

Report to the DC Children and Youth Investment Trust Corporation

Logic Models and Outcomes for Programs Serving Parents of Adolescents

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Executive Summary

The primary purpose of this report is to provide logic models and identify outcomes for participants in programs for parents of adolescents funded by the DC Children and Youth Investment Trust Corporation (DC Trust). The report is based on basic research studies of parenting, and is intended to complement, not duplicate, the work that has already been completed by the DC Trust in this program area. The report contains a brief overview of the research literature that informs our conceptualization of the logic model and proposed outcomes. We have taken this approach because we believe that the outcomes derived from theory and basic research are important for use in applied research.

Programs for Parents of Adolescents

The ten DC Trust programs serving parents of adolescents have a diverse set of services and goals. Table 1 provides detailed summaries of these programs (pp. 27-32). These programs share a focus on the importance of good parenting practices for child development into (and even beyond) the adolescent years. While each of the parent centers provides services targeting parents only, the parenting services are often one component of a program and are housed in larger community centers that also serve children or adolescents, or families more broadly. The programs target parents who are from disadvantaged backgrounds who may need help attaining resources they need to help them in their role as parents. Several of the programs serve parents from low resource neighborhoods with high poverty levels. For example, one program serves parents of immigrants with limited English proficiency and another serves parents with disabled children. The DC Trust-funded Parent Centers use a range of methods for working with parents of adolescents, including individual or group parenting education classes, parent workshops, parent peer support network meetings, in-home assessments, and counseling. While some of the programs focus solely on parenting skills, others additionally provide services that might be useful to the parents' personal development, such as literacy classes or career counseling. In addition, several of the Parent Centers provide parents with direct social service supports and information on material resources they might need, such as school clothing for their children. The programs also vary in their intensity and duration and by whether participation is mandatory or voluntary.

Measurement of Program Outcomes

The proposed outcomes cover multiple constructs within the parenting domain, ranging from parental monitoring to parent-child closeness and communication. We believe that the proposed outcomes are important indicators of parenting that have been found to be predictive of positive outcomes for adolescents. The outcomes that we propose to measure are to be collected by parent report, as the questionnaire will be administered to parents attending Parent Centers for parents of adolescents. For example, we have included measures encompassing parenting knowledge and parenting styles and that assess behavioral and attitudinal aspects of parenting. The most valid

measures may differ by program, based on the age group that they serve (i.e., parents of older versus younger adolescents) and by the purpose of the program and the types of services that the program provides.

We do not recommend that adolescent outcomes be measured. Rather, we recommend parenting outcomes for which there is evidence of an association with positive adolescent well-being based on our review of the literature and as depicted in the logic model. Initial outcomes primarily include changes in parents' knowledge and attitudes. Intermediate and longer-term outcomes encompass changes in parenting behavior and outcomes.

Initial outcomes for participants in programs serving parents of adolescents may include changes in knowledge and attitudes with regards to the following:

- ❖ Knowledge of parenting strategies and skills
- ❖ Knowledge of resources to help their adolescent
- ❖ Knowledge of adolescent needs and development
- ❖ Knowledge about community resources and family social support services
- ❖ Knowledge and use of employment, education, and language/literacy services for their individual development as a parent.

Intermediate/longer-term outcomes for participants in programs serving parents of adolescents may include the following:

- ❖ Parent-adolescent closeness
- ❖ Family cohesiveness
- ❖ Ongoing parental awareness and monitoring of adolescents' whereabouts and companions
- ❖ Parent-adolescent joint activities
- ❖ Parental involvement in schooling, activities, special events (contact, for absent parents)
- ❖ Parental expectations for child's success
- ❖ Parent-adolescent communication
- ❖ Parental discipline and style (warm, supportive; firm limit-setting; not harsh or permissive)
- ❖ Conflict resolution or problem solving skills
- ❖ Parental mental health (reductions in parental stress and aggravation)
- ❖ Parental service utilization and social support
- ❖ School attendance or educational attainment of parent
- ❖ Parental employment

We have selected these outcomes based on prior research, theory, and a review of the services provided and the goals of programs for parents of adolescents funded by DC Trust.

Glossary of Outcome Measurement Terms¹

Inputs are resources that are dedicated to or consumed by programs. Examples include facilities, staff time, volunteer time, money, and supplies. Inputs also include constraints such as laws and regulations.

Activities are what the program actually does, using inputs, in order to fulfill its mission. For example, providing classes for parents in order to disseminate knowledge/information about effective parenting skills or providing social workers to families in need.

Outputs are the direct products of program activities. They are usually measured by the amount of work accomplished, for example, the number of parenting skills classes taught, or the number of parent meetings held.

Outcomes are benefits for the people served by the program during or after participation. Outcomes include changes in knowledge, skills, attitudes, or behavior, and can be divided into three categories:

Initial outcomes are the first changes for participants, and are very closely influenced by the program. Initial outcomes are often changes in knowledge, attitudes, or skills. For example, an initial outcome of participation in a parenting class might be the knowledge that it is important for adolescents to be involved in enriching activities for the positive development of their self-identity.

Intermediate outcomes are the step between initial outcomes and longer-term outcomes. They can be changes in behavior that result from the acquisition of new knowledge and skills. To follow from the previous example, an intermediate outcome might be that parents learn to talk to and listen to adolescent children in order to learn more about their adolescent child's interests and about the friends with whom they hang out.

Longer-term outcomes are the ultimate outcomes a program wants to achieve. They can be changes in participants' condition or status. For example, if an intermediate outcome is that parents and adolescents are talking more frequently about different topics and parents are participating in activities with their children more, a longer-term outcome might be that the parent-adolescent relationship is closer.

Indicators are measures used to help a program know whether the desired level of inputs, activities, outputs, and outcomes are being achieved. They are observable, measurable variables, and they should be as unambiguous as possible. For example, terms such as "adequate" and "substantial" (i.e., "participants show substantial improvement") are typically not specific enough, but finding a change in the *number* and *percent* of participants achieving an outcome is specific and measurable.

¹ United Way of America (1996). Measuring Program Outcomes: A Practical Approach. Alexandria, VA: United Way of America Press.

SECTION ONE

Programs for Parents of Adolescents

Introduction

In this report, we describe and summarize the Parent Centers for Parents of Adolescents funded by the DC Children and Youth Investment Trust Corporation (DC Trust) to help parents to gain the skills necessary for parenting this age group. First, we describe the factors shaping parenting attitudes and behaviors. We then describe how parenting is associated with adolescent developmental outcomes. We identify several parent outcomes that are likely to be affected by parenting programs. A conceptual model and a logic model for the programs serving parents of adolescents funded by the DC Trust are also provided. The identification of outcomes in this logic model provides a foundation for the identification of measurable indicators that can be used for performance tracking.

Background

The ten DC Trust programs targeting parents of adolescents have a diverse set of services and goals. Table 1 of the full report provides detailed summaries of these programs (pp. 27-32). These programs share a focus on the importance of good parenting practices for child development into (and even beyond) the adolescent years. While each of the parent centers provides services targeting parents only, the parenting services are often one component of a program and are housed in larger community centers that also serve children or adolescents, or families more broadly. The programs target parents who are from disadvantaged backgrounds who may need help attaining resources they need to help them in their role as parents. Several of the programs serve parents from low resource neighborhoods with high poverty levels. For example, one program serves parents of immigrants with limited English proficiency and another serves parents with disabled children. The DC Trust-funded Parent Centers use a range of methods for working with parents of adolescents, including individual or group parenting education classes, parent workshops, parent peer support network meetings, in-home assessments, and counseling. While some of the programs focus solely on parenting skills, others additionally provide services that might be useful to the parents' personal development, such as literacy classes or career counseling. In addition, several of the Parent Centers provide parents with direct social service supports and information on material resources they may need or for their family members. The programs also vary in their intensity and duration and by whether participation is mandatory or voluntary.

Optimal Parenting Approaches and the Factors that Shape Them

Approaches to Parenting

Decades of research has revealed certain elements of parenting that are associated with favorable adolescent outcomes. These optimal parenting behaviors and styles are characterized by good parent-adolescent communication, closeness, and active involvement in the adolescents' activities (Gottfried et al., 1998; Gutman & Eccles, 1999; Moore, Hair, Guzman, Lippman, & Garrett, 2004). In addition, optimal parenting is marked by age-appropriate monitoring of their children's friends and whereabouts (Crouter & Head, 2002). Optimal discipline styles that are not overly harsh or permissive are related to worse adolescent outcomes, while warm parenting, with firm limits set and the consistent establishment of rules and expectations is related to positive adolescent well-being (McClun & Merrell, 1998).

