] Victoria Ellen Hamilton, Jan Margaret Matthews, and Sharinne Bridget Crawford, "Me as a Parent Questionnaire," February 8, 2016, https://doi.org/10.1037/t45911-000.

[10] Hamilton, Matthews, and Crawford.

Published Scale	Corresponding PEP Survey Scale	Notes
McVittie[11]	Positive and Negative Parenting	- Items on corresponding PEP scale adapted from McVittie's scale as well as content from MaaPs and PEP itself
Parenting and Family Adjustment Scale[12]	Parental Adjustment	- Items from this also used in PEP Parent-Child Relationship Scale, adapted according to PEP input - This subscale was included exactly as written in the original instrument (see source) - This scale used in evaluating Triple P Positive Parenting Program

All scales were measured on one of three different 4-point Likert scales, shown in Exhibit 3. Response options and reverse-coded variables relevant to each scale can be found in Appendix B.

Exhibit 3. Response Options for Outcome Evaluation Items

Scales Using Response Options:	- **Parent Confidence and Knowledge with Involvement in Child's Schoolwork** - **Parent-Child Communications** - **Self-Sufficiency** - **Self-Efficacy**	- **Parent-Child Relationship** - **Positive and Negative Parenting** - **Parental Adjustment**	- **Parent Report on Child Behavior**
Response Option Range:	Strongly Disagree – Strongly Agree	Not at all – Very much	Never – Usually
Response Options:	Strongly Disagree ✗✗	Not at all ✗	Never ✗
	Disagree ✗	A little ■	Sometimes ■
	Agree ✓	Quite a lot ■■	Often ■■
	Strongly Agree ✓✓	Very much ■■■	Usually ■■■

[11] Jody McVittie and Al M. Best, "The Impact of Alderian-Based Parenting Classes on Self-Reported Parental Behavior," *The Journal of Individual Psychology* 65, no. 3 (2009): 264–85.

[12] Sanders et al., "The Triple P-Positive Parenting Program."

To reduce participant burden while maintaining measurement quality, shortened (reduced) versions of the validated scales were developed in collaboration with PEP. To assess the internal consistency of these reduced scales, NORC calculated Cronbach's alpha values for each. Cronbach's alpha measures the extent to which items in a scale reliably capture the same construct, with values above 0.70 indicating satisfactory reliability.

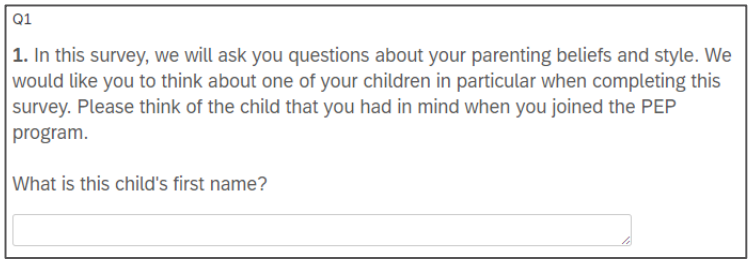
As seen in Exhibit 4, the reliability analysis showed that seven out of eight reduced PEP scales demonstrated equal or higher reliability than their full-scale counterparts. One exception was the Parent Confidence and Knowledge in Involvement with Child's Schoolwork scale, where the reduced version had an alpha that was marginally lower by 0.04 points. However, this scale still exceeded the 0.70 threshold, confirming it remains suitable for future use. These findings support the use of reduced scales in subsequent survey administrations to lessen the burden on participants without compromising data quality.

Exhibit 4. Cronbach's Alpha

Scale	Cronbach's alpha
Parent-Child Relationship	0.81
Parent Confidence and Knowledge in Involvement with Child's Schoolwork	0.82
Parent Report on Child Behavior	0.77
Parent-Child Communications	0.81
Self-Sufficiency	0.87
Self-Efficacy	0.72
Positive and Negative Parenting	0.88
Parental Adjustment	0.87

To standardize participant responses and align with methods often used in other parenting program evaluations, the first survey item (Q1) asked survey participants to choose one focal child for the evaluation (Exhibit 5). NORC programmed Qualtrics to populate their response to Q1 throughout the survey. This is referred to as "CHILDNAME" or "the focal child" throughout this report.

Exhibit 5. CHILDNAME (Q1)



To gather demographic information on participants, NORC drew on several instrumentation sources, including the 2019 National Household Education Survey (NHES),[13] which focuses on parents' experiences with a child's school. While the household income question (Q14) comes from this source, the response options were adapted for the FRP population based on PEP feedback. Items measuring gender identity (Q13) were adapted with guidance from NORC's Center for Equity Research. Once the final instrument was approved in English, PEP recruited contacts to translate the survey into Spanish.

[13] "A Survey About Students' and Families' Experience with Their Schools and Homeschooling: Part of the 2019 National Household Education Survey" (The National Center for Education Statistics (NCES), October 17, 2018), https://nces.ed.gov/nhes/pdf/pfi/2019_pfi.pdf.

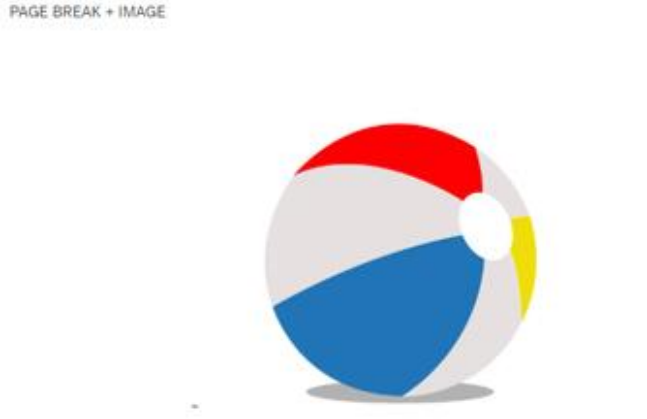
The research protocol approved by NORC's Institutional Research Board (IRB) included:

1. PEP Evaluation Instrument (Appendix B)
2. PEP Survey FAQs (Appendix C)
3. PEP Informed Consent (Appendix D)
4. National Resources for Participants (Appendix E)
5. PEP Survey Script (Appendix F)

NORC programmed a master English version and a Spanish version using Qualtrics. The programmed version of the translated survey was reviewed by PEP translators in 2023-2024. Due to low literacy levels amongst participants, NORC added graphics to the programmed survey to improve comprehension for participants with low literacy levels (Exhibit 6). Further, PEP had administrators read each question and its response options aloud in the classroom setting or virtually, i.e., with all participants present, in the week following the last PEP class of each cohort's session.

Exhibit 6. Instrument Design for Comprehension in a Low Literacy Population

Strategy	Survey Administered
1. **Consistent symbols were presented next to each response option, which the administrator could reference in case participants needed assistance in understanding the response options.**	Q20 **How true are the following statements for you?** **20.** I make time to talk with ${q://QID2/ChoiceTextEntryValue}. Q20 How you feel **NOW, AFTER FINISHING** the PEP classes: Not at all ✖ A little 🟦 Quite a lot 🟦🟨 Very much 🟦🟨🟩 Q20 How you felt **BEFORE YOU STARTED** the PEP classes: Not at all ✖ A little 🟦 Quite a lot 🟦🟨 Very much 🟦🟨🟩

Strategy	Survey Administered
2. **Eight different images were inserted between each question block (scale) to ensure that all participants were on the correct question as they went through the survey.**	

While PEP was responsible for administering the survey, NORC provided PEP with links to the relevant survey versions for each language group (English or Spanish). Further, NORC provided guidance to PEP for best practices for administration, and PEP created a document to guide their staff in administrating the survey (see Appendix F).

To ensure a representative sample of participants from each English and Spanish class across all four counties, the PEP team collaborated with NORC to implement a rigorous randomization process. NORC provided the PEP team with a randomization file, which was used to randomly select students for participation in the survey. This tool enabled the PEP team to effectively randomize students in a way that aligned with the proposed target number of participants, while maintaining proportional representation across counties and language groups.
This process was critical to achieving a balanced and unbiased sample, thereby enhancing the reliability and generalizability of the survey results.

Analyses

Once all survey administrations were complete (June 16, 2025), NORC exported (as Excel files) the aggregated data from the Qualtrics surveys for the two language groups. The data files were organized and cleaned to prepare for the merging of the files. Cleaning the data consisted of deleting identified ineligible, incompletes, duplicates, and fraud cases among participants for the English and Spanish surveys. Ineligible cases consisted of responses that did not fit the participant eligibility criteria.[14] Cases were also dropped if they didn't answer any substantive questions, such as any scale questions.

NORC then merged data from each survey administration to create the analytic dataset. A variable was added to each case to indicate in which language the participant had responded

[14] Prior data collection efforts uncovered several ineligible people who were "participating" in the FRP program and receiving gift cards. Multiple factors flagged them as ineligible, such as registration with fake phone numbers, geo location logged as outside the Maryland area, appearance of a shared IP addresses with multiple other ineligible participants, and other suspicious factors. PEP proposed solutions to identify these cases as fraudulent. All fraudulent cases were removed from the dataset.

and the county in which they lived. Following standard data cleaning and recoding in SPSS, NORC uploaded the data sets to R for analysis.

For the analysis of program outcomes, NORC conducted t-tests to compare participants' responses on each scale reflecting "BEFORE PEP" [A] and "NOW, AFTER PEP" [B], as reported immediately following the conclusion of a cohort's session.

Findings

Participant Demographics

Exhibits 7 through 15 present participants' demographic data. In the Exhibits, "N" denotes the number of respondents in each category and "%" is the percentage of respondents in each category, out of the number of the total number of respondents who answered each question. For example, imagine a scenario in which we asked 100 respondents to provide their gender. Of these 100, 65 identified as female, 30 identified as male, and 5 did not answer the question. The raw % of female respondents was 65% (65/100), while the valid % of female respondents was 68% (65/95); we report the valid % below.

FRP courses were offered for remote participation in 2024-2025. Because, in prior years, there were some sessions that were offered in person, or as a hybrid design, the evaluation instrument in 2024-2025 asked about class modality for PEP participation. In 2024-2025, 691 (99%) of the participants correctly indicated that they participated online, whereas three individuals (0.4%) reported participating in person and four individuals (0.6%) reported participating through a mix of online and in-person classes.

Data show that:

- The majority of participants were parents (94%) of the focal child (Exhibit 7).
- Fifty-two percent of participants reported their ethnicity as Hispanic, Latino, or of Spanish origin (Exhibit 14).
- Respondents identified their race as multiracial (36%), Black (26%), or White (28%) (Exhibit 15).
- Of the parents who completed the survey, the majority lived with the focal child and were the child's biological parent (96%); for participants who identified a second parent, about three fourths (75.8%) of these "second parents" lived with and were biological parents to the focal child. (Exhibits 8 and 9).
- Most (96%) of the respondents indicated that the focal child's caretaker or guardian was the focal child's biological parent (Exhibit 8).
- When asked if the child had a second parent outside of the home, 78% of the respondents indicated that the child did not have a second parent outside of the home (Exhibit 11).
- While focal child ages ranged from 0 to 18, about two-thirds (69%) of the respondents reported that their child was between the ages of 5 and 11 (Exhibit 12).

- Over a third of the respondents (38.1%) reported household income levels between $0 and $40,000, with 19.9% earning less than $20,000 and 18.2% earning between $20,000 to $40,000 (Exhibit 13).

Exhibit 7. Participants' Relationship to the Focal Child

	N	%
Parent	658	94.4%
Parent's partner	4	0.6%
Grandparent	12	1.7%
Other family member	11	1.6%
Other	12	1.7%
Total	697	100.0%

Note: Percentages may not total 100% due to rounding.

Exhibit 8. 1st Parent or Guardian Who Lives With Focal Child

	N	%
Biological Parent	660	96.1%
Adoptive Parent	6	0.9%
Stepparent	3	0.4%
Foster parent	6	0.9%
Grandparent	5	0.7%
Other guardian/caretaker	7	1.0%
Total	687	100.0%

Note: Percentages may not total 100% due to rounding.

Exhibit 9. 2nd Parent or Guardian Who Lives With Focal Child

	N	%
Biological Parent	505	75.8%
Adoptive Parent	8	1.2%
Stepparent	21	3.2%
Foster parent	3	0.5%
Grandparent	21	3.2%
Other guardian/caretaker	9	1.4%
There is no 2nd parent/guardian living with child	99	15.0%
Total	666	100.3%

Note: Percentages may not total 100% due to rounding.

