NORC at the University of Chicago

FINAL REPORT
July 15, 2026

Parent Encouragement Program Evaluation:
Family Resiliency Program

Fall 2025 – Spring 2026

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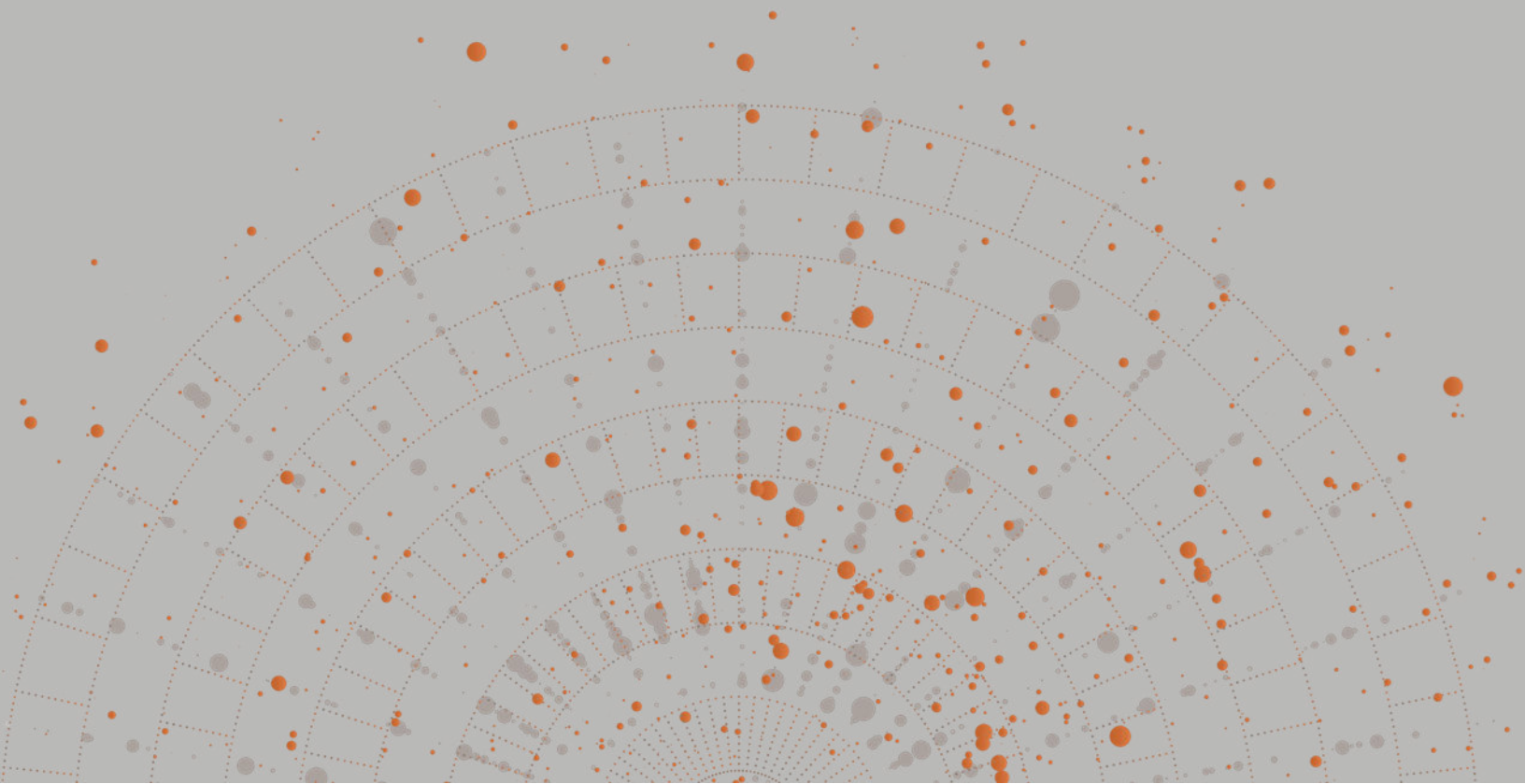

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Parent Encouragement Program's (PEP) Family Resiliency Program (FRP) Executive Summary

This report provides an overview of findings from the evaluation of the Parent Encouragement Program's (PEP) Family Resiliency Program (FRP) as delivered to parents or caregivers of K-12 children from August 2025 through June 2026. This evaluation was supported by funding from the Maryland Department of Human Services (MDHS) and 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, NORC has conducted an evaluation of PEP's FRP which has included the following activities: modification of a parent survey, submission to NORC IRB for review and approval, programming the approved survey into Qualtrics (in English and Spanish), sharing the survey link and weekly response rates with PEP, cleaning and analyzing the survey data, and developing a report of findings.

In advance of the 2025–2026 program year, the NORC team undertook a comprehensive review of the existing parent survey. This process included a literature review of existing scales to identify measures that align with PEP's evolving priorities, particularly regarding parental mental and emotional wellbeing. The team also sought to reduce the number of survey items where possible to ease respondent burden. Following the review and revision, the updated survey was programmed into Qualtrics and administered to participants in three cohorts (fall 2025, winter 2026, and spring 2026). In total, 488 surveys across three cohorts were collected during both live online sessions and asynchronous submissions.

FRP Survey

The survey fielded in 2025-2026 comprises seven scales[1] measuring PEP's intended FRP outcomes for parents and caregivers of K-12 children. Administered in a retrospective pre-post design after the final program session, the survey presented multiple response formats (4-point, 5-point, and 3-point scales with anchors such as 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.

For most scales, higher scores represent more positive outcomes. However, the Strengths and Difficulties Questionnaire's Emotional Symptoms scale and Conduct Problems scale are scored in the opposite direction (higher scores indicate greater difficulties); consequently, decreases on those two scales indicate improvement.

[1] A seventh outcome scale (the 4-item short form of the Perceived Stress Scale) exhibited low factor loadings in the English version and was affected by a translation error in the Spanish version. Due to these reliability issues, findings from this scale are not reported.

Significant improvements were reported across all outcome scales, comparing parents' assessments of family life before and after participation in PEP (Exhibit ES-1). The percentage improvement ranged from 6.2 (Strengths and Difficulties: Emotional Symptoms) to 39.5 (Self-Sufficiency). Smaller improvements were observed in measures with small effect sizes, while the larger improvements corresponded to measures with medium to large effect sizes. Based on effect size estimates, these improvements consisted of three small effects, one medium effect, and three large effects (Exhibit ES-2). 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 ES-3.

Exhibit ES-1. Pre-Post Results by Outcome

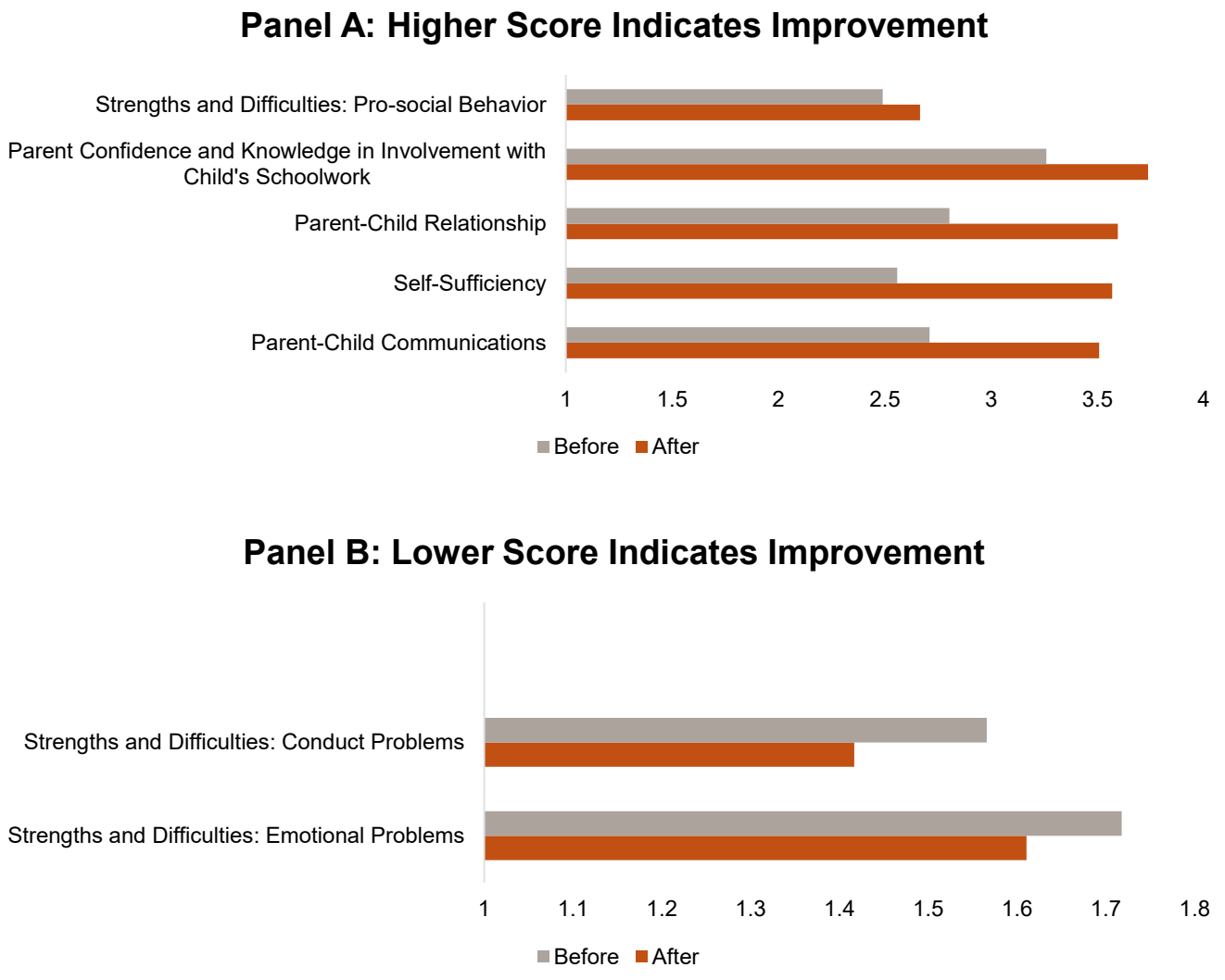


Exhibit ES-2. Pre-Post Results, Percent Change, and Effect Size

	Avg. Participant Rating		Percent Change	Effect Size
Measure	**[A] Before PEP**	**[B] After PEP**	**[A] to [B]**	**[A] to [B]**
Parent-Child Communications	2.7	3.5	29.5%*	Large
Self-Sufficiency	2.6	3.6	39.5%*	Large
Parent-Child Relationship	2.8	3.6	28.3%*	Large
Strengths and Difficulties: Emotional Symptoms	1.7	1.6	6.2%	Small
Strengths and Difficulties: Conduct Problems	1.6	1.4	9.5%*	Small
Strengths and Difficulties: Pro-social Behavior	2.5	2.7	7.1%*	Small
Parent Confidence and Knowledge in Involvement with Child's Schoolwork	3.3	3.7	14.7%*	Medium

*Statistically significant

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

Outcome Area	Improved Number (%)	No Change Number (%)	Declined Number (%)
Parent-Child Communications	82.0	12.9	5.2
Self-Sufficiency	85.0	10.0	5.0
Parent Child Relationship	83.0	12.1	5.0
Strengths and Difficulties: Emotional Symptoms	42.2	38.0	19.8
Strengths and Difficulties: Conduct Problems	46.7	41.0	12.3
Strengths and Difficulties: Pro-social Behavior	46.0	47.7	46.0
Parent Confidence and Knowledge in Involvement with Child's Schoolwork	61.4	32.3	6.3

Overall, an experimental design is recommended to assess whether these findings can be replicated when comparing FRP participants to similar parents randomly assigned not to participate in the program. In the meantime, findings gathered through this retrospective pre-post evaluation suggest that the FRP, as delivered to parents of children in K-12, is an effective positive parenting program.