Factors shaping parenting attitudes, skills and behaviors

A number of contextual or background factors have been found to be linked to differential parenting attitudes, behaviors, and skills. Below, we describe how parents' economic circumstances, mental status, employment status, marital status, cultural background, and children's characteristics are associated with various parenting attitudes and behaviors.

- Economic Hardship and Neighborhood/Community Context

Parents with limited financial resources and living in disadvantaged communities may have less access to resources to ensure that their adolescent children are involved in enriching activities. Lack of transportation for parents or adolescent children may also pose a problem to parents wishing to involve their children in activities outside of their inadequately resourced neighborhoods. Qualitative research suggests that parents from neighborhoods with high rates of violence and criminal activity may protect their children by keeping them inside (thereby limiting children's involvement in activities, but in an effort to protect them from danger—Jarrett, 1997). Parental awareness of their children's whereabouts and friends has been associated with factors such as poverty, with lower income found to be related to less awareness (Pagani, Boulerice, Vitaro, & Tremblay, 1999; Pettit, Laird, Dodge, Bates, & Criss, 2001). Parental awareness has also been shown to be moderated by neighborhood quality, with those in low safety neighborhoods showing a larger effect of parental awareness on delinquency (Pettit, Bates, Dodge, & Meece, 1999).

- Parent mental health

Parents' poor mental health is associated with less optimal parenting behaviors. Low-income parents are at greater risk for depression and other forms of psychological distress such as low self-esteem and self worth, and may experience more negative life events and have fewer resources with which to cope with such adverse experiences (Gazmararian, James, & Lepowski, 1995). Furthermore,

research on parental mental health shows that poor mental health can be disruptive to normal parenting behaviors and negatively affect child outcomes (McLoyd, 1989; Smith, 2004).

- Parental employment

Parental work demands have also been linked to parental awareness of their children's whereabouts and friends for fathers only, with fathers exhibiting more knowledge when their wives work more hours and less knowledge when their wives work fewer hours (Crouter & Head, 2002; Crouter & McHale, 1993). Among mothers, the study found parental awareness to be constant across parental work hours. Experimental research on welfare to work programs which required work and led to increased work efforts among parents were also found to have unfavorable behavioral and academic effects for adolescent children.

- Cultural and ethnic background

Parenting styles have also been shown to differ somewhat across racial, ethnic, or cultural lines. In addition, some studies have found that parenting styles may work differently across different groups. For instance, one study found that parenting with a heavy focus on schooling outcomes may have stronger effects for Asian Americans and Hispanics than for whites; in contrast, parenting with a heavy focus on schooling outcomes may have lower predictive effects for African Americans than for whites (Steinberg, et al., 1992). Another study found that high levels of parenting control coupled with loving or warm behaviors is associated with positive social and cognitive development among African Americans (Brody & Flor, 1998).

- Family structure

Single-parenthood has also been associated with less parental knowledge or awareness (Pettit et al., 2001). This may be due to the obvious time constraints associated with being the single parent and being available to provide and care for a family.

- Child characteristics

Child characteristics are also predictive of parenting behaviors. For instance, mothers of disabled children are less likely to work than parents of nondisabled children (McGroder and Gallagher). Also, research suggests that parents' expectations of their children is largely driven by how their child has performed in the past (Redd, Guzman, Lippman, & Matthews, 2004; Redd, Brooks, & McGarvey, 2000).

How Parenting is Associated with Adolescent Developmental Outcomes

In this section of the report, we examine how parenting attitudes and behaviors and parent-adolescent relationships relate to adolescent outcomes. As the DC Trust is funding programs that aim to improve parenting skills and parent-child relationships, this review defines and outlines several elements of parenting that are optimal for adolescent development based on reviews of the existing literature. The broad domain of parenting includes various constructs such as parental monitoring and awareness, parental discipline and style, parental expectations, parental warmth, parent-adolescent closeness, and parent-child communication. Before describing findings from evidence-based parenting programs on how they affect various parenting outcomes, we will highlight a few reasons why parents (and parenting skills) matter throughout the adolescent years. More specifically, we focus on how parenting behaviors relate to adolescents' academic, attainment, psycho-social, and health behaviors as well as their involvement in risky behaviors.

- Parental monitoring and awareness

Parental monitoring may be defined as parental knowledge about their child's activities outside of their direct supervision as well as their knowledge about where and with whom their children are, as well as their knowledge of their child's friends and their friends' parents (Borawski, Levers-Landis, Lovegreen, & Trapl, 2003; DiClemente et al., 2001; Manlove et al., 2004; Xiaoming, Stanton, & Feigelman, 2000; Crouter & Head, 2002). This ability to be knowledgeable about the adolescent when he or she is not in the parent's presence may come from an adolescent's own self-disclosure or from the parent's eliciting or tracking of such information (or information from other sources). Parental monitoring or awareness may be viewed as a form of parental supervision, (or the monitoring of a child's activities and safety while in their presence) that is appropriate for parenting older children. Adolescents are often involved in activities that occur beyond the immediate supervision of adults (Laird, Pettit, Bates, & Dodge, 2003; Laird, Pettit, Dodge, & Bates, 1998). Therefore, this more distal form of parenting is needed to allow the adolescent enough space to grow and explore their interests independently or among peers, while still permitting parents to remain informed about important aspects of the child's life.

Several studies have found parental awareness to be related to lower levels of conduct problems and delinquency (Dishion & McMahon, 1998; Frick, Christian, & Wooton, 1999; Stattin & Kerr, 2000). A lack of awareness by parents of adolescents is often associated with deviant peer group association (Dishion, Capaldi, Spracklen, & Li, 1995; Curtner-Smith & MacKinnon-Lewis, 1994). Similarly, parental awareness has been found to be related to lower levels of risk-taking behaviors such as substance use (Mott, Crowe, Richardson, & Flay, 1999) and sexual activity (Meshke & Silbereisen, 1997; Romer et al., 1994). Parental monitoring and awareness have also been shown to be related to a variety of adolescent outcomes. However, the direction of the relationship is not always clear. For instance, parents of low-performing students may have to monitor children's homework more than those of high-performing students. Alternatively, parents of adolescents who

have exhibited risky behaviors may be more prone to elicit information from their teenage children than parents of teens whose children did not exhibit such behaviors in the past. Child socialization researchers have suggested that one way in which parents may influence the well-being of their children is by steering them toward prosocial peer groups (see Parke & Ladd, 1992) and by enrolling them in prosocial activities that promote adolescent development. This might also increase parental awareness of the child's whereabouts and company. In sum, parents' awareness and knowledge of their adolescents' whereabouts and activities seems to be helpful in promoting optimal adolescent development.

- Parental Style and Discipline

Parenting styles are often described in the following ways: authoritative parenting is characterized by warm and supportive parenting with firm limit setting; authoritarian parenting is characterized by strict adherence to parental control over the child; permissive parenting is characterized by leniency and a lack of limit setting; and uninvolved parenting, is characterized by a lack of warmth and a lack of involvement (Baumrind, 1991). Research suggests that these different parenting styles are related to different outcomes for children and adolescents. While parenting style cannot be studied experimentally to see if one parenting style leads to more positive outcomes for adolescents than another, research suggests that authoritative, or warm parenting with firm limit setting, is more often linked with positive adolescent adjustment. More specifically, studies have shown that authoritative parenting is related to higher grades, higher self-concept scores, adolescent adaptive achievement strategies, and lower adolescent sexual permissiveness compared to other parenting styles (Miller et al, 1986; McClun & Merrell, 1998; Dornbusch et al, 1987; Aunola et al, 2000). Some research suggests that higher adolescent involvement in setting discipline standards and consequences correlated with higher adolescent ratings of parent-adolescent closeness (DeRoma, 2004). Therefore limit-setting coupled with warm supportive parenting are important factors in maintaining a balance between effective discipline and close parent-adolescent relationships.

