
**Florida Circle of Parents
Evaluation Report
2005-2006**

Contracted with the Florida Department of Children and Families
Contract Number: LJ620

Reporting Period: Fiscal Year 2005-2006 (October 1, 2005- June 30, 2006)

Submitted by:
Mary Kay Falconer, Ph.D.



The Ounce of Prevention Fund of Florida
Douglas Sessions, Jr., President

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FLORIDA CIRCLE OF PARENTS EVALUATION REPORT

Fiscal Year 2005-2006 (October 1, 2005 – June 30, 2006)

Introduction

As required in the Child Abuse Prevention Services contract (LJ620) with the Department of Children and Families (DCF), an on-going evaluation of the Florida Circle of Parents support groups is being conducted.

During fiscal year 2005-2006, the evaluation included a survey of participants in mutual self-help support groups. According to the contract, the survey of participants in mutual self-help support groups was required each quarter for the calculation of performance measures. A survey questionnaire and instructions for administering the questionnaire were available for use by all of the agency contacts and group facilitators. The survey questionnaire and the instructions for survey administration are in Appendices A and B.

The group facilitators were trained on the administration of the questionnaire and instructed to distribute the questionnaire to members of their support groups during each time period. The objective was to have at least 15 completed questionnaires from each support group submitted for data entry and analysis each report period. A convenience sampling methodology was used for this survey. All of the responses to the items on the questionnaire used for this analysis were provided by the support group participants, either at the beginning or the end of their support group session.

The survey questionnaire included questions that allowed a determination of whether the support group participants in this survey improved their parental expectations and actions after attending the Florida Circle of Parents support groups. This determination also included analyses of appropriate participant subgroups. The four domains included in the analysis of the improvement in the participant behavior were self-management skills, quality of parent/child relationship, parenting skills, and support system awareness and use. The descriptions of each domain are:

- Self-management skills—This domain is the ability of participants to manage daily activities, life stressors and anger in order to care for themselves and others.
- Quality of the parent/child relationship—This domain is the strength of the bond between participants and their children as measured by the amount of time spent together and communicating with each other.
- Parenting skills or parenting practices—This domain is the participants' knowledge and understanding of child development and appropriate discipline techniques.
- Support system awareness and use—This domain is the participants' knowledge and use of formal community resources such as self help groups and faith-based community resources and informal networks such as family, friends and neighbors.

Each domain had one or more questions (items) for measuring improvement. All of the questions that corresponded with a domain asked the respondents to indicate their expectations or frequency of activity before their participation in the support group and today or after their participation, using a 1-5 point Likert Scale. Other questions covered frequency of participation



in support groups, role as a group leader, respondent satisfaction with the support group, whether they would encourage someone else to attend a support group, how and why they became interested in a support group, previous experience with maltreatment, and socioeconomic and demographic characteristics. Appendix C lists questions numbered 3 through 24 on the survey instrument and the assignment of each of these questions to one of the four domains.

Description of Survey Respondents

There were 188 “completed” questionnaires received from support group participants and submitted for data entry during the entire 2005-2006 fiscal year which covered the contract time period, October 1, 2005 through June 30, 2006. The number of support groups with participants included in the annual survey sample was nine. Support groups established in six counties were included in this survey. There was variation in the number of completed questionnaires across these support groups with participants in one group completing 44 questionnaires during the fiscal year. The lowest number of completed questionnaires submitted by a support group was 10.

The numeric summaries of the responses for the items and questions on the participant survey questionnaire are presented in several tables and explained in text that corresponds with each table. Table 1 through Table 7, Table 14 and Table 15 have a consistent format that includes the following columns:

Frequency—This column presents the number of responses marked for that item or question option and missing for that item or question. The total frequency corresponds with the total number of completed questionnaires submitted in the survey.

Percent—This column presents the percentage of the total number of survey questionnaires submitted that had responses marked for that item or question option or were missing.

Valid Percent—This column presents the percentage of the total number of responses to that item or question with responses marked for each item or question option. The questionnaires with no response for this item or question are not included in the calculation of these percentages.