Exhibit 10. Guardians/Caretakers Who Live with Focal Child

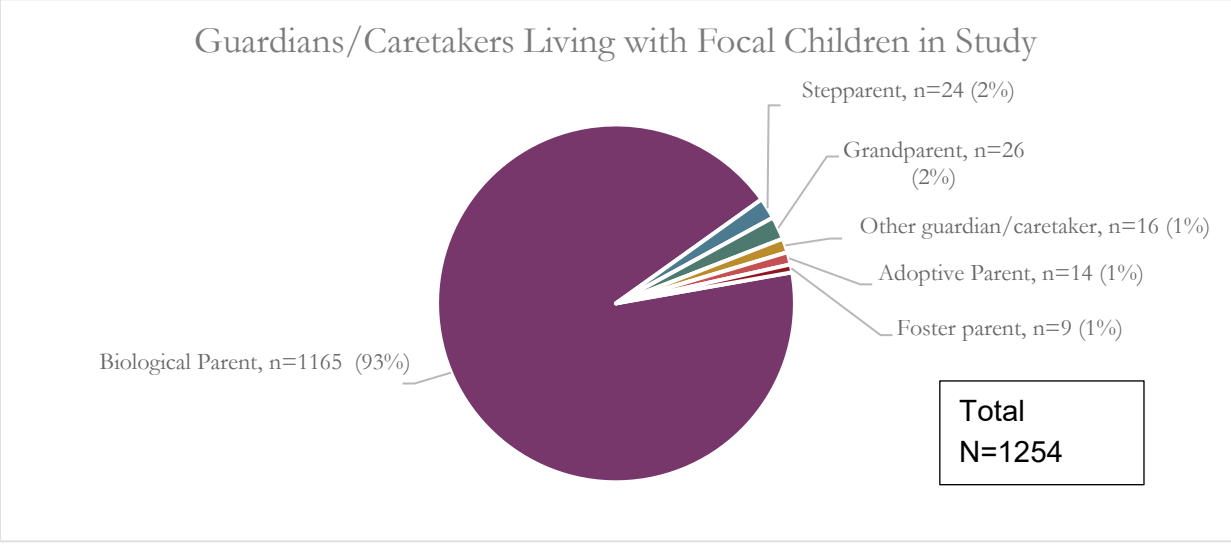


Exhibit 11. Child Having 2nd Parent Outside of the Home They Live in

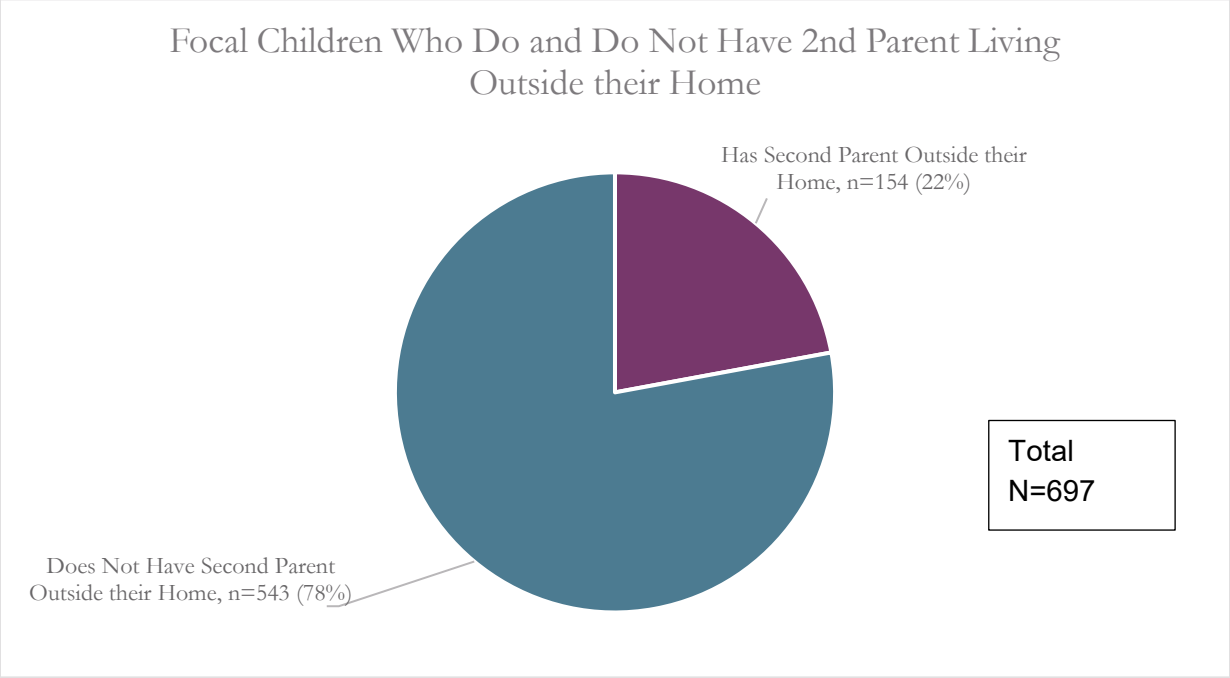


Exhibit 12. Child's Age

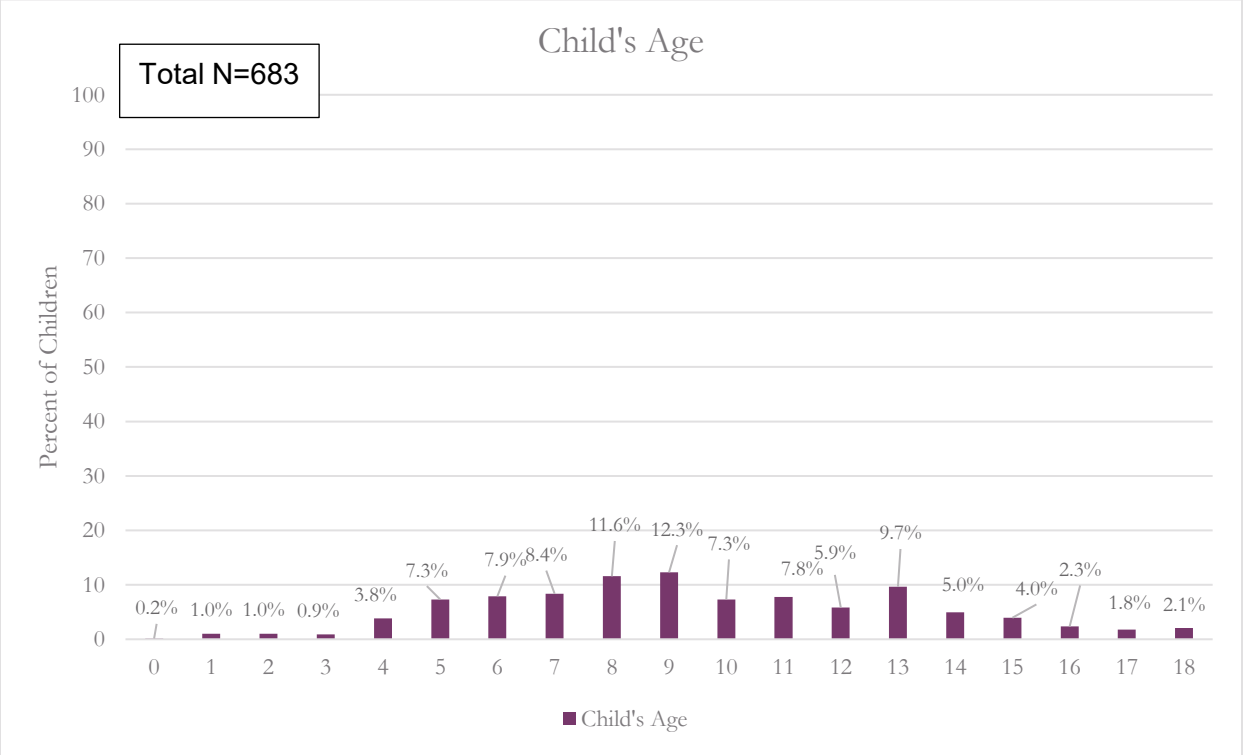


Exhibit 13. Household Income

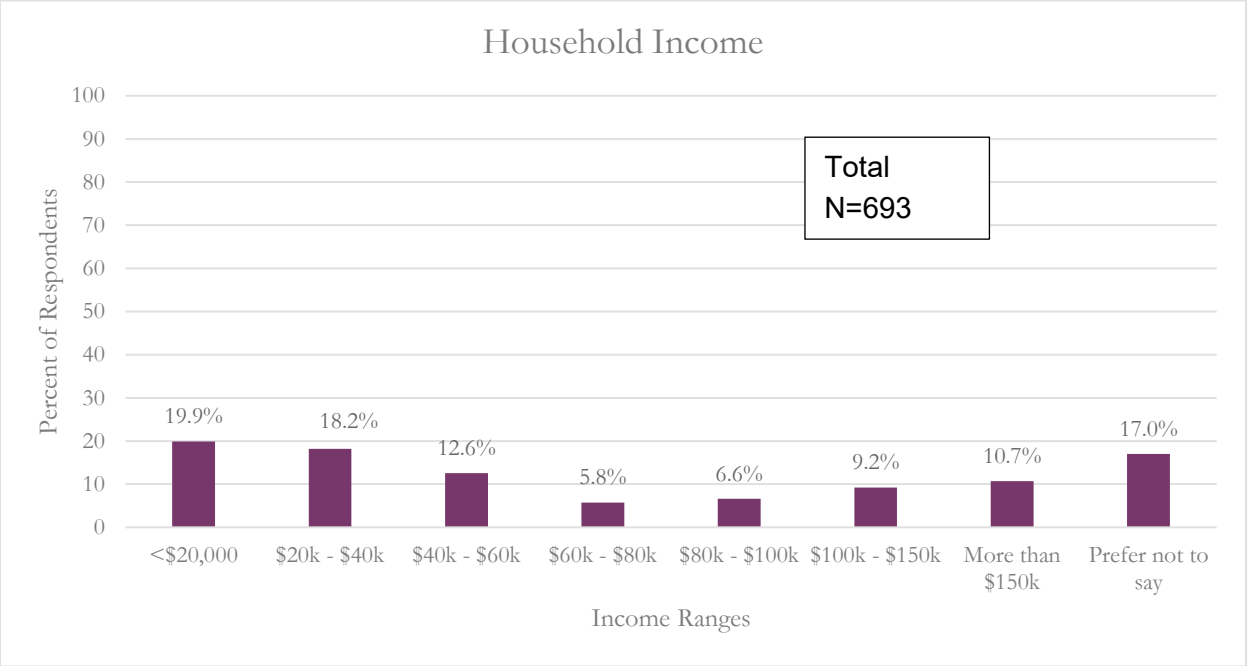


Exhibit 14. Participant Ethnicity

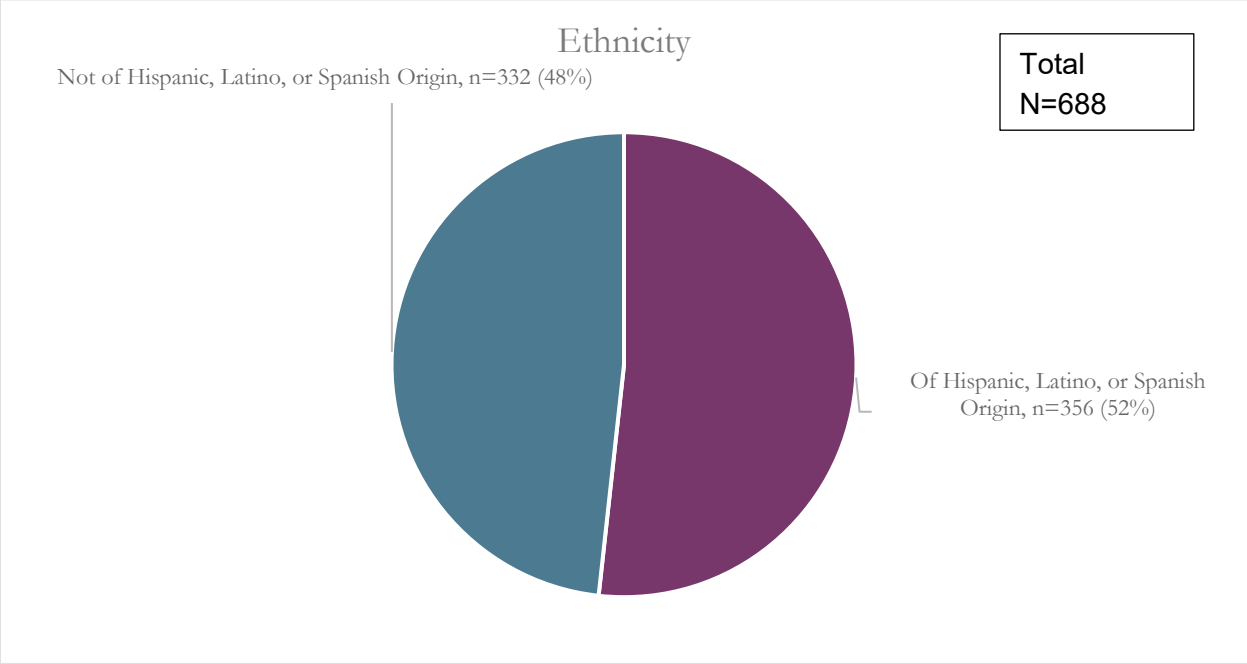
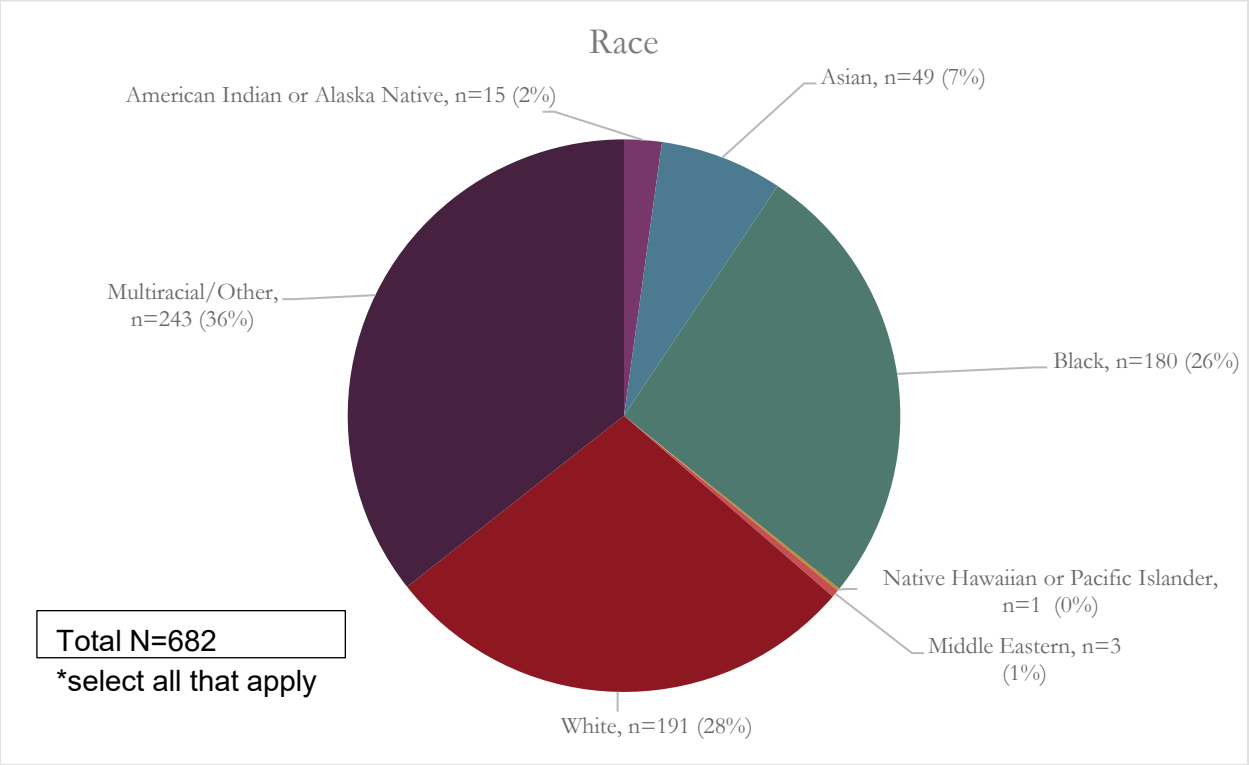


Exhibit 15. Race



Program Outcomes

Participants were asked to respond to each item for two different time periods. These time periods are referenced throughout the report as follows:

[A] = Before PEP Programming (Source: Retrospective pretest)
[B] = After 7 Weeks of PEP Programming (Source: Posttest)

The proportion of all respondents who demonstrated improvement, no change, or a decline from "BEFORE PEP" to "AFTER PEP" is shown by outcome area in Exhibit 16.