- Parent-Adolescent Activities

Parent-adolescent activities not only strengthen relationships between parents and adolescents but may also lead to positive adolescent outcomes. Adolescents from homes that encourage cognitively stimulating activities tend to be more academically motivated than other youth (Gottfried et al, 1998). Analysis of the National Longitudinal Survey of Youth-1997 also provide evidence that adolescents who report routinely having fun with their families are less likely to engage in substance abuse, to be suspended, or to have behavior and emotional problems (Moore et al., 2002). The study also showed that adolescents who engage in regular family activities and daily routines, such as eating meals together, are less likely to engage in delinquent behaviors (including substance abuse, running away, damaging property, carrying a hand gun, being arrested and school suspension) compared with other adolescents. Parental involvement in children's schooling has also

been found positively related to adolescent achievement, as indicated by school records of grades (Gutman & Eccles, 1999).

- Father Involvement

In recent years, fathers have come to be recognized as important contributors to the social, emotional, and cognitive development of their children (Marsiglio, Amato, Day, & Lamb, 2000; Palkovitz, 1997; Zimmerman, Salem & Maton, 1995). A small but growing body of literature on fathers suggests that men's behavior can have a significant effect on the lives of others within their families, including their adolescent children (Day and Lamb, 2004). Until recently, the majority of studies on parent involvement have focused on the effects of mothers on their children's lives, leaving a dearth of information on the effects of fathers (Lamb, 1997; Parke, 2000). Furthermore, the studies that have highlighted the importance of the father-child relationship for children's development have tended to examine outcomes for younger children and not adolescents (Grossman, Pollack, & Golding, 1998; Lamb, 1981, 1997, 2000; Palkovitz, 1997; Pleck, 1997). However, the available research on father involvement in the lives of adolescents reveals that paternal involvement does affect adolescent behavioral, emotional, and academic outcomes.

For instance, a recent analysis of the National Longitudinal Study of Youth 1997 (NLSY97) found that positive father-adolescent relationship and paternal monitoring are significantly related to first adolescent delinquent activity and first substance use, over and above the influence of factors such as the mother-child relationship (Bronte-Tinkew, Moore, and Carrano, in press; Bronte-Tinkew, Moore, Capps, & Zaff, in press). In a study of African American urban adolescent boys, Zimmerman and colleagues (1995) have found that paternal emotional support and the amount of time adolescents spend with fathers are both associated with higher self-esteem, higher life satisfaction, and less delinquency.

In addition to protecting against adolescent involvement in risky social behaviors, paternal involvement has also been linked to favorable academic outcomes for adolescents. One study found that fathers' involvement in schools affects their children's academic achievement and school behavior (U.S. Department of Education, 2001), with students with nonresident fathers who are moderately to highly involved in their schools more likely to get mostly A's and less likely to have repeated a grade or to have been suspended or expelled from school than students with uninvolved nonresident fathers. Further, these analyses suggest that students are most successful in school when their nonresident fathers are actively engaged by both having contact with them and being involved in the school, rather than when their fathers have contact with them but are not involved in the school. High levels of involvement by resident fathers were also found to be related to student achievement and behavior (U.S. Department of Education, 2001). In sum, a small but growing body of literature indicates that fathers do indeed have an important effect on the lives of adolescents.

- Closeness, Caring and Conflict.

Recent research suggests that supportive, close, and caring parent-adolescent relationships are related to healthy adolescent development. Close relationships between parents and adolescents are related to lower rates of early adolescent sexual activity, drug use, and emotional distress (Child Trends, 2002; Moore, Hair, Guzman, Hair, Lippman, & Garrett, 2004; Rossi & Rossi, 1990). Even as families begin a transition into a new phase of life, strong parent-adolescent relationships are associated with better outcomes for adolescents making the transition to adulthood. Supportive, close, and less conflictual parent-adult child relationships are linked with successful transitions into full-time employment and marital relationships (Aquilino, 1997). Conversely, high conflict relationships have been found to be associated with poor adolescent psychological outcomes. Adolescent girls who report low parental warmth or who perceived their parents as having higher levels of anger and aggression, and those who report spending less time with their parents are at a greater risk of suicide (Ehrlich, 1998).

Other findings suggest that parent-adolescent closeness may indirectly, rather than directly, lead to better outcomes. Smith and colleagues (2001) found that while close parental relationships with pre-adolescents and adolescents did not have a direct influence on youth violence involvement, close parent-child relationships increased youths' likelihood of choosing friendships with positive or pro-social teens, which was a strong protective factor against youth violence. Therefore many of the positive influences of close parent-adolescent relationships may operate indirectly, with these close relationships being related to other factors (such as parents influencing peer group) that then influence children directly (Moore, et al., 2004).

- Parent-adolescent communication

Research studies show that parent-adolescent communication is an essential component of good parenting, and is related to better parent-adolescent relationships as well as improved adolescent academic and behavioral outcomes. Recognizing that communication reflects as well as nurtures a good relationship, several studies show that open parent-adolescent communication more broadly defined is related to positive adolescent outcomes; they also show that parent communication and discussions with their children about specific issues adolescents face, such as choice of peers and activities, involvement in sexual risk behaviors or substance use, and attitudes towards and engagement in school, are related to adolescent outcomes within those specific domains. For instance, parents' direct communication with their child about school and educational plans and their direct involvement in their child's activities and events was found to be more predictive of their children's higher educational expectations than parents' involvement directly with the school (Trusty, 1999). Likewise, other studies have found that greater frequency of parent-child discussions about school were related to higher levels of science achievement (McNeal, 1999).

Several studies have found that parent-child communication about sex, contraception, and HIV and pregnancy risk is associated with reduced sexual activity, delayed sexual initiation, improved contraceptive

use and/or condom use, and a lower risk of pregnancy (Dutra, Miller, & Forehand, 1999; Guzman et al., 2003; Holtzman & Rubinson, 1995; Hutchinson, Jemmott, Braverman, & Fong, 2003; Manlove, Terry, Gitelson, Papillo, & Russell, 2000; Miller, Levin, Whitaker, & Xu, 1998).

Further, adolescent problem behaviors, including substance use, appear to be lower in families with open communication between parents and adolescents (Anderson & Henry, 1994; Peterson & Leigh, 1990; Rosenthal, Nelson, & Drake, 1986). One study found that more open parent-adolescent communication was related to lower levels of delinquency by youth (Clark and Shields, 1997). In sum, parents' open discussion about various issues adolescents may be facing and their communication of their expectations and values to their children has been found to be strongly related to protecting against adolescent involvement in risk behaviors as well as promoting pro-social behaviors and positive academic outcomes.

- Parental Expectations

One way parents influence their children is through their expectations. Research demonstrates that parents' expectations for their children's educational attainment is a key predictor of subsequent educational attainment outcomes. Findings from several studies suggest that parents' educational expectations for their children have a moderate to strong influence upon students' own goals to attend postsecondary school, net of background factors (Hossler and Stage 1992; Trusty and Pirtle 1998; Smith 1991). In addition, studies have found that parental expectations and engagement in children's college plans are associated with higher levels of high school completion and college enrollment (Horn and Nunez, 2000; Marsh, 1991). The literature suggests that parents can make a difference when they set high expectations for their children's education, despite social and economic obstacles.

- Parent modeling

Research indicates that parents are able to influence children's behavior through their own activities and behaviors. Adolescents are likely to exhibit behaviors reflective of those of their parents, particularly in the domain of health and safety (such as smoking or eating habits), physical fitness, early or young parenting, as well as in civic involvement (Hatcher and Scarpa, 2001; Manlove, Terry-Humen, Papillo, Franzetta, & Ryan, 2002; Zaff & Calkins, 2001; Zaff & Michelson, 2001).

Summary

A substantial body of research demonstrates a link between parent involvement in their children's lives and improved adolescent academic outcomes and risk behaviors. The literature on how parental styles and behaviors relate to adolescent outcomes is growing and covers multiple parenting constructs.

Several parenting techniques used by some parents have been found not to favorably adolescent outcomes. For instance, some studies suggest that parenting styles that are overbearing, controlling, and heavily intrusive, leaving little room for adolescent individualism, are related to poorer adolescent outcomes across academic and behavioral domains. The research is mixed on parents'

involvement in organizations related to adolescent school outcomes, with some studies showing involvement to be related to lower grades (perhaps because involvement represents response to problems), while others showing involvement to be related to lower levels of truancy and dropout. Research on parent involvement in school through school-initiated contacts suggests that parents who have greater contact with teachers and principals may have a higher level of involvement as a result of their child's involvement in risky behaviors at school. Similarly, the direction of the relationship between strict, controlling parenting and poor adolescent outcomes is not clear. It is possible, for instance, that adolescents with a history of participating in risky behaviors or performing poorly in school may elicit this more controlling behavior from their parents.

