ASSESSING THE NEED FOR AN INTERACTIVE PARENT EDUCATION COURSE FOR CHILD WELFARE FAMILIES WITH CHILDREN AGES 6-12

A Project
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Master
of
Social Work

by
Stephanie L. Brazil
Spring 2015
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ABSTRACT

ASSESSING THE NEED FOR AN INTERACTIVE PARENT EDUCATION COURSE FOR CHILD WELFARE FAMILIES WITH CHILDREN AGES 6-12

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Master of Social Work

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The field of child welfare is one that is ever changing, as the needs of children at-risk of abuse and neglect change and grow over time. One of the challenges for child welfare social workers is evaluating the extent to which the services provided are effective, available and responsive to the needs of their target population. This project seeks to assess the needs of parents and children between the ages of 6 and 12 for a hands-on Nurturing Parenting course. The setting for this needs assessment is Butte County Children’s Services Division. This agency currently offers a Nurturing Parenting course, Parent Education Experiential Resource (PEER) Program, but the program only serves children 5 years and under. The literature suggests that the skills taught in the Nurturing Parenting Program may be relevant to parents and their older youth, as well. To evaluate the needs of this underserved population, a survey was administered to
parents who are currently served by the Family Reunification (FR) and Family Maintenance (FM) programs. Interviews were conducted with current employees of CSD that serve this population directly and indirectly. The information obtained was incorporated into a grant proposal intended to seek funds for a PEER Plus Program serving parents and children that are school age, 6 to 12 years old.
CHAPTER I

INTRODUCTION

The need for competent and effective services in Child Welfare is one that is significant and ongoing. Research on different methods of service provision for various populations is conducted worldwide, as those in the field of social work strive to provide best practices for their populations. This project explores the need for an interactive parent education course for parents with children ages 6 to 12 years who are currently dependents of the Butte County Juvenile Court. The course would incorporate Nurturing Parenting curriculum in a classroom setting with parents, followed by a meal and activity with parents and their children. Currently Butte County Department of Employment and Social Services (DESS) Children’s Services Division (CSD) provides a similar course, Parent Education Experiential Resource (PEER) Program, to parents and children ages 5 years and younger.

Purpose

The purpose of this project is to determine whether or not families with children over 5 years of age in child welfare services in Butte County are in need of a parent education course that provides Nurturing Parenting curriculum as well as hands-on experience with their child. This project seeks to gather information that will support a
grant proposal aimed at requesting funds for the implementation of a PEER Program
course for families with children ages 6 to 12 years, to be called the PEER Plus Program.

The need for this study, and for the identified service, originated during this
author’s personal experience working with families in child welfare. The specific
caseload she managed consisted of parents with children over 5 years of age, and they
were not provided the same types of services as others due to the ages of their children.
This appeared to be a disservice to this population, calling into question the agency’s
compliance with the ethical obligation of social workers to “ensure access to needed
information, services, and resources: equality of opportunity; and meaningful
participation in decision-making for all people” (National Association of Social Workers,
2015). The current PEER Program services is funded by First Five California, which sets
the limitation to children 5 years and under. In order to ensure that sufficient services are
being provided for school-age children, first, the need must be identified so that any
changes proposed can be supported. This project provides insight into the identified area
of need, and a proposal for changes to assist in meeting that need.

Scope

This project contains input from the target population, the employees who
serve this population, and supportive literature relating to the specific services being
assessed. Needs assessments were conducted with this population of parents in an attempt
to gauge the level of interest and need for this specific service. Interviews with staff that
work both directly and indirectly with the identified population were also conducted to
determine their level of interest in and support for a PEER Plus Program. Data from the
interviews and needs assessments were compiled and included in a proposal seeking funding for this service. This information will be presented to management at Butte County CSD, in order to gain their support in developing a program for this population. This information is also compiled as part of a grant proposal, in order to assist Butte County CSD in funding this program. The grant proposal is attached as Appendix A.

Significance

As of September 25, 2014, there were 119 children between the ages of 6 and 12 in court-ordered Family Maintenance (FM) or Family Reunification (FR) in Butte County (Safe Measures, 2014). At that time, there were 303 children participating in court-ordered FM and FR services in Butte County (University of Berkeley Center for Social Services Research, 2014). This indicates that over 1/3 of the population of children receiving services with their parents at that time were ineligible to participate in the PEER Program. To date, an opportunity has been lost to help the parents of these children to learn healthy parenting techniques, participate in hands-on activities with their children, and receive constructive feedback from social workers; such services would ultimately assist them in providing a safe and stable home for their children. The vision of DESS recognizes the importance of “partnering for a safe, healthy, and self-reliant community” (Butte County, 2013). By providing the Peer Plus program, CSD would be acting out that vision and providing educational services for this large population of clients that are currently not receiving them.
Limitations

One of the more significant limitations in this study was time available for employees to participate in interviews, distribute surveys, and for the clients to complete the surveys. The limited availability of case workers directly contributed to a relatively low return rate of parent surveys; only 16 of 55, less than 30%, were completed and returned. Another limitation was the potential for participants to feel that the status of their case may be affected by their answers on the surveys. One section of the survey asked the participant’s level of understanding in certain parenting constructs, and participants may have felt that giving a low score would indicate they are not a “good” parent. This could account for relatively high scores in this area, indicating a high level of understanding of effective parenting practices. Utilizing self-reporting allows for participants to provide their opinion on the topics, but this data may be impacted by a social desirability bias.

Definition of Terms

Within this paper, the term “Child Welfare Family” will be used to describe children that have been declared dependents of the Butte County Juvenile Court and their parent or guardian. The parents or guardians in these families are ordered to participate and progress in a case plan monitored by Butte County Children’s Services.

The term “Family Reunification” (FR) describes one phase of services parents are in as determined by the court. During Family Reunification, parents and children are provided with various services by CSD and other community partners. Children are not
placed in the home with their parent or guardian at this time; they are either in a foster home, group home, or relative or non-related extended family member placement.

The term “Family Maintenance” (FM) describes another possible phase of services parents are in as determined by the court. During Family Maintenance parents and children are provided with various services by CSD and other community partners. The children are placed at home with their parent or guardian during this time.

For the purpose of this study, the term “school-age children” refers to children between the ages of 6 and 12 years old.

