

RAISING HIGHLY CAPABLE KIDS™

PROGRAM EVALUATION REPORT

PREPARED FOR:
REZILIENT KIDZ
8675 EXPLORER DRIVE
COLORADO SPRINGS, CO 80920

AUGUST 2015



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ACKNOWLEDGMENTS

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EXECUTIVE SUMMARY

Raising Highly Capable Kids™ is a 13-week program designed to help parents raise healthy, caring, and responsible children. The program teaches parents about the Search Institute's 40 Developmental Assets. The sessions encompass the Search Institute's eight asset categories: Support, Empowerment, Boundaries and Expectations, Constructive Use of Time, Commitment to Learning, Positive Values, Social Competence, and Positive Identity; as well as other helpful activities, presentations, conversation starters, and tips for practical application at home. The goal of the program is to help parents acquire a set of skills, experiences, relationships, and behaviors related to the Search Institute's 40 Developmental Assets.

Currently, the Raising Highly Capable Kids™ program is being implemented in 32 communities across nine states; California, Colorado, Maryland, North Carolina, Ohio, Tennessee, Texas, Virginia, and Washington. This evaluation examined the implementation and impact of parent participation in Raising Highly Capable Kids™ at three sites: Fort Worth, TX; San Antonio, TX; and Santa Ana, CA. Across the three sites, approximately 300 parents who participated in the program in 2014-15 were included in this evaluation. Programs were delivered by trained facilitators during the 2014-15 school year. There were some variations in program delivery: some programs were facilitated by counselors and school staff; some were led by community organization staff; and some were facilitated by parents who had been participants in the program during the past several years.

Data were collected using a combination of surveys and focus groups/interviews with participating parents and facilitators. The following conclusions and recommendations may be drawn based on the data analysis:

CONCLUSIONS

- **Nearly all participants found the program to be a positive learning experience.**

Survey and focus group findings show that participating parents found the program to be well-implemented and valuable in terms of the content being offered. Facilitators concurred that program content was well-organized, easy-to-deliver, and meaningful to participants.

- **Participation led to parents increasing their understanding of the importance of the developmental assets.**

Parents particularly saw the value of promoting commitment to learning, promoting positive values through communication and modeling, and understanding the importance of having neighbors and other adults in their children's lives who care about them. Parents were also more likely to seek parenting advice from others after attending the program. Effect sizes ranged from small to medium.

- **Parents found some assets easier to understand than others and operationalize in their homes than others.**

Parents generally found assets connected to support, communication, positive values, constructive use of time, and limits and expectations easiest to understand and/or implement. Those related to the community, planning and decision-making, and social justice were hardest for them to understand and/or implement. Difficulty was related both to time devoted to the concept and alignment with their current family values.

- **Children whose parents participated in the program were observed by their parents to have changed and acquired assets as a result of parents changing their behaviors.**

Parents believed that their children had acquired several assets, most notably feeling support from the family, using their time more constructively, being more motivated to learn, acquiring positive values, learning to plan ahead, resisting negative peer pressure, and assuming a more positive identity. Parents increased their knowledge and skill level of all eight asset categories. Mean ratings show that parents were close to strong agreement that their participation increased their knowledge and skills. Effect sizes ranged from small to medium.

- **There were some differences in outcomes related to site, participant gender, participant age, and participant level of educational attainment.**

The three sites had somewhat different impacts and areas in which there were statistically significant results. Stronger results for perceived changes in student asset acquisition were found for the Santa Ana and Fort Worth sites, both of which had more school-connected programs than the San Antonio site. San Antonio parents, however, had equal or higher changes than other sites in their estimation of the importance of some of the assets. Females tended to experience more positive impacts than males; younger participants experienced more positive impacts than older participants; and those with less than a high school education experienced more positive impacts than those with a high school or more advanced degree. Many of the effect sizes were small, with only a couple items having a medium effect.

RECOMMENDATIONS

1. **Develop additional varied activities, PowerPoint slides, and examples from which facilitators can choose.**
2. **Ensure that all program materials are culturally relevant.**
3. **Adjust program materials so that those with lower literacy levels can understand the concepts being presented.**
4. **Develop an advanced program for parents to continue their learning of the assets.**
5. **Consider providing a series of programs that address different assets.**
6. **Consider the provision of better marketing and branding material.**
7. **Consider changing the duration of the program.**

INTRODUCTION

Rezilient Kidz™ is a 501 c3 educational organization created to champion the needs of children and to equip parents to build thriving, healthy families through research, community initiatives and reliable content. Rezilient Kidz™ is dedicated to bringing exceptional resources to communities for the purpose of equipping parents and families to support children through programs based on relevant research and sound practices.