Research on parenting of adolescents also suggests that permissive, disengaged parenting is harmful for adolescent well-being. Although adolescents are older children, these findings suggest the guidance and limit setting of parents is still very important even as children age into young adulthood.

On the other hand, several parenting techniques and behaviors were highlighted in this literature review that were found to be predictive of positive outcomes for adolescents. First, research suggest that warm supportive parenting, with firm limits is related to positive outcomes. Second, parental awareness of children's whereabouts, activities, and company was found to be related to favorable adolescent outcomes. Third, parent involvement in activities is also related to favorable adolescent outcomes. Fourth, parent-adolescent closeness and communication are both related to better academic and psycho-social, and reduced involvement in risk health behaviors. Fifth, parents may also serve their children well, by communicating their high expectations for them to succeed and perform well academically and in other areas. Finally, parents may be able to influence their adolescent children strongly by modeling positive behaviors.

Interestingly, although a wealth of research demonstrates that parents continue to have influence over their children through their teenage years and beyond, (Collins, Maccoby, Steinberg, Hetherington, & Bornstein, 2000; Borkowsky, Ramey, & Bristol-Power, 2002), the debate about whether parents matter or how much parents mater still persists. That is, some question whether parents are able to influence their adolescent children, arguing that the peer group has the most influence over children in this age range (Harris, 1999; Harris 2002).

Recognizing that peers and the social context are also related to parenting and adolescent outcomes, most studies find that parenting behaviors that were found to be related to positive adolescent outcomes remain important, even after controlling for variation in family income, education, and other background factors.

What do we know about programs serving parents of adolescents, and why are they important for parenting outcomes?

What outcomes for parents are most likely to be influenced by program interventions?

In this section, we review the literature on parenting programs and how they are related to parental outcomes. To do this, we summarize studies that used a rigorous experimental evaluation approach to report on positive, neutral, negative, and mixed program impacts associated with participation in parenting programs. Literature searches produced little rigorous research on parenting programs (Smith, Perou, & Lesesne, 2002). Further, most of the research that is available assesses programs serving parents of infants and preschool aged children, teen parents, and parents of disabled children, as opposed to parents of adolescents. One possible reason for this gap in the research is that many parenting programs target these groups (Smith et al., 2002).

Many of the evaluated parenting programs for parents of adolescents are part of risky behavior prevention programs. Programs designed to prevent adolescent pregnancy or adolescent involvement in sexual risk behaviors, substance use, or violence often include parent components, as parent involvement is recognized as a key factor in the field of adolescent risk prevention. Therefore, many risk prevention programs include a parent component and some programs focus on parents as their primary method for preventing teen risk behaviors. Some of these programs only examine adolescent outcomes, such as involvement in risk behaviors. **As parenting outcomes are the focus of this report, we are only including findings from programs that examined parenting outcomes.**

The literature cited here is not an exhaustive review but rather provides a sample of findings from experimentally-evaluated programs serving parents of adolescents. Literature searches were conducted using EBSCO psychology and sociology and public health search engines, JSTOR and Medline's PubMed. Program evaluations were also found from other reviews completed by Child Trends and other research organizations (SIECUS, 2002; Manlove et al., 2004; Hair, Jager, & Garrett, 2001).

A few outcomes, such as parent-adolescent communication, were examined in multiple studies. Generally, though, most outcomes are only examined in one or two studies.

Moreover, few rigorous evaluations of universal parent education programs primarily designed to serve parents and effect parent outcomes were found. Accordingly, many programs included in this review are targeted risk behavior prevention programs that include parent involvement as a major component and evaluated the effectiveness of the parent involvement activities in improving parent-adolescent outcomes.

Therefore, findings from this review must be taken cautiously. Still, this review found that many of the rigorously evaluated programs were able to improve at least some of the parenting and family outcomes that they did examine. **Table 2 (pp. 33-38)** outlines the programs included in this review and provides evaluation references and details on type of program; goals and objectives; description of intervention; the target age population; and parenting outcomes.

- Parent-Adolescent Communication

Often, studies of adolescent risk prevention programs, such as teen pregnancy or delinquency prevention programs, focus on whether outcomes, such as parent-adolescent communication about the target outcome, have improved as a result of the intervention. Parent-adolescent communication was the most commonly measured parenting outcome in these evaluated programs. This review showed that most, though not all, programs examining parent-adolescent communication were effective in improving this outcome.

For instance, several pregnancy prevention and sexual risk behavior prevention programs have evaluated the parent involvement component of their programs. These evaluations most commonly looked at parent-adolescent communication (with some focusing on communication about sensitive topics, such as sex) as a primary outcome. Most of the programs showed at least a positive short-term impact on parent-adolescent communication. Specifically, experimental evaluations of the following programs positively changed parent-child communication: Facts and Feelings (home-based program); Let's Talk; Parent/Child Program; Families in Touch: Understanding AIDS; Managing Pressures before Marriage; Reaching Adolescents and Parents and other untitled programs (Miller, Norton, Jenson, Lee, Christopherson, & King, 1993; Crawford, Jason, Riordan, Salina, Sawalski, Ho, & Zolik, 1990; .Davis, Koblinsky, & Sugawara, 1986; Anderson, Koniak-Griffin, Keenan, Uman, Duggal, & Casey, 1999).

Two experimentally-evaluated programs with youth development and risk prevention foci, Adolescent Transitions Program and Creating Lasting Connections also increased parent-adolescent communication for program participants, as compared with control group members (Andrews & Dishion, 1995; Johnson, Strader, Berbaum, Bryant, Bucholtz, Collins, & Noe, 1996).

Yet not all of these prevention programs were able to increase parent-adolescent communication. Project Taking Charge, PSI/ENABL, and Youth AIDS Prevention Project were among those that did not appear to affect parent-child communication (Kirby, Korpi, Barth, & Cagampang, 1997; Levy, Perhats, Weeks, Handler, Zhu and Flay, 1995).

- Parental Functioning and Behaviors

Six experimentally-evaluated programs in our review examined parental functioning or behaviors. Some of these programs measured these outcomes using direct observations, while others rated them on a self-administered questionnaire. In some cases, these behaviors might fall into other

outcome categories, such as discipline, however, the evaluation collapsed these into this broad category. The programs were mixed in their ability to affect these outcomes. Three programs were effective in increasing parental functioning, as measured by direct observations or by survey questionnaire (Linking Interests of Families and Teachers (LIFT), Strengthening Families Program (SFP) and an untitled program (Eddy, Reid, & Fetrow, 2000; Spoth, Gyll, Chao, & Molgaard, 2003). However, another three programs examining these outcomes did not improve parental behaviors (Parenting Adolescents Wisely) and two untitled programs (Kacir & Gordon, 1997; Joannin, Quinn, Thomas, & Mullen, 1992; Kazdin, Siegel, & Bass, 1992).

- Parental Discipline Practices

All three of the experimentally-evaluated programs in this review that examined parental discipline practices, Children at Risk, Fast Track, and Parents Who Care were effective in improving discipline practices (Harrell, Cavanagh, & Sridharan, 1999; Haggerty, Catalano, Harachi, & Hawkins, in press; Greenberg, 1998). For instance, parent participants in the Fast Track Project and Children at Risk exhibited less harsh or punitive parenting practices, compared with the control group members receiving no intervention.

- Family Cohesion or Bonding (Closeness)

Similarly, three experimentally-evaluated programs, Children at Risk, Creating Lasting Connections, and Parents Who Care increased family cohesion or family bonding (Harrell et al., 1999; Office of Juvenile Justice and Delinquency Prevention, 1999); Johnson, et al., 1996).

- Family Conflict Resolution/Problem Solving Skills

All four of the experimentally-evaluated programs examining family conflict resolution or problem solving skills were effective in improving this outcome. Specifically, the Adolescent Transitions Program and the Family/Media AIDS Prevention Project had a positive impact on family problem-solving skills while the LIFT and Creating Lasting Connections programs improved family conflict resolution skills (Andrews & Dishion, 1995; Winett et al., 1992; Eddy, et al., 2000; Johnson, et al., 1996).