Butte County Department of Employment and Social Services is abbreviated as DESS. The Children’s Services Division of DESS is abbreviated as CSD.
Several recent studies have demonstrated the value of parent training in both protecting children from abuse and neglect, and in promoting positive and healthy behaviors for parents and children. Research has shown that providing education and parenting techniques to populations at-risk of abuse and neglect has created significant positive changes. These changes have been identified in both parent and child behaviors, affecting the parent-child relationship and the safety and stability of the family home.

A study by Losel and Bender (2014) measured the impacts of individual and family traits as risk and protective factors in relation to bullying behaviors in young children. Losel and Bender utilized a longitudinal design with an original sample of 675 kindergarteners, observing 3 waves of a 7 wave series; they measured the prevalence of bullying, the implementation of protective factors, and behavioral outcomes. In the first wave the mean age of participants was 9 years, and self-reporting was utilized to measure the frequency of specific bullying behaviors. In the second wave, the mean age was 10.6 years, and preventative child training and parent training were implemented in sub-samples and evaluated in a controlled design. In the third wave the mean age of children was 13.7 years, both self-reporting and questions completed by the mothers were used to scale aggressive/violent behaviors and conduct issues. The results of this study showed that all of the parenting techniques that were taught, such as increased involvement,
monitoring, and discipline, proved to be buffers against conduct problems. For girls, consistent discipline corresponded with less aggressive/violent behaviors, and low parental involvement proved to be a risk factor for those behaviors. For boys, parental involvement and good monitoring corresponded with fewer conduct problems. This study is significant in that it demonstrates the positive impact of parenting training for children over the age of 5 years. It also looks at behaviors over time, and gauges possible buffers and risk factors as they related to parent and child traits. Unfortunately, few of the protective factors were identified as having a significant effect, but the study identified those that showed promise in buffering conduct problems, such as intelligence and prosocial behaviors. The study also identified risk factors, such as inconsistent discipline.

One area of this study that created some limitations was that there was a low incidence of bullying reported in the initial measurements. There were also inconsistencies between the self-reported behaviors and those reported by the children’s mothers.

In 2008, Palusci, Crum, Bliss, and Bavolek conducted a study evaluating the effectiveness of the Nurturing Parenting curriculum with parents who are inmates and in substance abuse recovery, and other at-risk populations. Their goal was to implement this curriculum and observe the results within these populations; the researchers hypothesized that participants would improve their knowledge and attitudes towards parenting. Groups of 5-30 parents received the training for a total of 10 to 20 hours each, with 781 participants in 5 program settings: county jail substance abuse rehabilitation, county jail batterer’s intervention program, residential substance abuse treatment, general community referrals, and a community parenting camp program. The Child Abuse Potential Inventory (CAPI) was used to measure baseline risk for child maltreatment, and
the Adult Adolescent Parenting Inventory (AAPI-2) to measure parenting attitudes and knowledge. Results from the AAPI-2 showed that males improved in all areas regardless of the location of the group, and those with highest potential for abuse showed higher levels of improvement. Areas of greatest improvement were knowledge about empathy, expectations, and use of corporal punishment. The researchers concluded that formal parent education programs utilizing the Nurturing Parenting curriculum were effective in improving parent knowledge and attitudes among at-risk populations. One limitation in this study was that the participants were all part of a mandatory program and their involvement was encouraged. Another limitation of this study is that parent education was provided to at-risk populations; participants may or may not have had involvement with the child welfare system. Having children removed or services being court-ordered may change the participant’s attitude and level of participation in the program.

In a study by Bolen, McWey, and Schlee (2008), participants who received parent training were caregivers at-risk of having their children removed. These participants were asked about their parenting needs prior to being involved with Children’s Services and if/how they implemented parent education skills after their involvement. Bolen and colleagues used a sample of 24 parents who were the subjects of Child Protective Services (CPS) investigations and were determined “high risk” but were able to maintain custody of their children. Participants had on average two children at home, and their ages ranged between 10 months and 16 years old. The reasons for CPS involvement included physical abuse, domestic violence, neglect, parental mental health, drug and/or alcohol addiction, and abandonment. After CPS became involved, each family received in-home preservation services provided by a therapist, and worked on
goals including parent education, resource management, family therapy, individual therapy, and psycho-education. Each family participated in these services for 4 to 6 weeks.

Bolen et al. (2008) used a Parental Stress Index-Short Form (PSI-SF), an indicator for potential maltreatment, to measure progress of the participants after services were provided. The study showed that parents indicated stressors, such as financial issues and single parenthood, as contributing factors to their involvement with CPS. The study also found that many parents wanted help from CPS, and some implemented parenting techniques as recommended by them. Topics covered during the intervention included discipline, communication, difficulty with teenagers, the need for support groups, and family specific interventions. Some participants indicated that the intervention provided was not applicable to their situation, such as learning about time-out techniques was not necessarily appropriate for parenting adolescents. The researchers found that financial stress remained a major issue for parents both before and after the CPS intervention, which was consistent with their findings that parents living in poverty had little social support and resources available to them. One of the most alarming findings was that parents stated that CPS taught them how to use physical discipline so that it would not be considered abuse. One limitation of this study was the sample size of 24, and the fact that only 2 participants were male. Also, the study did not assess stress levels prior to the intervention with CPS; this would have been a good indicator for the effectiveness of the services.

According to a review of the Bavolek (2010), the curriculum is based on psychoeducational and cognitive-behavioral approaches to parent education. The review
included several studies with parents and children ages 5 to 12, conducted by various researchers, including Dr. Bavolek, the developer of the Nurturing Parenting Program. The identified goals of the program are to increase parents’ sense of self-worth, empowerment, empathy, bonding and attachment. They also include teaching alternative strategies to physical punishment, increasing knowledge of age-appropriate developmental expectations, and reducing rates of abuse and neglect. Participants in the course develop awareness, knowledge and skills related to five constructs: “age-appropriate expectations, empathy, bonding, and attachment, nonviolent nurturing discipline, self-awareness and self-worth, and empowerment, autonomy, and healthy independence” (2010, p. 1). The curriculum can be taught at home, and in a group setting it is recommended that there be separate times for group learning and family bonding time. It is also recommended that the groups be separated by age, children 0 to 5 years old and school-age children 5 to 12 years old.