Rezilient Kidz™ developed a parent program called Raising Highly Capable Kids™. Local facilitators trained by program staff deliver a 13-week curriculum that is based on the Search Institute’s 40 Developmental Assets. The sessions encompass eight asset categories: Support, Empowerment, Boundaries and Expectations, Constructive Use of Time, Commitment to Learning, Positive Values, Social Competence, and Positive Identity (Exhibit 1); as well as other helpful activities, presentations, conversation starters, and tips for practical application at home. Acquisition of these assets has been shown to be related to students’ succeeding in school and becoming happy, healthy, and contributing members of their communities and society (Search Institute¹, 2007).

EXHIBIT 1. SEARCH INSTITUTE² DEVELOPMENTAL ASSETS ADOPTED FOR THE RAISING HIGHLY CAPABLE KIDS™ PROGRAM

External Assets		
Support	Family Support	Family life provides high levels of love and support.
	Positive Family Communication	Young person and parents communicate positively. Young person is willing to seek advice and counsel from parents.
	Other Adult Relationships	Young person receives support from three or more nonparent adults.
	Caring Neighborhood	Young person experiences caring neighbors.
	Caring School Climate	School provides a caring, encouraging environment.
	Parent Involvement in Schooling	Parent(s) are actively involved in helping young person succeed in school.
Empowerment	Community Values Youth	Young person perceives that adults in the community value youth.
	Youth as Resources	Young people are given useful roles in the community.
	Service to Others	Young person serves in the community one hour or more per week.
	Safety	Young person feels safe at home, school, and in the neighborhood.

¹ Benson, P. L. (2007). Developmental Assets: An overview of theory, research, and practice. In R. K. Silbereisen & R. M. Lerner (Eds.), *Approaches to positive youth development* (p. 33-58). Thousand Oaks, CA: Sage.

² Copyright © 1997, 2008 Search Institute, 615 First Avenue NE, Suite 125, Minneapolis, MN 55413; 800-888-7828; www.search-institute.org.

Boundaries and Expectations	Family Boundaries	Family has clear rules and consequences and monitors the young person's whereabouts.
	School Boundaries	School provides clear rules and consequences.
	Neighborhood Boundaries	Neighbors take responsibility for monitoring young people's behavior.
	Adult Role Models	Parent(s) and other adults model positive, responsible behavior.
	Positive Peer Influence High Expectations	Young person's best friends model responsible behavior. Both parent(s) and teachers encourage the young person to do well.
Constructive Use of Time	Creative Activities	Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
	Youth Programs	Young person spends three or more hours per week in sports, clubs, or organizations at school or in the community.
	Religious Community	Young person spends one or more hours per week in activities in a religious institution.
	Time at Home	Young person is out with friends with nothing special to do two or fewer nights per week.
Internal Assets		
Commitment to Learning	Achievement Motivation	Young person is motivated to do well in school.
	School Engagement	Young person is actively engaged in learning.
	Homework	Young person reports doing at least one hour of homework every school day.
	Bonding to School	Young person cares about his or her school.
	Reading for Pleasure	Young person reads for pleasure three or more hours per week.
Positive Values	Caring	Young person places high value on helping other people.
	Equality and Social Justice	Young person places high value on promoting equality and reducing hunger and poverty.
	Integrity	Young person acts on convictions and stands up for his or her beliefs.
	Honesty	Young person tells the truth even when it is not easy.
	Responsibility Restraint	Young person accepts and takes personal responsibility. Young person believes it is important not to be sexually active or to use alcohol or drugs.
Social Competence	Planning and Decision Making	Young person knows how to plan ahead and make choices.
	Interpersonal Competence	Young person has empathy, sensitivity, and friendship skills.
	Cultural Competence	Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
	Resistance Skills	Young person can resist negative peer pressure and dangerous situations.
	Peaceful Conflict Resolution	Young person seeks to resolve conflicts nonviolently.
Positive Identity	Personal Power	Young person feels he or she has control over things that happen to him or her.
	Self-Esteem	Young person reports having high self-esteem.
	Sense of Purpose	Young person reports that his or her life has a purpose.
	Positive View of Personal Future	Young person is optimistic about his or her personal future.