- Parental Supervision

Only one experimental study in our review, Parents Who Care (PWC), was located that examined the impact of a parenting education program on parental supervision of teenage children. The study found that parents who attended the PWC parenting education program exhibited lower risk levels for inadequate supervision than parents in a wait-list control group (Office of Juvenile Justice and Delinquency Prevention, 1999).

- Parental Commitment to School

The same study (PWC) was also the only one found to measure how parents' of adolescents commitment to school was impacted by a parenting program. The study found that parents receiving

the intervention had higher levels of commitment to their children's schooling (Office of Juvenile Justice and Delinquency Prevention, 1999).

- Knowledge of Parenting Practices

One experimental study in our review, Parenting Adolescents Wisely, found a parenting program to be effective in increasing parents' knowledge of parenting practices, including active listening, discipline techniques, family management, and positive reinforcement (Kacir & Gordon, 1997).

- Use of Needed Services by Families

Although many universal parenting programs provide additional services designed to help parents locate any social services or material resources they may need, our literature searches only uncovered one experimental evaluation of a program targeting parents of adolescents, Creating Lasting Connections (CLC), that examined this outcome. An evaluation of CLC found that participation in the program led to an increase in parents' use of needed services (Johnson, et al., 1996)

- Child Visitation and Child Support

Two other experimentally-evaluated programs for nonresident fathers have been experimentally evaluated. Parents' Fair Share (PFS), a national demonstration project authorized by the Family Support Act of 1988 (Knox & Miller, 2001), used a new approach to enforcing child support among underemployed or unemployed non-custodial fathers by helping them find jobs and play more active roles in their children's lives. More than 5,500 fathers were randomly assigned to the program or a control group. These men were disadvantaged in terms of education, employment, income, and prior arrests. Although many outcomes, including child visitation were not significantly increased for fathers in the program, the program increased the efforts of some fathers to be active parents. The extra outreach of bringing in fathers to assess their eligibility for PFS increased their child support payments (through increasing employment). Fathers in the program also increased payments, although there were reductions in the amount of informal support to the custodial family.

- Coparenting and Parental conflict

The second study of an intervention targeting fathers, Dads For Life (DFL) targeted fathers of children ranging from preschool age through early adolescence (Braver, Cookston, Sandler, & Williams, in press). Preliminary results from the random assignment evaluation of found some moderate positive impacts on coparenting, and interparental conflict. These impacts were most prominent among children and parents with the highest levels of problems and conflict before treatment (Braver et al., in press).

Summary

This review (while not exhaustive) provides promising evidence based on experimental evaluation studies that programs can positively impact parenting outcomes, such as parent-adolescent communication, family cohesion, parental discipline, and conflict resolution skills. However, it is

important to note, that, when looking across all studies and all the outcomes covered, results are mixed, suggesting that not all programs are effective in improving these outcomes and few programs changed all the outcomes they targeted. Further, the evaluations often provided information on short-term program impacts, so it is not clear whether these improved parenting and family outcomes are long-lasting and far-reaching. It is also not clear if these program impacts on family and parenting outcomes lead to lasting impacts on adolescent outcomes, such as school performance and behavior. With the exception of parent-adolescent communication, other parenting outcomes have not been widely studied. More rigorous evaluations of universal parenting education programs or parent components of targeted adolescent risk prevention programs are needed.

Parent participation is a great challenge for many pregnancy prevention programs with a large focus on parent involvement (SEICUS, 2002). A recent review of the research of parenting strategies used in these programs shows that, even programs providing incentives such as child care, food, and transportation, have trouble attracting parents to community or school-based programs for meetings (Manlove, Ashley, Guzman, Redd, Cottingham, Loomis, and Williams, forthcoming). A promising finding from this review is that programs using home-based videos and homework assignments that adolescents view and complete with parents have been found to be effective in increasing parent participation and improving parent and adolescent outcomes (Manlove, et al., forthcoming).

SECTION TWO

PARENTS OF ADOLESCENTS CONCEPTUAL AND LOGIC MODELS – ANALYSIS AND RECOMMENDATIONS

Programs Serving Parents of Adolescents Conceptual Model

Based on our review of the literature, a research-based conceptual model is depicted in **Figure 1 (p. 39)**, with envisioned short-term and long-term program outcomes for parents of adolescents attending parenting programs. This conceptual model provides a foundation for the identification of outcomes from the parenting programs currently funded by the DC Trust.

Conceptual Model of DC Trust Outcomes for Programs for Parents of Adolescents

The model presented in **Figure 1** identifies outcomes for children and parents participating in Programs for Parents of Adolescents funded by the DC Trust. It includes the following:

- Target population: Descriptions of the populations targeted by many of the programs are included in the box on the left. The populations differ across programs, but this provides a summary of adults targeted by the programs overall.
- Key program elements: Key program elements are located in the middle of the model. This oval in the center represents key services that are provided to parents and children by the various Programs for Parents of Adolescents. Again, the programs differ in their program elements, but the key components across the DC Trust programs are provided here.
- Short-term, intermediate, and longer term outcomes: The boxes at the right in the model represent short/intermediate and long-term outcomes for parents served by the various Programs for Parents of Adolescents.

Parents of Adolescents- Logic Models

Logic Models

The purpose of a logic model is to provide stakeholders with a road map describing the sequence of related events connecting the need for a planned program with the program's desired results (Kellogg Foundation, 2000).² A logic model helps organize and systematize program planning, management and evaluation functions. It is not unusual for programs to use different types of logic models for different purposes. No one model fits all needs. For the purpose of this report, we provide a *Theory/Prior Research* logic model, as well as a *Program Specific* logic model for programs that serve parents of adolescents. These logic models were developed using the framework provided by the United Way of America (United Way of America, 1996).³

Theory/Prior Research Logic Model

The theory/prior research logic model for Parents of Adolescents programs funded by the DC Trust is presented in **Figure 2 (p. 40)**. The theory approach logic model is derived from prior theoretical work and analytic research on how parenting behaviors are associated with adolescents' developmental outcomes. It is also based on prior research of experimentally evaluated programs, focusing on the elements of those programs found to be most effective for improving parenting skills and behaviors. This literature provides a basis for programs serving parents of adolescents. The theory guides the choice of outcomes in this model along a causal path. The outcomes that are identified are among those that have been identified in prior theory and research.

Program Specific Logic Model

The program specific logic model for Parents of Adolescents programs of the DC Trust is presented in **Figure 3 (p. 41)**. The program-specific logic model is derived from specific information about activities and services provided to parents in DC Trust funded programs serving parents of adolescents. Outcomes are selected based on how specific program services that exist may logically produce changes in certain outcomes. In these models, parent and family outcomes are linked to DC Trust program-specific activities, services, goals and objectives.

² W. K. Kellogg Foundation (2000). Using Logic Models to Bring Together Planning, Evaluation and Action: Logic Model Development Guide. Battle Creek: Michigan.

Summary, Integration and Conclusions

The ten DC Children and Youth Investment Trust Parent Centers all have varied activities and services, but all serve parents of adolescents between the ages of 13 and 18. Although many of the programs target specific demographic groups (e.g., low income families; immigrant families), these programs share a common goal of providing parenting education and/or social support services to families in the District of Columbia.

The programs vary greatly in duration and intensity as well as in the actual services provided, so it is likely that the specific outcomes that might be affected across programs may differ. For instance, some programs offer monthly parent meetings, while others offer multiple sessions per week in addition to providing other services. Likewise, some of the programs target parenting education to parents of younger children and provide other services, such as employment and educational training, to parents of adolescents, while others focus all services towards parents of adolescents. Levels of participation in the programs, many of which are voluntary, may also affect the efficacy of the programs. Using information from the descriptions of actual services provided by these programs as well as information from prior research on programs serving parents of adolescents, we have recommended two logic model that describe possible pathways to expected outcomes in the short-, intermediate- and long-term. Many of the programs offer services that increase parents access to information that could be used towards improving the functioning of their families or to improve their own personal development. The activities, staff, and the available financial resources and human capital within each program will ultimately determine the specific outcomes that are appropriate for specific programs.

Recommended outcomes for measurement

The following list includes outcomes that could possibly be measured for DC Children and Youth Investment Trust Parent Centers serving parents of adolescents. These outcomes are based on findings from basic research on what parenting behaviors and attitudes are related to favorable adolescent outcomes, findings from rigorously evaluated programs on what outcomes are likely to be affected by parenting programs, and the actual activities and services provided to parents by the programs as documented in **Table 1** (pp. 27-32) and the **Figure 3** (p. 41).