The review incorporates several studies regarding the implementation of the Nurturing Parenting Program. In a study by Hodnett, Faulk, Dellinger, and Maher (2009) participants were referred by child welfare, and results indicated significant positive changes in all five constructs. Another study by Hodnett and his colleagues also showed progress in all five areas, but also the improvements in empathetic attitudes towards children’s needs and appropriate parent-child roles were maintained through a 1-year follow-up. In two separate studies by Bavolek, Comstock, and McLaughlin (1983) participants were also referred by the state child welfare agency, and it was found that after at least 14 sessions of Nurturing Parenting there were reduced levels of child abuse and neglect recidivism. A third study conducted by Bavolek, Henderson, and Schultz
(1988) found a significant increase in children’s self-awareness and an improvement in parent-child role reversal. The study also noted a significant increase in children’s assertiveness and enthusiasm, and a decrease in tough demeanor. The studies in this review are noteworthy because they incorporate the Nurturing Parenting curriculum in various settings, and identify results based on the two specific age groups. While the studies did not have a high level of threats to their validity, it was noted that the authors were not able to ensure complete adherence to the lesson models during all of the classes.
CHAPTER III

METHODOLOGY

Research Design and Procedures

This research utilized mixed methods, both qualitative and quantitative measurements were implemented concurrently. Prior to gathering data, this researcher received approval from the Institutional Review Board (IRB) at California State University, Chico to conduct this study. The corresponding approval letter and amendment approval, are attached as Appendix B. After the completion of the study, a Post Data Collection Questionnaire was completed and submitted to the Human Subjects in Review Committee. That form is attached as Appendix C.

Purposive sampling was utilized to distribute surveys to parents who may be eligible for a PEER Plus Program. A total of 55 surveys were given to CSD case workers to distribute to their assigned families, and 16 were returned completed. The intended sample size was 20, in order to represent a significant portion of participants eligible for the PEER Plus Program, but for reasons discussed above, this was not achieved.

All participants are currently participating in services with Butte County Children’s Services Division, as ordered by the Butte County Juvenile Court. They were all volunteers in this study; they received no compensation for their participation. Written informed consent was required for participation in this study; parents were notified that
their participation was completely voluntary and that they could withdraw from the study at any time. Furthermore, they were reassured that their involvement would not affect the status of their case. Parent participants were given the choice of completing the survey in-person or mailing it to this researcher with a postage-paid envelope provided; all participants chose to complete the survey with their case worker present and the case workers returned them.

Purposive sampling was also utilized for the in-person interviews, which were conducted with current employees of Butte County CSD that work directly or indirectly with the identified population. Five interviews were conducted; 4 with case carrying social workers and 1 with a program analyst.

Survey Questionnaire

The parent surveys requested demographic information including age, gender, income level, ethnicity, marital status, number and ages of children, case status with child welfare, whether children are in the home and the ages of children at home. It also included four scaled questions (7-points each); one asked about general interest in the Peer Plus Program and another asked if the participant felt it would be beneficial to their case plan goals. One of the scaled questions was a set of 6 items asking the participant to scale their understanding of each of the five Nurturing Parenting constructs. These constructs include healthy and effective discipline, empowering their child and teaching independence, knowing ages and stages of development, understanding their role as a parent, and empathy (Bavolek & Keene, 2001, in Palusci et al., 2008). The latter construct was broken into two parts- demonstrating and teaching empathy and teaching
about feelings and how to express them. Another scaled question included a set of 6 items that asked the participant to rate their interest in learning more about each of these constructs. Five open-ended questions were also asked in the survey. These questions inquired about their reasons for interest or disinterest in a PEER Plus Program, ways participants could benefit from the program, and topics they may be interested in that the program could cover. A sample of the needs assessment survey is attached and hereby identified as Appendix D.

Interview Format

In the structured interviews conducted with CSD employees, a total of 6 questions were asked, and the participants were able to look at a written copy of the questions as they answered. The questions were open-ended, and asked for the employee’s views regarding how a PEER Plus Program would affect families in their services and how it would affect the social worker’s ability to assess clients’ progress. Interviewees were also asked to identify needs and challenges of eligible families, the level of participation they anticipate having for a PEER Plus Program, and any barriers that may occur in implementing the program. A sample of the questions used in the employee interviews is attached and hereby identified as Appendix E.

Analysis

The quantitative data from the parent surveys were entered into an SPSS database. Total scores for understanding of skills, and interest in learning skills were computed for each participant by summing their responses to the scaled items in each of these two categories. Descriptive statistics were used to examine demographic variables.
Independent samples t-tests were run to assess the significance of differences in total understanding and total interest scores based on age (under 35 years or older), case status (FR or FM), and income ($10,000 and under or over $10,000 per year).

Qualitative data from employee interviews was analyzed by reviewing transcribed interviews and assessing common themes. The relevant areas of focus in the interviews were identified needs of parents eligible for the PEER Plus Program, the potential obstacles for getting parents to participate in the program, and ways that the program would help the workers in assessing case plan progress. During the analysis of the surveys suggestions for program implementation were identified in participant responses, as the program was supported by all those interviewed.
CHAPTER IV

RESULTS

Demographic Data from Parent Surveys

Participants included eleven women and five men between the ages of 24 and 60 years of age, excluding one participant who declined to state their age; the mean age of participants was 35 years. Ethnicities that were self-identified were: 12 Caucasian, 2 Native American, and 1 Hispanic, with 1 participant declining to state their ethnicity. Participants provided ages of their children ranging from newborn to 29 years of age; on average, participants had a total of 3 children, and the mean age of children was 7 years of age. A total of 8 participants stated that they are currently in a plan for Family Reunification, 7 stated that they are in Family Maintenance, and 1 declined to state the status is of their case. Of the 16 participants, 10 reported that their children were living in their homes. Half of the participants identified their income as falling between $0 and $10,000, 5 stated that it was between $10,001 and $20,000, 1 between $20,001 to $30,000, 1 between $30,001 and $40,001 and 1 declined to state their income.

Results from Scaled and Open-Ended Questions in Parent Survey

Overall, parent participants in the survey stated that they were interested in a PEER Plus Program, and that they felt the program would help them in achieving their case plan goals. A total of 10 participants stated that they were very interested in
participating in PEER Plus Program, 1 stated they were interested, 1 was a little interested, and 4 declined to answer. As it relates to achieving their case plan goals, 12 participants stated that they thought the program would be very helpful, 2 stated it would be a little helpful, and 2 declined to answer. In their responses to open-ended questions, participants gave several reasons for why they were interested in the course, the most common was that they wanted to work on their relationship and strengthen their bond with their child. Other common areas of interest were learning healthy activities to engage in, learning about appropriate discipline, and improving overall parenting skills. Only 2 participants responded to the question asking for reasons why they are not interested; 1 stated that time was an issue, and the other stated that while she loved the course, she had already completed it before with her child under the age of 5 years.

