



UConn People Empowering People Programs

December, 2018

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Suggested citation:

Westberg, L., & Russell, B. (2018, December). *Evaluation of UConn People Empowering People Programs*. Storrs, CT: UConn Center for Applied Research in Human Development.

I. EXECUTIVE SUMMARY

This report presents the findings of the *Evaluation of UConn People Empowering People Programs*. The goals of the personal and family development program People Empowering People were to promote (a) personal life skills, (b) parental and family relationships, and (c) community engagement. The UConn PEP program is for adults and older teens and is designed to build on the unique strengths and life experiences of the participants and emphasizes the connection between individual and community action. The UConn PEP program is offered throughout the state at Family Resource Centers, Community Agencies, Discovery Centers, Faith based Communities and Correctional Institutions. The purpose of the evaluation was to assess the results of the program for participants, particularly changes in all three targeted domains.

The Center for Applied Research in Human Development (CARHD) administered a questionnaire to all participants before programming began (i.e. pre-test) and after programming finished (i.e. post-test). The pre-test questionnaires contained close-ended questions to measure self-assertive efficacy, sense of mastery, parental satisfaction, family problem-solving communication, and community engagement. The post-test questionnaires included the same questions as the pre-tests, as well as open-ended questions that asked participants about their overall satisfaction and feedback about the program. Based on the data, CARHD assessed the effectiveness of the programs.

Key findings from the analyses of the close-ended questions included the following:

- Participants showed significant positive changes on self-assertive efficacy and sense of mastery.
- Participants showed significant positive changes on parental satisfaction and family problem-solving communication.
- Participants showed significant positive changes on community engagement.
- Overall participants were very satisfied with the program.

Responses to the open-ended questions indicated that participants found the program to be useful and helpful. They felt that the project was beneficial to the surrounding communities and provided an opportunity to be involved in their community. Overall, the participants showed improvement in all three targeted areas (individual assets, parent/family relationships, and community engagement) following completion of the program.

II. INTRODUCTION

UConn People Empowering People Programs

Empowerment can be defined in different ways; however, a key feature of empowerment is that it can be accomplished through a psychological sense of self and concern or knowledge about social environments (Rappaport, 1987). In other words, the concept of empowerment includes a person's determination/self-control over one's own life and participation in one's community. In light of this multilevel construct, a primary component of the UConn PEP programs aims to connect individuals to their community by pairing community needs and community resources. More specifically, this program focuses on improving individual assets, (e.g., each individual's strengths, life experiences, and capacities when facing a stressful life event), relationship skills (e.g., parent and family relationships), and community engagement.

The Department of Extension at the University of Connecticut created a personal and family development program with a strong community focus based on the concept of empowerment (Czuba & Page, 2000). The program consists of 10-12 sessions, which build upon individual strengths, teach communication and problem-solving skills, and promote community involvement. Following completion of the initial 10 sessions, participants attend a community project, which provides an opportunity to assess community needs or participate in community work.

The UConn PEP program is based on a community capacity approach that views individual and family resilience as achieved through formal and informal supports at the community level (Farrell, Bowen, & Goodrich, 2014). That is, a direct or indirect interaction between social environment and individuals is important in promoting individual and family assets, which is beneficial to the individual, family, and community.

Organization of the Report

This report consists of several parts. The first part provides a description of (a) the research design used to evaluate *UConn People Empowering People Programs* and (b) the measurement tools designed to assess participants' social functioning at individual, relationship, and community levels.

The second part of the report details the results of the evaluation, including (a) changes in three targeted domains over time and (b) feedback on the programming offered. The third part of the report contains a summary and recommendations for future evaluations.

III. PART I: STUDY DESIGN

The Department of Extension at the University of Connecticut funded *UConn People Empowering People Programs*. This funding opportunity was available to the entire state of Connecticut, and the applicant agencies were local government agencies, such as family resource centers or correctional institutions. Programs were designed to promote individual assets, relational skills, and community engagement. All programs included 10 two-hour interactive life skill training sessions, which build upon individual strengths, teach communication and problem-solving skills, and promote community involvement. A primary component of the PEP program involves connecting individuals to their community, which is achieved through pairing community needs and community resources.

Study Design

This project used a pre-post survey design to assess changes at three levels: individual (e.g., self-esteem, confidence, problem-solving, communication skills), relationships (e.g., parent-child, family), and community (e.g., engagement). Surveys were completed before the start of the program as well as at the end of the program. The evaluation was intended to measure changes at three different points in time—before the training, immediately after the training, and then 3-6 months after the training. Please note, there were no follow-up tests available through the current round of data collection, therefore, this evaluation of the effectiveness of the UConn PEP program included pre-tests and post-tests only.

Before the program began, a one-day orientation was provided to facilitators by the evaluation team. The purpose was to offer strategies and tips for administering the surveys anonymously and confidentially. Participants were given a study ID so that their surveys could be matched up. This study did not use a comparison group.