As can be seen in the logic model, outcomes for parents can be short-term or long-term. Initial outcomes encompass changes in parents' knowledge and skills, while intermediate and longer-term outcomes include changes in actual parenting behaviors (such as improved parent-adolescent communication) and other benefits that parents may experience (such as improved mental health). The following outcomes cover changes in knowledge and skills in the short-term, which can then lead to changes in behavior and other outcomes over time (intermediate and longer-term).

³ United Way of America. (1996).

The DC Trust Parent Centers vary in the services provided, and therefore, it is likely that the anticipated outcomes may differ.

Although we don't recommend adolescent outcomes be measured, we recommend parenting outcomes for which there is evidence of an association with positive adolescent well-being based on our review of the literature.

Initial outcomes for participants in programs serving parents of adolescents may include changes in knowledge and attitudes with regards to the following:

- ❖ Knowledge of parenting strategies and skills
- ❖ Knowledge of resources to help their adolescent
- ❖ Knowledge of adolescent needs and development
- ❖ Knowledge about community resources and family social support services
- ❖ Knowledge and use of employment, education, and language/literacy services for their individual development as a parent.

Intermediate/longer-term outcomes for participants in programs serving parents of adolescents may include the following:

- ❖ Parent-adolescent closeness
- ❖ Family cohesiveness
- ❖ Ongoing parental awareness and monitoring of adolescents' whereabouts and companions
- ❖ Parent-adolescent joint activities
- ❖ Parental involvement in schooling, activities, special events (contact, for absent parents)
- ❖ Parental expectations for child's success
- ❖ Parent-adolescent communication
- ❖ Parental discipline and style (warm, supportive; firm limit-setting; not harsh or permissive)
- ❖ Conflict resolution or problem solving skills
- ❖ Parental mental health (reductions in parental stress and aggravation)
- ❖ Parental service utilization and social support
- ❖ School attendance or educational attainment of parent
- ❖ Parental employment

APPENDIX

Table 1

Summary Table of Programs Serving Parents of Adolescents

Funded by the DC Children and Youth Investment Trust Corporation

Program	Program Objective	Activities	Population Served	Type of Intervention	Length/Intensity of Intervention
<p>Advocates for Justice & Education, Inc</p> <p>Serves Ward 8</p>	<p>Increase parental involvement in the education of children with special needs</p>	<ul style="list-style-type: none"> • Parent-to-Parent Program (peer support network) Peer supporters are provided a comprehensive six-week training that focuses on educational advocacy, the laws supporting special education and related services, and leadership training. • Community Parent Resource Center (CPRC) provides resources for the provision of advocacy, information, training, assistance and support to English and Spanish speaking parents of children with disabilities and professionals who assist them (resource library and training center) • Transition Advocacy Project focuses on D.C. high school students, ages 13-21 years old (provides youth with support, advocacy, resources on transition planning, technical assistance and training in order to improve their involvement in their educational planning). This program provides parents with guidance on the role of the child in transition planning • Advocacy and Intervention Program combines educational and delinquency components and provides intervention and prevention strategies to help young people find academic success, independent living, and quality community involvement. (direct services to parents in the form of individual representation in situations when the intervention of third party is necessary to ensure that appropriate services are being made available to a family in need) • Community Education (workshops and seminars which are free to families) 	<ul style="list-style-type: none"> • Parents of children and youth with special needs (roughly 10 parents being served at CPRC, recruitment through community based outreach, participation is voluntary) 	<ul style="list-style-type: none"> • Peer support network • Educational services • Provided resources • Third party intervention 	<ul style="list-style-type: none"> • The Community Parent Resource Center offers 2-5 training seminars each week, lasting from one half hour to one and a half hours.

<p>Bright Beginnings, Inc. Serves Ward 6</p>	<p>To create an environment where all people, regardless of background and "ability", can grow, make choices, and be valued and contributing members of our community.</p>	<ul style="list-style-type: none"> • Free full day developmental childcare and family support services for homeless families living through Washington D.C. • Parenting skills • [Keystone/Bright Beginnings services that may or may not be offered in DC: Family preservation to avoid child removal from households; National Fatherhood Initiative offering fatherhood classes and respite care; companion or sitter services for families who have a member with mental retardation; counseling/therapy for individuals, groups or couples] 	<ul style="list-style-type: none"> • Homeless families • [Fathers, families, and families with a mentally retarded family member] 	<ul style="list-style-type: none"> • Parenting classes • Employment and educational services 	<ul style="list-style-type: none"> • Varies • Services offered year-round
<p>CentroNia Serves Wards 1, 2, 4</p>	<p>To provide quality affordable and accessible early childhood education to the children and families in its community</p>	<ul style="list-style-type: none"> • The Family Institute coordinates social services, consultations, referrals, parents meetings, and workshops for the parents of CentroNia • Family Literacy program offers ESL to adults • SPARK offers school readiness services, provides professional development services to teachers and links children and families to other community resources. 	<ul style="list-style-type: none"> • Families and early childhood professionals 	<ul style="list-style-type: none"> • Social services referrals and workshops • ESL • School readiness • Professional development • Family services referrals 	<ul style="list-style-type: none"> • Varies

<p>Carlos Rosario International Career Center</p> <p>Serves Ward 1</p>	<p>To provide a vibrant and encouraging learning environment in order to build community wealth in the immigrant communities of our nation's capital, through top-tier workforce development, English language training, access to technology, and job counseling</p>	<ul style="list-style-type: none"> • ESL 5 and 6 • GED in Spanish • Career Center provides bilingual counselors; job skill assessment, placement and follow up; child care, health, legal, and social services referrals to a network of over 30 organizations • Immigrant Family Literacy Program (Parents attend classes at their children's schools, learn about what their children are learning, how to write letters to notify schools about their child's absences, how to read letters sent home, and how to make phone calls. Parents learn about school immunization requirements and health terms to describe child's ailments to school nurse. Sponsors Reading Is Fundamental events in which parents celebrate by bringing food to their child's class, read books together, and create and act out skits. Books are distributed 3 times a year.) • Student Services Department (workshops sponsored by the DC Mental Health Department, the DC Healthcare Alliance, the DC Metropolitan Police on Community Relations, and UDC on Admissions Process) • Citizen Courses (provide instructions on the rights and responsibilities of citizenship, naturalization process, civics participation and U.S. history and government to help participants become active and informed parents, workers and community members) • Technology Training Programs • Culinary Arts Programs 	<ul style="list-style-type: none"> • Immigrant families in need of language services (flyers are distributed at elementary schools to recruit families, participation is voluntary, roughly 60 parents are being served, Currently 4 classes at 3 sites are being offered) 	<ul style="list-style-type: none"> • Language and technology training • Career assistance • Counseling • Education services • Services network 	<ul style="list-style-type: none"> • Language classes meet on a semester schedule (2-hour classes, Monday-Friday, for the duration of a semester)
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<p>Center for Child Protection and Family Support, Inc.</p> <p>Serves Ward 6</p>	<p>To ensure that all children – particularly inner-city and disadvantaged children – have an opportunity to grow up healthy and safe within a nurturing family and supportive community</p>	<ul style="list-style-type: none"> • Village Family Support Center offers home visits, crisis intervention counseling, and individual or group counseling in SE D.C. and focuses on prevention and early prevention. • Balancing Employment and Parenting (BEAP) is a community-based parent skills development program that focuses on the prevention of child abuse and neglect among African-American parents with children under the age of 6 who are currently receiving or have received TANF services. Parents learn to reduce stress and enhance parenting skills. • Center for Child Protection and The Family Support Center offer mental health services for children ages 4-17 in need of treatment with a history of abuse. Case management is available to support the parents of child victims. • Discovering Every Parent's Positive Image (DEPPI) is a community based project that nurtures the vital role parents play in shaping the lives of their children and families. DEPPI offers parent education, activities to promote basic literacy, and activities that promote parent awareness and use of public services. • Families and Schools Together (FAST) is a family-building program through family and youth activities. Parents also receive information about resources in their community that may benefit their families. • Child Abuse and Neglect Training Initiative (CANTI) is a training on how to prevent, identify, and report incidents of child abuse. 	<ul style="list-style-type: none"> • Parents, families, and children 	<ul style="list-style-type: none"> • Parent education • Case management • Family strengthening activities • Child Abuse training 	<ul style="list-style-type: none"> • BEAP offers 14 90-minute culturally specific parent education group sessions • Case management for child abuse cases
<p>Greater Washington Urban League, Inc.</p> <p>Serves Wards 1, 8</p>	<p>To help parents gain confidence in their child-rearing abilities and increase their awareness of educational issues and services while fostering the development of parent/school partnerships in meeting the needs of children.</p>	<ul style="list-style-type: none"> • Tutoring and mentoring for youth • The Family Abuse and Neglect Program (education and training on abuse and neglect to adolescent mothers and males functioning in a parental role) • The Parent Assistance program offers resources for parents and service providers (Parenting workshop, resource library, and Parent Center Web Page). The program also sponsors the Parent Expo event where community service providers distribute information about their services. 	<ul style="list-style-type: none"> • Parents, youth, service providers and educators 	<ul style="list-style-type: none"> • Tutoring • Abuse and neglect education and training • Parenting education and resources • Community service network event 	<ul style="list-style-type: none"> • Parent involvement in school

