

**Preliminary Evaluation Results** (adapted from semi-annual report 4-30-08)

YVFWC has been successful in implementing the Spanish-language parenting education program as described in the original grant application. Four class series were completed during this fifth 6-month reporting period. 85% or 73 of the 86 parents participating in the classes during this 6-month reporting period have completed the class series at a high level (at least 8 of the 12 class sessions). In addition to the 86 parents served in this 6month reporting period, 133 children have been served in developmentally appropriate childcare including 34 infant/toddler, 40 preschool age, and 59 school age children. In addition, the program is currently operating 3 additional class series that started during the current semi-annual reporting period and will end in the next reporting period. Those three class series will be reported on the next semi-annual report.

<b>Table 1: Class Series Held 9/30/05-3/31/06</b>			
<b>Location</b>	<b>Date</b>	<b>Parents Attending</b>	<b>Parents Graduating</b>
Yakima	10/24-11/30/05	16	11
Harrah	10/25-12/07/05	35	23
Toppenish	1/17-2/23/06	31	24
Yakima	1/23-3/1/06	20	10
<b>TOTALS</b>		102	68

<b>Table 2: Class Series Held 4/1/06-9/29/06</b>			
<b>Location</b>	<b>Date</b>	<b>Parents Attending</b>	<b>Parents Graduating</b>
Moxee	3/27/06-5/15/06	22	14
Zillah	4/11/06-5/18/06	15	7
Granger	5/23/06-6/29/06	14	10
<b>TOTALS</b>		51	31

<b>Table 3: Class Series Held 10/1/06-3/31/07</b>			
<b>Location</b>	<b>Date</b>	<b>Parents Attending</b>	<b>Parents Graduating</b>
Yakima	10/23-11/29/06	19	15
Harrah	10/24-12/05/06	22	19
Granger	1/16-2/22/07	20	17
Yakima	1/22-3/5/07	22	17
<b>TOTALS</b>		83	68

<b>Table 4: Class Series Held 4/1/07-9/29/07</b>			
<b>Location</b>	<b>Date</b>	<b>Parents Attending</b>	<b>Parents Graduating</b>
Yakima	3/13-4/25/07	29	25
Toppenish	4/23-6/7/07	18	14
Yakima	5/1-6/7/07	18	13
<b>TOTALS</b>		65	52

<b>Table 5: Class Series Held 10/1/07-3/30/08</b>			
<b>Location</b>	<b>Date</b>	<b>Parents Attending</b>	<b>Parents Graduating</b>
Yakima	10/8-11/19/07	21	17
Grandview	10/9-11/15/07	21	19
Yakima	1/14-2/27/08	28	23
Granger	1/15-2/28/08	16	14
<b>TOTALS</b>		<b>86</b>	<b>73</b>

Subcontracts and meetings with evaluation consultants continue. The two evaluation consultants are Anne Strode from Washington State University's Mental Health Institute and Dr. Gino Aisenberg from the University of Washington's School of Social Work.

## Significant findings

Data collection is occurring as planned, and parent self-report data is being collected from the Parent Questionnaire and the Child Behavior Checklist.

### Parent Questionnaire

Parent Questionnaire Data is reported below with cumulative results, covering the entire first two years of services.

<i>Objective</i>	<i>Outcome</i>
<b>A.</b> Over 70% of migrant families enrolled in the YVFWC program will participate at high levels.	<b>75.5%</b> of migrant parents enrolled have participated at high level.
<b>B.</b> 90% of migrant parents who participate in the YVFWC program at high levels will report improved family communication.	<b>92.3%</b> of migrant parents attending classes at a high level report improved family communication on the Parent Questionnaire.
<b>C:</b> 90% of migrant parents who participate in the YVFWC program at high levels will report improved increased use of non-punitive discipline and positive guidance skills with their children.	<b>96.8%</b> of parents participating at a high level who reported using punitive discipline techniques such as hitting and yelling prior to taking the classes reported eliminating the use of punitive discipline techniques by the end of classes.
<b>D:</b> 90% of migrant parents who participate in the YVFWC program at high levels will report improved access to mutual support from other migrant families.	<b>90.8%</b> of parents participating at a high level report improved effectiveness with the discipline they are using in their home on the Parent Questionnaire.
<b>E:</b> 90% of migrant parents who participate in the YVFWC program at high levels will report improved access to support services in the	<b>86.3%</b> of migrant parents participating at a high level report improvements in mutual support on the Parent Questionnaire.
	<b>90%</b> of migrant parents participating at a high level report improved access to support services