This study's goal was to measure changes in attitudes of participants in the UConn People Empowering People program. The research questions of interest were whether participating in a program that provides an opportunity to promote individual assets and relational skills. Given the research on the role of community context and the fact that the convenience sample of programs included a community service project, participants' feelings toward the community are also examined. More specifically, this study asked

1. Did participation in the UConn People Empowering People programs improve personal life skills? Are there differences in the amount of change over time based on gender, ethnicity, education level, marital status, parenthood status?
2. Did participation in the UConn People Empowering People programs improve parental and family relationships? Are there differences in the amount of change over time based on gender, ethnicity, education level, marital status, parenthood status?
3. Did participation in the UConn People Empowering People programs improve community engagement? Are there differences in the amount of change over time based on gender, ethnicity, education level, marital status, parenthood status?
4. Were participants satisfied with the program?

In the final wave of data collection, a total of 370 participants completed surveys from various districts throughout Connecticut, as well as Miami, Florida. Of those 370 participants, 75 completed

only the pre-test and 35 completed only the post-test, leaving a total of 260 participants who completed assessments at both time-points (70% complete data rate). All analyses reported here on the five measures proceeded with the valid set of 260 cases. The rate of missing data across measures was assessed with by-measure missing data rates below 10% for each of the five assessments. Missing data points were replaced with the mean for each respective survey question. The effectiveness of these programs was assessed by the Center for Applied Research in Human Development (CARHD) using pre-test and post-test surveys that measured changes in all three targeted domains. Based on the available data, the CARHD evaluation team was able to examine the following aspects of the *UConn People Empowering People Programs*:

Changes in life skills, parental and family relationships, and community engagement as indicated by measures of

- Self-Assertive Efficacy
- Mastery
- Parent-child relationships
- Family communication
- Community engagement
- Satisfaction with the program

Measures

The outcomes included in the participant surveys were selected to represent all three areas (individual, relationship, community) targeted by the UConn PEP program. All measures used mean imputation for missing data points.

Individual Level

- Self-Assertive Efficacy (Bandura, 2006). A four-item scale measured how well participants perceive their beliefs in their capabilities or express opinions in a difficult and challenging situation. Respondents rated each item on a 1 (not well at all) to 7 (very well) scale. Sample items include: “How well can you express your opinions when others disagree with you?”, “How well can you deal with situations where others are annoying you or hurting your feelings?” An overall score was calculated using the average of the items and higher scores indicated greater assertiveness. The average score of the pre-test was 5.05 (range from 1 to 7, $SD=1.35$) and the post-test average score was 5.55 (range from 2 to 7, $SD=1.12$). The internal reliability coefficient (alpha) was .86 in the pre-test and .84 in the post-test, which indicate that the items form a scale that has reasonable internal consistency reliability.
- Mastery scale (Pearlin & Schooler, 1978). This is a seven-item scale that measures the extent to which an individual can manage his or her life when confronting stressful life situations. Respondents rated each item on a 1 (strongly agree) to 4 (strongly disagree) scale. Sample items include: “I have little control over the things that happened to me,” “I often feel helpless in dealing with the problems of life,” and “There is little I can do to change many of the important things in my life.” An overall score was calculated using the average of the items and higher scores indicated greater mastery. The average score of the pre-test was 3.09 (range from 2 to 4, $SD=.53$) and the post-test average score was 3.22 (range from 1.71 to 4, $SD=.53$). The internal reliability coefficient (alpha) was .72 in the pre-test and .76 in the post-test.

Relationship Level

- Kansas Parental Satisfaction (James, Schumm, Kennedy, Grigsby, Selectman, & Nichols, 1985). The three-item scale is designed to measure personal satisfaction as a parent, including the behaviors of one's children and one's relationship with one's children. Respondents rated each item on a 1 (extremely dissatisfied) to 7 (extremely satisfied) scale. An overall score was calculated using the average of the items and higher scores indicated higher satisfaction. The average score of the pre-test was 5.23 (range from 1.33 to 7, $SD=1.23$) and the post-test average score was 5.52 (range from 1 to 7, $SD=1.15$). The internal reliability coefficient (alpha) was .88 in the pre-test and .90 in the post-test.
- Family Problem-Solving Communication (McCubbin, McCubbin, & Thompson, 1996). The quality of family communication was measured using a ten-item scale. Respondents rated each item on a 1 (strongly agree) to 4 (strongly disagree) scale. Sample items include both positive and negative qualities of communication: "We are respectful of each other's feelings," "We talk things through till we reach a solution," and "We yell and scream at each other." An overall score was calculated using the average of the items and higher scores indicated the better quality of communication. The average score of the pre-test was 3.23 (range from 1.1 to 4, $SD=.56$) and the post-test average score was 3.35 (range from 1.6 to 4, $SD=.44$). The internal reliability coefficient (alpha) was .87 in the pre-test and .80 in the post-test.

Community Level

- Civic Responsibility Survey (Furco, Muller, & Ammon, 1998). The ten-item scale was used to assess the perception of community involvement including connection to community, civic awareness, and civic efficacy. This measure is one of the most extensively used scales in the evaluation of community programs and has been shown to be valid and reliable measurement (Payne & McDonald, 2012). Respondents rated each item on a 1 (strongly disagree) to 6 (strongly agree) scale. Sample items include: "I feel like I am part of a community," "I know what I can do to make the community a better place," and "I try to think of ways to help other people." The average score of the pre-test was 4.91 (range from 1 to 6, $SD=.70$) and the post-test average score was 5.11 (range from 1.3 to 6, $SD=.67$). The internal reliability coefficient (alpha) was .87 in the pre-test and .89 in the post-test.