<p>Mary's Center for Maternal and Child Care, Inc.</p> <p>Serves Wards 1, 2, 4</p>	<p>To build better futures through health care, education and social services that embrace our culturally diverse community.</p>	<ul style="list-style-type: none"> • Family social services • Bilingual Health Access Project (BHAP) • Even Start Multicultural Family Literacy Program • Healthy Families HFDC • Mama & Baby Bus Pediatric Program • Prenatal Program • Pediatric Program provides preventative well-care services to children 12 and under • Failure-to-Thrive Program teaches families how to prevent obesity, anemia and growth problems by teaching them how to improve shopping and eating habits. A research component of the program will study the impact of welfare on early childhood malnutrition and hunger. • The Child Development Program offers parents information on child development, coordinates services for families with children ages 0-3 with disabilities, facilitates parent-child interaction, assists Head Start enrollment, and provides culturally appropriate Early Childhood and Early Intervention training to parents and professionals. Bilingual counseling is available for Early Intervention training. Workshops and trainings are offered on child development, parents' rights under IDEA law and professional services.. 	<ul style="list-style-type: none"> • Parents, children, and early childhood professionals 	<ul style="list-style-type: none"> • Information provided to parents on child development • Service referrals for families with children with disabilities • Weekly playgroup sessions for parents and their children • Assist parents with child enrollment in Head Start or Early Intervention training • Bilingual counseling for Early Intervention Program participants (case management) 	<ul style="list-style-type: none"> • Varies
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<p>National Center for Children & Families CARA House</p> <p>Serves Ward 7</p>	<p>To help families avoid unnecessary involvement in the District's child welfare system</p>	<ul style="list-style-type: none"> • Resource Exchange Program (REP) provides donations for emergency needs (clothing, food, household items, cribs, strollers, formula, baby food and school supplies) • Individual and Group Parenting Education Classes (taught by a full-time parent educator), Nurturing Parent Program (educational sessions for individuals interested in enhancing parenting skills and/pr who are meeting court requirements. The program is open to mothers, fathers, grandparents, relative caregivers and guardians) • Community Parent Advocates and Mentors (trained community volunteers promote effective parenting behaviors and offer appropriate family service information) • Neighborhood-Based Treatment Foster Care and Respite Services (ensures that vulnerable children with severe behavioral or emotional problems, which prevent them from living in traditional foster care systems, attain healthy adulthood) • Men-in-Motion, Fathers' Initiative (assists fathers in their roles as parents in support of healthy child development. The program focuses on providing emotional support, modeling responsible adult male parenting of children and fostering conflict mediation skills that relate to successful co-parenting responsibility.) • KinNet Support Group (a support group established to respond to the growing number of grandparents and relative caregivers who are raising young children. The support group provides guidance and support for those with this responsibility) • Youth Committee Advisory for Responsible Empowerment (YCARE) (a volunteer and leadership youth group that addresses the needs of youth in Ward 7 and makes recommendations for social and recreational changes) • Conflict resolution skills • Therapeutic family camp • Employment and computer skills training 	<ul style="list-style-type: none"> • Parents, grandparents, guardians and children of at-risk families 	<ul style="list-style-type: none"> • Donations • Classes • Parent advocates • Neighborhood based treatment (foster care and respite services) • Father role modeling • Youth discussion group • Guardian support group 	<ul style="list-style-type: none"> • Nurturing Parent Program (9 week session) • Men in Motion Program (12 week session)
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<p>Parklands Community Center</p> <p>Serves Ward 8</p>	<p>To strengthen a parent's ability to create an wholesome and nurturing home environment; promote healthy child development; reduce and/or prevent the risk of substance abuse, child abuse and neglect</p>	<ul style="list-style-type: none"> • In-Home Assessments (make home visits and make a 'family plan of action' to fit family needs. Needs range from housing to clothing to career services) • Case Management • Counseling for the whole family • Life-skills and Parent Support Training free of charge (life skills classes cover decision making, communication, motivation enhancement, spousal interactions, and every day situations; parenting classes cover topics that include Understanding Child Development, How Children's Belief System are Formed, Understanding Misbehavior, Effective Discipline Methods, Communicating Effectively, Changing Behavior and Attitudes, Fostering Cooperation, Family Bonding Activities, Nurturing Emotional and Social Development, Health and Nutrition, and includes post-testing) • Social Services Support and Referral System (Peer-to-peer network for family and human services including food and clothing referral, housing assistance and employment assistance) • Family Bonding Activities (yearly trip to New Jersey for a weekend family beach vacation for families who might not otherwise be able to afford the experience) 	<p>Parents, grandparents, guardians, and children, including a focus on families in low-income communities affected by drugs and violence. (Families recruited by referrals and distribution of flyers. The number of parents who regularly attend parenting classes range from 7-13. Participation is voluntary, except for few cases of parents ordered to take parenting classes.)</p>	<ul style="list-style-type: none"> • In-home assessments • case management • counseling • classes 	<ul style="list-style-type: none"> • Parenting classes (12 sessions, meet biweekly, 1-1.5 hours in duration, 2-3 courses run per year) • Life skills course (roughly 12 sessions, meet biweekly, 1-1.5 hours in duration) • Assessments, case management, and counseling as needed
<p>Turning the Page</p> <p>Serves Wards 1, 6, 7, 8</p>	<p>Turning the Page links D.C. public schools, families and our community so that, together, we can ensure D.C. students receive valuable educational resources and a high quality public education.</p>	<ul style="list-style-type: none"> • Community nights are a community-based parent involvement initiative that organizes parent workshops, child mentoring, book giveaways, a family dinner and connections to community resources. • Children's Author Visits: Children's authors and illustrators volunteer their time at least once a year, sharing their work with families during Community Nights. This program helps parents to better appreciate children's literature and provides an educational opportunity that they can share with their children. • Turning the Page partners with local and Smithsonian museums to connect families to Washington, D.C.'s many resources. D.C.'s wide range of museums provides a variety of educational opportunities and new ways to learn. • As a Parent Information and Resource Center, Turning the Page partners with a wide range of agencies and organizations in order to increase parent access to the necessary social services so that children can be best prepared for school. 	<p>Parents, families and children</p>	<ul style="list-style-type: none"> • Parent workshops • Child mentoring • Family referral to community resources • Family and parent literature events with children's authors and illustrators • Family educational and bonding opportunities at local museums • Parent Information Resource Center provides referrals to social services 	<ul style="list-style-type: none"> • Varies