Exhibit 16: Proportion of Respondents Who Improved, Remained the Same, or Declined

Outcome Area	Number and Proportion Improved	Number and Proportion No Change	Number and Proportion Declined
Parent-Child Relationship	557 83%	76 11%	44 6%
Confidence and Knowledge - Schoolwork	401 58%	246 36%	43 6%
Parent Report on Child Behavior	493 71%	143 21%	58 8%
Parent-Child Communications	556 81%	81 12%	52 8%
Self-Sufficiency	565 82%	85 12%	41 6%
Self-Efficacy	541 78%	113 16%	36 5%
Positive and Negative Parenting	589 85%	67 10%	38 5%
Parental Adjustment	542 78%	132 19%	20 3%

Results for each of the eight measured outcomes are shown in Exhibits 17 through 32. Both the percent change in each item/scale score as well as an indicator of effect size is included. A standardized measure of effect size called Cohen's d, commonly used to categorize effect sizes into "small", "medium", or "large" was used. On average, large, statistically significant, standardized effect sizes were observed across all scales.[15] This effect size corresponds to an average shift in scale scores from "a little" to "quite a lot", or "disagree" to "agree", depending on the answer options. Appendix I presents the scale reliability (Cronbach's alpha) for the full and reduced scales.

[15] Standardized effect sizes based on Cohen's d. A large effect is defined as a pre-post change of 0.8 of a standard deviation or higher.

Parent-Child Relationship

All items in the Parent-Child Relationship showed statistically significant improvements after participation in FRP, for example, in Exhibit 17, mean scores increased from 2.82 to 3.6 using a 4-point scale.

Exhibit 17. Parent-Child Relationship Chart

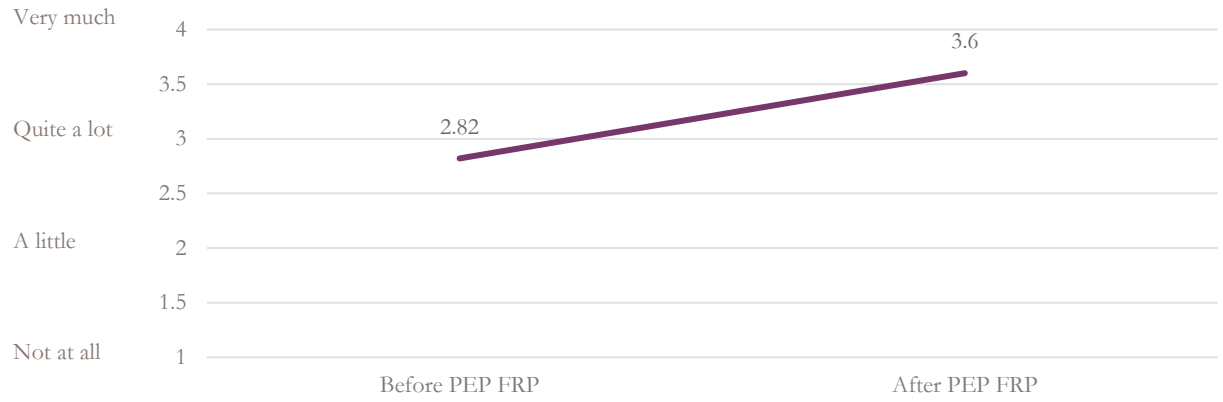


Exhibit 18 shows the increase in mean scores from before to after PEP as well as the percent change and the effect size. Responses to all items within the Parent Child Relationship scale demonstrated large effect sizes.

Exhibit 18. Parent-Child Relationship Table

	Avg. Participant Rating on 4-Point Scale		Percent Change	Effect Size
Item	**[A] Before PEP**	**[B] After 7 weeks**	**[A] to [B]**	**[A] to [B]**
Q17	2.88	3.69	28.2%*	Large
Q18	2.91	3.65	25.3%*	Large
Q19	2.78	3.47	24.9%*	Large
Q20	2.71	3.58	32.1%*	Large
Parent Child Relationship	2.82	3.60	27.5%*	Large

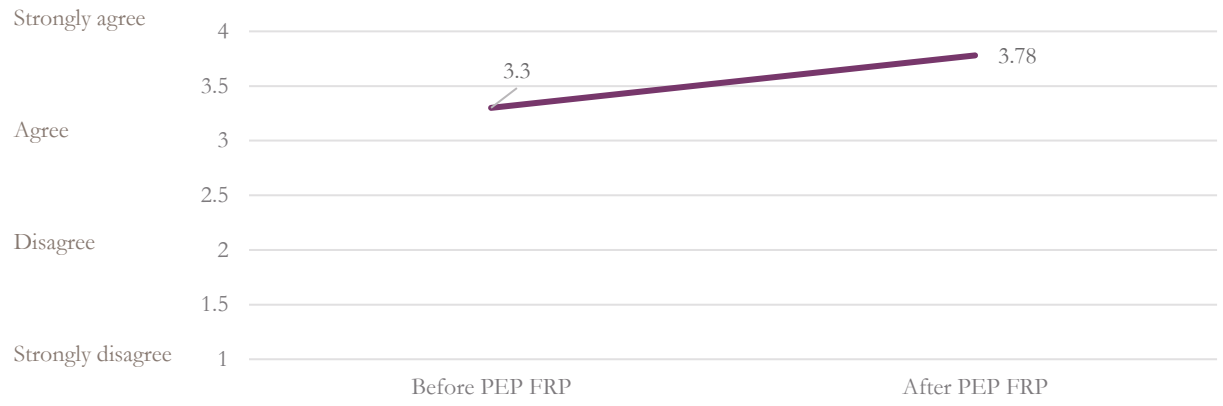
*Change is significant at the p<0.05 level. Individual measures in this construct include the following:

17. I show affection (hugs, words of appreciation, etc.) to CHILDNAME.
18. I have a good relationship with CHILDNAME.
19. I spend quality time with CHILDNAME.
20. I try to understand CHILDNAME's perspective.

Parent Confidence and Knowledge with Involvement with Child's Schoolwork

Responses to all items in the Parent Confidence and Knowledge with Involvement with Child's Schoolwork showed improvements after participation in FRP, for example, in Exhibit 19, mean scores increased from 3.3 to 3.78 using a 4-point scale.

Exhibit 19. Parent Confidence & Knowledge with Involvement with Child's Schoolwork Chart



In Exhibit 20, all items in the Parent Confidence and Knowledge in Involvement with Child's Schoolwork scale indicated improvement after participation in FRP. Scores increased by 13% (Q23) to 16% (Q22) after instruction, depending on the item, indicating improvement in several areas. For example, after the program, participants reported a 16% improvement in participants' beliefs in their responsibility to ensure that their child has a supportive environment for doing homework (Q22). The total scale score improved by 14% after FRP compared to baseline (before PEP). The change in all items in this scale exhibited a medium program effect size, and the outcome's overall change exhibited a large program effect size.

Exhibit 20. Parent Confidence and Knowledge in Involvement with Child's Schoolwork Table

	Avg. Participant Rating on 4-Point Scale		Percent Change	Effect Size
Item	[A] Before PEP	[B] After 7 weeks	[A] to [B]	[A] to [B]
Q21	3.32	3.78	13.8%*	Medium
Q22	3.28	3.81	16.2%*	Medium
Q23	3.31	3.75	13.6%*	Medium

	Avg. Participant Rating on 4-Point Scale		Percent Change	Effect Size
Confidence & Knowledge – Child's Schoolwork	3.30	3.78	14.4%*	Large

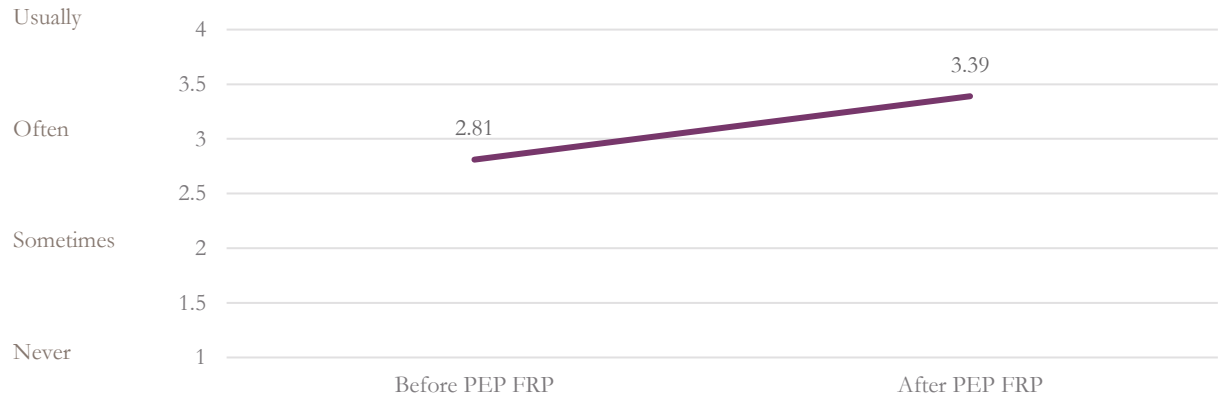
*Change is significant at the p<0.05 level. Individual measures in this construct include the following:

21. I believe it is my responsibility to talk with CHILDNAME about their schoolwork.
22. I believe it is my responsibility to make sure CHILDNAME has a supportive routine for doing homework.
23. I believe it is my responsibility to help CHILDNAME be responsible for their schoolwork.

Parent Report on Child Behavior

Responses to all items in the Parent Report on Child Behavior showed improvements after participation in FRP, for example, in Exhibit 21, mean scores increased from 2.81 to 3.39 using a 4-point scale.

Exhibit 21. Parent Report on Child Behavior Chart



Responses to all items in the Parent Report on Child Behavior scale (Exhibit 22) indicated an improvement after participation in FRP. Scores increased by 15% (Q25) to 24% (Q27) after instruction, depending on the item, indicating improvement in several areas. For example, there was a 24% improvement in how often the participant felt their child talked to them about their problems (Q27). The total scale score improved by 21% after FRP participation as compared to baseline (before PEP). Responses to all items in the scale exhibited medium program effect size, and the outcome's overall change exhibited a large program effect size.

Exhibit 22. Parent Report on Child Behavior Table

	Avg. Participant Rating on 4-Point Scale		Percent Change	Effect Size
Item	**[A] Before PEP**	**[B] After 7 weeks**	**[A] to [B]**	**[A] to [B]**
Q24	2.75	3.37	22.2%*	Medium

	Avg. Participant Rating on 4-Point Scale		Percent Change	Effect Size
Q25	3.05	3.52	15.4%*	Medium
Q26	2.70	3.28	21.4%*	Medium
Q27	2.73	3.39	24.2%*	Medium
Parent Report on Child Behavior	2.81	3.39	20.5%*	Large

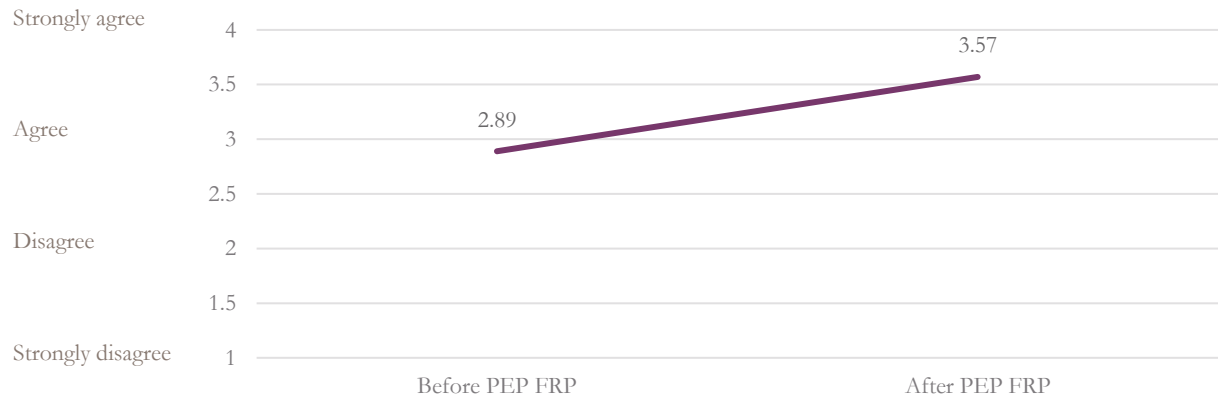
*Change is significant at the p<0.05 level. Individual measures in this construct include the following:

24. CHILDNAME shows responsibility for their schoolwork (as is appropriate for their age).
25. CHILDNAME gets along cooperatively with others.
26. CHILDNAME uses constructive, non-aggressive ways to solve problems.
27. CHILDNAME talks to me about his/her problems.