Participant Demographics

A total of 335 individuals completed the pre-test survey in the final wave of data collection. Of those 335, 260 (77.6%) completed both the pre-test and post-test survey in their entirety. Among the 335 participants, there were more women (91.2%) than men (8.8%). Participants varied considerably in terms of age (range from 17 to 81), but the average age of participants was 39 years ($SD=11.83$). Forty-seven percent of the participants were Latino, 23.8% Caucasian, 12.7% Black, 12.3% Asian, and 4.5% other/mixed ethnicity. Participants reported a range of educational levels from some high school/completed high school (39.9%), to some college/completed college (35.3%), and some graduate studies/completed graduate degree (24.8%). Sixty-three percent stated they were married and living together. The other most frequently cited relationship categories were single (18.8%), unmarried and cohabiting (7.6%), married and separated (5.5%), or divorced (4.8%). Participant characteristics are summarized in Table 1.

Table 1: Demographic Characteristics of Participants at Pre-test

	Count (<i>n</i> =335)	Valid Percent
Gender		
Female	302	91.2
Male	29	8.8
Race/Ethnicity		
Hispanic	155	46.7
White	79	23.8
Black	42	12.7
Asian	41	12.3
Other	15	4.5
Age		
17-20	5	1.7
21-30	64	21.6
31-40	118	39.9
41-50	62	20.9
51-60	31	10.5
61-70	10	3.4
Over 70	6	2.0
Education		
Some high school	52	16.1
Completed high school	77	23.8
Some college	54	16.7
Completed college	60	18.6
Some graduate studies	9	2.8
Completed graduate degree	71	22.0
Marital status		
Married, living together	209	63.3
Married, separated	18	5.5
Divorced	16	4.8
Unmarried, living together	25	7.6
Single	62	18.8

IV. PART II: RESULTS

Changes in Life Skills

Changes on self-assertive efficacy

Repeated measures analyses revealed significant positive changes in self-assertive efficacy [$F_{(1,259)} = 46.63, p < .001$]. That is, participants reported increased ability to express themselves confidently toward others. Changes in self-assertive efficacy did not significantly differ across gender, ethnicity, education level, marital status (i.e., those living with or without a significant other), and those raising children or not.

Table 2: Comparing Pre-Test and Post-Test Self-Assertive Efficacy

	Average Score Pre-Test	Average Score Post-Test
Self-assertive efficacy	5.05	5.55

Changes on the sense of mastery

Repeated measures analyses revealed significant positive changes in self-assertive efficacy [$F_{(1,259)} = 17.43, p < .001$]. That is, participants reported increased sense of control over oneself and one's environment. In addition, a number of studies have suggested that marital status is an important factor in the level of mastery (e.g., Kessler & Essex, 1982; Thoits, 1987). In other words, married individuals are more likely to have higher levels of mastery than unmarried individuals. Therefore, we expected the marital status to affect the sense of mastery for different levels of improvement across time, but there was not a significant interaction. However, repeated measures analyses revealed a statistically significant interaction between the sense of mastery and gender, $F_{(1,254)} = 5.19, p < .05$. Across time, females were more likely to increase in the sense of mastery than males. Furthermore, repeated measures analyses revealed a statistically significant interaction between the sense of mastery and whether or not the participant was a parent, $F_{(1,252)} = 5.99, p < .05$. Across time, individuals who were not yet parents tended to see greater increased sense of mastery than parents. The sense of mastery has to do with how much control a person feels that they have over their life, so it is possible that non-parents were able improve more in this domain because they do not have to make decisions about children's needs.