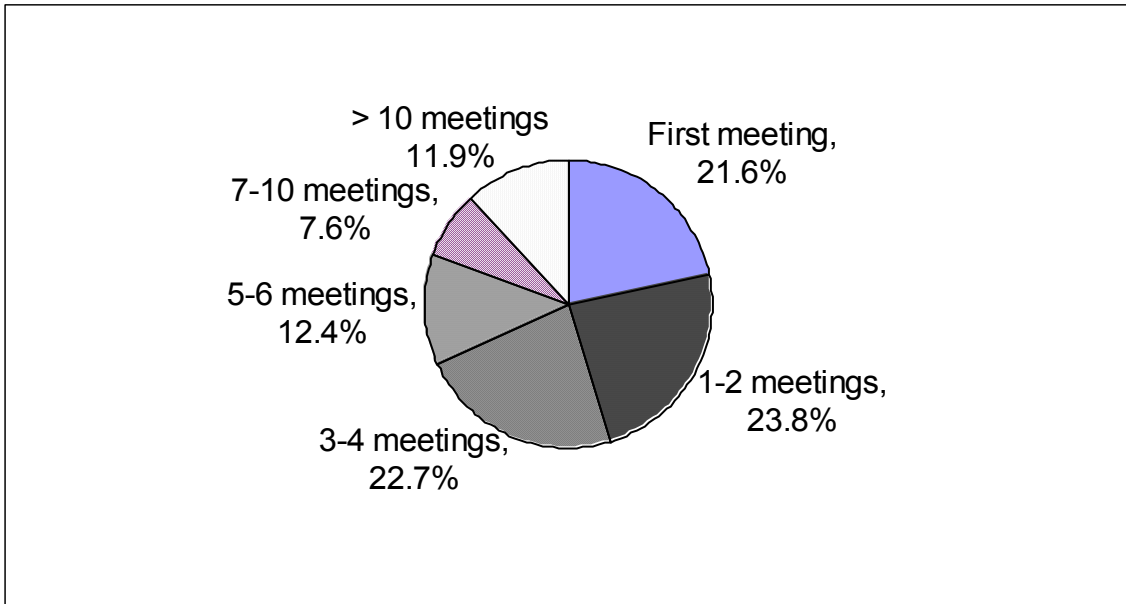
Cumulative Percent—This column presents the sum of the valid percents for the first item or question response option through the last item or question response option in the table.

Explanations in the text for each table with more than one column for percentages refer to frequencies and valid percents. Some of the tables include only one frequency column and one percent column. The figures presented in most of the tables indicate the number of actual responses and missing responses to an item or question presented in that table.

As expected, the experience of the survey respondents with support groups varied in this survey sample. One of the questions asked the respondents to indicate the number of group meetings they had attended. The response categories used for this question appear in Table 1 and Figure 1 with the highest number of respondents (86 or 46%) attending their second, third or fourth support group meeting. There were 36 respondents (19%) who had attended seven or more Florida Circle of Parents support group meetings at the time they completed this questionnaire.

Table 1: Frequency of Groups Attended					
Frequency of Attendance		Frequency	Percent	Valid Percent	Cumulative Percent
	First Meeting	40	21.3	21.6	21.6
	1-2 meetings	44	23.4	23.8	45.4
	3-4 meetings	42	22.3	22.7	68.1
	5-6 meetings	23	12.2	12.4	80.5
	7-10 meetings	14	7.4	7.6	88.1
	>10 meetings	22	11.7	11.9	100.0
	Total	185	98.4	100.0	
Missing	0	3	1.6		
Total		188	100.0		

Figure 1: Frequency of Parent Support Groups Attended



In response to questions asking the participants to describe themselves within the support group experience, 15 indicated they were a support group leader and 136 indicated they were a participant in other parent/family programs, such as Healthy Families Florida. Another question addressed the previous experience of the support group participant with maltreatment in the home where they grew up. Descriptions of this experience in the question included the following:

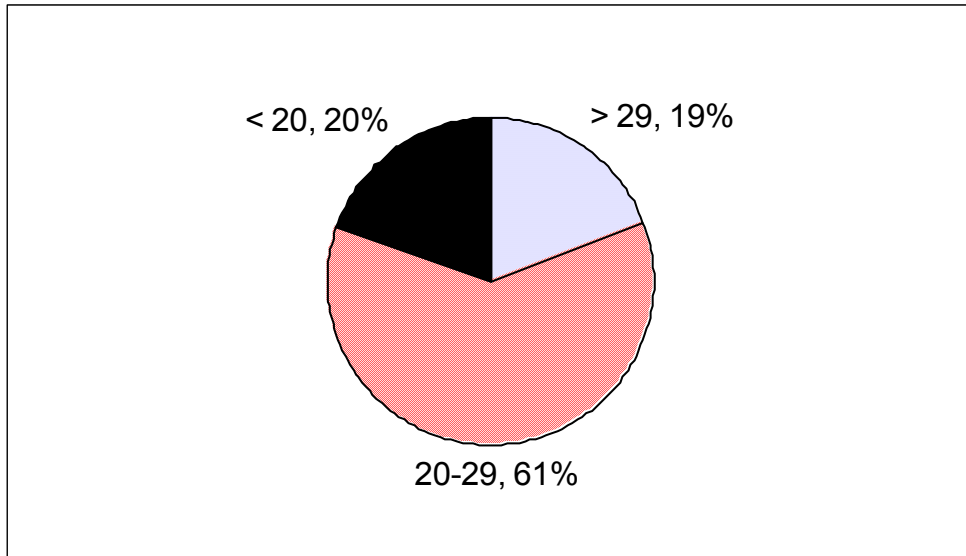
- Insulted or used foul language to hurt a child;
- A parent did not emotionally support their child;
- A parent/caregiver inflicted physical injury;
- A parent/caregiver did not meet child’s basic needs, or a parent/caregiver did not protect a child from a dangerous situation;
- A parent/caregiver did not protect a child from inappropriate sexual behavior or invasion of privacy; or
- Domestic abuse between adults or parents.