Parent-Child Communications

Responses to all items in Parent-Child Communications showed improvements after participation in FRP. For example, in Exhibit 23, mean scores increased from 2.89 to 3.57 using a 4-point scale.

Exhibit 23. Parent-Child Communications Chart



Responses to all items in the Parent-Child Communications scale (Exhibit 24) indicated improvement in several areas after participation in FRP. Depending on the item, scores increased by 20% (Q31) to 26% (Q29) after instruction. For example, after the program, participants reported a 26% improvement in the degree to which participants felt that they could talk to their child on their child's level (Q29). The total scale score improved by 24% after FRP participation compared to baseline (before PEP). Responses to three items in the scale exhibited a large program effect size, while one item in the scale exhibited a medium program effect size. The outcome's overall change exhibited a large program effect size.

Exhibit 24. Parent-Child Communications Table

	Avg. Participant Rating on 4-Point Scale		Percent Change	Effect Size
Item	**[A] Before PEP**	**[B] After 7 weeks**	**[A] to [B]**	**[A] to [B]**
Q28	2.96	3.67	23.9%*	Large
Q29	2.90	3.66	26.4%*	Large
Q30	2.79	3.48	24.8%*	Large
Q31	2.90	3.48	19.9%*	Medium
Parent-Child Communications	2.89	3.57	23.7%*	Large

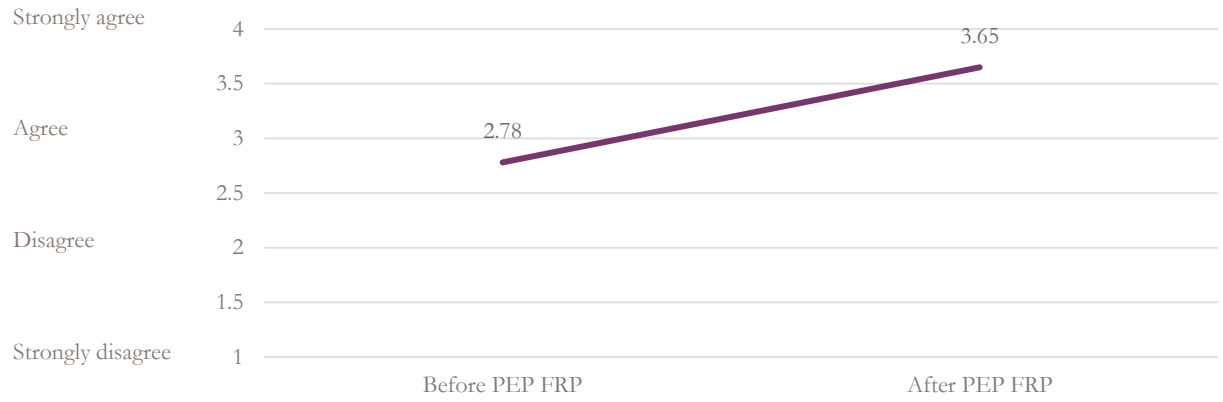
*Change is significant at the p<0.05 level. Individual measures in this construct include the following:

28. If I have to say no to CHILDNAME, I try to explain why.
29. I feel that I can talk to CHILDNAME on his or her level.
30. CHILDNAME would say that I am a good listener.
31. When CHILDNAME has a problem, they usually come to talk things over.

Self-Sufficiency

Responses to all items in Self-Sufficiency showed improvements after participation in FRP. For example, in Exhibit 25, mean scores increased from 2.78 to 3.65 using a 4-point scale.

Exhibit 25. Self-Sufficiency Chart



Responses to all items in the Self-Sufficiency scale (Exhibit 26) indicated improvement after participation in FRP. Depending on the item, scores increased by 31% (Q33) to 33% (Q32) after instruction. For example, after FRP, there was a 33% improvement in the degree to which participants felt that they had the strategies needed to solve most problems that arise with parenting (Q32). The total scale score improved by 31% after FRP participation compared to

baseline (before PEP). Responses to all items in the scale and the outcome's overall change exhibited a large program effect size.

Exhibit 26. Self-Sufficiency Table

	Avg. Participant Rating on 4-Point Scale		Percent Change	Effect Size
Measure	**[A] Before PEP**	**[B] After 7 weeks**	**[A] to [B]**	**[A] to [B]**
Q32	2.74	3.65	32.9%*	Large
Q33	2.80	3.65	30.7%*	Large
Q34	2.77	3.64	31.4%*	Large
Self-Sufficiency	2.78	3.65	31.4%*	Large

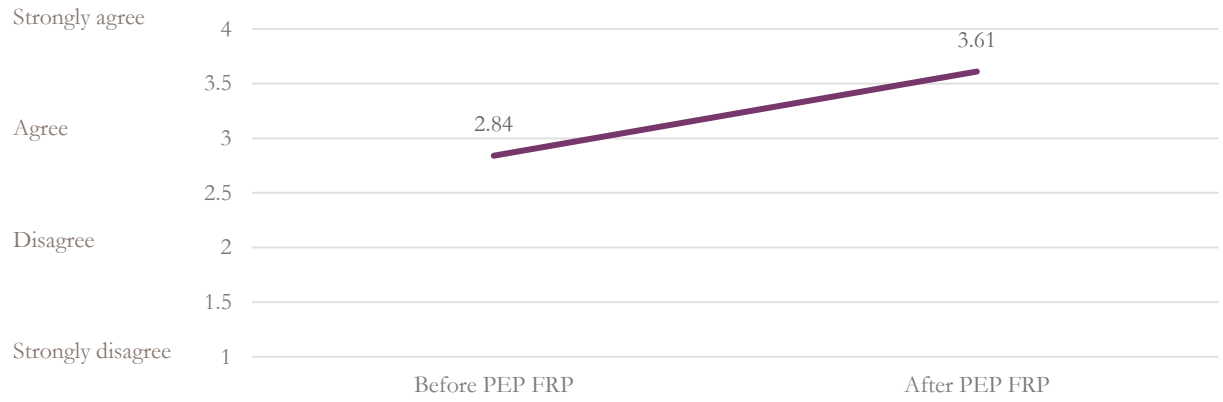
*Change is significant at the p<0.05 level. Individual measures in this construct include the following:

32. I have strategies that help me solve most problems that arise with parenting.
33. I know how to manage situations so that CHILDNAME feels seen and heard.
34. I have the skills to deal with new situations with CHILDNAME as they arise.

Self-Efficacy

Responses to all items in Self-Efficacy showed improvements after participation in FRP. For example, in Exhibit 27, mean scores increased from 2.84 to 3.61 using a 4-point scale.

Exhibit 27. Self-Efficacy Chart



Responses to all items in the Self-Efficacy scale (Exhibit 28) indicated improvement after participation in FRP. Depending on the item, scores increased by 25% (Q37) to 28% (Q36) after instruction. For example, after FRP, there was a 28% improvement in the degree to which participants felt that their parenting skills were effective (Q36). The total scale score improved by 27% after FRP participation compared to baseline (before PEP). Responses to all items in the scale and the outcome's overall change exhibited a large program effect size.

Exhibit 28. Self-Efficacy Table

	Avg. Participant Rating on 4-Point Scale		Percent Change	Effect Size
Measure	**[A] Before PEP**	**[B] After 7 weeks**	**[A] to [B]**	**[A] to [B]**
Q35	2.84	3.64	28.2%*	Large
Q36	2.77	3.56	28.4%*	Large
Q37	2.89	3.62	25.3%*	Large
Self-Efficacy	2.84	3.61	27.2%*	Large

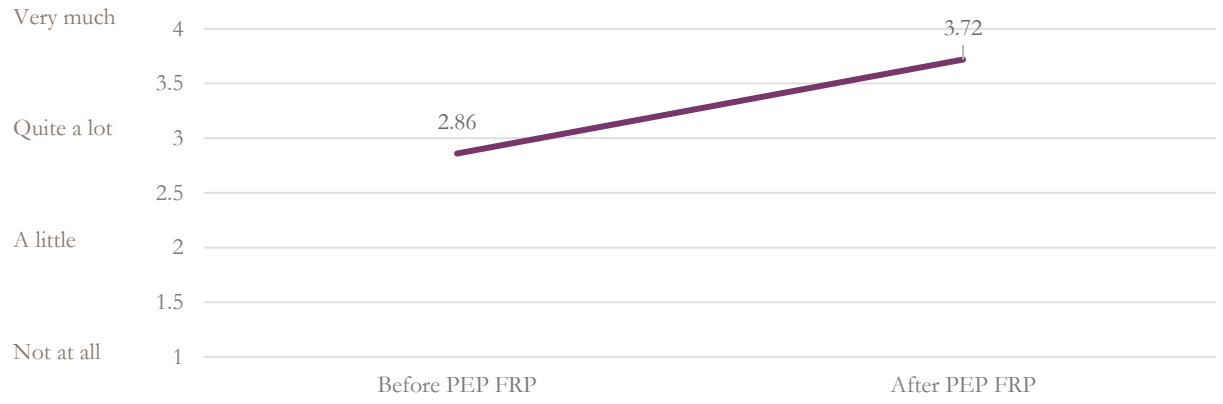
*Change is significant at the p<0.05 level. Individual measures in this construct include the following:

35. I have confidence in myself as a parent.
36. My parenting skills are effective.
37. I know I am doing a good job as a parent.

Positive and Negative Parenting

Responses to all items in Positive and Negative Parenting showed improvements after participation in FRP. For example, in Exhibit 29, mean scores increased from 2.86 to 3.72 using a 4-point scale.

Exhibit 29. Positive and Negative Parenting Chart



Responses to all items in the Positive and Negative Parenting scale (Exhibit 30) indicated improvement after participation in FRP. Scores increased by 26% (Q41) to 39% (Q40) after instruction, indicating improvement in several areas. For example, after the program, there was a 39% improvement in how often participants reported calming themselves down before addressing a problem with their child (Q40). The total scale score improved by 30% after FRP participation compared to baseline (before PEP). Responses to all items in the scale and the outcome's overall change exhibited a large program effect size.

Exhibit 30. Positive and Negative Parenting Table

	Avg. Participant Rating on 4-Point Scale		Percent Change	Effect Size
Measure	**[A] Before PEP**	**[B] After 7 weeks**	**[A] to [B]**	**[A] to [B]**
Q38	2.93	3.76	28.3%*	Large
Q39	2.91	3.73	28.0%*	Large
Q40	2.61	3.62	38.8%*	Large
Q41	3.03	3.81	25.6%*	Large
Q42	2.81	3.68	31.2%*	Large
Positive and Negative Parenting	2.86	3.72	30.1%*	Large

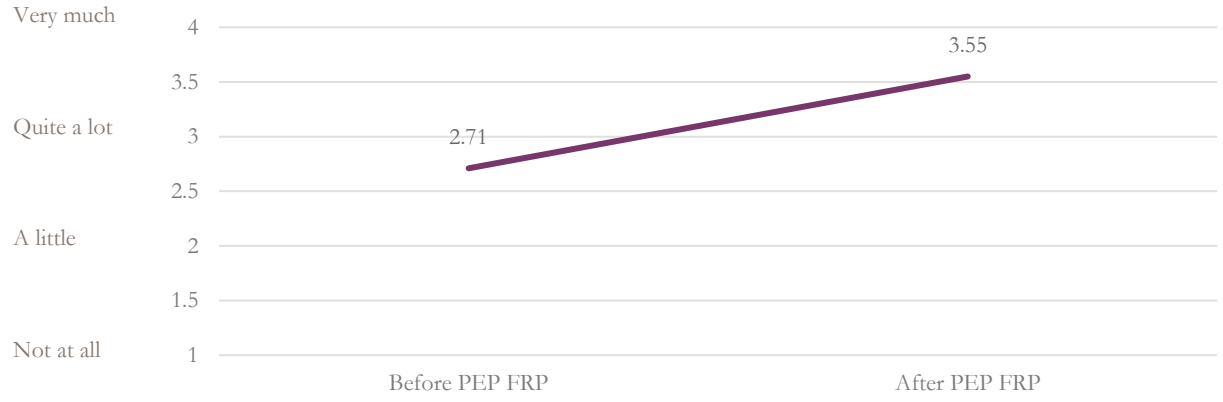
*Change is significant at the p<0.05 level. Individual measures in this construct include the following:

38. I am mindful that my behavior influences how CHILDNAME behaves.
39. I engage in problem-solving with CHILDNAME.
40. Before addressing a problem with CHILDNAME, I take a moment to calm myself.
41. I encourage CHILDNAME to share their opinions and feelings.
42. I give CHILDNAME choices (as appropriate for their age) so that they can participate in decision-making.

Parental Adjustment

Responses to all items in Parental Adjustment showed improvements after participation in FRP. For example, in Exhibit 31, mean scores increased from 2.71 to 3.55 using a 4-point scale.

Exhibit 31. Parental Adjustment Chart



Responses to all items in the Parental Adjustment scale (Exhibit 32) indicated improvement after participation in FRP. Scores increased by 27% (Q44) to 34% (Q43) after instruction, indicating improvement in several areas. For example, after the program, participants reported a 34% increase in how much they were able to cope with the emotional demands of being a

parent. The total scale score improved by 31% after FRP participation compared to baseline (before PEP). The change in all items in the scale exhibited a large program effect size, and the outcome's overall change exhibited a large program effect size.