However, several scales showed modest effects. In particular, the Strengths and Difficulties Questionnaire (SDQ) scales yielded small effect sizes. While the FRP participation appears sufficient for parents to report noticeable changes in their own experiences and behavior, it may not be long enough for parents to perceive corresponding improvements in child behavior. Because the intervention works through changes in parenting practices and family dynamics rather than direct services to children, improvements in child outcomes may be expected to lag improvements reported by 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. PEP partnered with NORC at the University of Chicago (NORC) for the fourth year to evaluate PEP's 2025-2026 Family Resiliency Program (FRP). 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. This expanded scale was maintained during the 2024–2025 and 2025–2026 program years. During the 2025–2026 program year, the FRP delivery and evaluation was further expanded to include parents of preschoolers ages 3 to 5, broadening the age range of children served by the program. These parents received a separate survey, and findings from this survey are presented in a separate report.

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 link and daily 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 two cohorts of participants. In total, 488 surveys (201 English and 287 Spanish) were collected fall 2025, winter 2026, and spring 2026.

Exhibit 1. Survey Administration Timeline

Survey Administration Group	Start Date	End Date
Fall 2025 Cohort (Total: 198, 77 in English & 121 in Spanish)	December 9, 2025	December 18, 2025
Winter 2026 Cohort (Total: 246, 106 in English & 140 in Spanish)	March 22, 2026	March 31, 2026
Spring 2026 Cohort (Total: 44, 18 in English & 26 in Spanish)	June 4, 2026	June 15, 2026

The PEP FRP curriculum is structured for parents to engage in weekly sessions over the course of seven weeks. The three evaluation cohorts (fall 2025, winter 2026, and spring 2026; Exhibit 1) received an online survey approximately one week after the sixth and final FRP session of their respective program. PEP leadership hired independent survey administrators to facilitate 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 a survey link provided by NORC, PEP administered surveys (as appropriate, in English or

Spanish) in December 2025, March 2026, and June 2026. Some participants were also permitted to take the survey outside of class time.

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,[2] prevent over-estimation of pre-test understanding of competencies and improve self-assessment of knowledge gains from an educational program,[3] 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.[4]

Sample

During the 2025-2026 program year, the FRP served parents and caregivers of K-12 children in three Maryland counties: Montgomery, Dorchester, and Frederick. County-specific findings and parents and caregivers of preschool children are presented in separate reports.[5]

Methods

To measure the effectiveness of the FRP, NORC reviewed existing validated instruments, constructs, and metrics commonly used in parenting program evaluations. Several reliable and validated scales were selected and adapted to align with PEP's goals and intended outcomes outlined in PEP's logic model (Appendix A). For the 2025–2026 evaluation, NORC implemented a revised survey instrument designed to better capture PEP's evolving priorities while reducing respondent burden. This instrument reflected updates from the survey fielded during 2023–2024 and 2024–2025 (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

[2] 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.

[3] 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.

[4] 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.

[5] Parent Encouragement Program Evaluation: Findings for Montgomery County, Family Resiliency Program, July 2026; Parent Encouragement Program Evaluation: Findings for Frederick County, Family Resiliency Program, July 2026; Parent Encouragement Program Evaluation: Findings for Dorchester County, Family Resiliency Program, July 2026; Parent Encouragement Program Evaluation: Findings for Parents and Caregivers of Preschool Children, Family Resiliency Program, July 2026."

based on two time periods: "now" and "then." The survey asked participants to first rate "BEFORE PEP" and then "AFTER PEP" for each item. Exhibit 2 presents the parenting scales used in this evaluation.

Exhibit 2. Existing Scales Used in PEP Survey

Published Scale	Corresponding PEP Survey Measure	Notes
Parent-Child Relationship Inventory (PCRI)[6]	Parent-Child Communications	• Items from this scale used in the corresponding PEP measure, adapted with PEP input • Items were selected for parsimony (in consultation with the client) from the 9-item PCRI scale
Me as a Parent (MaaPs)[7]	Self-Sufficiency	• Items from this source used in corresponding PEP measure, adapted with PEP input
Parenting and Family Adjustment Scale[8]	Parent-Child Relationship Scale	• Items from this source (used in Triple P Positive Parenting Program evaluation) used in PEP Parental Adjustment measure, adapted with PEP input
Perceived Stress Scale (PSS)[9]	Perceived Stress (4-item)	• This scale was directly adopted for PEP measurement
Strengths and Difficulties Questionnaire (SDQ)[10]	Strengths and Difficulties Questionnaire: Emotional Symptoms	• Items from this scale used in corresponding PEP measure, adapted with PEP input
Strengths and Difficulties Questionnaire (SDQ)	Strengths and Difficulties Questionnaire: Conduct Symptoms	• Items from this scale used in corresponding PEP measure, adapted with PEP input
Strengths and Difficulties Questionnaire (SDQ)	Strengths and Difficulties Questionnaire: Pro-Social Behavior	• Items from this scale used in corresponding PEP measure, adapted with PEP input

[6] 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.

[7] 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.

[8] 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

[9] Cohen, S., & Williamson, G. (1988). Perceived stress in a probability sample of the United States. In S. Spacapan & S. Oskamp (Eds.), The social psychology of health. Sage.

[10] Goodman, R. (1997). The Strengths and Difficulties Questionnaire: A research note. *Journal of Child Psychology and Psychiatry*, 38(5), 581–586. https://doi.org/10.1111/j.1469-7610.1997.tb01545.

Published Scale	Corresponding PEP Survey Measure	Notes
Parent Involvement Scale[11]	Parent Confidence and Knowledge in Involvement with Child's Schoolwork	• Items from this scale selected for parsimony and used in corresponding PEP measure, adapted with PEP input

Scales were measured using three different response formats: three scales used a 4-point Likert scale, one scale used a 5-point Likert scale, and three scales used a 3-point Likert scale, as 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:	Response Option Range	Response Options				
Parent-Child Communications Self-Sufficiency	Strongly Disagree – Strongly Agree	Strongly Disagree ✗✗	Disagree ✗	Agree ✓	Strongly Agree ✓✓	
Parent-Child Relationship	Not at all – Very much	Not at all ✗	A little ■	Quite a lot ■■	Very much ■■■	
Perceived Stress Scale	Never – Very Often	Never ✗	Almost Never ■	Sometimes ■■	Fairly Often ■■■	Very Often ■■■■
SDQ: Emotional Problems SDQ Conduct Problems SDQ Pro-Social Behavior	Not True – Certainly True	Not True ✗	Somewhat True ■	Certainly True ■■		

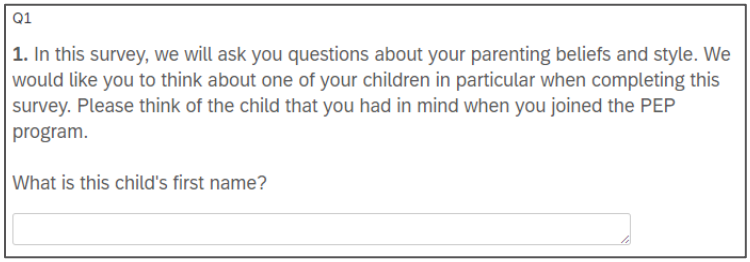
An issue was identified with the Perceived Stress Scale (PSS; 4-item short form) raw data. Upon investigation, the English version exhibited low factor loadings and the Spanish version was affected by a translation error. Due to these reliability issues, findings from the Perceived Stress Scale are not reported.

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

[11] 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.

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 4. CHILDNAME (Q1)



To gather demographic information on participants, NORC drew on several instrumentation sources, including the 2019 National Household Education Survey (NHES),[12] which focuses on parents' experiences with a child's school. While the household income question (Q7) comes from this source, the response options were adapted for the FRP population based on PEP feedback. The final instrument was approved in English. Where possible, NORC identified validated, translated versions of the scales. Any remaining questions and survey text were translated by the PEP team.

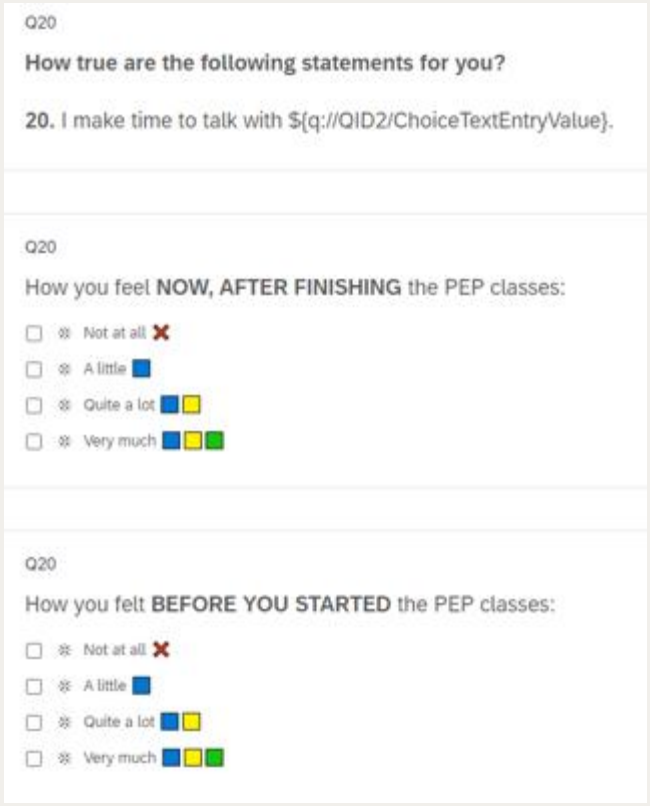
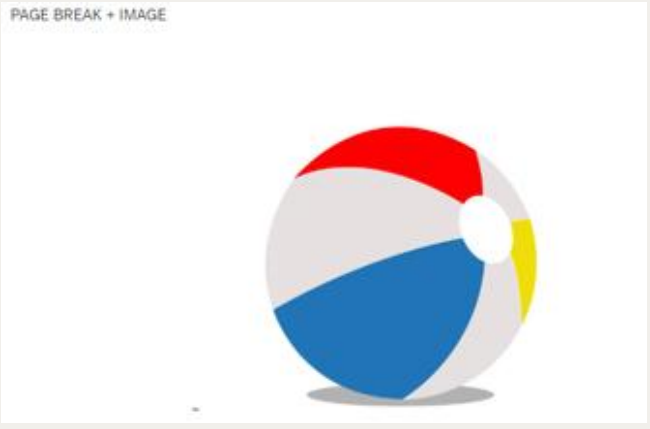
The research protocol approved by NORC's Institutional Research Board (IRB) included:

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. Due to low literacy levels amongst participants, NORC added graphics to the programmed survey to improve comprehension for participants with low literacy levels (Exhibit 5). For those who participated in the synchronous survey administration, 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 sixth and last PEP class of each cohort's session.