Table 3: Comparing Pre-Test and Post-Test Mastery

	Average Score Pre-Test	Average Score Post-Test
Mastery	3.09	3.22

Figure 1: Interaction between Time and Gender on the Sense of Mastery

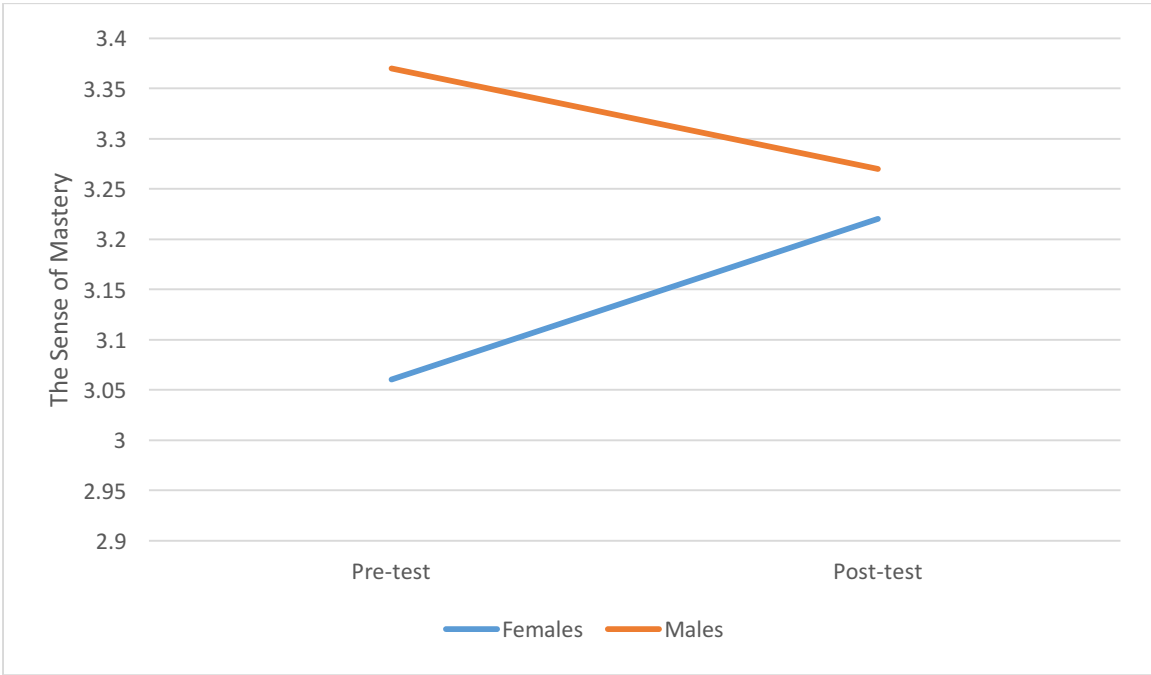
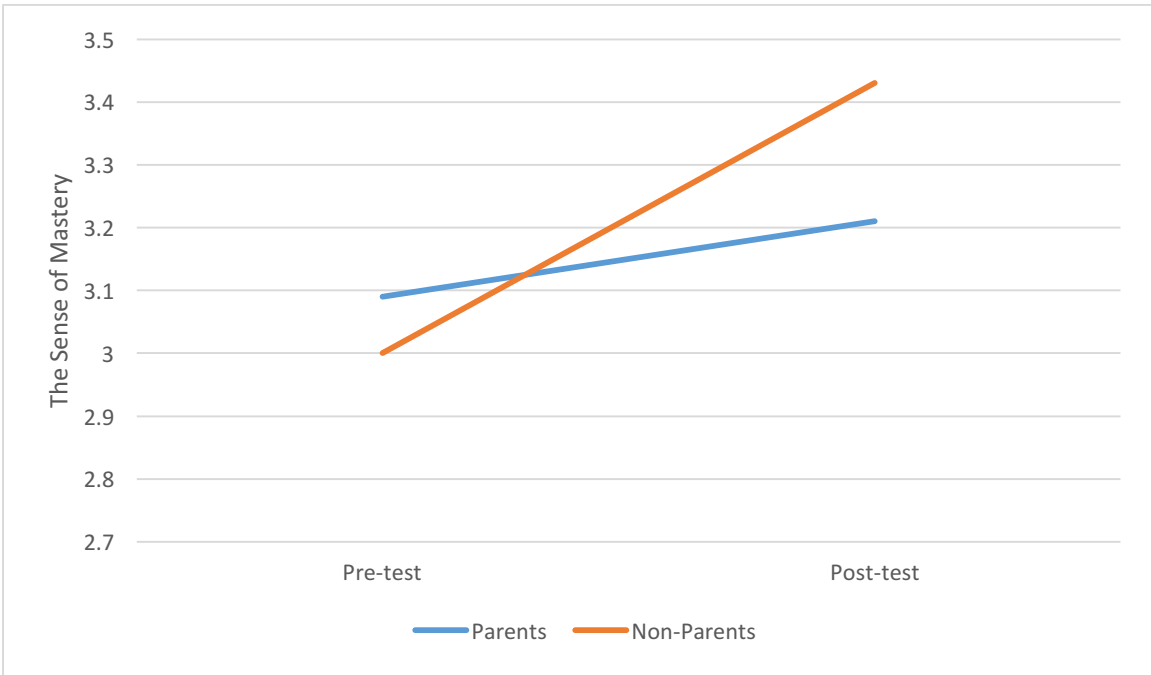


Figure 2: Interaction between Time and Parental Status on the Sense of Mastery



Changes in Perceptions of Relationships

Changes on the parent-child relationships

Repeated measures analyses revealed significant positive changes in parenting satisfaction [$F_{(1,259)} = 14.55, p < .001$]. That is, there was significant improvement in one's personal satisfaction in the parental role. Changes in parenting satisfaction did not significantly differ across gender, ethnicity, education level, marital status (i.e., those living with or without a significant other), and those raising children or not.