While approximately 8.5 percent of the responses were unsure about their previous experience with maltreatment growing up, 34 percent of the responses answered in the affirmative (Table 2).

Participant Response		Frequency	Percent	Valid Percent	Cumulative Percent
	No	92	48.9	53.5	53.5
	Yes	64	34.3	37.2	90.7
	Unsure	16	8.5	9.3	100.0
	Total	172	91.5	100.0	
Missing	0	16	8.5		
Total		188	100.0		

The range in ages of the support group respondents in this survey was 15 to 46. Using only three categories for the ages, < 20, 20-29, and > 29, the relevant percentages are presented in Figure 2. The category with the highest percentage of participants responding in this survey was 20-29 (61%). There were 12 support group participants responding in the survey over the age of 35.

Figure 2: Age of the Participants



As expected, the vast majority of the participants responding to this questionnaire were female (97%) (Table 3). The five (5) male respondents in this participant survey attended group meetings that also had female participants.

		Frequency	Percent	Valid Percent	Cumulative Percent
	Female	168	89.4	97.1	97.1
	Male	5	2.7	2.9	100.0
	Total	173	92.0	100.0	
Missing	0	15	8.0		
Total		188	100.0		

The highest percentage of respondents in this survey were in the never married (39%) and married (35%) categories. (Table 4) A very low percent of the respondents were divorced (1.1%).

Table 4: Marital Status					
Marital Status		Frequency	Percent	Valid Percent	Cumulative Percent
	Never married	71	37.8	39.0	39.0
	Married	63	33.5	34.6	73.6
	Not married/living with partner	32	17.0	17.6	91.2
	Married, but separated	14	7.4	7.7	98.9
	Divorced	2	1.1	1.1	100.0
	Total	182	96.8	100.0	
Missing	0	6	3.2		
Total		188	100.0		

Referring to level of education completed, the category with the highest percentage of respondents was grade 11 or lower (43%) (Table 5). The percentage of respondents who were high school graduates was 28 percent. Some college education was indicated by 12 percent of the respondents.

Table 5: Education Level					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11th grade or less	74	39.4	42.8	42.8
	High school graduate	48	25.5	27.7	70.5
	GED	17	9.0	9.8	80.3
	Trade/Business/ Vocational school	10	5.3	5.8	86.1
	Some college	20	10.6	11.6	97.7
	College graduate	4	2.1	2.3	100.0
	Total	173	92.0	100.0	
Missing	0	15	8.0		
Total		188	100.0		

Referring to employment status, 62 percent of the survey responses indicated they were unemployed (Table 6). The percentage employed full-time was 14 percent.

Table 6: Employment Status					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Full-time	27	14.4	16.0	16.0
	Part-time	21	11.2	12.4	28.4
	Unemployed	121	64.4	71.6	100.0
	Total	169	89.9	100.0	
Missing	0	19	10.1		
Total		188	100.0		

The percentage of survey respondents who were African American was 39 percent (Table 7). The percentage of respondents who were white-Hispanic was also 36 percent.

Table 7: Race					
Race		Frequency	Percent	Valid Percent	Cumulative Percent
	African American	68	36.2	39.3	39.3
	Asian American	2	1.1	1.2	40.5
	American Indian/Native American	3	1.6	1.7	42.2
	White Hispanic	68	36.2	39.3	81.5
	White Non-Hispanic	32	17.0	18.5	100.0
	Total	173	92.0	100.0	
Missing	0	15	8.0		
Total		188	100.0		

Joining Support Groups

In order to understand how to improve support groups for the participants served, it is important to know how and why the parents became participants. The survey questionnaire included two questions that were relevant to decisions to join a support group. The first question asked the respondents to indicate how they learned about the support group. The responses to this question indicate the importance of the affiliation with the Healthy Families Florida projects. Around 76 percent or 142 of the 188 survey respondents learned about the parent support group through Healthy Families staff. A smaller number of the respondents (13% or 24) learned about the support group from a current support group member, a friend or family member.

The second question relevant to joining a support group asked the respondents to indicate the reason they decided to participate. The respondents were asked to check as many reasons as were applicable. The response percentages and frequencies for the reasons are presented in Table 8.

Reasons for Joining a Support Group	Responses	
	Frequencies	Percent
Frustrated with parenting	19	10.1
Parenting tips/new ideas	118	62.8
Wanted to be more active in program	69	36.7
To meet other parents	78	41.5
Felt isolated	21	11.2
Activity is free	32	17.0
ADD/ADHD child	2	1.1
Single parenting demands	19	10.1
Step family challenges	5	2.7
Required or mandated to attend	6	3.2
Wanted to learn more about parenting	92	48.9
Child care provided	16	8.5
Transportation provided	27	14.4

Based on the responses presented in the table above, the three most common reasons for joining a support group were learning parenting tips/new ideas (63%), meeting other parents (42%) and learning more about parenting (49%).