In the scaling section of the surveys participants also rated their understanding of the 5 Nurturing Parenting constructs. A higher score on the 7-point scale indicates higher self-reported knowledge related to that construct. A table depicting these outcomes is attached as Appendix F. The mean score for all areas was over a 6, with the exception of discipline for which the mean was 5.94. This indicates that the majority of participants believe that they understand at least quite a bit about each of these topics. All areas had at least 50% of participants scoring their understanding at a 7, with the exception of “understanding ages & stages of development.” for which 7 participants scored 5 or below.

With regard to their interest in learning about the Nurturing Parenting constructs, participants scored almost as high. Half of the areas received a mean score above 6; empathy received a mean of 5.69, parent roles received 5.88, and teaching about
feelings had a mean of 5.81. A table depicting these outcomes is attached as Appendix G. It should be noted that one outlier scored significantly low in all areas of this section. This participant indicated that she had completed the course before, and provided high scores in her current understanding of the constructs. The other outlier with relatively low scores in this section had mostly middle-level scores in the previous section. She also indicated a reason why she is not interested in the course, which was due to time limitations.

An independent sample t-test showed that there was not a significant difference in total understanding or interest scores based on case status of FR or FM. The independent sample t-test was also utilized to assess any differences in understanding or interest based on two age groups, 35 years and under, and over 35 years old. There was not a significant difference based on this variable as well. One factor that appeared to have an important effect on these scores was that of income. The independent sample t-test showed that those with an income of $10,000 or less per year were significantly more interested in learning the Nurturing Parenting constructs than those making more than $10,000 annually ($t = 3.005, p = .029$). With a mean score of 41, parents in the lower income category gave a score of 7 in almost all areas, whereas those with the higher income level had a mean score of less than 30. The independent samples t-test also showed that the difference in understanding scores based on income level neared significance ($t = 2.007, p = .066$). Interestingly, parents reporting lower income levels had a higher mean understanding score. A table depicting mean scores for understanding and interest based on income level is attached as Appendix H.
Results from Employee Interviews

One of the most common benefits of a PEER Plus Program, as identified by employees, was the hands-on experience it would afford parents and children. All participants stated that this would be a unique and valuable opportunity for parents to demonstrate parenting skills that they have learned in other services, as well as from the Nurturing Parenting curriculum. Several needs that could be met with this program were identified, including parent needs for education about the school system, understanding of the mental health of their children, and ways to have healthy fun activities. Two of the more common needs identified were learning appropriate discipline and appropriate interactions for the children’s ages. One employee stated that “they can’t continue using the same consequences as they did when the kids were little,” and another described situations where parents went between two extremes “starting like a friend letting the child do whatever they wanted, then becoming like a dictator.” As far as how the case workers would benefit from a PEER Plus Program, all those surveyed stated it would be another set of eyes monitoring parent-child interactions. They further stated that the feedback from this program would provide information regarding the parent’s progress in improving parenting skills and interactions.

One section of the survey asked employees what they felt could be barriers for families participating in a PEER Plus Program. Most issues discussed were related to funding and staff availability. A very common issue was that of time management and transportation for those participating. A factor that was pointed out several times was that the course would need to occur after school, creating a small window of time available for participation. One employee also pointed out that parents may need child care for
additional children that are not participating in the class. Another employee stated that the facilitators of the course would need to “think outside the box” when it came to activities, as the children may need more incentives to participate.
CHAPTER V

CONCLUSION

Based on the surveys completed by potential participants in the PEER Plus Program, there is a significant level of interest in learning the Nurturing Parenting constructs and participating in a hands-on course. The finding that lower-income participants are significantly more interested in the program indicates that they may have limited resources this type available to them. Providing this service would be an opportunity to address an unmet need in an underserved population. While many parents indicated a high level of understanding of the parenting constructs, there were numerous topics that they declared an interest in learning about in this course. While the findings from this study represented a small portion of the target population, there is a large amount of families involved in CSD that are ineligible for these services at this time. The overall enthusiasm for opportunities to learn in the written-answer portion of the surveys demonstrates both the need for this service and the motivation for parents to participate and learn from this program.

The employee interviewees offered a realistic perception with regard to offering the PEER Plus Program. They identified several needs of the participants that would be met by participating, and ways that it would be useful in their own overall assessment of case plan progress. All participants offered suggestions for topics to cover, as well as obstacles that the agency and participants may face. This information does not
necessarily hinder the implementation of the program, but provides an opportunity to remedy the issues and make the program available to as many participants as possible.

The research demonstrates that structured parent education courses are not only beneficial to families, but instrumental in preventing future cases of child maltreatment. At Butte County CSD, various services are provided to parents and families that have experienced child abuse and neglect. The PEER Program is provided to families with children under 5, and the goal of this project was to determine if this program could address an unmet need for the population of children 6 to 12 years old. In conducting a needs assessment with the identified population, it can be concluded that there is indeed a need and an interest in this service. Employees serving this population have also expressed that this is an unmet need, and that this service would be instrumental in their overall goals to prevent child maltreatment while supporting the return of children to the care of their parents. Based on this information and the identified need, this author has developed a request for funding in order to implement the PEER Plus Program.

Recommendation

The content of this project addresses a vital need that is central to the services provided in child welfare. By conducting research with both employees and potential participants the needs of the population and the needs of the agency can be addressed. The technique of utilizing proctors for the potential participant surveys created significant difficulties in gathering a large number of completed surveys. A larger proportion of the identified population would have demonstrated a more consistent view of their perception
of the program. Additionally, addressing the need for a program within a government agency may present some barriers such as the policies regarding developing and implementing a program, writing up program procedure, and the availability for funds and staff.

Overall, this project aligns with the National Association of Social Workers Code of Ethics (2015), in that it promotes competent service provision and advocates for social justice for the population being served. The process of conducting needs assessments and interviews, in addition to a review of related literature, creates a solid understanding of how a need is identified as well as any complications that may occur related to the recommended service. This project was an opportunity to provide an agency that serves a large population of at-risk families with information about an unmet need, as well as offering a solution that has the potential to create positive changes for a large portion of the population.
REFERENCES


http://cssr.berkeley.edu/ucb_childwelfare/CaseServiceComponents.aspx
APPENDIX A
PEER Plus Program Funding Proposal

Executive Summary

Organization

Butte County Children’s Services (CSD) is a division of the Department of Employment and Social Services. This agency assesses for and provides services to families in Butte County that have children at risk of or having experienced harm or neglect while in the care of their parent or guardian. These services may be provided on a voluntary basis, or they may be ordered by the Butte County Superior Court, Juvenile Division. Children’s Services provides case management services, as well as referrals to community resources and some parent education services. The vision of the department is “partnering for a safe, healthy, and self-reliant community.” The Children’s Services Division aims to ensure the safety of children and the stability of their homes, and to strengthen and empower families.