Table 4: Comparing Pre-Test and Post-Test Parenting Satisfaction

	Average Score Pre-Test	Average Score Post-Test
Parenting satisfaction	5.23	5.52

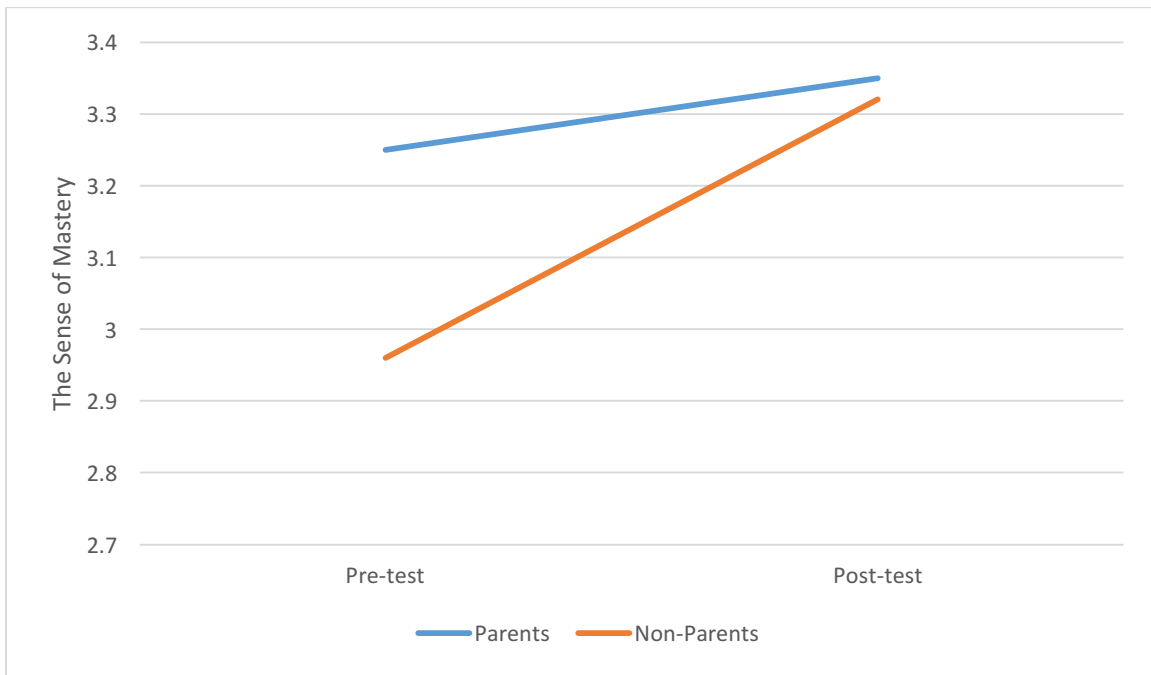
Changes on the quality of family communication

Repeated measures analyses revealed significant positive changes in family problem-solving communication [$F_{(1,259)} = 19.91, p < .001$]. That is, participants reported significant increases in the overall quality of communication in the family. Furthermore, repeated measures analyses revealed a statistically significant interaction between family problem-solving communication and whether or not the participant was a parent, $F_{(1,252)} = 5.65, p < .05$. Across time, individuals who were not yet parents tended to increase more in family problem-solving communication than parents. It is possible that parents tended to have already worked on family problem-solving communication by virtue of having children, and therefore, non-parents were "catching-up" to a certain degree.

Table 5: Comparing Pre-Test and Post-Test Family Problem-Solving Communication

	Average Score Pre-Test	Average Score Post-Test
Family communication	3.23	3.35

Figure 3: Interaction between Time and Parental Status on the Family Communication



Changes in Community Engagement

Repeated measures analyses revealed significant positive changes in the perception of community engagement [$F_{(1,259)} = 21.80, p < .001$]. That is, participants reported significant increases in the perception of civic responsibility. Changes in community engagement did not significantly differ across gender, ethnicity, education level, marital status (i.e., those living with or without a significant other), and those raising children or not.

Table 6: Comparing Pre-Test and Post-Test Community Engagement

	Average Score Pre-Test	Average Score Post-Test
Community engagement	4.91	5.11

In summary, participants reported significant improvement in **all three** targeted domains (personal life skills, parental and family relationships, and community engagement) following completion of the program.

Reactions to the UConn PEP Program

Feedback about their facilitator

Participants (n = 284) were asked to give their impressions about their facilitator. Characteristics included positive personality traits (e.g., likable, honest) and job competence (e.g., skillful, prepared). Scores ranged from 1 to 7, with higher scores indicating an increase in strength of the characteristic (e.g., 7 = *very friendly*, 1 = *not very friendly*). An overwhelming majority of participants offered a positive assessment of their facilitators (Table 7). A majority of participants viewed their facilitators more favorably in terms of their personality traits than of their job competence.

Table 7: Impressions about Their Facilitators

Facilitator characteristics	% scored 7	Mean
Friendly	83.5	6.75
Likeable	78.5	6.71
Sociable	80.9	6.74
Warm	79.6	6.70
Honest	83.7	6.79
Reliable	82.6	6.77
Sincere	84.3	6.80
Trustworthy	85.0	6.84
Experienced	73.6	6.59
Expert	59.0	6.30
Prepared	68.1	6.50
Skillful	68.5	6.46

Experience in the UConn PEP group

Participants (n = 281) were asked 5 yes/no questions about their overall experience in the program. These questions included (1) Did you feel accepted and supported in the program? (2) Did you feel like you belonged? (3) Were you involved in stimulating and engaging activities? (4) Did you feel like the group leader really cared about you? and (5) Did you feel like part of the community? Nearly all participants responded favorably to these questions.

Satisfaction with the program

Additionally, participants (n = 280) were asked to rate their overall satisfaction with the program. Scores ranged from 1 to 10, with 10 indicating *completely satisfied* and 1 indicating *completely dissatisfied*. Overall, participants reported being highly satisfied with the program. The results showed a mean score of 9.44.