Measures of Improvement in Expectations and Activities

The contract with the Department of Children and Families requires the Florida Circle of Parents program to achieve several outcomes. These outcomes require at least 65 percent of all survey respondents to improve their expectations and activities in each of four performance domains. The domains are self-management skills, quality of the parent/child relationship, parenting skills, and support system awareness and use. The improvement of the participants in the support group sessions was determined for each domain. The participants recorded responses on a 5-point Likert Scale that referred to their expectations and activities before their participation in the support group and today or after their participation in the group sessions. The higher the number circled on the Likert Scale, the higher the expectations and activity level. Several participants did not provide a response on both the before and after Likert Scales and could not be used in the calculation of the measure. In the calculation of the outcome measurement for the 2005-2006 fiscal year, October 1, 2005 – June 30, 2006, participants who recorded a 4 or lower on the “before” Likert Scale and recorded a response on the “today” or

after Likert Scale were included. If survey respondents improved after their participation in the support groups on at least one activity or expectation within a domain, those participants were identified as improving within that domain. Refer to Appendix C for a list of the questionnaire items or statements included in each domain.

When including all participants responding to the relevant items in the survey questionnaire (items 3-24), 65 percent or more support session participant responses included improvement in their expectations and actions in all four domains for the 2005-2006 fiscal year. The relevant percentages for each domain are presented in Table 9.

Table 9: Circle of Parents Performance Measures, Fiscal Year 2005 – 2006

Performance Measures	Performance Evaluation Methodology	% Improvement	Frequency	Total Respondents
Self-Management Skills 65% of participants shall improve their self-management skills as a result of participation in Circle of Parents.	Total number of responding survey participants indicating improvement of self-management skills <hr/> Total number of survey participants responding	79.9%	123	154
Quality of Parent/Child Relationship 65% of participants shall improve the quality of the parent/child relationship as a result of participation in Circle of Parents.	Total number of responding survey participants indicating improvement of the quality of the parent/child relationship <hr/> Total number of survey participants responding	67.6%	75	111
Parenting Skills 65% of participants shall improve their parenting skills or practices as a result of participation in Circle of Parents.	Total number of responding survey participants indicating improvement of parenting skills or practices <hr/> Total number of survey participants responding	74.5%	108	145
Support System Awareness and Use 65% of participants shall improve their knowledge of formal and informal support systems as a result of participation in Circle of Parents.	Total number of responding survey participants indicating increase in knowledge of formal and informal support systems <hr/> Total number of survey participants responding	70.1%	82	117

There was variation in the participant outcomes across subgroups based on the number of support group sessions attended. This variation is displayed in cross-tabulations of improvement by number of sessions attended in Table 10 through Table 13 for the 2005-2006 fiscal year. Each table includes the relevant figures for a single domain. In general, the percentages in the following tables indicate that in each domain, the sample subgroups who attended a higher number of support group meetings had higher percentages of improvement. Respondents who had only attended one support group meeting had one of the lowest improvement percentages.

In Table 10 below, the percent of support group respondents improving in the self-management domain increased for all but one category of those attending more than 2 meetings with the highest percent improvement being for those who attended 5-6 meetings. The high percent of improvement for those attending fewer meetings for this domain might be explained, in part, by the experience of a majority of these Circle of Parents respondents also participating in Healthy Families Florida which addresses life management skills and self-sufficiency during home visits.

Table 10: Self-Management Domain by Frequency of Attendance						
	Self-Management Skills Domain					
	Improvement		No Improvement		Total	
	%	Frequency	%	Frequency	%	Frequency
First Meeting	75.0	24	25.0	8	100.0	32
1-2 meetings	86.1	31	13.9	5	100.0	36
3-4 meetings	75.7	28	24.3	9	100.0	37
5-6 meetings	94.4	17	5.6	1	100.0	18
7-10 meetings	81.8	9	18.2	2	100.0	11
>10 meetings	72.2	13	27.8	5	100.0	18
Total	80.3	122	19.7	30	100.0	152

In Table 11 below, the percent of support group respondents improving in the parent/child relationships domain increased for all but one category of those attending more than 2 meetings. The highest percent improvement was for those who attended 10 or more meetings.

Table 11: Parent/Child Relationship Domain by Frequency of Attendance						
	Parent/Child Relationship Domain					
	Improvement		No Improvement		Total	
	%	Frequency	%	Frequency	%	Frequency
First Meeting	55.6	15	44.4	12	100.0	27
1-2 meetings	72.0	18	28.0	7	100.0	25
3-4 meetings	70.8	17	29.2	7	100.0	24
5-6 meetings	46.7	7	53.3	8	100.0	15
7-10 meetings	88.9	8	11.1	1	100.0	9
>10 meetings	90.0	9	10.0	1	100.0	10
Total	67.3	74	32.7	36	100.0	110

In Table 12 below, the percent of support group respondents improving in the parenting skills domain increased for all but one category of those attending more than the first meeting. The highest percent improvement was for those who attended 7-10 meetings.