Purpose of the Grant

Butte County CSD partners with several agencies in the community in order to provide culturally-competent and relevant services to parents and children. One program that CSD provides directly to clients is the Parent Education Experiential Resource (PEER) Program. This is an educational program that provides research-based Nurturing Parenting curriculum as well as hands-on training to parents involved with CSD and their children. The PEER Program is available to parents and their children under the age of 6 years old. The purpose of this grant is to provide funding for an additional program, PEER Plus, to be implemented with parents involved with CSD and children aged 6 to 12 years old. Through this program parents will learn positive parenting techniques including appropriate discipline, empathy, empowering their child and promoting independence, understanding developmental stages of development, and appropriate parent-child roles. By teaching the skills in this program to parents they develop self-sufficiency and an ability to keep their children safe on their own. Long term success would mean fewer incidences of child maltreatment, and strong, healthy relationships between parents and children.

Stability of the Agency

29
In addition to various other programs and services, Butte County CSD currently implements the PEER Program with contracted assistance through Northern Valley Catholic Social Services (NVCSS) and Counseling Solutions. It would be ideal to have similar contracts for the PEER Plus Program, in order to maintain consistency. Butte County CSD currently has several social workers trained in the facilitation of the Nurturing Parenting curriculum, and has purchased the required educational materials such as parent handbooks, facilitator manuals, and videos. Because this agency is responsible for assessing families for incidences of abuse or neglect based on the Welfare and Institutions Code, it makes them singularly competent in teaching parenting skills in order to prevent reoccurrence. Butte County CSD follows state and federal mandates to ensure that reasonable services are offered, and that they are effective in preventing further child maltreatment. While funding is currently needed for a PEER Plus Program, with recent a realignment of funds it may be possible that funding will become available in the future.

Future of Success

If successful, the PEER Plus Program will educate parents on safe and consistent methods of parenting their children. These parents will be able to demonstrate appropriate discipline methods, and will not use any form of physical punishment. They will have healthy relationships with their children, in which the children’s needs are met and the roles of parent and child are clear. The parents will be able to demonstrate empathy with their child, and will actively teach their child how to communicate their feelings and resolve issues. Parents will understand the developmental stages of physical, emotional, social, and cognitive growth of their children. They will also be capable of promoting empowerment and independence for their children. The parents in this program are all involved with child welfare services, and the goal regarding their case will be to have their children returned home and their case closed. If successful this program will assist in meeting this goal by teaching parents new techniques and observing the consistency of their behaviors with their children. If this program is successful on a long-term basis, benefits could include reduced recidivism of child maltreatment, improved social and educational behaviors of the children, and increased self-sufficiency of families in keeping their children safe and cared for (Palusci, Crum, Bliss, and Bavolek, 2008).

Budget

The funding being requested will be applicable to the 2015-2016 fiscal year for Butte County Children’s Services Division. The budget is attached as Appendix A-1, and includes funding requirements for contracted staff, transportation, guest speakers, and other miscellaneous supplies. In an effort to leverage existing resources, CSD staff that facilitate the classes are not included, as their income and benefits will be paid by the agency. The total amount requested is $101,812.
Dear Stuart Foundation, Grants Management:

On behalf of the director and staff of the Butte County Children’s Services Division, I am respectfully submitting a proposal for funding of the PEER Plus Program, in the amount of $101,812. This program will provide research-based parent education and hands-on activities to families involved with the child welfare system in Butte County, in order to strengthen families and prevent child maltreatment. The program will benefit parents, children, and members of the community in Butte County by promoting healthy parenting techniques and empowerment of parents and children.

The proposed budget is requested for the fiscal year starting on July 1, 2015 and ending on June 30, 2016, a total of 12 months. Butte County CSD can provide income and benefits for staff to facilitate the classes during this time. The current budget for Butte County Department of Employment and Social Services (DESS) for the 2014-2015 fiscal year is $124,343,349, to be allocated to the various divisions within the department. The amount of funding being requested for the PEER Plus Program is $101,812. This amount will cover the cost of project coordinators, travel, guest speakers, supplies, and other miscellaneous costs to support this program.
Agency Introduction

Butte County Children’s Services Division (CSD) is an agency within the Department of Employment and Social Services (DESS). Butte County CSD receives funding from federal, state, and local allocations in order to serve the local population. According to the DESS website, “It is the goal of Children's Services Division to unite with families to build a safe and healthy future” (2013). The agency provides assessments in response to reports of child abuse and neglect by parents and caretakers for families within Butte County. Additionally, the agency provides preventative services to decrease the occurrence of maltreatment. In the event that a child cannot safely remain in the home of the caregiver, CSD provides intervention services for the child and their caregivers in order to establish a safe and stable home. The children of Butte County that are served age from birth to 18, and services for non-minor dependents are available until the age of 22 years.

Butte County Children’s Services Division was established in 1969, and the structure of staff is composed of a director, assistant director, two program managers, 12 supervisors, and approximately 130 social workers (BCDESS Organizational Chart, 2012). This is in addition to clerical and legal supportive staff. While CSD provides case management and some parenting education services, they work in collaboration with several agencies within the community in order to provide relevant and reasonable services to all families involved.