[12] "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.

Exhibit 5. 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.	
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 the survey link (which included a button for participants to choose their preferred language). Further, NORC provided guidance to PEP for best practices for administration (see Appendix F).

To ensure a representative sample of participants from each English and Spanish class across the three participating 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 parents/caregivers for participation in the survey. This tool enabled the PEP team to effectively randomize parents/caregivers in a way that aligned with the proposed target number of participants, while maintaining proportional representation across participating Maryland 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 2026), 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.[13] Cases were also dropped if they did not answer any substantive questions, such as any scale questions. 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 approximately one week after the conclusion of a cohort's final session.

Findings

Participant Demographics

Exhibits 6 through 12 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 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). The valid percentage is calculated using only those respondents who provided a valid response to the question (i.e., excluding missing data or ineligible cases, as applicable for each measure). We report the valid percentage below.

Data show that:

- The majority of participants were parents (87.7%) of the focal child (Exhibit 6).

[13] 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.

- While focal child ages ranged from 0 to 18, over half (51.1%) of the respondents reported that their child was between ages 5 and 10 (Exhibit 8).
- Over a third of the respondents (42.2%) reported household income levels between $0 and $39,000 (Exhibit 10).
- Sixty-two percent of participants reported their ethnicity as Hispanic, Latino, or of Spanish origin (Exhibit 11).
- Respondents identified their race as multiracial (41.8%), White (25.4%), Black (19.7%), Asian (8.2%) or American Indian or Alaska Native (4.9%) (Exhibit 12).

Exhibit 6. Participants' Relationship to the Focal Child

	N	%
Parent	428	87.7%
Parent's partner	11	2.3%
Grandparent	15	3.1%
Other family member	10	2.0%
Other	24	4.9%
Total	488	100%

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

Exhibit 7. Participants' Gender

	N	%
Woman	416	86.0
Man	64	13.2
Other	1	0.2
Prefer not to answer	3	0.6
Total	484	100%