Table 12: Parenting Skills Domain by Frequency of Attendance						
	Parenting Skills Domain					
	Improvement		No Improvement		Total	
	%	Frequency	%	Frequency	%	Frequency
First Meeting	64.5	20	35.5	11	100.0	31
1-2 meetings	77.8	28	22.2	8	100.0	36
3-4 meetings	75.0	27	25.0	9	100.0	36
5-6 meetings	85.7	12	14.3	2	100.0	14
7-10 meetings	90.0	9	10.0	1	100.0	10
>10 meetings	68.8	11	31.3	5	100.0	16
Total	74.8	107	25.2	36	100.0	143

In Table 13 below, the percent of support group respondents improving in the support system awareness and use domain increased for those attending more than the first meeting. The highest percent improvement was for those who attended 7-10 meetings. The high improvement percentages for those in the 1-2 meeting categories could be an indication that sharing community support resources with participants is emphasized to a greater extent and recognized as important during the first several Circle of Parents meetings.

Table 13: Support System Domain by Frequency of Attendance						
	Support System Domain					
	Improvement		No Improvement		Total	
	%	Frequency	%	Frequency	%	Frequency
First Meeting	64.0	16	36.0	9	100.0	25
1-2 meetings	85.2	23	14.8	4	100.0	27
3-4 meetings	63.0	17	37.0	10	100.0	27
5-6 meetings	69.2	9	30.8	4	100.0	13
7-10 meetings	77.8	7	22.2	2	100.0	9
>10 meetings	64.3	9	35.7	5	100.0	14
Total	70.4	81	29.6	34	100.0	115

In addition to the variation in improvement percentages across the number of support group meetings attended, there was variation in improvement percentages across subgroups of respondents who did and those who did not indicate they experienced maltreatment in their home when they were growing up. Those who indicated they did experience maltreatment in their home when they were growing up had higher improvement percentages in three of the four measurement domains (self-management, parenting skills, and support system awareness and use). This finding might suggest that parent support group respondents with previous experience with maltreatment experience a more substantial positive response in these three domains.

Satisfaction with Support Group Experience

As indicators of how the respondents feel about their experience with the support group, responses to two questions are presented. The first question asks whether the participant would encourage someone else to go to a parent support group. A high percentage of respondents, 69 percent, responded affirmatively to that question (Table 14).

		Frequency	Percent	Valid Percent	Cumulative Percent
	Yes	125	66.5	69.1	69.1
	No	56	29.8	30.9	100.0
	Total	181	96.3	100.0	
Missing	0	7	3.7		
Total		188	100.0		

Table 15 below displays the responses to whether the participant was satisfied overall with the Florida Circle of Parents support group. Almost 96 percent of the respondents agreed that they were satisfied with the Florida Circle of Parents support group overall, with 74 percent indicating they strongly agreed.

		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Disagree	2	1.1	1.2	1.2
	Disagree	2	1.1	1.2	2.4
	Neither	3	1.6	1.8	4.3
	Agree	35	18.6	21.3	25.6
	Strongly Agree	122	64.9	74.4	100.0
	Total	164	87.2	100.0	
Missing	0	24	12.8		
Total		188	100.0		

Statistical Significance of Improvement in Parental Expectations/Actions

In this analysis, the statistical significance of the change in the expectations and actions of the participants before and after their experience in the support groups was calculated. This statistical significance was determined using a paired t-test ($p < .001$) for all respondents and for subgroups on questions (items) 3-23. These questionnaire items asked the respondents to indicate “how often” they had the expectations or actions in that statement before they attended support groups and today or after attending support groups. The before and today responses used a 1-5 point Likert Scale.

For the entire sample, there was a statistically significant difference ($p < .001$) for all of the items that asked the respondents to compare their expectations before attending support groups and today, or after attending support groups. Based on this statistical test, the respondents in this survey reported the desired expectations and behavior more often after they attended support groups compared to before attending support groups. Earlier in this report, variation across subgroups based on number of group sessions attended was observed for the participant outcomes. This variation across subgroups based on number of support group sessions attended was also examined using this test of statistical significance. For the subgroup that attended seven or more support group sessions, their improvement in expectations and behavior was also tested for statistical significance ($p < .01$) for responses to the 22 questions included in the same section of the questionnaire. The responses to statements that were not significantly different for the before and after for this group are listed below:

- Take your child to the doctor when needed
- Make time to nurture yourself
- Accept and enjoy each of your children for who they are
- Have fun with your child
- Express your feelings (positive and negative) in a non-violent non-abusive way
- Handle family conflict in a non-violent, non-abusive way

Because many of the parent support group respondents have been participants in another program that emphasizes having a medical provider for the child and the mother as well as techniques that address appropriate ways to interact with the child, it is understandable that respondents might not indicate improvement on all of the parenting expectations and actions. For many of these respondents, they maintained the levels they experienced early in the parent support group program.