Reported changes made by participants as a result of being part of the program

Participants were asked to give feedback on any changes they experienced from being in the program. Most of the participants reported some positive change as a result of the program. Two prominent themes were: (1) an awareness of the needs of the community and more confidence to get involved, and (2) learned more effective ways to communicate with others. Examples of some of the feedback included:

"I have a more positive outlook on the future, and I am excited about getting involved more in the community."

"I loved this program. I talk with my family more. I fight for what is good and fair."

"I better understand different aspects of myself. I can discuss things with people who have different views than me. I know how to pay attention to the different aspects within the community in order to reach out/get to my goal in a productive and professional way."

"I was pushed beyond my comfort level by joining PEP and allowing myself to be vulnerable among a group of strangers who quickly became friends and teammates."

"I feel much more supported and more a part of this community. I feel we have a network, support group, and special bond. I feel empowered and capable of making a difference. I feel enlightened and more aware of issues that our community faces."

"I realized that having a group of people support you is even more powerful than I thought. You feel validated and empowered and encouraged. I was reminded that no matter how different people may seem, we tend to have more in common than not. Taking time to listen and share builds connections, and those connections lead to action in our communities. Everyone benefits!"

"I feel more connected with other community parents - these are new connections for me outside of my daughter's neighborhood school. I also feel more aware of the different perspectives in our community. Being involved in this PEP group has empowered me to take chances and get involved in new initiatives within our community. I am very grateful for the opportunity to have taken part in this class!"

"I feel better equipped to empower individuals as well as myself."

"I became more patient, paying more attention to what others have to say."

"I learned how to use "I" statements. I find them very effective in dealing with kids."

V. PART III: CONCLUSIONS AND RECOMMENDATIONS

The results of the evaluation support the value of the UConn People Empowering People Programs in improving personal life skills, parental and family relationships, and community engagement. Participants reported an increase in (a) self-assertive efficacy and the sense of mastery at the individual level, (b) parenting satisfaction and family problem-solving skills at the relationship level, and (c) community engagement at the community level. One notable finding is that the program has been shown to work when delivered to ethnically diverse groups of participants. This result is especially impressive in that the effectiveness of UConn PEP program is consistent in multi-racial and multi-ethnic samples.

Most of the participants reported some positive change as a result of program. Participants reported significant changes in their awareness of the needs of the community and more confidence to become involved. Furthermore, some participants reported an increased knowledge of effective communication skills.

Overall, results of the present evaluation add to a growing body of knowledge in a community capacity approach, aiming to strengthen individual and family resilience in community settings. This evaluation is particularly interesting because it encompasses community development efforts that begin at the individual level but strive to create shifts at the relational and societal levels as well, thus building the evidence base in the field of evaluation of community-based programs.

Recommendations and Future Evaluations

Findings suggest that the UConn PEP program was effective in influencing positive changes in participants' life skills, personal relationships, and community engagement among an ethnically diverse sample over time. More rigorous evaluation methods, including a comparison group or interviews would improve the strength of our conclusions by asking participants to indicate specifically what their facilitators did that was effective/ineffective, for example. Future evaluations of this program will require further efforts to include follow-up responses to detect program effects in the long-term.

It also should be noted that the evaluation did not take into account participant behavior. The primary effects of the program were assessed by the selected quantitative assessments, each of which captures changes in attitudes or perceptions toward self, family, and community. Therefore, we cannot make any conclusions about whether or not participants who completed the program behave any differently in their family or community following the program. It can be argued that changes in attitudes are precursors to behavior change. However, direct assessment of participants' behavior change would be required to reach a definitive conclusion in this regard.

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VII. APPENDIX A

UConn PEP EVALUATION PRE-TRAINING SURVEY
(To be completed on the 1st day of UConn PEP training)

Thank you for participating in the evaluation of the UConn PEP Project. This survey will collect information from you to help improve the program for future participants. **Your responses will not be used to evaluate you as an individual**, and will be kept PRIVATE and CONFIDENTIAL.

You will not put your name on this survey. Instead we ask you to complete an identification number. This ID is important because it allows us to track whether or not your feelings change over time. There are two boxes for the first two letters of your first name, the first two letters of your last name, the month, the day, and the year of your birth. **For example, if your name is Jane Smith and you were born on July 5, 1997, your ID would be JASM070597.**

	First Two Letters of First Name		First Two Letters of Last Name		Birth Month		Birth Day		Birth Year	
Sample ID:	J	A	S	M	0	7	0	5	9	7

Please fill in the boxes below with your ID. Note that there are two boxes for the month, day and year. Also, note that if your day or month is a single digit like 5 or 2, just put a zero as shown in the example. **If you are not sure how to fill in the boxes, ask the person giving out this survey to help you.**

	First Two Letters of First Name		First Two Letters of Last Name		Birth Month		Birth Day		Birth Year	
Your ID:										

What town do you live in? _____

Location where you completed the UConn PEP program? _____

Gender: Male Female Age: _____

Highest grade in school completed: Check the one that applies

- Some high school Completed high school Some college
 Completed college Some graduate studies
 Completed graduate degree