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

Exhibit 8. Child's Age

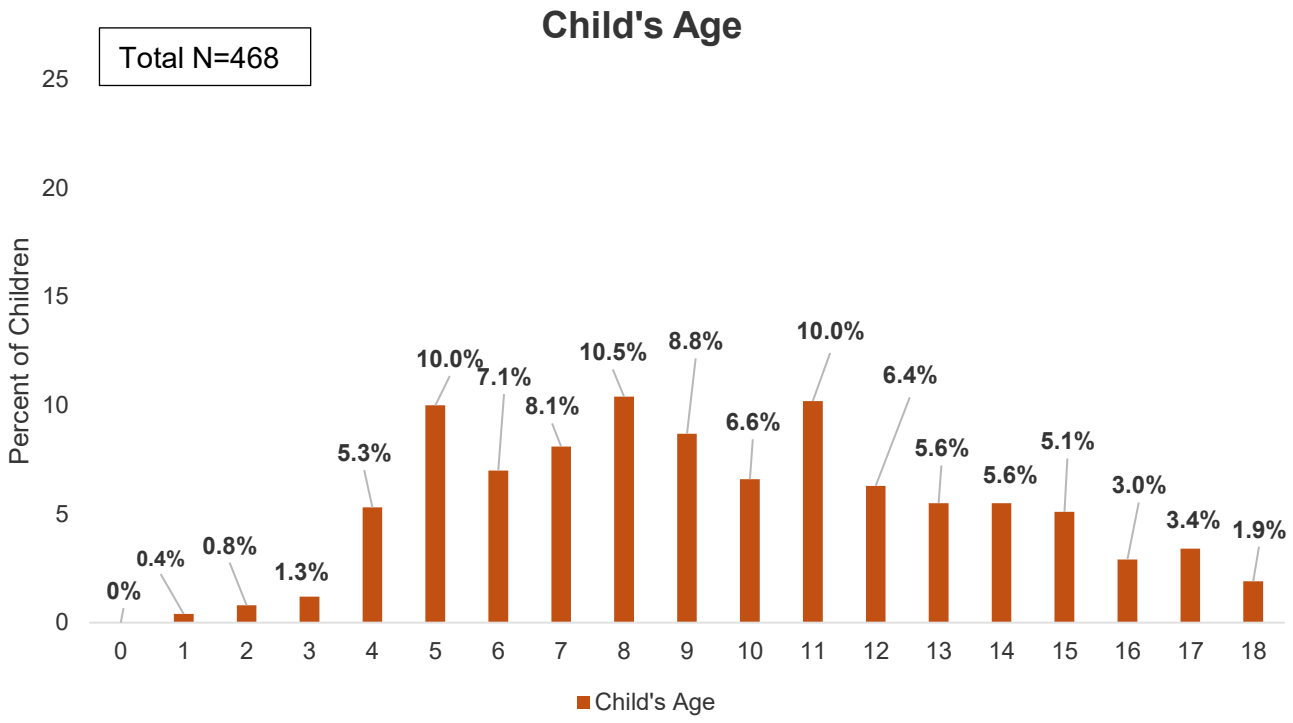


Exhibit 9. Child's Gender

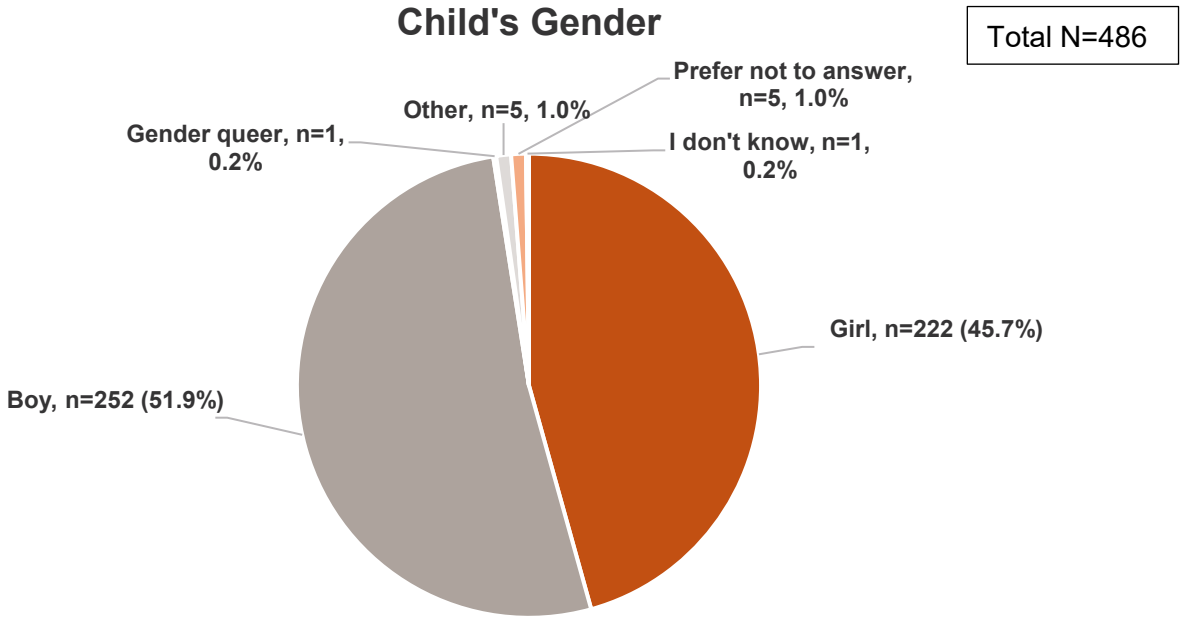


Exhibit 10. Household Income

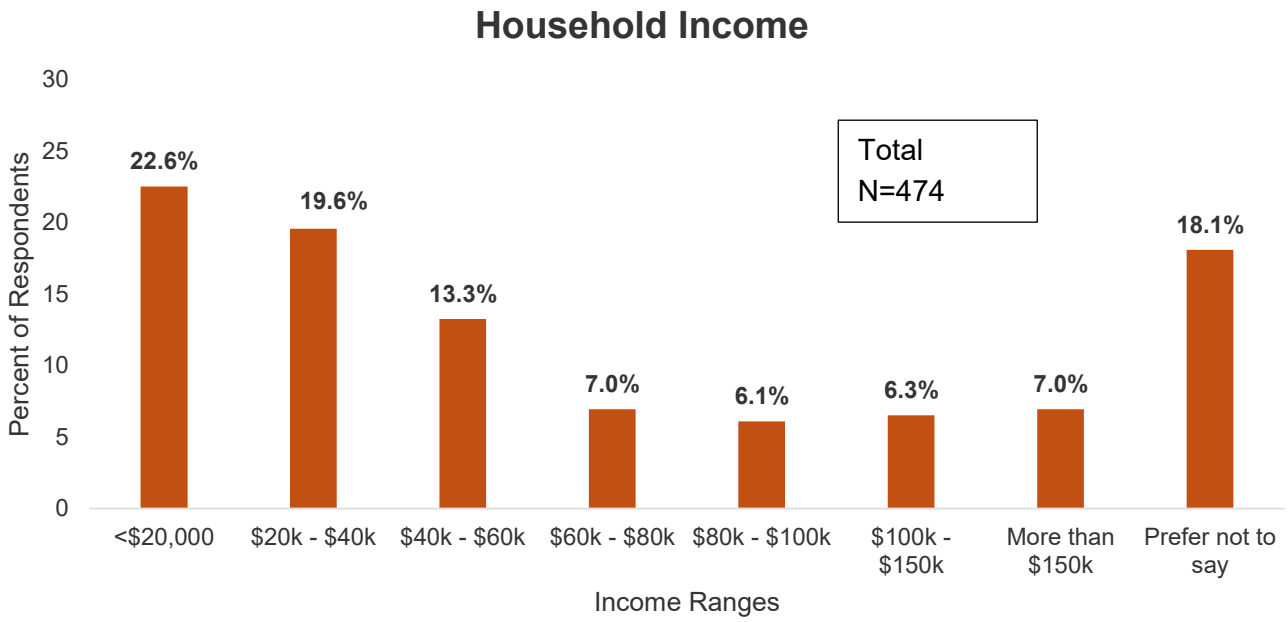


Exhibit 11. Participant Ethnicity

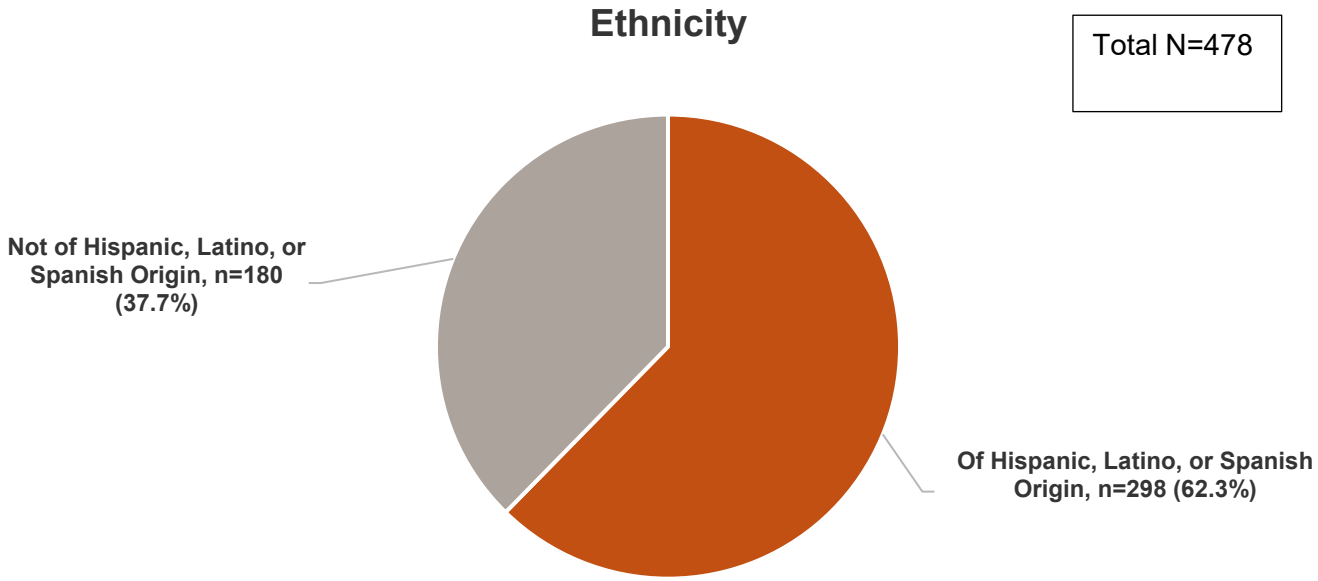
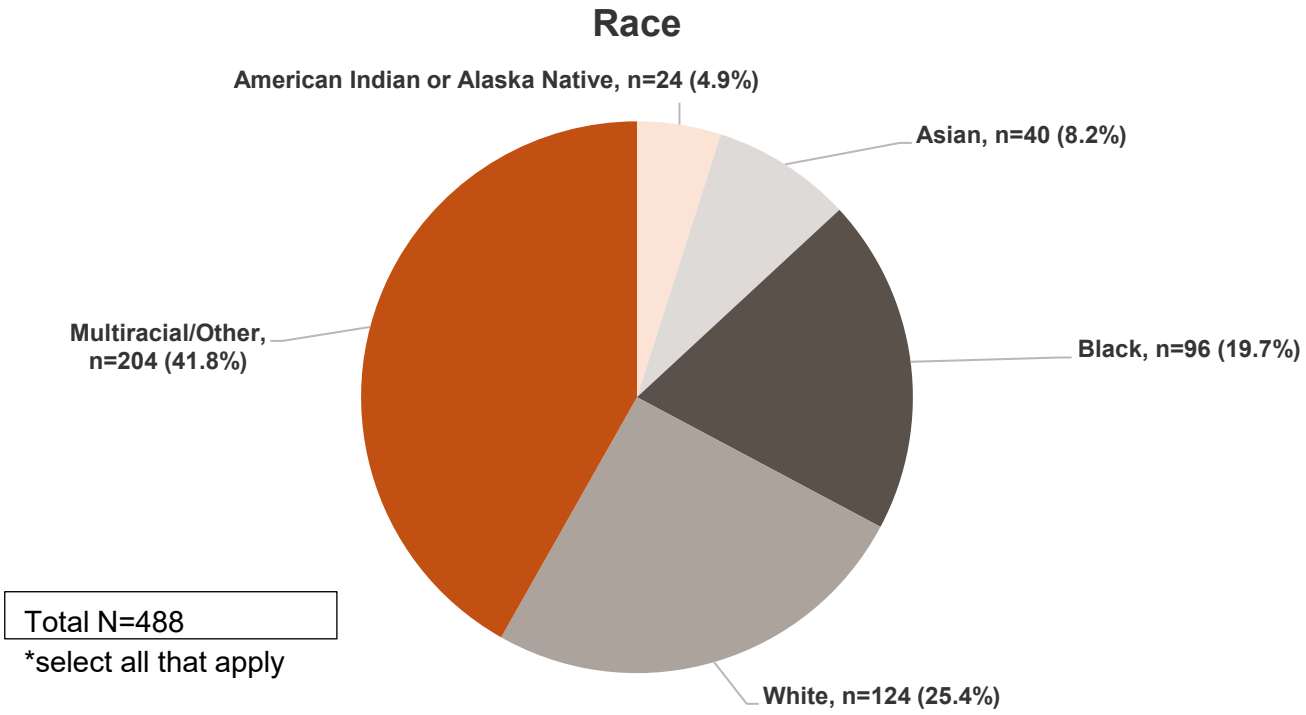


Exhibit 12. Race



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 13.

Exhibit 13. Change in Outcomes Associated with PEP FRP Participation

Outcome Area	Improved Number (%)	No Change Number (%)	Declined Number (%)
Parent-Child Communications	82.0	12.9	5.2
Self-Sufficiency	85.0	10.0	5.0
Parent Child Relationship	83.0	12.1	5.0
Strengths and Difficulties: Emotional Symptoms	42.2	38.0	19.8

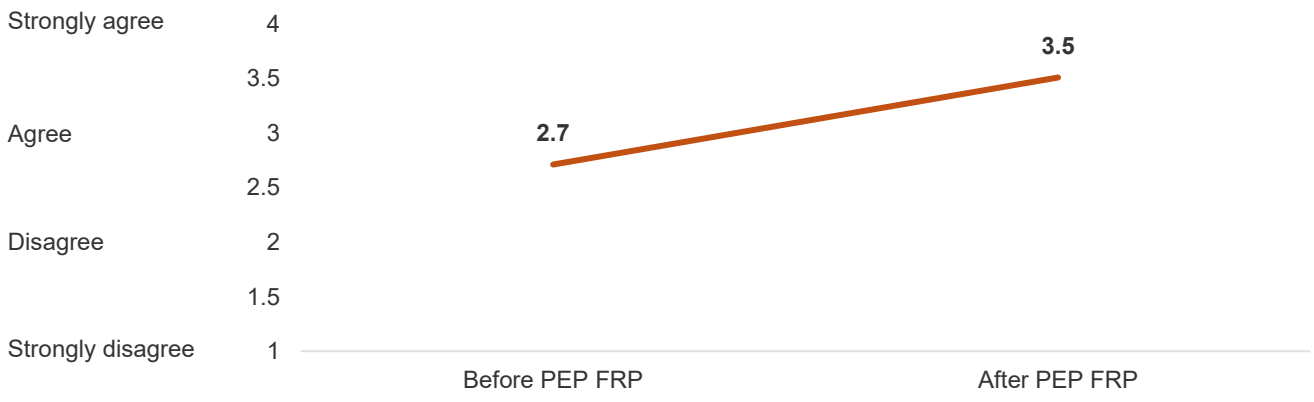
Outcome Area	Improved Number (%)	No Change Number (%)	Declined Number (%)
Strengths and Difficulties: Conduct Problems	46.7	41.0	12.3
Strengths and Difficulties: Pro-social Behavior	46.0	47.7	46.0
Parent Confidence and Knowledge in Involvement with Child's Schoolwork	61.4	32.3	6.3

Detailed results for six of the measured outcomes (excluding the PSS scale) are shown in Exhibits 14 through 27. Both the percent change in each item/scale score as well as an indicator of effect size is included. NORC applied methods to estimate, for each outcome, a standardized measure of effect size called Cohen's d. Large, medium, and small standardized effect sizes were observed across the scales.[14]

Parent-Child Communications

Responses to all items in Parent-Child Communications showed improvements after participation in FRP. For example, in Exhibit 14, mean scores increased from 2.7 to 3.5 on a 4-point scale.

Exhibit 14. Parent-Child Communications Chart



Responses to all items in the Parent-Child Communications scale (Exhibit 15) indicated improvement after participation in FRP. Depending on the item, scores increased by 24.1% (Q14) to 34.5% (Q12) after instruction. For example, after the program, participants reported a 34.5% improvement in the degree to which participants felt that they could talk to their child on their child's level (Q12). The total scale score improved by 29.5% after FRP participation compared to baseline. Analyzed individually, responses to three items in the scale each exhibited a large program effect size, while one item

[14] 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.

exhibited a medium program effect size. The overall change in Parent-Child Communications exhibited a large program effect size.

Exhibit 15. Parent-Child Communications Table

	Avg. Participant Rating on 4-Point Scale		Percent Change	Effect Size
Item	[A] Before PEP	[B] After PEP	[A] to [B]	[A] to [B]
Q11	2.8	3.6	26.9*	Large
Q12	2.7	3.6	34.5*	Large
Q13	2.6	3.4	33.2*	Large
Q14	2.8	3.4	24.1*	Medium
Parent Child Communications	**2.7**	**3.5**	**29.5***	**Large**

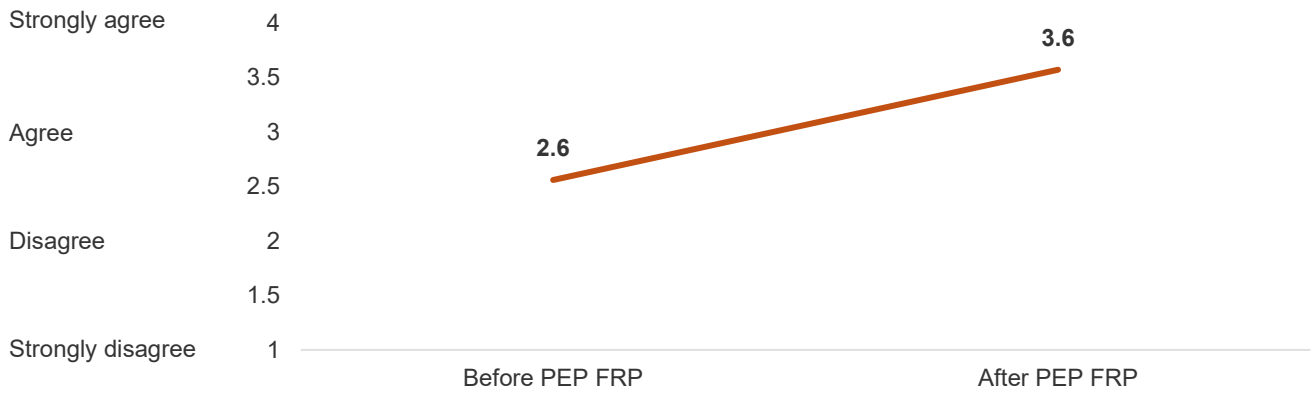
*Change is significant at the p<0.05 level. Individual measures in this construct include the following:

11. If I have to say no to CHILDNAME, I try to explain why.
12. I feel that I can talk to CHILDNAME on his or her level.
13. CHILDNAME would say that I am a good listener.
14. 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 16, mean scores increased from 2.6 to 3.6 on a 4-point scale.