Summary of Quantitative Analysis

This quantitative analysis provided additional evidence that the Florida Circle of Parent support groups are an effective approach for addressing the needs of parents. Improvements in performance in the four measurement domains were documented for the entire sample of survey respondents. These domains are self-management, quality of parent/child relationship, parenting skills or practices, and support system awareness and use. In addition, the analyses indicated that improvements were evident to a larger extent among survey respondents who attended a higher number of support group sessions. While the results in the analysis of the survey responses in this evaluation are a positive appraisal of the Florida Circle of Parents program, the results should not be generalized to all participants in the Florida Circle of Parents program. The reason for the limited application of the results is based on the sampling methodology used for this survey. The survey sample was not randomly selected and does not necessarily represent the entire population served in the Florida Circle of Parents support groups. In general, the results in this analysis are consistent with those presented for the Family Support Network support groups in Minnesota and described in earlier Circle of Parents evaluation reports.



Key Findings for 2005-2006

Key findings from the evaluation of the Florida Circle of Parents data analyzed and presented in this annual report are listed below:

1. The majority of the respondents (76%) learned about the support group through Healthy Families Florida staff.
2. The most common reasons for joining a support group were wanting to learn more about parenting, getting parenting tips and meeting other parents.
3. Across four domains, measures of performance demonstrated improvement among the support group respondents. Consistent with the contract requirements, 65 percent or more of the respondents improved their self-management skills, the quality of their parent/child relationship, their parenting skills, and their awareness of support systems after attending the Florida Circle of Parents support group sessions.
4. The percentages of survey respondents improving their expectations and actions across the four performance domains (self-management skills, quality of their parent/child relationship, parenting skills, and awareness of support systems) were higher in several subgroups that had participated in a higher number of support group sessions.
5. For the entire survey sample, the change or improvement in expectations and behavior after attending support groups was statistically significant for all of the relevant questionnaire items ($p < .001$).
6. Sixty-nine percent of the responses indicated they encouraged someone to go to a parent support group.
7. Ninety-six percent of the responses indicated they were satisfied, overall, with the Florida Circle of Parents support group with seventy-four percent strongly agreeing with the question asking for their level of overall satisfaction.

Recommendations For Future Program Improvements

The success of the Circle of Parents program in promoting and serving support group participants is documented in this report. The findings in this report also indicate the need for future modifications and improvements. The recommendations presented here address changes and the need for more attention in two major categories, evaluation and outreach. Changes needed in the evaluation of the parent support groups respond to challenges associated with the administration of the survey every quarter. Building on the success that the program has experienced so far this year, more outreach is needed to engage subgroups of the population underserved. The specific recommendations are listed below by category:

Evaluation

1. Modifications to the questionnaire should be made in order to reduce the length or number of items without compromising its validity as a measurement tool in the population served. This process should also consider formatting changes that will make the questionnaire easier to understand and complete.

2. A modification in the research design should be developed in order to include a larger number of parent support groups and to limit the administration of the questionnaire in each support group to once during the year. If required, performance measures could still be calculated for each quarter, but these measures should be based on the responses of different participants each quarter.

Participant Outreach

1. The program should continue efforts to establish parent support groups in communities and subgroups not served. This will be accomplished by collaborating with more community partnerships and networks that complement services along the entire prevention continuum. Lead agencies for community-based care and their providers are an important part of these networks.
2. The program should develop special outreach strategies to encourage the participation of parent subgroups underserved. The subgroup of particular interest at this time is fathers.



Appendix A: Circle of Parents Participant Survey

Group #: _____

Date: _____

Everyone in your parent support group has been asked to complete this questionnaire. Providing your opinions in this survey is voluntary. There is nothing asked that will allow the identification of you. Your responses will benefit you and other parents by helping us improve the program and expand it to other communities. If you have any questions regarding this survey, please ask your group facilitator. Thank you for your assistance.

Directions: *Please choose the best response for items 1 and 2.*

1. Before tonight, how many support group meetings have you attended?

(If you're not sure, please mark your best guess.)

- | | |
|---|--|
| <input type="checkbox"/> This is my first meeting | <input type="checkbox"/> 5 to 6 meetings |
| <input type="checkbox"/> 1 to 2 meetings | <input type="checkbox"/> 7 to 10 meetings |
| <input type="checkbox"/> 3 to 4 meetings | <input type="checkbox"/> More than 10 meetings |

2. In addition to the parent support group, which of the following describes you? (Check as many as apply)

- I am a Parent Group Leader in my local parent support group.
- I am a participant in a Healthy Families or Neighborhood Partnership program.
- I participate in another support program in my community that serves parents/families.

Please go to the next page.

Directions for Items 3-24: Please answer both the left and right column for each question before moving on to the next question.