Exhibit 32. Parental Adjustment Table

	Avg. Participant Rating on 4-Point Scale		Percent Change	Effect Size
Measure	**[A] Before PEP**	**[B] After 7 weeks**	**[A] to [B]**	**[A] to [B]**
Q43	2.70	3.62	34.1%*	Large
Q44	2.79	3.55	27.0%*	Large
Q45	2.65	3.48	31.3%*	Large
Parental Adjustment	2.71	3.55	30.8%*	Large

*Change is significant at the p<0.05 level. Individual measures in this construct include the following:

43. I feel happy.
44. I feel satisfied with my life.
45. I cope with the emotional demands of being a parent.

Satisfaction with the Program

The following section presents findings from select satisfaction items designed to assess participants' perceptions of the program. These items were specifically developed by the PEP team to support recruitment efforts and reflect key areas of interest related to the participant experience. While the results summarized here provide an overall view, detailed satisfaction findings broken down by county are available in the county-specific reports.

Exhibit 33. Program Satisfaction

Item	Percent of Respondents Selecting a Rating of a 4 or 5 by County				
	Montgomery	**Howard**	**Frederick**	**Dorchester**	**Overall**
Overall, how satisfied were you with this program?[1]	91%	97%	92%	100%	93%
Did you feel like this program helped improve your parenting skills?[2]	93%	99%	93%	100%	94%
How has participating in the PEP Family Resiliency Program affected your relationship with your child(ren)?[3]	98%	96%	96%	100%	97%
How has participating in the PEP Family Resiliency Program	87%	87%	91%	86%	88%

Item	Percent of Respondents Selecting a Rating of a 4 or 5 by County				
	Montgomery	Howard	Frederick	Dorchester	Overall
affected how close/connected you feel with your child(ren)'s school?[4]					
How likely are you to recommend this program to a friend or family member?[5]	98%	98%	96%	100%	98%

[1] Participants responded, "Satisfied" or "Very satisfied."
[2] Participants responded, "Helpful" or "Improved a lot."
[3] Participants responded, "It is a little better" or "It is a lot better."
[4] Participants responded, "I feel a little more close/connected" or "I feel a lot more close/connected."
[5] Participants responded, "Somewhat likely" or "Very likely."

Discussion

PEP sought to assess outcomes associated with participation in PEP's FRP. Parents and guardians in the following Maryland Counties participated in FRP during the 2024-2025 school year: Montgomery County, Howard County, Dorchester County, and Frederick County. Participants were asked to complete a survey at the end of their program. Participants were from households that communicate in Spanish or English, and thus participants received the program and the survey in their native language.

NORC administered a retrospective pre-post survey to assess changes in key outcomes identified by PEP as the targets of their training. Overall, results illustrate significant improvements in all outcomes as self-assessed by parents at the end of the program, with large program effect sizes across all outcomes. These findings are consistent with results reported after seven weeks of FRP training in the 2022–2023 and 2023–2024 program years. The 2023–2024 program year marked an expansion in program size, and findings from that year—as well as the current 2024–2025 evaluation year, which maintained a similar scale—suggest that expansion did not negatively impact program delivery. The consistency of results across these years further indicates that program implementation has remained strong and reliable across FRP sessions and cohorts.

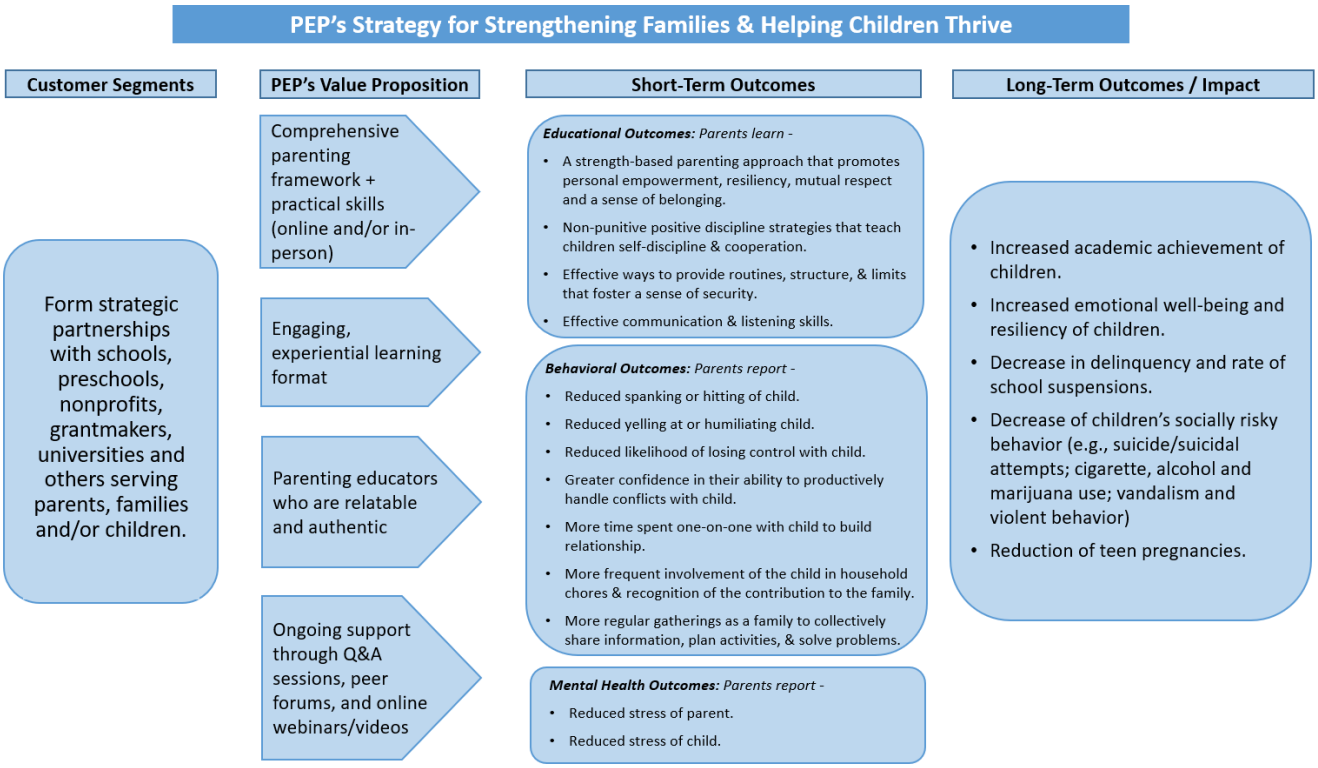
Acknowledging that the eight outcomes as currently measured are not the only potential outcomes of the FRP program, PEP has worked with NORC to select specific measures for implementation for the 2025-2026 year, including measures of parent/caregiver and child mental health. All measurement choices are aligned both with the PEP FRP logic model and guidance in the literature regarding validated measurement.

However, it should be noted that even standardized measurement cannot capture the nuance and complexities of different interventions. Additional inputs to assess program qualities would come from understanding program participants' experiences through qualitative research as

well as longitudinal follow-up over time to understand the extent to which PEP participants retain the lessons learned and skillfully navigate the inevitable changes in their relationship with their developing child. Rigorous evaluations to understand whether these improved parent-reported outcomes can be reliably attributed to the PEP program will also require a controlled design – ideally reflecting randomization of participants to FRP or to a comparison condition (perhaps scheduling delayed participation for comparison participants in FRP).

Appendices

Appendix A: PEP Program Logic Model



Appendix B: PEP Survey (English)

BACKGROUND INFORMATION (15 items)

[SOURCE: Sociodemographic questions from the 2019 National Household Education Survey. This instrument was focused on experiences with a child's school. Survey webpage: https://nces.ed.gov/nhes/parent_involvement.asp. Household income question stem is from NCES; response options are from Blanca (PEP staff). Sex & Gender Identity Questions from NORC CER Research Spotlight - SOGI Measurement. Work outside the home was informed by the American Time Use Survey (https://www.bls.gov/tus/tuquestionnaire.pdf) but modified for this study.]

Response Options Styles

[As visual aids to the response options, we are using the following icons for each question.]

Strongly Disagree – Strongly Agree	**Not at all – Very much**	**Never – Usually**
Strongly Disagree ❌❌	Not at all ❌	Never ❌
Disagree ❌	A little 🟦	Sometimes 🟦
Agree ✔	Quite a lot 🟦🟧	Often 🟦🟧
Strongly Agree ✔✔	Very much 🟦🟧🟩	Usually 🟦🟧🟩

Pre-Question to get child's name

1. In this survey, we will ask you questions about your parenting beliefs and style. We would like you to think about one of your children in particular when completing this survey. Please think of the child that you had in mind when you joined the PEP program. [Programed so response is required]

Q1. What is this child's first name? [TEXTBOX]

[Disclaimer: Your child's name will NOT be recorded in any analyses or reports.]

Class Questions
[Source: NORC developed with PEP]
[Programed so all of these are REQUIRED]

Q2. What is the participant ID number your instructor gave you? [TEXTBOX]

Q3. How many people were in your class? (Your instructor will tell you this answer).
[TEXTBOX]

Q4. How did you take this class?[16]

Online
In person
A mix of online and in person
Demographic Questions

[16] This item was retained from a prior administration, but all classes were administered in virtual environment.

Q5. What is your current gender? [Mark only one]
- Female
- Male
- Non-binary
- Gender queer
- Other, please specify: [TEXTBOX]
- Prefer not to answer

Q6. How are you related to CHILDNAME?
- Parent (biological/birth, adoptive, step, or foster)
- Parent's romantic partner
- Grandparent
- Other adult family member (aunt, uncle, etc.)
- Other relationship, please specify:_____

Q7. Who is/are CHILDNAME's parent/guardian(s) living in the home?
- Parent/guardian #1: (Select One Response)
- Biological parent
- Adoptive parent
- Stepparent
- Foster parent
- Grandparent
- Other guardian or caretaker

Q8. Parent/guardian #2: (Select One Response)
- Biological parent
- Adoptive parent
- Stepparent
- Foster parent
- Grandparent
- Other guardian or caretaker
- There is no 2nd parent/guardian living with CHILDNAME.

Q9. Does CHILDNAME have another parent who does NOT live in the same home?
Yes
No

Q10. How many total people - adults plus children - currently live in your household, including yourself? *Please enter a number.* [TEXTBOX]

Q11. How many people under 18 years-old currently live in your household? *Please enter a number.* [TEXTBOX]

Q12. How old is CHILDNAME [SLIDER]

Q13. What is CHILDNAME's current gender?
- Female

Male
Non-binary
Gender queer
Other, please specify: [TEXTBOX]
Prefer not to answer this question
I don't know

Q14. Which category best fits the total income of all persons in CHILDNAME's household over the past 12 months? Include money from jobs or other earnings, pensions, interest, rent, Social Security payments, and so on.

Less than $20,000 a year (= about $1,600 a month)
$ 20,000 - $39,000 a year (= about $1,700 to $3,300 a month)
$ 40,000 - $59,000 a year (= about $3,300 to $5,000 a month)
$ 60,000 - $79,000 a year (= about $5,000 to $6,700 a month)
$ 80,000 - $99,000 a year (= about $6,700 to $8,300 a month)
$ 100,000 - $150,000 a year (= about $8,300 to $12,500 a month)
More than $150,000 a year (= about $12,500 a month)
Prefer not to say

Q15. Are you of Hispanic, Latino or Spanish origin?

Yes
No

Q16. How would you describe yourself? Select all that apply.

American Indian or Alaska Native
Asian
Black or African American
Native Hawaiian or other Pacific Islander
Middle Eastern
White
Other [TEXTBOX]

Intro to Survey Format
We are now going to ask you some questions about your experience as a parent.
On each page there are two questions:

First, please choose the answer that best matches how you feel **now, since you completed the PEP training.**
Second, please choose the answer that best matches how you felt **in the couple of months BEFORE you began the PEP training.**

This may seem repetitive, but it is important for you to try to think back to the experiences and beliefs you had before taking PEP classes so we can better understand what effects the class may have had for you.

Parent-Child Relationship (4/12 items)
[SOURCE: Parenting and Family Adjustment Scale (Sanders et al., 2014). Items 23 & 24 were PEP-developed.]

[HEADER FOR THIS BLOCK OF QUESTIONS:
How true are the following statements for you?]

[Each question will ask about before/after PEP using the following prompt]

How you feel **NOW, AFTER FINISHING** the PEP classes:
How you felt **BEFORE YOU STARTED** the PEP classes:

[Each question will have the following response options: **Not at all, A little, Quite a lot, Very much**]
Q17. I show affection (hugs, words of appreciation, etc.) to CHILDNAME.

Q18. I have a good relationship with CHILDNAME.

Q19. I spend quality time with CHILDNAME.

Q20. I try to understand CHILDNAME's perspective.

[BEACH BALL IMAGE AS PAGE BREAK]

Parent Confidence and Knowledge in Involvement with Child's School (3/8 items)

[SOURCE: Items were selected for parsimony and adapted in consultation with the client from the Walker et al. (2005) Parent Involvement scale.]

[HEADER FOR THIS BLOCK OF QUESTIONS: **How strongly do you agree or disagree with these statements**:]

[Each question will ask about before/after PEP using the following prompt]

How you feel **NOW, AFTER FINISHING** the PEP classes:
How you felt **BEFORE YOU STARTED** the PEP classes:

[Each question in this section will have the following response options: **Strongly disagree, disagree, agree, and strongly agree**]

Q21. I believe it is my responsibility to talk with CHILDNAME about their schoolwork.

Q22. I believe it is my responsibility to make sure CHILDNAME has a supportive routine for doing homework.

Q23. I believe it is my responsibility to help CHILDNAME be responsible for their schoolwork.