Exhibit 16. Self-Sufficiency Chart



Responses to all items in the Self-Sufficiency scale (Exhibit 17) indicated improvement after participation in FRP. Depending on the item, scores increased by 39.3% (Q16) to 40.3% (Q17) after instruction. For example, after FRP, there was a 40.3% improvement in the degree to which participants felt that they had the skills needed to solve new problems that arise with parenting (Q17).

The total scale score improved by 39.5% after FRP participation compared to baseline. Analyzed individually, responses to all items in the scale and the overall change in Self-Sufficiency exhibited a large program effect size.

Exhibit 17. Self-Sufficiency Table

	Avg. Participant Rating on 4-Point Scale		Percent Change	Effect Size
Item	**[A] Before PEP**	**[B] After PEP**	**[A] to [B]**	**[A] to [B]**
Q15	2.5	3.6	39.7*	Large
Q16	2.6	3.6	39.3*	Large
Q17	2.5	3.5	40.3*	Large
Self-Sufficiency	**2.6**	**3.6**	**39.5***	**Large**

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

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

Parent-Child Relationship

All items in the Parent-Child Relationship showed statistically significant improvements after participation in FRP, for example, in Exhibit 18, mean scores increased from 2.8 to 3.6 on a 4-point scale.

Exhibit 18. Parent-Child Relationship Chart

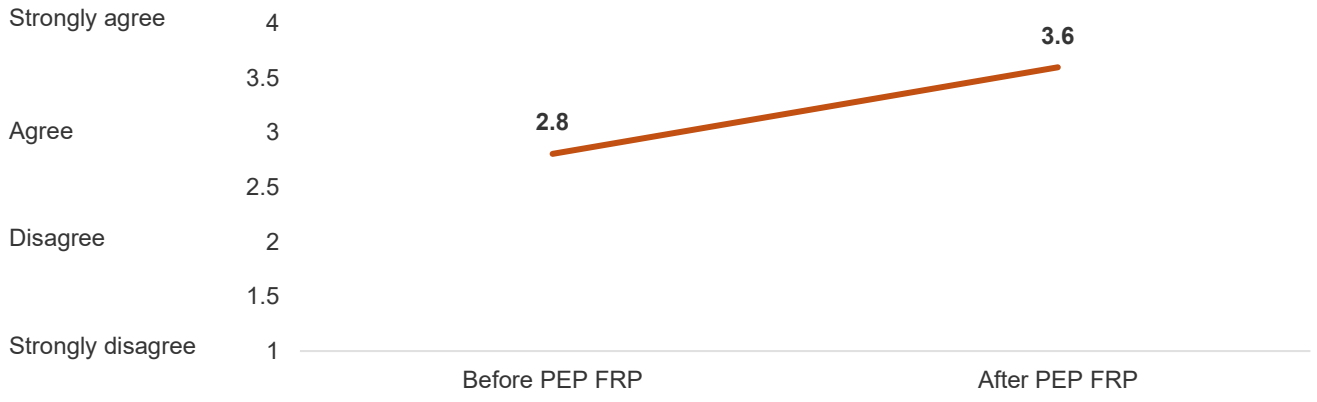


Exhibit 19 shows the increase in mean scores from before to after PEP as well as the percent change and the effect size. Depending on the item, scores increased by 24.4% (Q20) to 36.4% (Q21) after instruction. For example, after FRP, there was a 36.4% improvement in the degree to which participants feel that they try to understand their child's perspective when parenting (Q21). The total scale score improved by 28.3% after FRP participation compared to baseline. Analyzed individually,

responses to all items in the scale and the overall change in Parent-Child Relationship exhibited a large program effect size.

Exhibit 19. Parent-Child Relationship Table

	Avg. Participant Rating on 4-Point Scale		Percent Change	Effect Size
Item	**[A] Before PEP**	**[B] After PEP**	**[A] to [B]**	**[A] to [B]**
Q18	2.9	3.6	26.2*	Large
Q19	2.9	3.7	26.8*	Large
Q20	2.8	3.5	24.4*	Large
Q21	2.6	3.6	36.4*	Large
Parent Child Relationship	**2.8**	**3.6**	**28.3***	**Large**

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

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

Strengths and Difficulties: Emotional Problems

Responses to all items in Strengths and Difficulties: Emotional Problems showed improvements after participation in FRP. For example, in Exhibit 20, mean scores decreased from 1.7 to 1.6 on a 3-point scale. For the Emotional and Conduct Problems scales from the Strengths and Difficulties Questionnaire, a decrease in score indicates improvement.

Exhibit 20. Strengths and Difficulties: Emotional Problems Chart

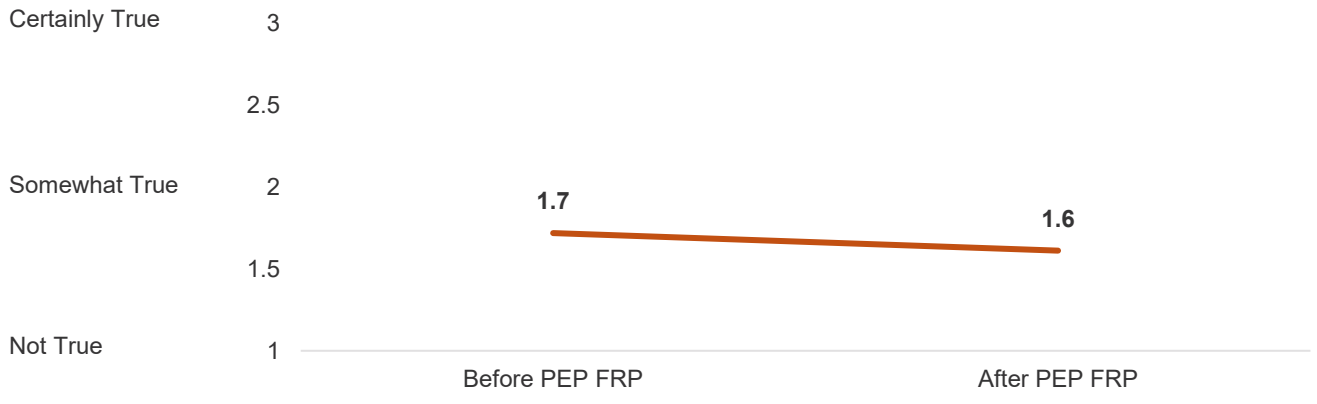


Exhibit 21 shows the decrease in mean scores (indicating improvement) from before to after PEP as well as the percent change and the effect size. Depending on the item, scores decreased by 0.4%

(Q26) to 9.3% (Q29) after instruction. For example, after FRP, there was a 9.3% improvement in the degree to which participants feel that their child is nervous or clingy in new situations (Q29). The total scale score improved by 6.2% after FRP participation compared to baseline. Analyzed individually, responses to all items within the Strengths and Difficulties: Emotional Problems scale each demonstrated small effect sizes.

Exhibit 21. Strengths and Difficulties: Emotional Problems Table

	Avg. Participant Rating on 3-Point Scale		Percent Change	Effect Size
Measure	**[A] Before PEP**	**[B] After PEP**	**[A] to [B]**	**[A] to [B]**
Q26	1.6	1.6	0.4	Small
Q27	1.8	1.7	7.2*	Small
Q28	1.7	1.5	6.6*	Small
Q29	1.8	1.6	9.3*	Small
Q30	1.7	1.6	7.5*	Small
Conduct Problems	**1.7**	**1.6**	**6.2***	**Small**

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

22. CHILDNAME often complains of headaches, stomach-aches or sickness.
23. CHILDNAME has many worries, or often seems worried.
24. CHILDNAME is often unhappy, distressed or tearful.
25. CHILDNAME is nervous or clingy in new situations, easily loses confidence.
26. CHILDNAME has many fears, or is easily scared.

Strengths and Difficulties: Conduct Problems

Responses to all items in Strengths and Difficulties: Conduct Problems showed improvements after participation in FRP. For example, in Exhibit 22, mean scores decreased from 1.6 to 1.4 on a 3-point scale.

Exhibit 22. Strengths and Difficulties: Conduct Problems Chart

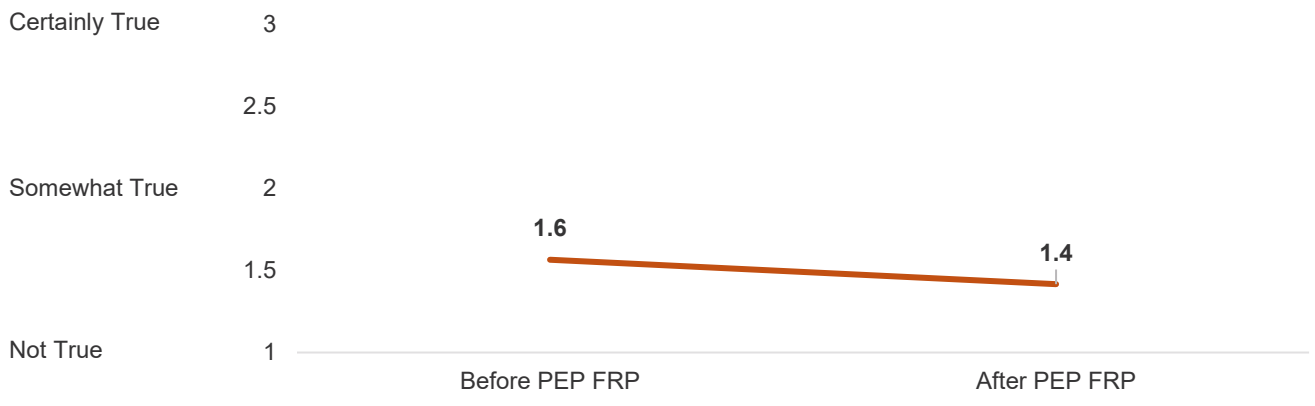


Exhibit 23 shows the decrease in mean scores (indicating improvement) from before to after PEP as well as the percent change and the effect size. Depending on the item, scores decreased by 1.7% (Q35) to 18.9% (Q32) after instruction. For example, after FRP, there was a 18.9% improvement in the degree to which participants feel that their child is generally well behaved and usually does what adults request (Q32). The total scale score improved by 9.5% after FRP participation compared to baseline. Analyzed individually, responses to four items within the Strengths and Difficulties: Conduct Problems scale demonstrated small effect sizes, and one demonstrated a medium effect size.