Choices for Frequencies

5 – Always 4 – Often 3 – Sometimes 2 – Rarely 1 - Never

**How often did you
(insert statement)
before joining
parent support
group?**

**How often do you
(insert statement)
today?**

- | | | |
|-----------|--|-----------|
| 5-4-3-2-1 | 3. Have appropriate expectations for the age of your child? | 5-4-3-2-1 |
| 5-4-3-2-1 | 4. Hug or show your child(ren) affection? | 5-4-3-2-1 |
| 5-4-3-2-1 | 5. Listen to others when they disagree with you? | 5-4-3-2-1 |
| 5-4-3-2-1 | 6. Take your child to the doctor when needed? | 5-4-3-2-1 |
| 5-4-3-2-1 | 7. Try to set a good example for your child's behavior? | 5-4-3-2-1 |
| 5-4-3-2-1 | 8. Follow through with rules and limits that are set for your child? | 5-4-3-2-1 |
| 5-4-3-2-1 | 9. Make time to nurture yourself? | 5-4-3-2-1 |
| 5-4-3-2-1 | 10. Tell your children you love them? | 5-4-3-2-1 |
| 5-4-3-2-1 | 11. Handle stress in a non-violent, non-abusive way? | 5-4-3-2-1 |
| 5-4-3-2-1 | 12. Be with people who support you? | 5-4-3-2-1 |
| 5-4-3-2-1 | 13. Ask for help when you need it? | 5-4-3-2-1 |
| 5-4-3-2-1 | 14. Accept and enjoy each of your children for who they are? | 5-4-3-2-1 |
| 5-4-3-2-1 | 15. Reward your child's desirable behavior? | 5-4-3-2-1 |
| 5-4-3-2-1 | 16. Have fun with your child? | 5-4-3-2-1 |
| 5-4-3-2-1 | 17. Express your feelings (positive and negative) in a non-violent, non-abusive way? | 5-4-3-2-1 |
| 5-4-3-2-1 | 18. Set family routines? | 5-4-3-2-1 |
| 5-4-3-2-1 | 19. Handle family conflict in a non-violent, non-abusive way? | 5-4-3-2-1 |
| 5-4-3-2-1 | 20. Feel hopeful about the future? | 5-4-3-2-1 |
| 5-4-3-2-1 | 21. Feel good about your parenting? | 5-4-3-2-1 |
| 5-4-3-2-1 | 22. Listen to your child? | 5-4-3-2-1 |
| 5-4-3-2-1 | 23. Learn about community resources? | 5-4-3-2-1 |
| 5-4-3-2-1 | 24. Contact services in your community to help with family needs? | 5-4-3-2-1 |

Directions: *Questions 25-28 are about your opinion of parent support groups, how you learned about the support group, and reasons you decided to participate in the support group.*

25. Have you ever encouraged someone to go to a parent support group?

- Yes No

26. How did you learn about your parent support group? *(Check as many as apply)*

- | | |
|--|--|
| <input type="checkbox"/> Healthy Families Staff | <input type="checkbox"/> My child's school teacher |
| <input type="checkbox"/> Child protection worker | <input type="checkbox"/> TV or radio |
| <input type="checkbox"/> Member of current support group | <input type="checkbox"/> Therapist or counselor |
| <input type="checkbox"/> Member of other support group | <input type="checkbox"/> Friend/Family member |
| <input type="checkbox"/> Website | |
| <input type="checkbox"/> Other → please describe _____ | |

27. Why did you become interested in a parent support group? *(Check as many as apply)*

- | | |
|--|---|
| <input type="checkbox"/> Frustrated with parenting | <input type="checkbox"/> ADD/ADHD child |
| <input type="checkbox"/> Wanted parenting tips/new ideas | <input type="checkbox"/> Single parenting demands |
| <input type="checkbox"/> Wanted to be more active in program | <input type="checkbox"/> Stepfamily challenges |
| <input type="checkbox"/> To meet other parents | <input type="checkbox"/> Required/mandated to attend |
| <input type="checkbox"/> Felt isolated | <input type="checkbox"/> Wanted to learn more about parenting |
| <input type="checkbox"/> Activity is free | <input type="checkbox"/> Child care provided |
| <input type="checkbox"/> Transportation provided | |
| <input type="checkbox"/> Other → please describe _____ | |

28. Did you grow up in a home where any of the following occurred:

- insulted or used foul language to hurt a child;
- a parent did not emotionally support their child;
- a parent/caregiver inflicted physical injury;
- a parent/caregiver did not meet child's basic needs, or a parent/caregiver did not protect a child from a dangerous situation;
- a parent/caregiver did not protect a child from inappropriate sexual behavior or invasion of privacy; or
- domestic abuse between adults or parents

Check One: No Yes Unsure

Please go to the next page.