Race/Ethnicity: Check the one that best applies

- White (not Hispanic/Latin) Asian Black or African American
 American Indian (not Hispanic/Latin) Multiracial
 Hispanic/Latin Other: _____

Marital Status: Mark the box that best describes your family situation

- Married, living together Married, separated Divorced
 Unmarried, living together Single

ABOUT YOU

For each of these questions, please circle the number that best describes how well you can do each of these things.	Not well at all							Very well
	1	2	3	4	5	6	7	
1. How well can you express your opinions when others disagree with you?	1	2	3	4	5	6	7	
2. How well can you stand up for yourself when you feel you are being treated unfairly?	1	2	3	4	5	6	7	
3. How well can you deal with situations where others are annoying you or hurting your feelings?	1	2	3	4	5	6	7	
4. How well can you stand firm to someone who is asking you to do something unreasonable or inconvenient?	1	2	3	4	5	6	7	

How strongly do you <i>agree</i> or <i>disagree</i> with each of these statements. Please circle the number that best reflects your view.	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I have little control over the things that happen to me.	1	2	3	4
2. There is really no way I can solve some of the problems I have.	1	2	3	4
3. There is little I can do to change many of the important things in my life.	1	2	3	4
4. I often feel helpless in dealing with the problems of life.	1	2	3	4
5. Sometimes I feel that I'm being pushed around in life.	1	2	3	4
6. What happens to me in the future mostly depends on me.	1	2	3	4
7. I can do just about anything I really set my mind to.	1	2	3	4

YOUR VIEWS ABOUT BEING A PARENT

For each of the following questions, please *circle* the number that best describes your views.

	Extremely Dissatisfied	Very Dissatisfied	Somewhat Dissatisfied	Mixed	Somewhat Satisfied	Very Satisfied	Extremely Satisfied
1. How satisfied are you with the behavior of your children?	1	2	3	4	5	6	7
2. How satisfied are you with yourself as a parent?	1	2	3	4	5	6	7
3. How satisfied are you with your relationship with your children?	1	2	3	4	5	6	7

YOUR VIEWS ABOUT FAMILY

I would describe my family in the following way:

	False	Mostly False	Mostly True	True
1. We yell and scream at each other.	1	2	3	4
2. We are respectful of each other's feelings.	1	2	3	4
3. We talk things through till we reach a solution.	1	2	3	4
4. We work hard to be sure family members were not hurt, emotionally or physically.	1	2	3	4
5. We walk away from conflicts without much satisfaction.	1	2	3	4
6. We share with each other how much we care for one another.	1	2	3	4
7. We make matters more difficult by fighting and bringing up old matters.	1	2	3	4
8. We take time to hear what each other has to say or feel.	1	2	3	4
9. We work to be calm and talk things through.	1	2	3	4
10. We get upset, but we try to end our conflicts on a positive note.	1	2	3	4

YOUR VIEWS ABOUT COMMUNITY INVOLVEMENT

How much do you agree with each of these statements about participating in your community?	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1. I feel like I am part of a community	1	2	3	4	5	6
2. I pay attention to news events that affect my community	1	2	3	4	5	6
3. Doing something that helps others is important to me	1	2	3	4	5	6
4. I like to help other people, even if it is hard work	1	2	3	4	5	6
5. I know what I can do to make the community a better place	1	2	3	4	5	6
6. Helping other people is something everyone should do, including myself	1	2	3	4	5	6
7. I know a lot of people in my community and they know me	1	2	3	4	5	6
8. I feel like I can make a difference in my community	1	2	3	4	5	6
9. I try to think of ways to help other people	1	2	3	4	5	6
10. Everyone should pay attention to the news including me	1	2	3	4	5	6

Thank you for completing this survey!

VIII. APPENDIX B

UConn PEP EVALUTION POST-TRAINING SURVEY
 (To be completed on the *last* day of UConn PEP training)

Thank you for participating in the evaluation of the UConn PEP Project. **Your responses will not be used to evaluate you as an individual**, and will be kept PRIVATE and CONFIDENTIAL.

We ask that you provide an identification number instead of reporting your name. There are two boxes for the first two letters of your first name, the first two letters of your last name, the month, the day, and the year of your birth. **For example, if your name is Jane Smith and you were born on July 5, 1997, your ID would be JASM070597.**

	First Two Letters of First Name		First Two Letters of Last Name		Birth Month		Birth Day		Birth Year	
Sample ID:	J	A	S	M	0	7	0	5	9	7

Please fill in the boxes below with your ID. Note that there are two boxes for the month, day and year. Also, note that if your day or month is a single digit like 5 or 2, just put a zero as shown in the example. **If you are not sure how to fill in the boxes, ask the person giving out this survey to help you.**

	First Two Letters of First Name		First Two Letters of Last Name		Birth Month		Birth Day		Birth Year	
Your ID:										

What town do you live in? _____

Location where you completed the UConn PEP program? _____

How many UConn PEP training sessions were offered? _____

How many of the UConn PEP training sessions did you attend? _____

We would like to learn a little more about your family.

How many children do you have? (please give the actual numbers).