Exhibit 23. Strengths and Difficulties: Conduct Problems Table

	Avg. Participant Rating on 3-Point Scale		Percent Change	Effect Size
Measure	**[A] Before PEP**	**[B] After PEP**	**[A] to [B]**	**[A] to [B]**
Q31	2.0	1.8	11.1*	Small
Q32	1.8	1.4	18.9*	Medium
Q33	1.4	1.3	5.1*	Small
Q34	1.4	1.4	6.4*	Small
Q35	1.2	1.2	1.7	Small
Conduct Problems	**1.6**	**1.4**	**9.5***	**Small**

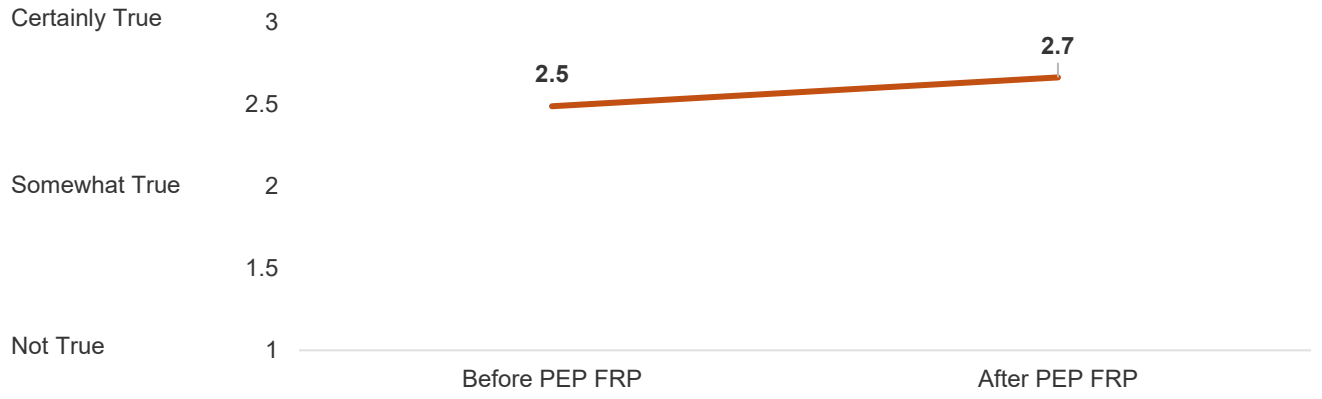
*Change is significant at the p<0.05 level. Individual measures in this construct include the following:

31. CHILDNAME often loses their temper.
32. CHILDNAME is generally well behaved, usually does what adults request.
33. CHILDNAME often fights with other children or bullies them.
34. CHILDNAME often lies or cheats.
35. CHILDNAME steals from home, school or elsewhere.

Strengths and Difficulties: Pro-Social Behavior

Responses to all items in Strengths and Difficulties: Pro-Social Behavior showed improvements after participation in FRP. For example, in Exhibit 24, mean scores increased from 2.5 to 2.7 on a 3-point scale.

Exhibit 24. Strengths and Difficulties: Pro-Social Chart



Responses to all items in the Strengths and Difficulties: Pro-Social Behavior scale (Exhibit 25) indicated improvement after participation in FRP. Scores increased by 8.0% (Q40) to 9.9% (Q36) after instruction, indicating improvement. For example, after FRP, there was a 9.9% improvement in the degree to which participants feel that their child is considerate of other people's feelings (Q36). The total scale score improved by 7.1% after FRP participation compared to baseline. Analyzed individually, responses to all items in the scale and the overall change in Pro-Social Behavior exhibited a small program effect size.

Exhibit 25. Strengths and Difficulties: Pro-Social Behavior Table

	Avg. Participant Rating on 4-Point Scale		Percent Change	Effect Size
Measure	**[A] Before PEP**	**[B] After PEP**	**[A] to [B]**	**[A] to [B]**
Q36	2.4	2.6	9.9*	Small
Q37	2.4	2.6	9.2*	Small
Q38	2.5	2.7	8.0*	Small
Q39	2.6	2.8	8.9*	Small
Q40	2.4	2.7	9.6*	Small
Pro-social Behavior	**2.5**	**2.7**	**7.1***	**Small**

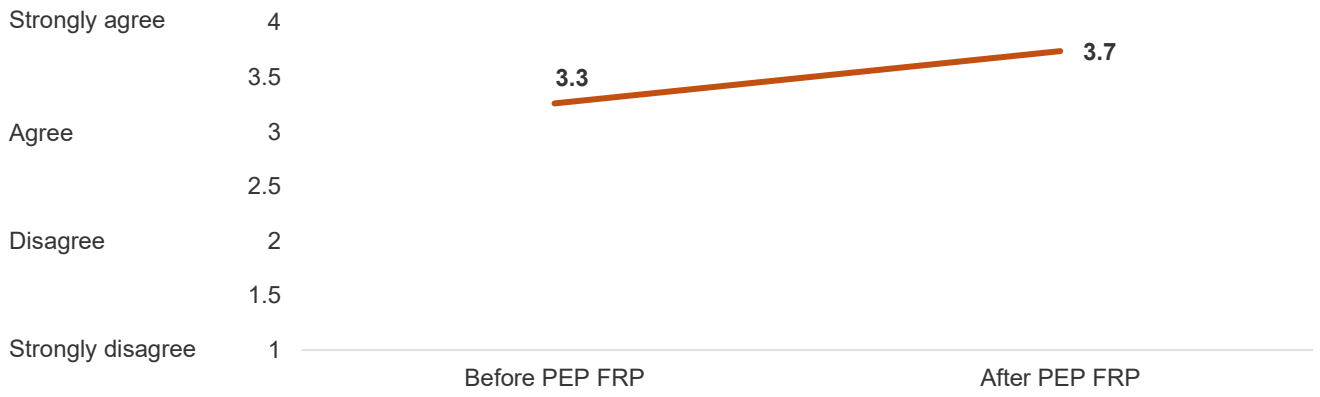
*Change is significant at the p<0.05 level. Individual measures in this construct include the following:

36. CHILDNAME is considerate of other people's feelings.
37. CHILDNAME shared readily with other children, for example toys, treats, pencils.
38. CHILDNAME is helpful if someone is hurt, upset or feeling ill.
39. CHILDNAME is kind to younger children.
40. CHILDNAME often offers to help others (parents, teachers, other children).

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 26, mean scores increased from 3.3 to 3.7 on a 4-point scale.

Exhibit 26. Parent Confidence & Knowledge with Involvement with Child's Schoolwork Chart



In Exhibit 27, all items in the Parent Confidence and Knowledge in Involvement with Child's Schoolwork scale indicated improvement after participation in FRP. Scores increased by 11.3% (Q43) to 19.1% (Q44) after instruction indicating improvement. For example, after the program, participants reported a 19.1% improvement in participants' beliefs that they know how to help their child manage their schoolwork and school responsibilities (Q44). The total scale score improved by 14.7% after FRP compared to baseline. The change in three items in this scale exhibited a medium program effect size, and one item exhibited a large program effect size. The overall change in Parent Confidence and Knowledge in Involvement with Child's Schoolwork exhibited a medium program effect size.

Exhibit 27. Parent Confidence and Knowledge in Involvement with Child's Schoolwork Table

	Avg. Participant Rating on 4-Point Scale		Percent Change	Effect Size
Measure	[A] Before PEP	[B] After PEP	[A] to [B]	[A] to [B]
Q41	3.3	3.8	13.4*	Medium
Q42	3.3	3.8	15.7*	Medium
Q43	3.4	3.8	11.3*	Medium
Q44	3.1	3.8	19.1*	Large

	Avg. Participant Rating on 4-Point Scale		Percent Change	Effect Size
Confidence & Knowledge – Child's Schoolwork	**3.3**	**3.7**	**14.7***	**Medium**

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

41. I believe it is my responsibility to talk with CHILDNAME about their schoolwork.
42. I believe it is my responsibility to make sure CHILDNAME has a supportive routine for doing homework.
43. I believe it is my responsibility to help CHILDNAME be responsible for their schoolwork.
44. I know how to help CHILDNAME manage their schoolwork or school responsibilities.

Satisfaction with the Program

Six final items were fielded to assess participants' feedback regarding FRP 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.[15]

Exhibit 28. Program Satisfaction Table

Item	Percent of Respondents Selecting a Rating of a 4 or 5
Overall, how satisfied were you with this program?[1]	92.7%
Did you feel like this program helped improve your parenting skills?[2]	94.6%
How has participating in the PEP Family Resiliency Program affected your relationship with your child(ren)?[3]	95.2%
How has participating in the PEP Family Resiliency Program affected how close/connected you feel with your child(ren)'s school?[4]	86.8%
How likely are you to recommend this program to a friend or family member?[5]	95.8%
Since participating in this program, my child takes more responsibility for their schoolwork (as is appropriate for their age).[6]	86.2%

[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."
[6] Participants responded, "Always" or "Often."

[15] Participant satisfaction by county and those who participated in the PEP FRP for parents and caregivers of preschool children can be found in supplemental reports.

Discussion

PEP sought to assess outcomes associated with participation in PEP's Family Resiliency Program. NORC designed a retrospective pre-post survey to assess key outcomes identified by PEP as targets of the program. Program participants were from households that communicate in Spanish or English and received both the program and survey in their native language.

A notable finding is the consistency of positive change across all measured outcome areas, suggesting that the program may support multiple dimensions of family wellbeing simultaneously rather than producing gains in only a narrow set of outcomes. Smaller effect sizes for child behavior change are consistent with a developmental model in which changes in parent knowledge, confidence, coping, and family interactions precede measurable changes in child behavior. Improvements among caregivers may therefore represent important early indicators of future child and family benefits. Even modest improvements in parenting-related outcomes may have meaningful practical significance when experienced across many families, as gains in family communication, confidence, and resilience can accumulate over time and contribute to healthier relationships and improved child development. The results may also help inform ongoing program refinement. Future iterations of the curriculum could explore additional opportunities to strengthen components most directly associated with child behavior change while maintaining the elements that appear most effective in supporting parent and family resilience.