community.

**F:** 80% of migrant children whose parents participate in the YVFWC program at high levels will demonstrate improvements in behavior in response to positive parenting behavior as measured by the Child Behavior Checklist.

Additionally:

on the Parent Questionnaire.

**73.9%** of children 1.5-5 years of age and **67.2%** of school age children demonstrated behavior improvements as measured by CBCL. See more detailed analysis below.

**92.4%** of migrant parents participating at a high level report increased satisfaction with their child's behavior, and **91%** report increased influence over their child's behavior on the Parent Questionnaire.

### **Child Behavior Checklist**

In this ACYF-funded project YVFWC endeavored to begin use of a more objective, scientifically valid pre/post test to better measure outcomes of its Spanish-language parenting program. Although the program adopted the Achenbach Child Behavior Checklist (CBCL) for that purpose, it has struggled to implement the CBCL in this unique program setting with a low-education Spanish-speaking population, and to properly analyze the data. CBCL data collection began the second year of the project, and this fifth semi-annual report represents the first report of CBCL data. The results reported here represent all CBCL data collected by the project since implementation of the instrument through 3/30/2008.

The Child Behavior Checklist (CBCL) is a factor analytic derived behavior checklist completed by parents or guardians, developed by Dr. Thomas Achenbach of the University of Vermont Department of Psychiatry and Psychology. The Child Behavior Checklist (CBCL) was designed to assess behavioral problems and social competencies of children as reported by parents and has been tested as a reliable and valid instrument. The CBCL can also be used to measure a child's change in behavior over time or post-treatment.

***Total Problem Score:*** For this analysis, only the CBCL Total Problem Score was used. It indicates overall behavioral problems comprised from 8 syndrome scales – withdrawn, somatic complaints, social problems, anxious/depressed, thought problems, attention problems, delinquent behavior, and aggressive behavior. Raw scores are converted to T-scores that have been developed to allow comparison by gender and age. On this scale a score of 60 or higher represents the clinical cut of point with scores between 60 and 62 representing the borderline range.

Findings for 1.5-5 years old children: There were 46 children with usable pre/post data, representing 55.4% of children in this age range for whom data were collected. Of those, 73.9% demonstrated improvement pre to post test on Total Problem Scale. In addition, of the 13 children (27.6% of total) who showed borderline and/or clinical scores on the Total Problem Scale to start, 92.3% showed some improvement pre to post test. Three (23.1%) of these high need children moved out of clinical to normal scoring range; 5 (38.5%) moved out of borderline to normal scoring range; 2 (15.4%) moved from clinical to borderline scoring range; 2 (15.4%) in the clinical scoring range improved but remained in the clinical range; and 1 (7.7%) showed no improvement.

Findings for 6-18 years old children: There were 30 children with usable pre/post data, representing 31.9% of children in this age range for whom data were collected. Of those, 67.2% demonstrated improvement pre to post test on Total Problem Scale. In addition, of the 16 children (53% of total) who showed borderline and/or clinical scores on the Total Problem Scale to start, 62.5% showed some improvement pre to post test. Five (31.3%) of these high need children moved out of clinical to normal scoring range; 3 (18.8%) moved from clinical to borderline scoring range; 2 (12.5%) in the clinical scoring range improved but remained in the clinical range; and 5 (37.5%) showed no improvement.