Table 2: Experimentally Evaluated Programs

Program	Program Type/Target Group	Randomly assigned to receive:	Parents of children ages:	Outcomes:
Adolescent Transitions Program (Andrews & Dishion, 1995)	Youth development program	1.) parent focus group; 2.) teen focus group; 3.) joint parent and teen focus group; or 4.) self-directed materials only Parent/family education program made up of 12 parent group meetings and 4 family meetings as well as booster sessions and video training.	Ages 10-14	Parent-child interactions: + Family conflict/ Problem solving: + (All three treatment groups had better family outcomes than the control groups)
Children at Risk (Harrell, Cavanagh, & Sridharan, 1999)	Youth development and risk prevention program/ Children at risk of poor behavior problems	1.) Multi-component program providing counseling, tutoring, and other services. (Parent involvement component was family skills training); or 2.) control group with no treatment	Average age 12.4	Punitive discipline: + Family cohesion: +
Creating Lasting Family Connections (Johnson, Strader, Berbaum, Bryant, Bucholtz, Collins, & Noe, 1996).	Alcohol and substance abuse prevention	1.) Parent and youth training and follow-up case management; or 2.) control group	School age and adolescents ages 12-14	Youth involvement and setting and following family alcohol and drug use rules: + Use of needed community services by families: + Family bonding: + Communication: + Family conflict: +
Facts and Feelings (home-based) Miller, Norton, Jenson, Lee, Christopherson, & King, 1993)	Pregnancy, sexual risk behavior prevention	1.) Parent group made up of six unit sessions, each including a 15- to 20-minute video and written materials; or 2.) A second treatment group received only videos with no written materials. Biweekly phone calls were made to encourage use of materials.	Ages 12-14 (Seventh and eighth graders)	<u>Parent report:</u> Abstinence values: + Reported frequency of communication about sexuality with teen: + Knowledge: + <u>Teen report:</u> Reported frequency of communication about sexuality with parents: +

Program	Program Type/Target Group	Randomly assigned to receive:	Parents of children ages:	Outcomes:
Families in Touch: Understanding AIDS (Crawford, Jason, Riordan, Salina, Sawalski, Ho, & Zolik, 1990);	Pregnancy, sexual risk behavior prevention	1.) Six 5-10 minute segments on television; or 2.) control group	Average age 12.9 years	Parent-child communication about sexual issues: + Note: Post-test only 3 weeks after program,
Family/Media AIDS Prevention Project (Winett et al., 1992; Winett et al., 1993)	Pregnancy, sexual risk behavior prevention	1.) Four videos totaling 120 minutes or 2.) control group with no treatment	Ages 12-14	Family Problem-Solving Skills: +
Fast Track Project Greenberg (1998)	Delinquency, substance use prevention	1) Comprehensive intervention with classroom-based and out of school components, including curriculum for PATHS (Promoting Alternative Thinking Strategies); tutoring, mentoring, parent skills training, other individual services; home visiting; and parent and youth group meetings; or 2) control group with no treatment	Children and adolescents from grades 1-10. Adolescent program provided to children in grades 6-10	Harsh discipline: + (less frequent use)
Linking the Interests of Families and Teachers (LIFT) (Eddy, Reid, & Fetrow, 2000)	Children with behavior problems	1.) Comprehensive treatment including: classroom-based problem solving skills training; game-based behavior modification training; and group-delivered parent training focusing on discipline and supervision (6 sessions) and home practice exercises or 2.) control group	Fifth graders and first graders (though program also targets children and adolescents of a wide age range)	Conflict resolution skills: + Parenting behaviors: +
Managing Pressures before Marriage (Blake, Simkin, Ledsky, Perkins & Calabrese, 2001);	Pregnancy, sexual risk behavior prevention	1.) Five homework assignments to be completed with parents; or 2.) control group with no treatment	Eighth graders only	Frequency of parent-child communication about sexual topics: + Comfort with parent-child communication about sexual topics: 0

Program	Program Type/Target Group	Randomly assigned to receive:	Parents of children ages:	Outcomes:
Parenting Adolescents Wisely (PAW) (Kacir & Gordon, 1997)	Universal parenting program	1.) Parent training using audio visual computer disk (CD-ROM); or 2.) control group with no treatment	Ages 13-18	Knowledge of adaptive parenting practices (active listening, assertive discipline, contingency management, and positive reinforcement): + Parenting Practices: 0
Parents Who Care (Office of Juvenile Justice & Delinquency Prevention, 1999)	Universal parenting program	1) Parent education skill-building program made up of 5-6 weekly sessions lasting 1-2 hours as well as a parent module with a book and videos for use at home; or 2) a wait-list control group	Ages 12-16	Family discipline: + Family bonding: + Supervision: + (lower levels of risk factors) Parental commitment to school: +
PSI (Postponing Sexual Involvement) /ENABL (Kirby, Korpi, Barth, & Cagampang, 1997)	Pregnancy, sexual risk behavior prevention	1.) Usually one session, typically designed to orient parents to the PSI curriculum that their children will receive; occasionally gave additional information about adolescent sexuality and skills to talk with teens; or 2.) control group with no treatment	Ages 12-13	Communication about sex with parents: 0
Reaching Adolescents and Parents (Anderson, Koniak-Griffin, Keenan, Uman, Duggal, & Casey, 1999);	Pregnancy, sexual risk behavior prevention	1.) Eight sessions at summer and after-school programs and in-school classes. Six sessions for youth alone, one for youth and parents, and one for parents alone; or 2.) control group	Ages 9-14	Parent-child communication about sexuality: Post: + 12 months: 0
Strengthening Families Program (SFP 10-14) (Spoth, Guyll, Chao, & Molgaard, 2003)	Prevention of problem behaviors and substance abuse	1.) Parent/family education including sessions for parents only, sessions for youth only, and family sessions; or 2.) control group	Ages 10-14	Parenting behaviors: +

Program	Program Type/Target Group	Randomly assigned to receive:	Parents of children ages:	Outcomes:
Untitled (Davis, Koblinsky, Sugawara, 1986)	Pregnancy, sexual risk behavior prevention	1.) One two-hour session designed to increase perceived importance of responding, to children's curiosity and parents' comfort and skills handling children's questions and behavior; or 2.) control group Used lectures, role-play activities, small group discussions, and modeling of skills.	Mothers ages 22-38 years	Mean ages of children at which mothers expect to introduce topics: + Communication skills: + Frequency of communication about some topics: + Comfort discussing sexual topics: 0
Untitled (Friedman, 1989)	Adolescent drug users and their families	1.) Family therapy (involved functional therapy on clear communication, trust, responsibility for family); or 2.) Parent group (focusing on communication and assertiveness skills)	Ages 14-21 (Teens receiving outpatient services for prior drug use)	Family functioning: 0 (Equal improvements in functioning across groups)
Untitled (Joannin, Quinn, Thomas, & Mullen, 1992)	Adolescent drug users and their parents	1.) Family system therapy (7-15 sessions); 2.) adolescent group therapy (12 sessions); or 3.) family drug education	Ages 11-20	Family functioning: 0 (no differences across groups).
Untitled (Kazdin, Siegel, and Bass, 1992).	Children referred for anti-social behavior and their parents	1.) Parent training; 2.) problem behavior skills training; or 3.) combined training. Parent training involved 16 weekly sessions using modeling, role playing; Problem solving training involved 25 weekly sessions.	Ages 7-13 (Average age 10.3)	Combined parent and problem solving training: Parent functioning: Most + (compared to other conditions, but all showed increases in functioning and skills across the intervention).

Program	Program Type/Target Group	Randomly assigned to receive:	Parents of children ages:	Outcomes:
Untitled (Lefkowitz, Sigman, & Au, 2000)	Pregnancy, sexual risk behavior prevention	1.) Two one-hour training sessions that focused on effective communication strategies, e.g., listening, encouraging, taking turns, asking open-ended questions, using probing questions and supportive answers, and not dominating or lecturing; or 2.) control group Used audio tapes and role-playing exercises.	Average age 12.6 years	Time mother spent speaking: + <u>Asks questions about:</u> Sexuality: 0 AIDS: 0 <u>Asks open-ended questions about:</u> Sexuality: + AIDS: + <u>Shows warmth/support during conversations about:</u> Sexuality: 0 AIDS: 0 <u>Is non-judgmental regarding:</u> Sexuality: 0 AIDS: + <u>Frequency of communication about AIDS or birth control:</u> Mother report: 0 Child report: + <u># sexuality topics discussed:</u> Mother report: 0 Child report: 0 Length of time: + <u>Comfort discussing topics:</u> Mother report: 0 Child report: +
Youth AIDS Prevention Project (Levy, Perhats, Weeks, Handler, Zhu, Flay, 1995; Weeks, Levy, Gordon, Handler, Perhats, & Flay, 1997)	Pregnancy, sexual risk behavior prevention	1.) Pamphlets on how to answer their children's questions. For the parent-student assignments, parents and students interviewed each other; or 2.) control group with no treatment	Seventh graders tracked through ninth grade	Comfort talking with parents about intercourse: 0

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