The positive outcomes observed in this evaluation provide preliminary support for the continued implementation of the Family Resiliency Program and warrant further exploration of its applicability in additional settings and communities. The findings underscore the potential value of family resilience interventions across different stages of parenting. While some participants may be seeking strategies to prevent future challenges, others may be working to modify long-established family patterns and responses to stress. The findings suggest that the Family Resiliency Program may support both the strengthening of existing protective factors and the development of new skills that help families navigate ongoing challenges more effectively. Moreover, the program's delivery in both English and Spanish demonstrates its capacity to serve families from diverse linguistic backgrounds. Positive findings among both English- and Spanish-speaking households suggest that the program's core concepts and skills may resonate across diverse family contexts. This accessibility may enhance engagement and increase the relevance of programming for communities that often face barriers to family-support services.

Participants reported improvements across multiple aspects of family wellbeing and resilience, indicating meaningful perceived benefits from their involvement in the program. Although additional qualitative research, longitudinal follow-up, and controlled evaluation designs would strengthen understanding of how and why these changes occur and whether they are sustained over time, the present findings provide encouraging evidence of FRP's potential value for participating families.

Appendices

Appendix A: PEP Program Logic Model

PEP's Strategy for Strengthening Families & Helping Children Thrive

Customer Segments	PEP's Value Proposition	Short-Term Outcomes	Long-Term Outcomes / Impact
Form strategic partnerships with schools, preschools, nonprofits, grantmakers, universities and others serving parents, families and/or children.	Comprehensive parenting framework + practical skills (online and/or in-person) Engaging, experiential learning format Parenting educators who are relatable and authentic Ongoing support through Q&A sessions, peer forums, and online webinars/ videos	***Educational Outcomes:*** *Parents learn -* • A strength-based parenting approach that promotes personal empowerment, resiliency, mutual respect, and a sense of belonging • Non-punitive positive discipline strategies that teach children self-discipline & cooperation • Effective ways to provide routines, structures, & limits that foster a sense of security • Effective communication & listening skills ***Behavioral Outcomes:*** *Parents report -* • Reduced spanking or hitting of child • Reduced yelling at or humiliating child • Reduced likelihood of losing control with child • Greater confidence in their ability to productively handle conflict with child • More time spent one-on-one with child to build relationship • More frequent involvement of the child in household chores & recognition of the contribution to the family • More regular gatherings as a family to collectively share information, plan activities, & solve problems ***Mental Health Outcomes*** *Parents report-* • Reduced stress of parent • Reduced stress of child	• Increased academic achievement of children • Increased emotional well-being and resiliency of children • Decrease in delinquency and rate of school suspensions • Decrease of children's socially risky behavior (e.g., suicide/suicidal attempts; cigarette, alcohol and marijuana use; vandalism and violent behavior) • Reduction of teen pregnancies

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 were developed by NORC methodologists.]

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**	**Not True – Certainly True**
Strongly Disagree ❌❌	Not at all ❌	Not True ❌
Disagree ❌	A little 🟦	Somewhat True 🟦
Agree ✔	Quite a lot 🟦🟧	Certainly True 🟦🟩
Strongly Agree ✔✔	Very much 🟦🟧🟩	

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. What is your current gender? [Mark only one]

- Female
- Male
- Non-binary
- Gender queer
- Other, please specify: [TEXTBOX]
- Prefer not to answer

Q4. 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:_____

Q5. How old is CHILDNAME [SLIDER]

Q6. 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

Q7. 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

Q8. Are you of Hispanic, Latino or Spanish origin?
- Yes
- No

Q9. 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]

Q10. What county in Maryland do you live in?
- Montgomery
- Frederick
- Dorchester
- 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 Communications (4/12 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 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**]
Q11. If I have to say no to CHILDNAME, I try to explain why.

Q12. I feel that I can talk to CHILDNAME on their level.

Q13. CHILDNAME would say that I am a good listener.

Q14. When CHILDNAME has a problem, they usually come to talk things over.

[FLOWER IMAGE AS PAGE BREAK]

Self-Sufficiency (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**]

Q15. I have strategies that help me solve most problems that arise with parenting.

Q16. I know how to manage situations so that CHILDNAME feels seen and heard.

Q17. I have the skills to deal with new situations with CHILDNAME as they arise.

[CLOUD IMAGE AS PAGE BREAK]

Parent Child Relationship (4/12 items)
[SOURCE: Items selected from Parent and Family Adjustment Scale (PAFAS)]

- Items from this source also used in PEP Parental Adjustment Scale (see below), adapted according to PEP input

[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 in this section will have the following response options: **Not at all, A little, Quite a lot, Very much**]
The next questions are about CHILDNAME's behavior.

Q18. I show affection (hugs, words of appreciation, etc.) to CHILDNAME.

Q19. I have a good relationship with CHILDNAME.

Q20. I spend quality time with CHILDNAME.

Q21. I try to understand CHILDNAME's perspective.

[PALM TREE IMAGE AS PAGE BREAK]

Perceived Stress (4/8 items)
[SOURCE: Items taken from the 4-item Perceived Stress Scale (PSS)]

[HEADER FOR THIS BLOCK OF QUESTIONS: **These questions ask about feelings you've had in the last few months**.]
[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, Almost Never, Sometimes, Fairly Often, Very Often]**

Q22. How often have you felt that you were unable to control the important things in your life?

Q23. How often have you felt confident about your ability to handle your personal problems?

Q24. How often have you felt that things were going your way?

Q25. How often have you felt difficulties were piling up so high that you could not overcome them?

[BEACH BALL IMAGE AS PAGE BREAK]

Strengths and Difficulties: Emotional Symptoms
[SOURCE: Items selected from the Strengths and Difficulties Questionnaire and adapted with PEP input]

[HEADER FOR THIS BLOCK OF QUESTIONS]: **How true are the following statements about your child?**]

[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: **Not True, Somewhat true, Certainly True**]
Q26. My child often complains of headaches, stomach-aches or sickness.

Q27. My child has many worries, or often seems worried.

Q28. My child is often unhappy, distressed or tearful.

Q29. My child is nervous or clingy in new situations, easily loses confidence.

Q30. My child has many fears, or is easily scared.

[BLUE BIRD IMAGE AS PAGE BREAK]

Strengths and Difficulties: Conduct Problems
[SOURCE: Items selected from the Strengths and Difficulties Questionnaire and adapted with PEP input]

[HEADER FOR THIS BLOCK OF QUESTIONS]: **How true are the following statements about your child?**]

[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: **Not True, Somewhat true, Certainly True**]

Q31. My child often loses their temper.

Q32. My child is generally well behaved, usually does what adults request.

Q33. My child often fights with other children or bullies them.

Q34. My child often lies or cheats.

Q35. My child steals from home, school or elsewhere.

[STAR IMAGE AS PAGE BREAK]

Strengths and Difficulties: Pro-social Behavior
[SOURCE: Items selected from the Strengths and Difficulties Questionnaire and adapted with PEP input]

[HEADER FOR THIS BLOCK OF QUESTIONS]: **How true are the following statements about your child?]**
[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 True, Somewhat true, Certainly True**]

Q36. My child is considerate of other people's feelings.

Q37. My child shares readily with other children, for example toys, treats, pencils.

Q38. My child is helpful if someone is hurt, upset or feeling ill.

Q39. My child is kind to younger children.

Q40. My child often offers to help others (parents, teachers, other children).

[APPLE IMAGE AS PAGE BREAK]

Confidence and Knowledge - Schoolwork

[SOURCE: Items developed with input from PEP]

[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**]

Q41. I believe it is my responsibility to talk with my child about their schoolwork.

Q42. I believe it is my responsibility to make sure my child has a supportive routine for doing homework.

Q43. I believe it is my responsibility to help my child be responsible for their schoolwork.

Q44. I know how to help my child manage their schoolwork or school responsibilities.

[BANANA IMAGE AS PAGE BREAK]

Satisfaction Survey Questions

[SOURCE: Items developed by PEP]

Q1. Overall, how satisfied were you with this program?

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied

Q2. Did you feel like this program helped improve your parenting skills?

- It made my parenting skills a lot worse.
- Unhelpful
- Neutral
- Helpful
- Improved a lot

Q3. How has participating in the PEP Family Resiliency Program affected your relationship with your child(ren)?

- It is much worse
- It is a little worse
- It is about the same
- It is a little better
- It is a lot better

Q4. How has participating in the PEP Family Resiliency Program affected how close/connected you feel with your child(ren)'s school?

- I feel much less close/connected
- I feel a little less close/connected
- I feel about the same
- I feel a little more close/connected
- I feel a lot more close/connected

Q5. How likely are you to recommend this program to a friend or family member?

- Very unlikely
- Somewhat unlikely
- Neutral
- Somewhat likely
- Very likely

Q6. Since participating in this program, my child takes more responsibility for their schoolwork (as is appropriate for their age).

- Always
- Often
- Sometimes
- Rarely
- Never

[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.]

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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

Thank you for taking part in the Family Resiliency Program. NORC at the University of Chicago is partnering with the Parent Encouragement Program (PEP) to gather feedback from participants to better understand how the program supports parents.

About This Survey
This brief survey asks about your parenting experiences now and before the program. It should take about **60 minutes** to complete.

Your Participation

- **Voluntary**: You may skip any question or stop at any time.
- **Confidential**: Your answers will be kept confidential and will only be reported in summary form. Your responses will not be shared with PEP facilitators or connected to your name or contact information.
- **Thank You Gift**: You will receive a $50 gift card for completing the survey.

Questions? If you have questions about the survey, please contact the project team at Pep-Evaluation@norc.org.