[PALM TREE IMAGE AS PAGE BREAK]

Parent Report on Child Behavior (4/12 items)
[SOURCE: #29 is from PEP. Other items selected from Eyberg Child Behavior Inventory (ECBI; Colvin et al. 1999.]
[Each question will ask about before/after PEP using the following prompt]

How you feel **NOW, AFTER FINISHING** the PEP classes:
How you felt **BEFORE YOU STARTED** the PEP classes:

[Each question in this section will have the following response options: **Never, Sometimes, Often, Usually**]
The next questions are about CHILDNAME's behavior.

Q24. CHILDNAME shows responsibility for their schoolwork (as is appropriate for their age).
Q25. CHILDNAME gets along cooperatively with others.

Q26. CHILDNAME uses constructive, non-aggressive ways to solve problems.

Q27. CHILDNAME talks to me about their problems.

[STAR IMAGE AS PAGE BREAK]

Parent-Child Communications (4/8 items)
[SOURCE: Items were selected for parsimony (in consultation with the client) from the 9-item PCRI scale (Gerard 1994).]

[HEADER FOR THIS BLOCK OF QUESTIONS: **How strongly do you agree or disagree with these statements**:]
[Each question will ask about before/after PEP using the following prompt]

How you feel **NOW, AFTER FINISHING** the PEP classes:
How you felt **BEFORE YOU STARTED** the PEP classes:

[Each question in this section will have the following response options: **Strongly disagree, Disagree, Agree, and Strongly agree**]

Q28. If I have to say no to CHILDNAME, I try to explain why.

Q29. I feel that I can talk to CHILDNAME on their level.

Q30. CHILDNAME would say that I am a good listener.

Q31. When CHILDNAME has a problem, they usually come to talk things over.

[FLOWER IMAGE AS PAGE BREAK]

Self-Sufficiency (3/10 items)
[SOURCE: Me as a Parent Scale (MaaPs) (Hamilton et al., 2015)]
[HEADER FOR THIS BLOCK OF QUESTIONS]: **How strongly do you agree or disagree with these statements**:]

[Each question will ask about before/after PEP using the following prompt]

How you feel **NOW, AFTER FINISHING** the PEP classes:

How you felt **BEFORE YOU STARTED** the PEP classes:

[Each question in this section will have the following response options: **Strongly disagree, Disagree, Agree, and Strongly agree**]
Q32. I have strategies that help me solve most problems that arise with parenting.

Q33. I know how to manage situations so that CHILDNAME feels seen and heard.

Q34. I have the skills to deal with new situations with CHILDNAME as they arise.

[CLOUD IMAGE AS PAGE BREAK]

Self-Efficacy (3/8 items)
[SOURCE: Me as a Parent Scale (MaaPs) (Hamilton et al., 2015)]
[HEADER FOR THIS BLOCK OF QUESTIONS]: **How strongly do you agree or disagree with these statements**:]

[Each question will ask about before/after PEP using the following prompt]

How you feel **NOW, AFTER FINISHING** the PEP classes:
How you felt **BEFORE YOU STARTED** the PEP classes:

[Each question in this section will have the following response options: **Strongly disagree, Disagree, Agree, and Strongly agree**]

Q35. I have confidence in myself as a parent.

Q36. My parenting skills are effective.

Q37. I know I am doing a good job as a parent.

[APPLE IMAGE AS PAGE BREAK]

Positive and Negative Parenting (5/20 items)
[SOURCE: This scale is from McVittie et al. 2009, with additional items drawn from MaaPs and client input.]

[HEADER FOR THIS BLOCK OF QUESTIONS]: **How often do the following occur**:]
[Each question will ask about before/after PEP using the following prompt]

How you feel **NOW, AFTER FINISHING** the PEP classes:
How you felt **BEFORE YOU STARTED** the PEP classes:

[Each question will have the following response options: **Never, Rarely, Sometimes, Consistently**]

Q38. I am mindful that my behavior influences how CHILDNAME behaves.

Q39. I engage in problem-solving with CHILDNAME.

Q40. Before addressing a problem with CHILDNAME, I take a moment to calm myself.

Q41. I encourage CHILDNAME to share their opinions and feelings.

Q42. I give CHILDNAME choices (as appropriate for their age) so that they can participate in decision-making.

[BLUE BIRD IMAGE AS PAGE BREAK]

Parental Adjustment (3/10 items)
[SOURCE: Parenting and Family Adjustment Scale (Sanders et al., 2014)]
[Each question will ask about before/after PEP using the following prompt]

How you feel **NOW, AFTER FINISHING** the PEP classes:
How you felt **BEFORE YOU STARTED** the PEP classes:

[Each question will have the following response options: **Not at all, A little, Quite a lot, Very much**]

Q43. I feel happy.

Q44. I feel satisfied with my life.

Q45. I cope with the emotional demands of being a parent.

[CHECK MARK IMAGE AS FINAL REMINDER]

[NEW TEXT: **This is the last page!** If you would like to go back and review any of your answers, please do so now. Once you click the "next" arrow, your responses will be submitted.]

References

A Survey About Students' and Families' Experience with Their Schools and Homeschooling: Part of the 2019 National Household Education Survey. (2019). National Center for Education Statistics.

American Time Use Survey Home Page. (n.d.). U.S. Bureau of Labor Statistics. Retrieved November 11, 2022, from https://www.bls.gov/tus/home.htm

Colvin, A. (1994). *Restandardization of the Eyberg Child Behavior Inventory*.

Hamilton, V. E., Matthews, J. M., & Crawford, S. B. (2015). Development and Preliminary Validation of a Parenting Self-Regulation Scale: "Me as a Parent." *Journal of Child and Family Studies*, *24*(10), 2853–2864. https://doi.org/10.1007/s10826-014-0089-z

McVittie, J., & Best, A. M. (2009). The Impact of Adlerian-Based Parenting Classes on Self-Reported Parental Behavior. *Journal of Individual Psychology*, *65*(3).

National Household Education Surveys Program (NHES). (n.d.). National Center for Education Statistics; National Center for Education Statistics. https://nces.ed.gov/nhes/parent_involvement.asp

(PCRI) Parent-Child Relationship Inventory. (n.d.). Retrieved November 11, 2022, from https://www.wpspublish.com/pcri-parent-child-relationship-inventory

Sanders, M. R., Morawska, A., Haslam, D. M., Filus, A., & Fletcher, R. (2014). Parenting and Family Adjustment Scales (PAFAS): Validation of a Brief Parent-Report Measure for Use in Assessment of Parenting Skills and Family Relationships. *Child Psychiatry & Human Development*, *45*(3), 255–272. https://doi.org/10.1007/s10578-013-0397-3

Walker, J. M. T., Wilkins, A. S., Dallaire, J. R., Sandler, H. M., & Hoover-Dempsey, K. V. (2005). Parental Involvement: Model Revision through Scale Development. *The Elementary School Journal*, *106*(2), 85–104. https://doi.org/10.1086/499193

Appendix C: PEP Survey FAQs

NORC at the University of Chicago

Parent Encouragement Program (PEP) Survey – Frequently Asked Questions (FAQs)

Who is sponsoring the study?
This study is sponsored by PEP with funding support from the State of Maryland. PEP has contracted with NORC to conduct the study.

Who is NORC at the University of Chicago?
NORC is an objective, non-partisan, and non-profit organization affiliated with the University of Chicago. NORC has 80 years of experience conducting surveys and social science research. You can learn more about NORC at www.norc.org.

What is the purpose of this study?
PEP is interested in gathering feedback from participants in its parenting courses to understand how effective the PEP program is and improve the program for future cohorts.

What is this survey about?
The survey includes questions about your parenting styles and beliefs and your experience in the PEP parenting course.

How long will this survey take to complete?
The survey will take about 30 minutes to complete.

Is it important that I participate?
It is very important that your experiences in the PEP program are represented. Your responses to this survey will help PEP and NORC understand how these programs are working, and how they can be improved for parents who take PEP classes in the future.

What are the benefits of participating in this study?
This study will help to determine how effectively the PEP program achieves its goals. You will receive $50 per survey as a thank-you for your time.

What are the risks of participating in the study?
The study poses minimal risk. Some questions about your parenting experience are personal and may make you feel uncomfortable.

How will my responses be protected?

Your responses will be kept confidential and only used for research purposes. Only the NORC research team will have access to your responses. Your PEP teachers will not be able to see your responses.

Do I have to take the survey?
No, you do not have to take the survey. The survey is voluntary. You may also skip any questions that you do not want to answer. However, we would very much appreciate your participation.

How will my survey responses be used?
NORC will analyze your survey responses and provide written reports to PEP leadership. These reports will not include individual data or results. PEP will not see your direct responses.

Who should I reach out to with questions?
For general questions about the study, please reach out to Pep-Evaluation@norc.org. The study team is led by Principal Investigator Elizabeth Mumford at NORC (Mumford-Elizabeth@norc.org).

Appendix D: Informed Consent

INFORMED CONSENT FORM FOR RESEARCH PARTICIPATION

Title of Project: Parent Encouragement Program (PEP) Evaluation

Principal Investigator: Elizabeth Mumford, PhD

1. **Why are we doing this study?** NORC at the University of Chicago is a non-profit research organization that is partnering with the Parent Encouragement Program (PEP) to conduct an evaluation of the program's effectiveness through a survey of program participants in the MD Class. This survey will include questions about your parenting beliefs and behaviors both before going through the PEP class and after.

2. **Who is paying for this study?** This study is paid for by the State of Maryland. The Parent Encouragement Program received these funds to determine how effective their parenting program is through collecting survey data from program participants.

3. **What are you asking me to do for this study?** You will be asked to complete one survey. You will take the survey at the end of your Family Resiliency Class. The survey will ask you to think about your experience in the class and your parenting style. The PEP survey will take you around 30 minutes to complete.

4. **Discomforts and Risks:** There are no risks in participating in this research beyond those experienced in everyday life. Some of the questions are personal about your parenting experience and might make you uncomfortable.

5. **Benefits:** We hope this research will provide a better understanding of how the PEP program achieves their goals.

6. **Confidentiality:** Data collected through this study will be confidential and will only be used for research purposes. NORC will store your survey response on secure computers with password protections, and no one outside the NORC research team will have access to the data – not even your PEP teachers. Your responses will not be linked to any identifying information about you. They will be reviewed and summarized together with all of the responses from other participants.

7. **Right to Ask Questions:** Please contact Project Director Elizabeth Mumford (mumford-elizabeth@norc.org) or the study mailbox at Pep-Evaluation@norc.org with questions, complaints, or concerns about this research. If you have any questions or concerns about your rights as a research participant, please contact the NORC IRB Manager by toll-free phone number at (866) 309-0542.

8. **Payment for participation:** To thank you for your time, PEP will provide a $50 incentive for each survey.

9. **Voluntary Participation:** Your decision to be in this research is voluntary. You can stop at any time. You do not have to answer any questions on the survey that you do not want to

answer. Refusal to take part in or withdrawing from this study will involve no penalty or loss of benefits you would receive otherwise.

You must be 18 years of age or older to take part in this research study. Please keep this form for your records or future reference.

[For hard copy versions: You will see a copy of this text when you click on your Qualtrics survey link. Clicking the “next” button means you have read the information in this form and consent to take part in this research study.]

[For Qualtrics:] If you agree to take part in this study, please click the arrow on the bottom right-hand side of the page to advance to the survey questions.

Appendix E: National Resources for Participants

National Resources for Participants

Suicide or Self-Harm

Suicide Prevention Lifeline **TOLL FREE: 1-800-273-TALK (8255)**

This hotline provides 24/7 support and help if you are feeling depressed and/or thinking about suicide.

Domestic Violence

National Domestic Violence Hotline **TOLL FREE: 1-800-799-7233 or TTY**
(Español): 1-800-787-3224

This hotline provides 24/7 support as well as a 24/7 online chat to talk confidentially if you are experiencing domestic violence, seeking resources or information, or questioning unhealthy aspects of your relationship.

National Network to End Domestic Violence (NNEDV)-Safety Net Project techsafety.org

This website provides resources and information on the use of technology for agencies and survivors of domestic violence, sexual assault, stalking, and trafficking. These include survivor; agency; app safety center; confidentiality; and legal systems toolkits.

National Network to End Domestic Violence (NNEDV)- WomensLaw.org

womenslaw.org **(Español)**
https://www.womenslaw.org/es

This website provides information that is relevant to people of all genders, not just women. Their **Email Hotline** will provide legal information to anyone who reaches out with legal questions or concerns regarding domestic violence, sexual violence, or any other topic covered on WomensLaw.org.

Love is Respect, National Dating Abuse Helpline **TOLL FREE: 1-866-331-9474**

This hotline provides 24/7 support and help if you or someone you know is in an unhealthy or unsafe dating relationship, no matter how casual.

Sexual Assault

National Sexual Assault Hotline **TOLL FREE: 1-800-656-HOPE (1-800-656-4673)**

This hotline provides connects you to a trained staff member from a sexual assault service provider in your area, who can provide you with confidential support in finding local resources such as referrals for long term support in your area and information about the laws in your community. You can also access 24/7 help online by visiting **online.rainn.org**.

RAINN Online Referral Link

http://apps.rainn.org/ohl-bridge/ **(Español)** https://ohl.rainn.org/es/

The Rape, Abuse, Incest National Network (RAINN) is a partnership of more than 1,100 local rape treatment hotlines that maintains an online referral resource directing you to local rape crisis centers nationwide.

Mental Health Services

SAMHSA's National Helpline (4357) **TOLL FREE 1-800-662-HELP**

SAMHSA's National Helpline is a free, confidential, 24/7, 365-day-a-year treatment referral and information service (in English and Spanish) for individuals and families facing mental and/or substance use disorders.

NAMI (National Alliance on Mental Illness) (6264) **HelpLine 1-800-950-NAMI**

The NAMI HelpLine is a free, nationwide peer-support service providing information, resource referrals and support to people living with a mental health condition, their family members and caregivers, mental health providers and the public. HelpLine staff and volunteers are experienced, well-trained and able to provide guidance. To contact the NAMI HelpLine, call 800-950-NAMI (6264), Monday through Friday, 10 a.m.–8 p.m., ET, or send an email to info@nami.org.