Biological children _____ Step children _____
 Adopted children _____ Foster children _____

Please list each child's age on a separate line

Biological children _____
 Step children _____
 Adopted children _____
 Foster children _____

How many children are living with you presently? _____

ABOUT YOU

For each of these questions, please circle the number that best describes how well you can do each of these things.	Not well at all							Very well
	1	2	3	4	5	6	7	
1. How well can you express your opinions when others disagree with you?	1	2	3	4	5	6	7	
2. How well can you stand up for yourself when you feel you are being treated unfairly?	1	2	3	4	5	6	7	
3. How well can you deal with situations where others are annoying you or hurting your feelings?	1	2	3	4	5	6	7	
4. How well can you stand firm to someone who is asking you to do something unreasonable or inconvenient?	1	2	3	4	5	6	7	

How strongly do you <i>agree</i> or <i>disagree</i> with each of these statements. Please circle the number that best reflects your view.	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I have little control over the things that happen to me.	1	2	3	4
2. There is really no way I can solve some of the problems I have.	1	2	3	4
3. There is little I can do to change many of the important things in my life.	1	2	3	4
4. I often feel helpless in dealing with the problems of life.	1	2	3	4
5. Sometimes I feel that I'm being pushed around in life.	1	2	3	4
6. What happens to me in the future mostly depends on me.	1	2	3	4
7. I can do just about anything I really set my mind to.	1	2	3	4

YOUR VIEWS ABOUT BEING A PARENT

For each of the following questions, please *circle* the number that best describes your views.

	Extremely Dissatisfied	Very Dissatisfied	Somewhat Dissatisfied	Mixed	Somewhat Satisfied	Very Satisfied	Extremely Satisfied
1. How satisfied are you with the behavior of your children?	1	2	3	4	5	6	7
2. How satisfied are you with yourself as a parent?	1	2	3	4	5	6	7
3. How satisfied are you with your relationship with your children?	1	2	3	4	5	6	7

YOUR VIEWS ABOUT FAMILY

I would describe my family in the following way:

	False	Mostly False	Mostly True	True
1. We yell and scream at each other.	1	2	3	4
2. We are respectful of each other's feelings.	1	2	3	4
3. We talk things through till we reach a solution.	1	2	3	4
4. We work hard to be sure family members were not hurt, emotionally or physically.	1	2	3	4
5. We walk away from conflicts without much satisfaction.	1	2	3	4
6. We share with each other how much we care for one another.	1	2	3	4
7. We make matters more difficult by fighting and bringing up old matters.	1	2	3	4
8. We take time to hear what each other has to say or feel.	1	2	3	4
9. We work to be calm and talk things through.	1	2	3	4
10. We get upset, but we try to end our conflicts on a positive note.	1	2	3	4

YOUR VIEWS ABOUT COMMUNITY INVOLVEMENT

How much do you <i>agree</i> with each of these statements about participating in your community?	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1. I feel like I am part of a community	1	2	3	4	5	6
2. I pay attention to news events that affect my community	1	2	3	4	5	6
3. Doing something that helps others is important to me	1	2	3	4	5	6
4. I like to help other people, even if it is hard work	1	2	3	4	5	6
5. I know what I can do to make the community a better place	1	2	3	4	5	6
6. Helping other people is something everyone should do, including myself	1	2	3	4	5	6
7. I know a lot of people in my community and they know me	1	2	3	4	5	6
8. I feel like I can make a difference in my community	1	2	3	4	5	6
9. I try to think of ways to help other people	1	2	3	4	5	6
10. Everyone should pay attention to the news including me	1	2	3	4	5	6

The next set of questions refers to your group facilitator:

Please give us your impressions about your group leader by circling the number that best represents how you viewed him/her. Though all of the characteristics we ask you to rate are desirable, group leaders may differ in their strengths. We are interested in knowing how you view these differences.

	Not Very							Very
FRIENDLY	1	2	3	4	5	6	7	
LIKABLE	1	2	3	4	5	6	7	
SOCIABLE	1	2	3	4	5	6	7	
WARM	1	2	3	4	5	6	7	
EXPERIENCED	1	2	3	4	5	6	7	

	Not Very							Very
EXPERT	1	2	3	4	5	6	7	
PREPARED	1	2	3	4	5	6	7	
SKILLFUL	1	2	3	4	5	6	7	
HONEST	1	2	3	4	5	6	7	
RELIABLE	1	2	3	4	5	6	7	
SINCERE	1	2	3	4	5	6	7	
TRUSTWORTHY	1	2	3	4	5	6	7	

The next set of questions asks about your overall experiences in the UConn PEP group:

Please <i>check</i> the box that best describes your answer.	YES	NO
1. Did you feel accepted and supported in the program?	<input type="checkbox"/>	<input type="checkbox"/>
2. Did you feel like you belonged?	<input type="checkbox"/>	<input type="checkbox"/>
3. Were you involved in stimulating and engaging activities?	<input type="checkbox"/>	<input type="checkbox"/>
4. Did you feel like the group leader really cared about you?	<input type="checkbox"/>	<input type="checkbox"/>
5. Did you feel like part of the community?	<input type="checkbox"/>	<input type="checkbox"/>

How would you rate your overall satisfaction with this program?

Completely Dissatisfied							Completely Satisfied		
1	2	3	4	5	6	7	8	9	10

What changed for you (if anything) as a result of being part of this program?

Thank you for completing this survey!