Statement of Need

The need that will be served by this program is that of establishing safety of children in their family home, and education and empowerment of parents in order to meet their children’s needs. The PEER Plus Program will utilize research-based Nurturing Parenting curriculum, developed by Dr. Stephen J. Bavolek, Ph.D., to teach a variety of core elements that promote safe and effective parenting. The program will provide parent education for part of the session, and a hands-on experience with their children in order to implement the tools learned during the lesson. This course will be a rare opportunity for parents to demonstrate their understanding of the Nurturing Parenting constructs, as well as receive hands-on instruction from Butte County CSD Social Workers. This is important because all participants will be involved with CSD after it was determined that their children had been abused or neglected by them. They are tasked with demonstrating their ability to care for the physical and emotional needs of their children by their CSD case worker, and this class offers an opportunity to teach and observe those abilities. According to Palusci, et al., those with minimal parenting skills are at a greater risk of child abuse and neglect, and “parent education programs have been developed to improve parenting attitudes, knowledge, and practices,” (2008, p.79). With these participants the abuse and/or neglect has been identified, and the need for improved parenting techniques will be served by this program.
At Butte County CSD a major goal is to assess for and identify unmet needs, and an interactive educational program for children 6 to 12 years old is currently not offered. As of September 25, 2014, there were 119 children between the ages of 6 and 12 in court-ordered Family Maintenance (FM) or Family Reunification (FR) in Butte County ("Primary Assignments by Service Component", 2014). At that time there were a total of 303 children participating in court-ordered FM and FR services in Butte County ("Caseload by Service Component Type", 2014). This indicates that over 1/3 of the population of children receiving services with their parents at that time were ineligible to participate in the PEER Program. In a study by Bolen, McWey, and Schlee (2008), parents who were at-risk of child welfare involvement were asked about service areas that were lacking for them. One of the identified needs was parent education, especially for single parents. Areas of concern were parent-child relationships, anger, discipline, and expectations of children. Bolen, et al. (2008), also pointed out that while there are several parent education programs available, they are not all effective long-term due to their low budget and brevity. The PEER Plus Program will be a 16 week course that combines evidence-based curriculum with hands-on training, facilitated by trained child welfare social workers. The length of this course, as well as the level of training and experience of the facilitators, will be instrumental in the long-term success of this program and the participants who complete it.

From January to March 2015, a needs assessment was conducted with 16 parents with children over the age of 5 years that were involved with Butte County CSD, in an effort to determine a level of interest and need for a PEER Plus Program. Additionally, interviews were conducted with Butte County CSD employees that serve this specific population. The parent surveys indicated a high level of interest in learning about all of the Nurturing Parenting constructs taught in the PEER Plus course. Participants indicated that they were interested in attending the course, and that they believed it would help them in achieving their case plan goals. One significant finding in the parent surveys was that those with an income of $10,000 per year or less, half of the sample size, were notably more interested in the PEER Plus Program than those with a higher level of income. This indicates that there may not be as many resources available for them to learn positive and safe parenting techniques. The information from employee interviews indicated a need for a hands-on parenting course for this population. Participants stated that it would be helpful in assessing the skills and interactions of the parents with their children, in order to determine if the children could be safely returned home. Participants identified the PEER Plus Program as being congruent with the mission of the agency and their duties as social workers.

Collaboration

Butte County CSD currently works in collaboration with Northern Valley Catholic Social Services (NVCSS) and Counseling Solutions (CS) to implement the PEER Program for the 0-5 population. The PEER Program currently has a team that consists of PEER facilitators, project coordinators, Butte County CSD program manager, analyst and supervisor, and NVCSS and CS program managers, whom meet quarterly to
assess progress and needs of the program. During a PEER Team Meeting on September 17, 2014, the topic of a PEER Plus Program was discussed. All members were supportive and enthusiastic about the prospect of offering this program to a larger population of families involved with CSD.

**Goals and Objectives**

The goal of this program is to improve parenting techniques for participants that have become involved with Butte County CSD as a result of child abuse or neglect. In completing this course, parents will meet objectives that demonstrate an understanding of these techniques and an ability to utilize them. One objective is learning appropriate discipline techniques and not using corporal punishment. Another objective is that they will have a clear understanding of the stages of physical, social, emotional, and cognitive development of their children. This includes modeling appropriate parenting techniques for the various stages. A third objective is that participants who complete this course will also understand how to promote empowerment and independence within their child, and within themselves. An additional objective is that they will be capable of empathy, and can demonstrate and teach empathy to their children. Lastly, parents who successfully complete this program will have the ability to establish and maintain appropriate roles and boundaries with their children. This will include the ability to meet their child’s needs, including a safe and stable home environment. Because these parents are involved with CSD, the goals align with their planned services in order to have their child returned home and their case closed. This will be accomplished when the parent is able to demonstrate their ability to parent their child in a safe and consistent manner, and to meet their child’s needs. By the end of the course the parents and children will feel empowered, have improved relationships with each other, and the parents will have the tools to parent effectively and safely.

**Methodology**

This program will be implemented in 16 weekly sessions, for 2 hours and 15 minutes each session. The sessions are divided into 4 four-week pods, with a separate lesson and activity each week. In order to initiate this program a list of potential participants will be developed by referrals from their CSD case workers. This ensures that the parents are eligible for this program, and the need for this service is identified by their case worker. A maximum of 6 children will be invited by the project coordinators to each group session. It is the responsibility of the project coordinators to prepare the facility and provide materials for a meal and activities. Two facilitators from CSD will teach each session and a minimum of two sessions will be offered for each pod. These facilitators will complete a summation for each parent’s case worker, in order to provide feedback regarding progress made during the course and any concerns that remain. This information is important for the case worker as it assists them in assessing the safety of the parent and their home environment. This process is currently utilized by the PEER Program, and has been successful in serving the current target population.
**Future Financial Support**

During the PEER Team Meeting on September 17, 2014, future funding of the current PEER Program and the PEER Plus Program was discussed. The CSD program manager advised the team that the agency is currently exploring the option of funding the programs on their own, and it is possible that this could begin within the next fiscal year. The program manager also stated that there would no longer be the age restriction enforced by the current funder, First Five California, and therefore PEER Plus could be implemented by the same funding. While this decision has not been put into effect at this time, the agency has determined that this is the avenue they wish to pursue within the near future. Should the first year of the PEER Plus be funded through a grant, the results of that year could be utilized in determining the ability of the agency to take on the costs for following years.

**Budget Narrative**

The larger portion of the proposed budget will be allocated to two part-time project coordinators. Based on the current PEER Program contract amount for the 2014-2015 fiscal year, that amount is $82,772. This amount is for subcontracted staff that work 20 hours per week arranging the sessions and providing child transportation. For supplies including food and activity supplies, a total of $6000 is being requested. An amount of $3780 is requested in order to provide transportation for children that are in foster care to the sessions. Lastly, $3500 of the requested amount will be allocated to paying any guest speakers and for any miscellaneous expenses and supplies.