Warm Lines

"Warm-lines" is a peer-run hotline that offers callers emotional support and is staffed by volunteers who are in recovery themselves.
https://www.nami.org/NAMI/media/NAMI-Media/BlogImageArchive/2020/NAMI-National-HelpLine-WarmLine-Directory-3-11-20.pdf

Victims Services

National Center for Victims of Crime **TOLL FREE: 1-855-4-VICTIM (1-855-484-2846)**

This hotline provides support and help direct you to a state referral service for legal assistance or mental health care providers. They can also refer you to a local service provider who can provide more specific referrals. This number can be reached Monday-Friday from 12pm-5pm ET.

VictimConnect Resource Center **TOLL FREE: 855-484-2846 or Text BeFree (233733)**

https://victimconnect.org/

This website has information to help victims of crimes learn about their rights and options confidentially. It provides a phone-based helpline, online chat tool, and web-based information and service referrals.

Stalking Prevention and Awareness Resource Center (SPARC) **Phone: 202-558-0040**

Stalkingawareness.org

SPARC provides nationwide training, technical assistance and resources to allied professionals, including: victim service providers, law enforcement, prosecutors, court personnel, judges, corrections, treatment providers, mental health professionals, campus student conduct offices, campus police/security, Title IX offices, and others.

National Human Trafficking Hotline **TOLL FREE: 1-888-373-7888**

http://www.polarisproject.org/what-we-do/national-human-trafficking-hotline/the-nhtrc/overview

This national hotline provides 24/7 support to answer calls, texts, and live chats from anywhere in the United States in more than 200 languages. The National Hotline's mission is to connect human trafficking victims and survivors to critical support and services to get help and stay safe, and to equip the anti-trafficking community with the tools to effectively combat all forms of human trafficking.

Digital or Media Victims Services

A Thin Line

http://www.athinline.org/

This website provides information on digital abuse, including topics like sexting, digital disrespect, and constant messaging.

Nonconsensual Pornography Hotline **TOLL FREE: 1-844-878-CCRI (844-878-2274)**

This hotline provides 24/7 support to victims of nonconsensual pornography ("NCP", also known as "revenge porn"), recorded sexual assault (RSA), or sextortion. They can provide information, support, referrals, and non-legal advice.

Appendix F: Script & FAQs for Administrators of the PEP-NORC Survey

Script & FAQs for Administrators of the PEP-NORC survey for PEP-MD Parenting Class, Fall 2023-Spring 2024

Note to Administrators: The table provides you with an exact script to follow from the welcoming greeting through the final question. Please read only the language in the "script" column on the left; do not read aloud the "notes to administrator." Also, there are some places in the script where you will see words in italics. Do not read these aloud as they are notes to you alone.
An FAQ page is at the end of this document, for your reference.

Script	Notes to Administrator
INTRODUCTION AND OPENING THE SURVEY (~3:30, depending on how quickly everyone opens the survey)	
At 2 minutes past the hour, start reading the introduction: Good morning/afternoon/evening! My name is (*Lead Survey Administrator Name*) and I'd like to also introduce (*Assistant Name*). We are here with you today for the evaluation of the PEP parenting class that you recently completed. PEP wants to learn from you about how effective the PEP program was, so that they can make improvements to the program. *Note: If people arrive after you get started, just pause and say,* "Welcome to those who just joined us. Please open the survey link that is in the Chat box. We are getting ready to start the survey soon." In the survey today, we are going to ask you a series of questions about your parenting behaviors and beliefs. It's important for you to know that this survey is NOT evaluating you as a parent or your family. There are no right or wrong answers to these questions. All of the survey responses will be confidential, so no one at PEP or FRP will know your individual answers. You will take the survey today on your computer or on your cell phone. If you have both a cell phone and a computer available to you right now, you might find it helpful to use both devices for this survey. You can open up this zoom meeting that we are in right now on your computer, and then, take the survey on your phone, or vice versa. If you don't have a computer and a cell phone right now, that's fine, you can listen to this zoom meeting while you take the survey on the same device.	*The Assistant should put the link to the survey in the Chat box as the Lead Survey Administrator says this line.* *If anyone is having problems opening the survey, they can try to:*

If you have problems or questions during the survey, please use the Raise Hand button to let us know. Either I or (Assistant Name) will help you. We are going to put a link to the survey in the Chat box right now. Please click on that link, and that will open the survey for you. While you are doing that, I am going to share my screen with you so that you can see what the survey looks like once you open the link. You can see what the survey looks like if you are using a computer, here on the left, and if you are using a cell phone, here on the right (*use your cursor to point to the sections as you talk*). *Ask the participants:* Can you give me a thumbs-up or a thumbs down to let me know if you see the same screen on your computer or phone that I am sharing with you?	• *Close other programs on their computer and try again.* • *Open the survey on another device (their phone, their kids' phone, etc.)* • *Hit the Ctrl and Tab buttons at the same time to move quickly between the various screens that are open on their computer.* *As you say "thumbs-up or thumbs-down", make the gesture with your own thumb, so that they can see what you mean (they can also use the thumb icon in Zoom if they prefer)* *Make sure everyone has given you the thumbs-up before proceeding.*
FINDING AND RECORDING PARTICIPANTS' UNIQUE ID NUMBERS - 5 min	
Now, I am going to share a different screen with you, to show you a list with your names, and you will see that there is a number listed next to each of your names. Does everyone see your name and number? You will need to type that number into the survey later, so please write it down and keep it handy, so that you can refer to it later in the survey. Does everyone see their name and number? If you don't see your name, raise your hand or just say something and we can help you find it on the list.	*Screen share the list of participant names and their corresponding ID numbers. If someone says they can't find their name, ask them their name, and then look for it on the list. When you find it, say their name and number to them.* *You may need to read the whole list if you don't see the person's name; it could be that they registered under a different name, or someone else may have registered them under a different name.* *As new people enter the session, direct them to the*

	link in the chat, and then help them find their name/number on the list.
THE INFORMED CONSENT FORM (~5:00, depending upon number of questions)	
At about 15 minutes past the hour, start reading the Informed Consent Form: The first part of this survey is what is called the Informed Consent Form. This means that we want to make sure that you understand why we are doing this survey, what we are asking of you, and that you agree to take this survey. I will read the Informed Consent Form out loud, and then ask you if you have any questions. **INFORMED CONSENT FORM FOR RESEARCH PARTICIPATION** **Title of Project**: Parent Encouragement Program (PEP) Evaluation **Principal Investigator:** Dr. Elizabeth Mumford, PhD 10. **Why are we doing this study?** NORC at the University of Chicago is a non-profit research organization that is partnering with the Parent Encouragement Program (PEP) to conduct an evaluation of the program's effectiveness through a survey of program participants in the FRP-PEP Class. This survey will include questions about your parenting beliefs and behaviors both before going through the PEP class and after. 11. **Who is paying for this study?** This study is paid for by the State of Maryland. The Parent Encouragement Program received these funds to determine how effective their parenting program is through collecting survey data from program participants. 12. **What are you asking me to do for this study?** You are being asked to complete one survey, today, in this last class of the Family Resiliency Program. The survey will ask about your parenting experiences now, and from before the Family Resiliency Program. This survey will take you around 60 minutes to complete. 13. **Discomforts and Risks:** There are no risks in participating in this research beyond those experienced in everyday life. Some of the questions are personal about your parenting experience and might make you uncomfortable. 14. **Benefits:** We hope this research will provide a better understanding of how the PEP program achieves their goals.	*People may continue arriving during the time you are reading this form. If so, stop and tell them to open the link to the survey, and let them know that you are reading the Consent Form. Also, the Assistant should send a private message to them with the link and with their unique identification number that they need to put into the top right-hand part of the first page of the survey)* *See FAQ sheet in Attachment A for answers to frequently asked questions.* *Once you have read the form and everyone has clicked on the arrow to continue, you will need to tell them that it is too late to join the evaluation now, and that they can come at a different date or we will contact them to arrange for another time.*

15. **Confidentiality:** Data collected through this study will be confidential and will only be used for research purposes. NORC will store your survey response on secure computers with password protections, and no one outside the NORC research team will have access to the data – not even your PEP facilitators. Your responses will not be linked to any identifying information about you. They will be reviewed and summarized together with all of the responses from other participants.

16. **Right to Ask Questions:** Please contact Project Director Elizabeth Mumford (mumford-elizabeth@norc.org) or the study mailbox at Pep-Evaluation@norc.org with questions, complaints, or concerns about this research. If you have any questions or concerns about your rights as a research participant, please contact the NORC IRB Manager by toll-free phone number at (866) 309-0542.

    And by the way, don't worry about writing down these phone numbers and email addresses. We will send you all of this in writing so that you have the numbers handy if you need them later.

17. **Payment for participation:** To thank you for your time, PEP will provide you a $50 gift card for completing the survey.

18. **Voluntary Participation:** Your decision to be in this research is voluntary. You can stop at any time. You do not have to answer any questions on the survey that you do not want to answer. Refusal to take part in or withdrawing from this study will involve no penalty or loss of benefits you would receive otherwise.

You must be 18 years of age or older to take part in this research study. Please keep this form for your records or future reference. Since we are doing this evaluation online, PEP will send you a copy of this consent form, so that you have email addresses and phone numbers if you want to contact PEP or NORC for any reason.

Are there any questions?

Let me also add that the $50 gift card will be emailed to you within 1 week of your completion of this survey.

Once all questions have been answered, say:

If there are no other questions, and if you agree to take part in this study, please click the arrow on the bottom right-hand side of the screen to advance to the survey questions.

YOUR CHILD'S FIRST NAME (~1:00)

1. In this survey, we will ask you questions about your parenting beliefs and style. We would like you to think about <u>one</u> of your children in particular when completing this survey. Please think of the child that you had in mind when you joined the PEP program. What is this child's first name? Please type that child's name in the box that you see below the question. *(Give everyone a second to complete this. Once everyone is done, say:)* At the bottom of your screen, you should see two red boxes with arrows. By clicking on the box in the left-hand corner, you will go back to previous pages in the survey, by clicking on the box in the right-hand corner, you will go to the next page in the survey. If you are done with this page, please click on the red arrow in the right-hand corner to proceed.	*If people are having a hard time with this, they can just type the first initial of the child's name. They HAVE to enter something here, because this name will appear in the questions in the survey.* *They will not be able to proceed in the survey without answering this question.* *As you refer to different sections of the screen, please move your cursor and point to what you referring to so that participants can easily follow what you are saying. Please do this for the whole survey.*
QUESTIONS RELATED TO YOUR PEP CLASS	
The next 3 questions are about your PEP class. 2. What is the participant ID number that we gave you at the beginning of this session? If you can't find your number, raise your hand and we will tell you or send you a chat with your number.	*Have the participant list with ID numbers handy in case people lost their number at the beginning of the session.*
3. How many people were in your class. If you were in the Latino class that met on Tuesday, there were XX people in your class. If you were in the Latino class that met on Wednesday, there were XX people in your class. If you were in the Amharic class that met on Wednesday, there were XX people in your class.	
4. How did you take the class? a. Online b. In person c. A mix of online and in person All of you should answer a. 'Online'	

QUESTIONS ABOUT YOUR FAMILY (8 minutes)	
In these next questions, we will ask about you and your family. Before we start, I would like to mention that if you choose not to answer a question and you try to proceed with the survey, you will get a box that opens up like this (*demonstrate by clicking the right-hand forward arrow at the bottom of your screen; a box will pop up asking if you want to continue*). You will see a window like this that pops up and it will say, "There is 1 unanswered question on this page, Would you like to continue?" If you don't want to answer the question and you are ready to continue, you can click on the first box that says "Continue without answering". If you meant to answer the question, click on the second box that says "Answer the question". I will click right now on "answer the question" box so that it will take me back to the question that we're looking at right now. Ok, so let's start. Question #5 is: 5. What is your current gender? Your options are: Female Male Non-binary Gender queer Other – please type it in the box provided Prefer not to answer **When you have answered the question, please click on the red arrow in the right-hand corner.** ***(Count to 3 and continue to the next question).***	*They should choose Mother or Father no matter what type of Mother or Father they are – the birth mother, adoptive mother, stepmother or foster mother.* *As you read the possible responses, please move your cursor to point to each response as you say it, so that participants can easily follow what you are saying with the words on the screen. Please do this for the whole survey.* *Have the participant list with ID numbers handy in case people lost their number at the beginning of the session.*

6. How are you related to (your child)? Your options are: Parent (and that includes biological/birth, adoptive, step, or foster) Parent's romantic partner Grandparent Other adult family member (and that includes aunt or uncle) Other relation – please type it in the box provided. **When you have answered the question, please click on the red arrow in the right-hand corner.** ***(Count to 3 and continue to the next question).***	

7. Who is/are (your child's) parents or guardians living in the home? So this question is asking – who are the 1 or 2 parents or guardians who live in the home with the child? In question #7, we want to know who is parent or guardian #1. This is probably you, unless you are a grandparent or other relative not living in the home with the child. So is the first parent: A Biological parent An Adoptive parent A Stepparent A Foster parent A Grandparent Or, another guardian or caretaker – anything not covered by the other responses above **When you have answered the question, please click on the red arrow in the right-hand corner.** ***(Count to 3 and continue to the next question).***	*If participants require a definition of any of the types of parents, you can use these definitions:* Biological parent: the mother who gave birth to the child or the father who sired the child (or, the father who is related by DNA or blood to the child) Adoptive parent: a parent who adopted the child Stepparent: a person whose spouse is the biological or adoptive parent of the child Foster parent: a parent taking care of a child on a temporary basis, similar to adoptive parent, but usually an adoptive parent is permanent, foster parent is temporary

In question 8, we are asking: who is the 2nd Parent or guardian living in the home with your child. If there is not a second parent living in the home, you can go to the bottom of the responses and click on "There is no 2nd parent living with your child". If there is a 2nd parent or guardian, and this is possibly the partner to the first parent, think about who that person is, and then answer the question: is that second parent….