[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 **TOLL FREE 1-800-662-HELP (4357)**

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) **HelpLine 1-800-950-NAMI (6264)**

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

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NORC at the University of Chicago

Script & FAQs for Administrators of the PEP-NORC survey for PEP-FRP Parenting Class, Fall 2025-Spring 2026

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. 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. **For the English-speaking participants, please click the button in the top right corner of your screen to switch to the English version.**	*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:* • *Close other programs on their computer and try again.* • *Open the survey on another device (their phone, their kids' phone, etc.)*

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?	• *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. **Parent Encouragement Program (PEP) Survey** Thank you for taking part in the Family Resiliency Program. NORC at the University of Chicago is partnering with the Parent Encouragement Program (PEP) to gather feedback from participants to better understand how the program supports parents. **About This Survey** This brief survey asks about your parenting experiences now and before the program. It should take about **60 minutes** to complete. **Your Participation** • **Voluntary**: You may skip any question or stop at any time. • **Confidential**: Your answers will be kept confidential and will only be reported in summary form. Your responses will not be shared with PEP facilitators or connected to your name or contact information. • **Thank You Gift**: You will receive a $50 gift card for completing the survey. **Questions?** If you have questions about the survey, please contact the project team at Pep-Evaluation@norc.org. *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.	*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.*

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 orange 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 o**range** 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 question is 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.*

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 #3 is: 3. What is your current gender? Your options are: Woman Man 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 orange 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.*

4. 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 orange arrow in the right-hand corner.** ***(Count to 3 and continue to the next question).***	
5. How old is (the child)? To answer this question, please click on the orange circle 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 circle 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 orange arrow in the bottom right-hand corner.** ***(Count to 3 and continue to the next question).***	
6.What is your child's current gender? In other words, does your child identify as: Girl Boy Non-binary Gender Queer And you can also respond with: Other, and please specify in the box provided. Prefer not to answer I don't know	

When you have answered the question, please click on the orange arrow in the right-hand corner. ***(Count to 3 and continue to the next question).***	
7. 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 orange arrow in the right-hand corner.** ***(Count to 3 and continue to the next question).***	
8. Are you of Hispanic, Latino or Spanish origin? Yes No **When you have answered the question, please click on the orange arrow in the right-hand corner.** ***(Count to 3 and continue to the next question).***	
9. 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 orange arrow in the right-hand corner.** ***(Count to 3 and continue to the next question).***	
10. What county in Maryland do you live in? Montgomery Frederick Dorchester Other – please specify in the text box provided **When you have answered the question, please click on the orange 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 **now**, since you completed the PEP class. Second, please choose the answer that best matches how you felt i**n the couple 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 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 11 – 14.* *(The protocol for all of these questions will be to first read the statement after each number, and then ask the questions below.)* 11. If I have to say no to (my child), I try to explain why. 12. I feel that I can talk to (my child) on their level. 13. (My child) would say that I am a good listener. 14. When (my child) has a problem, they usually come to talk things over. First, choose the answer that best matches how you feel NOW, after finishing the PEP class:	
Question 15 – 17. *(The protocol for all of these questions will be to first read the statement after each number and then ask the questions below.)* 15. I have strategies that help me solve most problems that arise with parenting. 16. I know how to manage situations so that (my child) feels seen and heard. 17. I have the skills to deal with new situations with (my child) as they arise.	

First, choose the answer that best matches how you feel NOW, after finishing the PEP class: Do you: Strongly disagree Disagree Agree Or, Strongly Agree with the statement (repeat the statement #15-17- 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 #15 - #17 above) Strongly disagree Disagree Agree Or, Strongly Agree with the statement **When you have answered the question, please click on the orange arrow in the right-hand corner. *You should see a blue cloud. From there, please click the orange arrow again to proceed to the next question.*** ***(Count to 3 and continue to the next question).***	
Questions 18 – 21 The next set of questions are about your behavior as a parent. Each question in this section has the following response options: Not at all, A little, Quite a lot, or Very much. 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. 18. I show affection (hugs, words of appreciation, etc.) to (my child). 19. I have a good relationship with (my child). 20. I spend quality time with (my child). 21. I try to understand (my child's) perspective. First, choose the answer that best matches how you feel NOW, after finishing the PEP class:	

Not at all A little Quite a lot Or, Very much (repeat the statement #18-#21- 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 #18 - #21 above) Not at all A little Quite a lot Or, Very much ***When you have answered the question, please click on the orange arrow in the right-hand corner. You should see a palm tree. From there, please click the orange arrow again to proceed to the next question.*** ***(Count to 3 and continue to the next question).***	
Questions 22 – 25 The next questions ask about feelings you've had in the last few months. You will first be asked how often you feel about the statement <u>now, after finishing</u> the PEP class. And then you will be asked how often you felt about the statement <u>before</u> you started the PEP class. 22. How often have you felt that you were unable to control the important things in your life? 23. How often have you felt confident about your ability to handle your personal problems? 24. How often have you felt that things were going your way? 25. How often have you felt difficulties were piling up so high that you could not overcome them? First, choose the answer that best matches how you often feel <u>now</u>, since you completed the PEP class:	

Do you: Never Almost Never Sometimes Fairly Often Or, Very Often (repeat the statement #22-#25- 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) Never Almost Never Sometimes Fairly Often Or, Very Often ***When you have answered the question, please click on the orange arrow in the right-hand corner. You should see a beach ball. From there, please click the orange arrow again to proceed to the next question.*** ***(Count to 3 and continue to the next question).***	
Questions 26 – 30 The next set of questions are about your child's behavior. You will be asked, "How true are the following statements about your child?" Each question in this section has the following response options: Not True, Somewhat True, or Certainly True. 26. (My child) often complains of headaches, stomach-aches or sickness. 27. (My child) has many worries, or often seems worried. 28. (My child) is often unhappy, distressed or tearful. 29. (My child) is nervous or clingy in new situations, easily loses confidence. 30. (My child) has many fears, or is easily scared. First, choose the answer that best matches now, after finishing the PEP class: Not True Somewhat True Or, Certainly True (repeat the statement #26-#30- here)	

(give them 3 seconds to respond to the question) And then, choose the answer that best matches BEFORE you started the PEP class. Remember the statement is: (reread the statement from #26 - #30 above) Not True Somewhat True Or, Certainly True ***When you have answered the question, please click on the orange arrow in the right-hand corner. You should see a blue bird. From there, please click the orange arrow again to proceed to the next question.*** ***(Count to 3 and continue to the next question).***	
Questions 31 – 35 The next set of questions are about your child's behavior. Each question in this section has the following response options: Not True, Somewhat True, or Certainly True. 31. (My child) often loses their temper. 32. (My child) is generally well behaved, usually does what adults request. 33. (My child) often fights with other children or bullies them. 34. (My child) often lies or cheats. 35. (My child) steals from home, school or elsewhere. First, choose the answer that best matches after finishing the PEP class: Not True Somewhat True Or, Certainly True (repeat the statement #31-#35- here) *(give them 3 seconds to respond to the question)* And then, choose the answer that best matches BEFORE you started the PEP class. Remember the statement is: (reread the statement from #31 - #35 above) Not True Somewhat True	

Or, Certainly True ***When you have answered the question, please click on the orange arrow in the right-hand corner. You should see a yellow star. From there, please click the orange arrow again to proceed to the next question.*** ***(Count to 3 and continue to the next question).*** *Questions 36 – 40* The next set of questions are about your child's behavior. Each question in this section has the following response options: Not True, Somewhat True, or Certainly True. 36. (My child) is considerate of other people's feelings. 37. (My child) shares readily with other children, for example toys, treats, pencils. 38. (My child) is helpful if someone is hurt, upset or feeling ill. 39. (My child) is kind to younger children. 40. (My child) often offers to help others (parents, teachers, other children). First, choose the answer that best matches how you feel now, after finishing the PEP class: Not True Somewhat True Or, Certainly True (repeat the statement #36-#40- 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 #36 - #40 above) Not True Somewhat True Or, Certainly True ***When you have answered the question, please click on the orange arrow in the right-hand corner. You should see a red apple. From there, please click the orange arrow again to proceed to the next question.*** ***(Count to 3 and continue to the next question).***	

Questions 41-44 In this 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. 41. I believe it is my responsibility to talk with (my child) about their schoolwork. 42. I believe it is my responsibility to make sure (my child) has a supportive routine for doing homework. 43. I believe it is my responsibility to help (my child) be responsible for their schoolwork. 44. I know how to help (my child) manage their schoolwork or school responsibilities. First, choose the answer that best matches how you feel NOW**,** since you completed the PEP class: Do you: Strongly disagree Disagree Agree Or, Strongly Agree with the statement (repeat the statement #41-#44- 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 #41 - #44 above) Strongly disagree Disagree Agree Or, Strongly Agree ***When you have answered the question, please click on the orange arrow in the right-hand corner. You should see a yellow banana. From there, please click the orange arrow again to proceed to the next question.*** ***(Count to 3 and continue to the next question).***	

Questions 1-6 These are the last questions of the survey! They are your feedback questions. 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 satisfaction with this program. Please rate your satisfaction for the following two statements: 1. Overall, how satisfied were you with this program? Your response options are: Very Dissatisfied, Dissatisfied, Neither Satisfied nor Dissatisfied, Satisfied, or Very Satisfied 2. Did you feel like this program helped improve your parenting skills? Your response options are: It made my parenting skills a lot worse, Unhelpful, Neutral, Helpful, or Improved a lot. Please rate your feelings on your relationship with your child(ren) for the following statement: 3. How has participating in the PEP Family Resiliency Program affected your relationship with your child(ren)? Your response options are: It is much worse, It is a little worse, It is about the same, It is a little better, or It is a lot better. Please rate your feelings on your relationship for the following statement: 4. How has participating in the PEP Family Resiliency Program affected how close/connected you feel with your child(ren)'s school? Your response options are: I feel much less close/connected, I feel a little less close/connected, I feel about the same, I feel a little more close/connected, or I feel a lot more close/connected.	

Please rate your feelings for the following statements: 5. How likely are you to recommend this program to a friend or family member? Your response options are: Very unlikely, Somewhat unlikely, Neutral, Somewhat likely, or Very likely. 6. Since participating in this program, my child takes more responsibility for their schoolwork (as is appropriate for their age). Your response options are: Never, Rarely, Sometimes, Often, or Always. When you have answered the questions, please click on the orange arrow in the right-hand corner.	
There are no more questions on the survey, so once you click on the orange 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 orange 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!	

Attachment A – Frequently Asked Questions (FAQs) for PEP-FRP Class

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 groups of parents.

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

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 a $50 gift card as a thank-you for your time.

When and how will the gift cards be sent?
PEP will email to you the gift card within a week of your completion of the survey.

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 facilitators 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).

Who can I contact at PEP if I have further questions?
You can contact Kathy Hedge, PEP's Executive Director, at Kathy.Hedge@pepparent.org.

Will my immigration status be affected if I take this survey?
No. This survey has no connection with any government office or function, and no one other than the NORC research organization, which is a non-profit organization, will see your individual responses. Also, this survey is not a reflection on you or your family, it is an evaluation of PEP's parenting program.

What happens if I can't finish the survey today?
If you cannot finish the survey today, please note which question you are on when you have to stop, and let the administrator know that you have to leave. We will contact you to schedule a time to complete your survey.

My partner (or another relative) sat with me for all or part of the class. Can she or he take the survey too?
Only 1 person per household can take the survey. We recommend that the person in your household who participated in most of the sessions take the survey.

Can I see the results of the survey?
Yes, if you would like to see the final results of the survey, please contact Kathy Hedge, PEP's Executive Director, at Kathy.Hedge@pepparent.org. We expect the survey results to be ready to share Fall 2026.

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.

Outcome Area	N Responded	N Improved	Proportion Improved
Parent-Child Communications	482	395	82.0%
Self-Sufficiency	479	407	85.0%
Parent Child Relationship	481	399	83.0%
Strengths and Difficulties: Emotional Symptoms	479	202	42.2%
Strengths and Difficulties: Conduct Problems	478	223	46.7%
Strengths and Difficulties: Pro-social Behavior	478	220	46.0%
Parent Confidence and Knowledge in Involvement with Child's Schoolwork	477	293	61.4%

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).