**Evaluation Plan**

In order to evaluate the progress of this program in various areas a voluntary survey will be completed by parents that have completed the course. This survey, cited as Appendix A-2, will include scaling questions regarding parents’ initial abilities in the focus areas and their level of abilities at the end of the course. The difference between their start and finish levels will demonstrate the extent of growth during the course, or areas that they feel had not changed or for them. Follow-up questions will also be provided after the sets of scaling questions in order to allow the parents to identify the strengths and needs of the course as it was implemented with them. Another method of evaluation will be qualitative data regarding the number of parents that successfully complete the 16 sessions. This data and the parent surveys will be addressed during quarterly team meetings, as well as any feedback from the team members. By incorporating qualitative and quantitative data, from staff and participants, continuous evaluation and improvements can occur in order to maintain a relevant and positive impact on the families that are served by this program.
Appendix A-1

Budget

<table>
<thead>
<tr>
<th>Cost</th>
<th>Proposed Budget</th>
<th>Narrative</th>
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</thead>
<tbody>
<tr>
<td><strong>I. Personnel</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Two half-time project coordinators</td>
<td>$82,772 (including benefits)</td>
<td>Staff of subcontractors to arrange sessions, transport children.</td>
</tr>
<tr>
<td><strong>II. Operating Expenses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Supplies</td>
<td>$6000</td>
<td>Food for parents and children, arts and crafts supplies for activities</td>
</tr>
<tr>
<td>b. Transportation and travel</td>
<td>$3780</td>
<td>To provide children in foster care to the sessions</td>
</tr>
<tr>
<td>c. Guest speakers and other misc. expenses and supplies</td>
<td>$3500</td>
<td>To pay fees for any speakers who address the group; misc. supplies and expenses.</td>
</tr>
<tr>
<td><strong>Total Operating Expenses:</strong></td>
<td>$13,280</td>
<td></td>
</tr>
<tr>
<td><strong>Total Expenses:</strong></td>
<td>$96,052</td>
<td></td>
</tr>
<tr>
<td>Indirect, 6%</td>
<td>5,760</td>
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</tr>
<tr>
<td><strong>Total Budget</strong></td>
<td><strong>$101,812</strong></td>
<td></td>
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</tbody>
</table>
PEER Plus Evaluation Survey

Date:
Date Participant Began Course:
Participant ID #:
Language of Participant:
Sex: male female
Ethnicity:
Marital Status:
Family Income:
Highest Grade Level Completed:
Number and ages of children in your household:

On a scale of 1-5, with 1 as strongly disagree and 5 as strongly agree, please rate how much you agree with the following statements. Rate each one twice, once before you took the course and once after completion:

I have confidence in my ability to parent and care for my children: 1 2 3 4 5 1 2 3 4 5

I know how to meet my family’s needs with the money and resources I have: 1 2 3 4 5 1 2 3 4 5

I can stand up for what my family and children need: 1 2 3 4 5 1 2 3 4 5

I make choices about family schedules and activities that reduce family stress: 1 2 3 4 5 1 2 3 4 5

This program has helped me improve my parenting skills: 1 2 3 4 5 1 2 3 4 5

This program has helped me reduce stress in my life: 1 2 3 4 5 1 2 3 4 5

My ideas and opinions are welcomed in the program: 1 2 3 4 5 1 2 3 4 5
This program is helping me reach my goals for my family and me: 1 2 3 4 5

I feel that program staff respects me: 1 2 3 4 5

Parents in this program learn from each other: 1 2 3 4 5

This program has helped me to express my feelings: 1 2 3 4 5

This program has helped my self-confidence, self-esteem, and self-concept: 1 2 3 4 5

This program has helped me to express anger in a positive way: 1 2 3 4 5

This program has helped me to solve family problems: 1 2 3 4 5

This program has helped me improve family relationships: 1 2 3 4 5

This program has helped me to express caring in a positive way: 1 2 3 4 5

This program has helped me to follow through with rewards and consequences: 1 2 3 4 5

This program has helped me to decrease or eliminate the use of yelling, spanking (corporal punishment) 1 2 3 4 5

This program has helped me improve relationships with others (non-family) 1 2 3 4 5

This program has helped my ability to listen to others’ point of view: 1 2 3 4 5
If your level of confidence improved since starting the program, what helped the most?

If your level decreased, what could have been done differently in order to help you become more confident as a parent?

What did you enjoy most about this program?

Which sessions or topics did you find most helpful?

What suggestions do you have for improvement of this program?

Overall, how would you describe your satisfaction with this program?

- Very satisfied
- Satisfied
- Neither satisfied or dissatisfied
- Dissatisfied
- Very Dissatisfied
IRB Approval Letter

November 14, 2014

Stephanie Brazil
32 Hunter Lane
Oroville, CA 95965

Dear Stephanie Brazil,

As the Chair of the Campus Institutional Review Board, I have determined that your research proposal entitled "NEEDS ASSESSMENT: INTERACTIVE PARENT EDUCATION COURSE FOR CHILD WELFARE FAMILIES WITH CHILDREN OVER 3 YEARS" is exempt from full committee review. This clearance allows you to proceed with your study.

I do ask that you notify our office should there be any further modifications to, or complications arising from, the study. In addition, should the project continue longer than the authorized date, you will need to apply for an extension from our office. When your data collection is complete, you will need to turn in the attached Post Data Collection Report for final approval. Students should be aware that failure to comply with any IRBRC requirements will delay graduation. If you should have any questions regarding this clearance, please do not hesitate to contact me.

Sincerely,

John McKinney, Ph.D., Chair
Human Subjects in Research Committee

Attachment: Post Data Collection Report

The California State University
HUMAN SUBJECTS IN REVIEW COMMITTEE

Amendment

Under Federal law relating to the protection of Human Subjects, this amendment is to be completed by the Principal Investigator if there are any changes to the original, approved application. Please return to HSRC Chair, c/o Marsha Osborne, HSRC Assistant (898-5413), Office of Graduate Studies, Student Services Center, Room 460, Zip 875.

Name: Stephanie Brazil Empl ID #: 001892377

Phone(s) and Email: (530) 370-0695 sbrazil@mail.csuchico.edu

Faculty Advisor (If student): Dr. Kathy Cox

Phone and Email Address: (530) 898-3060; kfox@csuchico.edu

College/Department: Behavioral and Social Sciences, Social Work

Title of Project: Needs Assessment: Interactive Parent Education Course for Child Welfare Families with Children Over 5

Changes to Original Approved Application: New form: Needs Assessment- Parent Education

Experiential Resource Program (PEER) Plus (attached)

Your Signature: Stephanie Brazil Current Date: 1/23/2015

Approved By: John Mahoney, Chair Date: 1/29/15
IRB Post Data Form

HUMAN SUBJECTS IN REVIEW COMMITTEE
Post Data Collection Questionnaire

Under Federal law relating to the protection of Human Subjects, this report is to be completed by each Principal Investigator at the end of data collection.