A Biological parent
An Adoptive parent
A Stepparent
A Foster parent
A Grandparent
Another guardian or caretaker – anything not covered by the above
And again you can choose
There is no 2nd parent or guardian living in the home with the child

When you have answered the question, please click on the red arrow in the right-hand corner.
(Count to 3 and continue to the next question).

9. Does (the child) have another parent who does NOT live in the same home?
Yes
No

When you have answered the question, please click on the red arrow in the right-hand corner.
(Count to 3 and continue to the next question).

In the next set of questions, we would like to know about who is living in the same home as your child. Please complete the information below.

10. How many total people – adults plus children – currently live in your household, including yourself? Please enter a number in the box below this question.

When you have answered the question, please click on the red arrow in the right-hand corner.
(Count to 3 and continue to the next question).

11. How many people under 18-years-old currently live in your household? Please enter a number in the box below this question.

When you have answered the question, please click on the red arrow in the right-hand corner.
(Count to 3 and continue to the next question).

12. How old is (the child)? To answer this question, please click on the orange button and move it to the right, and as you do so you will see a box appear right above the button with a number. Move the orange button until you get to your child's age, and then stop moving it when you get to the correct age.

When you have answered the question, please click on the red arrow in the right-hand corner.
(Count to 3 and continue to the next question).

13.What is your child's current gender? In other words, does your child identify as:

Female
Male
Non-binary
Gender Queer

And you can also respond with:

They use a different term, and please specify in the box provided.
Don't know
Prefer not to answer

When you have answered the question, please click on the red arrow in the right-hand corner.

14. Which category best fits the total income of all persons in your child's household over the past 12 months? Include money from jobs or earnings, pensions, interest, rent, social security payments, and so on. This can be your best estimate, it doesn't have to be exact.
Less than $20,000 a year (or about $1,600 a month)
$ 20,000 - $39,000 a year (or about $1,700 to $3,300 a month)
$ 40,000 - $59,000 a year (or about $3,300 to $5,000 a month)
$ 60,000 - $79,000 a year (or about $5,000 to $6,700 a month)
$ 80,000 - $99,000 a year (or about $6,700 to $8,300 a month)
$ 100,000 - $150,000 a year (or about $8,300 to $12,500 a month)
More than $150,000 a year (or about $12,500 a month)
Prefer not to say
When you have answered the question, please click on the red arrow in the right-hand corner.
(Count to 3 and continue to the next question).

15. Are you of Hispanic, Latino or Spanish origin?

Yes
No

When you have answered the question, please click on the red arrow in the right-hand corner.
(Count to 3 and continue to the next question).

16. How would you describe yourself? Select all that apply.

American Indian or Alaska Native
Asian
Black or African American
Native Hawaiian or other Pacific Islander
Middle Eastern
White
Other – please specify in the text box provided

When you have answered the question, please click on the red arrow in the right-hand corner.
(Count to 3 and continue to the next question).

QUESTIONS ABOUT PARENTING BELIEFS AND BEHAVIORS (MAIN SECTION OF SURVEY)

We are now going to ask you some questions about your experience as a parent.

On each page there are two questions.

First, please choose the answer that best matches how you feel <u>now</u>, since you completed the PEP class.
Second, please choose the answer that best matches how you felt <u>in the couple months BEFORE you began</u> the PEP training.

This may seem repetitive, but it is important for you to try to think back to the experiences and beliefs you had before taking the PEP classes so that we can better understand what effects the class may have had for you.

Let's start with the first question, and I think this will be clearer.

Question 17 – 20.
(The protocol for all of these questions will be to first read the statement after each number, and then ask the questions below.)

17. I show affection (hugs, words of appreciation, etc.) to (my child).
18. I have a good relationship with (my child)
19. I spend quality time with (my child)
20. I try to understand (my child's) perspective.

First, choose the answer that best matches how you feel <u>now</u>, after finishing the PEP class:
Not at all
A little
Quite a lot
Or Very much (repeat the statement #17-#20- here)
(give them 3 seconds to respond to the question)
And then, choose the answer that best matches how you felt BEFORE you started the PEP class. Remember the statement is: (reread the statement from #17 - #20 above)

And then, choose the answer that best matches how you felt BEFORE you started the PEP class. Remember the statement is: (reread the statement from #17 - #20 above)

Question 21 – 23.

(The protocol for all of these questions will be to first read the statement after each number, and then ask the questions below.)

21. I believe it is my responsibility to talk with (my child) about their schoolwork.
22. I believe it is my responsibility to make sure (my child) has a supportive routine for doing homework.
23. I believe it is my responsibility to help (my child) be responsible for their schoolwork.

First, choose the answer that best matches how you feel <u>now</u>, after finishing the PEP class:

Do you:
Strongly disagree
Disagree
Agree
Or, Strongly Agree with the statement (repeat the statement #20-#28- here)

(give them 3 seconds to respond to the question)
And then, choose the answer that best matches how you felt BEFORE you started the PEP class. Remember the statement is: (reread the statement from #21 - #23 above)
Strongly disagree
Disagree
Agree
Or, Strongly Agree with the statement

When you have answered the question, please click on the red arrow in the right-hand corner.
(Count to 3 and continue to the next question).

Questions 24 – 27

The next set of questions are about your child's behavior. Each question in this section with have the following response options: Never, Sometimes, Often, or Usually.

You will be asked how often your child shows the behavior now, after you have finished the PEP class
And then you will be asked how often your child showed the behavior before you started the PEP class.

24. (My child) shows responsibility for their schoolwork (as is appropriate for their age).
25. (My child) gets along cooperatively with others.
26. (My child) uses constructive, non-aggressive ways to solve problems
27. (My child) talks to me about his/her problems.

How often does your child show this behavior now, after you have finished the PEP class:

Never (*say this only with Question 24*: which has 2 red XXs)
Sometimes (*say this only with Question 24*: which has 1 red X)
Often, (*say this only with Question 24*: which has 1 green arrow)
Usually, (*say this only with Question 24*: which has 2 green arrows)

Say this only with Question 24: **Again, the Xs and checkmark symbols are there to help you identify the response you want to give. The Xs and checks do not mean that one answer is wrong, and another answer is right.**

(give them 3 seconds to respond to the question)
How often did your child show this behavior before you started the PEP class? Remember, the behavior statement is (read the statements #24 - #27 again)
Never
Sometimes
Often
Usually

When you have answered the question, please click on the red arrow in the right-hand corner.
(Count to 3 and continue to the next question).

Questions 28 – 37

In the next set of questions, we return to asking you how strongly you agree or disagree with these statements.

Again, you will first be asked how you feel about the statement <u>now, after finishing</u> the PEP class.
And then you will be asked how you felt about the statement <u>before</u> you started the PEP class.

28. If I have to say no to (my child), I try to explain why.
29. I feel that I can talk to (my child) on his or her level.
30. (My child) would say that I am a good listener.
31. When (my child) has a problem, they usually come to talk things over
32. I have strategies that help me solve most problems that arise with parenting.
33. I know how to manage situations so that (my child) feels seen and heard.
34. I have the skills to deal with new situations with (my child) as they arise.
35. I have confidence in myself as a parent.
36. My parenting skills are effective.
37. I know I am doing a good job as a parent.

First, choose the answer that best matches how you feel <u>now</u>, since you completed the PEP class:

Do you:
Strongly disagree
Disagree
Agree
Or, Strongly Agree with the statement (repeat the statement #35-#47- here)

(give them 3 seconds to respond to the question)
And then, choose the answer that best matches how you felt BEFORE you started the PEP class". Remember the statement is: (reread the statement from #35 - #47 above)

Strongly disagree
Disagree
Agree
Or, Strongly Agree

When you have answered the question, please click on the red arrow in the right-hand corner.
(Count to 3 and continue to the next question).

Questions 38 – 42

38. I am mindful that my behavior influences how CHILDNAME behaves.
39. I engage in problem-solving with CHILDNAME.
40. Before addressing a problem with CHILDNAME, I take a moment to calm myself.
41. I encourage CHILDNAME to share their opinions and feelings.
42. I give CHILDNAME choices (as appropriate for their age) so that they can participate in decision-making.

<u>How often</u> do you feel you show this behavior <u>now, after finishing</u> the PEP class:

Never (*for question 38 only, say:* which has 2 red XXs)
Rarely (*for question 38 only, say:* which has 1 red X)
Sometimes (*for question 38 only, say:* which has 1 green arrow)
Consistently (*for question 38 only, say:* which has 2 green arrows)

(*For question 38 only, say*:) Again, the Xs and checkmark symbols are there to help you identify the response you want to give. The Xs and checks do not mean that one answer is wrong, and another answer is right.

(give them 3 seconds to respond to the question)
How often do you feel you showed this behavior before you started the PEP class?
Remember, the behavior statement is (read the statements #38 - #42 again)

Never
Rarely
Sometimes
Consistently

When you have answered the question, please click on the red arrow in the right-hand corner.
(Count to 3 and continue).

Questions 43 – 45

These are the last questions of the survey! After you click on the arrow at the bottom of this survey to continue, you will complete the survey and you will not be able to go back and change any of your earlier responses.

In this next set of questions, you will be asked about your behavior as a parent. Your response options are: Not at all, A little, Quite a lot, Very Much

You will be asked to answer the question based on how often you feel you show this behavior now, after finishing the PEP class
And then you will answer the question based on how often you feel that you showed the behavior before you started the PEP class.

43. I feel happy.
44. I feel satisfied with my life.
45. I cope with the emotional demands of being a parent.

How often do you feel you show this behavior now, after finishing the PEP class:

Not at all (*for question 43 only, say:* which has 2 red XXs)
A little (*for question 43 only, say:* which has 1 red X)
Quite a lot (*for question 43 only, say:* which has 1 green arrow)
Very much (*for question 43 only, say:* which has 2 green arrows)

(*For question 43 only, say*:) Again, the Xs and checkmark symbols are there to help you identify the response you want to give. The Xs and checks <u>do not</u> mean that one answer is wrong, and another answer is right. ***(give them 3 seconds to respond to the question)*** **How often do you feel you <u>showed</u> this behavior <u>before you started</u> the PEP class?** **Remember, the behavior statement is (read the statements #43 - #45 again)** **Not at all** **A little** **Quite a lot** **Very much** ***When you have answered the question, please click on the red arrow in the right-hand corner. Remember, these are the last questions, so once you click on the red arrow in the right-hand corner, you will not be able to go back and change any earlier answers. You can go back now by clicking the red arrow in the left-hand corner.***
This is what the last page of the survey looks like: there is a check mark on the page. If you are on this page and seeing this symbol, this means that you successfully completed the survey. Thank you! **This concludes our survey. I can stay here for a few minutes to answer any final questions you may have, but you are free to leave otherwise. Thank you again!**

Appendix G: Proportion of Participants Reporting Improvements

The following table illustrates the proportion of participants (n out of the total N who responded to each scale) who reported improvements on each outcome after the FRP session compared to their experiences before FRP. Notably, this is descriptive data. The outcome evaluation estimates of effect size, reported in the body of the report, indicate the average size of the within-participant change in each scale after FRP, compared to before FRP. The estimates in this table indicate the participants who reported any improvement, regardless of the size of the improvement.

Scale	N responded	n improved	Proportion improved
Parent-Child Relationship	577	697	83%
Parent Knowledge - School	401	690	58%
Parent Report - Child Behavior	493	694	71%
Parent-Child Communications	556	689	81%
Self-Sufficiency	565	691	82%
Self-Efficacy	541	690	78%
Positive & Negative Parenting	589	694	85%
Parental Adjustment	542	694	78%

Appendix H: PEP Family Resiliency Program Fraud Protection

Fraud Prevention in the PEP Family Resiliency Program

Background and Problem

The PEP Family Resiliency Program (PEP-FRP) is advertised in four counties to hundreds of families through flyers, social media, word of mouth, phone calls, newsletters, and more. PEP-FRP has a $50 gift card incentive for participating in 5+ classes and the evaluation. Currently PEP does not require a participant's camera to be on in order to be counted as attending. Our funding guidelines state that only Maryland residents may participate in PEP-FRP.

Earlier in June, PEP staff detected several ineligible people that were "participating" in FRP and received gift cards.

Registration Solutions

Below are solutions that PEP is enacting for Summer 2024 and beyond:

- In Qualtrics, PEP enabled fraud detection and quality checks. Qualtrics flags issues such as duplicate responses, ambiguous text, bot detection, identical text, and more.
- Respondents who receive low response scores (45% or less) will be considered ineligible (alternatively, PEP may ask respondents with a low response score to schedule a live zoom call with PEP staff and to submit proof of Maryland residency).
- Geofencing – We will block locations outside of the DMV area. Ideally blocking anyone outside of MD.
- PEP will not allow registration after class begins. This allows the staff enough time to verify MD/school residency and enrollment with school systems, which is already part of our system.
- Participants will now be required to provide a working mobile (which PEP staff will verify ahead of time) in order to participate. Registration language will be updated so that participants are aware of this requirement before they register.
- Every participant will receive a phone call to connect with the participant before the program begins.
- Going forward, PEP is mandating that cameras must be on during classes and the evaluation, and this requirement will be communicated to participants before they register.
- PEP has updated Zoom settings to only allow US-based participants to join the meetings.
- At the end of each class, Facilitators will ask each participant to share information/story/feelings on a strategy or PEP tool that they learned during the class. Facilitators will note individuals' ability/inability to answer the question and alert staff when it appears that someone is not paying attention to the class content and discussion.
- If PEP staff continues to suspect a participant ineligible, they will ask for a live meeting to verify MD residency following local school guidelines.

Other Options Under Consideration

- PEP may decide to distribute gift cards in person (e.g. at the schools attended by the participants' children).