29. What is your age? _____

30. What is your gender? Female Male

31. What is your marital status?

- | | |
|--|---|
| <input type="checkbox"/> Never married | <input type="checkbox"/> Married, but separated |
| <input type="checkbox"/> Married | <input type="checkbox"/> Divorced |
| <input type="checkbox"/> Not married/living with partner | <input type="checkbox"/> Widowed |

32. How would you best describe your education?

- | | |
|---|---|
| <input type="checkbox"/> 11 th grade or less | <input type="checkbox"/> Trade/business/vocational school |
| <input type="checkbox"/> High school graduate | <input type="checkbox"/> Some college |
| <input type="checkbox"/> GED | <input type="checkbox"/> College graduate |

33. Current employment status

- Full-time Part-time Unemployed

34. How would you best describe your race?

- | | |
|--|---|
| <input type="checkbox"/> African American | <input type="checkbox"/> White – Hispanic |
| <input type="checkbox"/> Asian American | <input type="checkbox"/> White – Non-Hispanic |
| <input type="checkbox"/> American Indian/Native American | |

35. Overall, I was satisfied with the Circle of Parents support group. *(Circle one number)*

5-----4-----3-----2-----1
Strongly Agree Agree Neither Disagree Strongly Disagree

Thank you for your time and effort answering these questions. We appreciate your input and will use this information to better understand how this program has impacted your group.

If you would like to share ways we can improve the program, please write them below:

Appendix B: Instructions for the Circle of Parents Participant Survey Group Facilitators

Thank you for your assistance in administering the participant questionnaire. We include guidelines here for the distribution of the questionnaire and the submission of the questionnaires to the central office. We consider participant input to be a very important part of this program and will help us improve the service that is currently offered. If you have questions regarding the participant survey and the instructions on this page, please contact Mary Kay Falconer at mfalconer@ounce.org or 850-921-4494 (ext. 134).

Availability of the Questionnaire

A copy of the questionnaire can be distributed to you through email or is available to those with user access on the Circle of Parents website (www.ounce.org/cpsurvey.html). If you have not received a questionnaire or need another copy, email Mary Kay Falconer, Senior Evaluator at the Ounce of Prevention Fund of Florida, at mfalconer@ounce.org (850-921-4494) or download it from the website. Please make enough copies of the questionnaire for the members in the support group.

Distribution and Completion of the Circle of Parents Questionnaire

These questionnaires must be distributed to and completed by your support group participants three times during this contract year. The administration of the survey must occur between October 1, 2005 and June 1, 2006. We ask that you survey your support group participants only once each quarter. We would like to receive at least 15 completed questionnaires from each support group. When you distribute the questionnaires, please read the following statements to the support group participants:

The Circle of Parents would appreciate your responses to the questions on this questionnaire. Your completion of the questionnaire is voluntary and refusal to complete the questionnaire will not affect your participation in this group or other public services. Your responses will benefit you and the program. With your input, we will understand your opinion of the program and whether improvements to the program are necessary. This input will make the program more responsive to the needs of parents. Thank you for your assistance.

Please do not put your name or any identifying information on the questionnaire.

Please do not share your responses with others in the group.

When the questionnaires are completed, please place them in an envelope (group facilitator points to the envelope).

Submission of the Completed Questionnaires to Prevention Services

Please complete the **submission form** which is on the next page for each session during which the questionnaires are completed by your participants. Put the submission form in the same envelope as the completed questionnaires and mail the envelope to Circle of Parents Participant Survey, Ounce of Prevention Fund of Florida, 111 North Gadsden Street, Tallahassee, Florida 32301-1507.

**Submission Form for Completed Circle of Parents
Participant Survey Questionnaires**

Group Facilitator: _____

Date of Session: _____

Group Number: _____

Number of Participants in Support Group: _____

Number of Completed Questionnaires: _____

Make sure each completed questionnaire has the group number and date of the session.

Mail to: Mary Kay Falconer
 Ounce of Prevention Fund of Florida
 111 North Gadsden Street, Suite 200
 Tallahassee, Florida 32301-1507

Appendix C: Assignment of Questionnaire Items to Performance Domains

Item	Question or Item	Domain
3	Have appropriate expectations for the age of your child?	Parenting Skills
4	Hug or show your child(ren) affection?	Parent-Child Relationship
5	Listen to others when they disagree with you?	Self-Management Skills
6	Take your child to the doctor when needed?	Parenting Skills
7	Try to set a good example for your child's behavior?	Parenting Skills
8	Follow through with rules and limits that are set for your child?	Parenting Skills
9	Make time to nurture yourself?	Self-Management Skills
10	Tell your child(ren) you love them?	Parent-Child Relationship
11	Handle stress in a non-violent, non-abusive way?	Self-Management Skills
12	Be with people who support you?	Self-Management Skills
13	Ask for help when you need it?	Self-Management Skills
14	Accept and enjoy each of your children for who they are?	Parent-Child Relationship
15	Reward your child's desirable behavior?	Parenting Skills
16	Have fun with your child?	Parent-Child Relationship
17	Express your feelings (positive and negative) in a non-violent, non-abusive way?	Self-Management Skills
18	Set family routines?	Parenting Skills
19	Handle family conflict in a non-violent, non-abusive way?	Self-Management Skills
20	Feel hopeful about the future?	Self-Management Skills
21	Feel good about your parenting?	Self-Management Skills
22	Listen to your child?	Parent-Child Relationship
23	Learn about community resources?	Support System Awareness
24	Contact services in your community to help with family needs?	Support System Awareness