Please return to: Marsha Osborne, HSRC Assistant
                    Office of Graduate Studies
                    Student Services Center (SSC), Room 460
                    CSU, Chico
                    Chico, CA 95929-0875

Or Fax to: Marsha Osborne, 530-898-3342

Name: Stephanie L. Brazil  Chico State Portal ID # 001897377

Phone(s): (530) 898-3747/ (530) 898-3045  Email: sbrazil@ mail.csuchico.edu

Faculty Advisor name (if student): Dr. Kathy Cox  Phone (530) 898-3060

College/Department: Behavioral Social Sciences, Social Work

Title of Project: Assessing the Need for an Interactive Parent Education Course for Child Welfare Families with Children Ages 0-12.

Date application was approved (mo/yr.): 11/2014 Date collection complete (mo/yr): 3/2015

How many subjects were recruited? 21 How many subjects actually completed the project? 21

*HARM--Did subjects have severe reactions or extreme emotional response?  NO

If yes, please attach a detailed explanation:

Your signature: __________________________ Date: 3/29/2015

*Final clearance will not be granted without a complete answer to this question.

Approved By: __________________________ Date: 4/9/15

John Mahoney, Chair

**************************************************************************************************

VERY IMPORTANT: If you will or have used this research in your project or thesis you are required to provide a copy of this form (with John Mahoney's signature in place) to your graduate committee.

Do you want a photo copy of this form emailed to you? __________________________

If yes, provide email address: __________________________

______________________________

4/9/15
Parent Participant Survey

Butte County Department of Employment and Social Services- Children’s Services Division

Needs Assessment- Parent Education Experiential Resource Program (PEER) Plus

Parent ID Number: _______

Gender: _______  Age: _____  Ethnicity: ________________

Marital Status (Circle One):  Married  Single  Separated
                          Widowed  Divorced  Domestic Partnership

Income per Year (Circle One):  $0-$10,000  $10,001-$20,000  $20,001-$30,000
                                 $30,001-$40,000  $40,001-$50,000  $50,001+

If employed, what is your occupation? ____________________

Number of Children: _____  Ages of Children: ____________________

Current Case Status (circle one):  Family Reunification  Family Maintenance

Is/Are your child(ren) in your home?  Yes  No

If yes, what are their ages? __________

1. On a scale of 1-7 rate your understanding of each topic:

1-___________  2-_________  3-_________  4-_________  5-_________  6-_________  7-_________

I do not understand this topic  I understand a little about this topic  I understand quite a bit about this topic  I completely understand this topic

_____ Healthy and effective ways to discipline my child

_____ Demonstrating and teaching empathy to my child
Empowering my child and teaching them independence  

Knowing the stages of mental, emotional, and intellectual development for my child  

Understanding my role as a parent  

Teaching my child about feelings and how to express them  

2. On a scale of 1-7 rate your interest in learning about each topic:  

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<td>I am interested</td>
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</table>

Healthy and effective ways to discipline my child  

Demonstrating and teaching empathy to my child  

Teaching my child about feelings and how to express them  

Empowering my child and teaching them independence  

Knowing the stages of mental, emotional, and intellectual development for my child  

Understanding my role as a parent  

3. On a scale of 1-7, rate your interest in a class that offers Nurturing Parenting lessons, as well as hands-on lessons with your child over 5 in a classroom (circle one):  

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<tr>
<td>I am not interested</td>
<td>I am a little</td>
<td>I am interested</td>
<td>I am very interested</td>
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<td>interested</td>
<td></td>
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</tr>
</tbody>
</table>
4. What would make you most interested in a hands-on Nurturing Parenting class with your child over 5?

5. How do you think you could benefit from a hands-on Nurturing Parenting class with your child over 5?

6. If you are not interested in this class, why not?

7. What topics about parenting would you like to learn in a parenting class or hands-on class with your child over 5?

8. On a scale of 1-7, how helpful do you think a Nurturing Parenting Class with your child over 5 present for hands-on learning would be regarding your Children’s Services case plan goals? (circle one)

1------------------  2  ---3--------  4  ------5------  6  ---------------7

Not helpful at all    A little helpful    Pretty helpful    Very helpful

9. Please list any thoughts or comments you have about a possible parent education class being offered for you and your child over 5.
Employee Survey Questions

Interview Questions for Butte County CSD Employees

1. In what ways would a Nurturing Parenting PEER Program for families with children over 5 correlate with the agency’s mission statement and the goals of the agency?

2. Describe some of the challenges you have observed regarding parenting techniques with older children, in relation to the client population that you serve.

3. Describe the needs that you have observed for families served by Butte County CSD that have children over the age of 5.

4. In what ways might a Nurturing Parenting PEER Program for families with children older than 5 be helpful with regard to ongoing status reviews and assessments that you conduct?

5. To what extent do you think families with children over 5 years of age will participate in a Nurturing Parenting PEER Program?

6. What barriers might these families face in attempting to participate in this program?
### Understanding of Nurturing Parenting Constructs

<table>
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<tr>
<th></th>
<th>Understand Discipline</th>
<th>Understand Empathy</th>
<th>Understand Empower</th>
<th>Understand Ages &amp; Stages</th>
<th>Understand Parent Role</th>
<th>Understand Teaching Feelings</th>
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<td>1.340</td>
<td>1.063</td>
<td>.577</td>
<td>1.124</td>
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APPENDIX G
### Interest in Learning Nurturing Parenting Constructs

<table>
<thead>
<tr>
<th></th>
<th>Interest Discipline</th>
<th>Interest Empathy</th>
<th>Interest Empower</th>
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<th>Interest Parent Role</th>
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<td>2.187</td>
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APPENDIX H
Group Statistics for Interest and Understanding Based on Income

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<th>Income Dichotomies</th>
<th>Number of Responses</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Std. Error Mean</th>
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<tr>
<td><strong>Understanding Score</strong></td>
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<tr>
<td>≤$10,000</td>
<td>8</td>
<td>39.1</td>
<td>4.6</td>
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<tr>
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