Child Behavior Checklist Conclusions: The Child Behavior Checklist (CBCL) appears to have potential to detect changes in children's behavior among those children whose parents attend the YVFWC Spanish-language parenting program. Of particular note:

- Strong overall improvements in the Total Problem Scale,
- Strong improvement even in those very high risk children scoring in the borderline and clinical scoring range,
- Difficulty of data collection in this low-literacy population, particularly in the school-age child age range, and
- Unexpectedly high proportion of children demonstrating borderline and clinical scores at baseline (27.6% of preschool age children, 53% of school age children).

Next steps in use of CBCL in this program will include:

- Ongoing performance improvement activities to substantially improve collection of complete, usable data,
- Development of formal mental health referral protocol for families identified with children in clinical scoring range, and
- Linking of CBCL dataset with parent attendance data and further analysis to determine impact of parent attendance level on child behavior improvement.

## **Fidelity**

In addition to monitoring program outcomes for its Spanish-language parenting education program, YVFWC has developed mechanisms to monitor fidelity measures for the Los Ninos Bien Educados curriculum. As the curriculum developer has not developed fidelity measures, YVFWC considered the theory of change and logic model associated with this program, as well as considering fidelity measures it is familiar with from other evidence-

based practices, and has used the resultant list to monitor this project. These measures include both process and content measures.

Table 1 below describes fidelity measures associated with structural measures of class characteristics. The unit of measure for these is the class sessions, instructors' complete reports on each class session. Expectations for class characteristics are being met the majority of the time.

<b>Fidelity Table #1: Class Characteristics Class Session Unit of Measurement (n-132 class sessions)</b>	
	<b>#</b>
Average number of participants per class session	17.4
Average number of families per class session	12.6
	<b>Yes</b>
Class was at least three hours in length (101/132)	77%
Majority of parents given opportunity to practice skills (120/132)	91%
Individual consultation provided to majority of parents (110/119)	92%

Class was highly participative (120/132)	91%
Majority of parents participated in problem solving with one another (117/129)	91%
	<b>Yes</b>
Graduation ceremony took place	100%

Table 2 below reports specifically the content of the class sessions. The unit of measure again is the class sessions, and the denominator for each item is only the number of sessions where that topic is expected to be addressed according to the standardized Los Ninos Bien Educados curriculum. Expectations for most topics are being met over 90% of the time, with opportunities for improvement in the topics of: Five Step Procedure, U.S. Context, Types of Adaptation to U.S. Context, Child Abuse Laws, and a number of specific non-punitive discipline methods.

<b>Fidelity Table #2: Topics Addressed Class Session Unit of Measurement</b>		
	<b>Cumulative since 10/1/06</b>	<b>Current Reporting period 10/1/07 through 3/31/08</b>
<b>Topic Addressed</b>	<b>% Yes of Expected Sessions</b>	<b>% Yes of Expected Sessions</b>
Parental And Family Functions	95%	100%
Bien Educados Behaviors	67%	100%
Mal Educados Behaviors	67%	100%
Role And Age Expectations	91%	98%
Social And Personal Habit Expectations	89%	98%

Expectations & Two Components Concept	89%	98%
The Five Step Procedure	55%	60%
Behavior Charting	81%	96%
United States Context	68%	70%
Types Of Adaptation To U.S. Context	67%	67%
Causes Of Behaviors	73%	70%
Effective Praise	95%	91%
Child Abuse Laws	73%	40%
Mild Social Disapproval Method	82%	89%
Causes Of Disrespectful Behavior	100%	100%
Compliance With Family Expectations	64%	80%
The Ignoring Method	78%	88%
The Time Out Method	69%	80%
First/Then Incentive Method	75%	85%
Point System Incentive Method	73%	80%
Phasing Out Point System	82%	100%

*Note: Denominator is only the number of class sessions where the topic is expected to be addressed according to standardized Los Ninos Bien Educados curriculum*