Currently, Raising Highly Capable Kids™ is being implemented in 32 communities across nine states; California, Colorado, Maryland, North Carolina, Ohio, Tennessee, Texas, Virginia, and Washington. This evaluation examined the implementation and impact of parent participation in Raising Highly Capable Kids™ at three sites: Fort Worth, TX; San Antonio, TX; and Santa Ana, CA. These sites were selected to represent the different implementation types, and all of these sites served Hispanic communities. Across the three sites, approximately 300 parents who participated in the program in 2014-15 were included in this evaluation.

The number of sites and program delivery vary somewhat:

- In Fort Worth, the program is being offered at a single school that serves primarily low-income Hispanic students. The program has been offered for two years and is facilitated by counselors and other staff. The principal is highly supportive of the program.
- In San Antonio, the program is being provided through Communities in Schools (CIS). CIS recruited program participants from both schools and low-income housing projects. The program is located in places that CIS has served in other ways. This is the second year that the program has been offered. At all sites, the program is facilitated by CIS staff, usually working in pairs. Many CIS staff have counseling or social work backgrounds and all have experience working with high-needs schools and families. Some principals are involved in school-based programs and some are not.
- In Santa Ana, the program takes place in 24 schools and is overseen by the school district's parent-family-community coordinator. The program is also offered in one community-based organization. Facilitators include parents who have successfully completed the program during recent years and community organization staff. Santa Ana partners with local faith-based institutions to help with program leadership and recruitment. Principals are also involved and supportive of the program.

Across the three sites, 300 parents who participated in the Raising Highly Capable Kids™ program were included in this evaluation. The goal of the program is to help parents acquire a set of skills, experiences, relationships, and behaviors related to the Developmental Assets described in Exhibit 1.

Facilitators at each site receive training from Raising Highly Capable Kids™ project staff. Training typically lasts several hours. Sites are provided with curriculum, parent materials, and supplementary instructional materials such as power-point slides. Each site is routinely contacted by project staff to ensure the project is operating smoothly and needs for materials or assistance are being met.

EVALUATION REPORT

Raising Highly Capable Kids™ program staff contracted with RMC Research to provide an external, independent evaluation of the program. The methodology for this evaluation is provided in the next section. Findings are then presented; first describing project implementation and then showing project impact. The Appendices contain technical reports, including item analysis from the survey and a copy of evaluation instruments.

METHODOLOGY

This section includes the evaluation questions, design, data collection instruments, sample, and analysis procedures.

EVALUATION QUESTIONS AND DESIGN

The project was guided by nine evaluation questions developed in partnership with Raising Highly Capable Kids™ project staff. Multiple methods were used to answer the questions, including focus groups, interviews, and survey. Exhibit 2 presents a summary of the evaluation questions and the primary data collection strategies employed to address each question.

EXHIBIT 2. MATRIX OF EVALUATION QUESTIONS AND DATA COLLECTION PROCEDURES

Evaluation Question	Focus	
	Survey	Group/Interview
1. To what extent is participation in Raising Highly Capable Kids™ associated with knowledge, skills, and dispositions related to the Search Institute’s 40 Developmental Assets?	X	
2. Which assets are most and least likely to be understood by participants?	X	X
3. Which assets are most and least likely to be operationalized in participants’ lives and how are they being operationalized?		X
4. Are there differences in acquisition of knowledge, skills, and acquisitions related to the 40 assets by parents’ educational attainment, gender, or geographic location?	X	
5. Are there differences in knowledge, skills, and acquisitions associated with the 40 assets by factors related to program fidelity?	X	X
6. What do facilitators and participants perceive as being the outcomes of participating in Raising Highly Capable Kids™ program? To what extent do their perceptions match the findings from the surveys?		X
7. What are the overall impressions of parents and facilitators of the content and quality of the Raising Highly Capable Kids™ program? What do they like/dislike most about the program?	X	X
8. What factors are identified by participants and facilitators as helping them to implement what they have learned? What factors are perceived as barriers to implementation?		X
9. How likely are participants to think that they effects of the program will be sustained over time? What do they believe it will take to sustain program effects?	X	X



PARTICIPANT SURVEYS

Parents were asked to respond to a parent survey with items asking for demographic information and opinions on sets of items using a 4-point agreement scale where 1 = Not at all; 2 = A little; 3 = Somewhat/Sometimes; and 4 = Very/A lot. Items addressed the importance of their children acquiring the 40 developmental assets, which assets their children currently possess, impact of participation in the Raising Highly Capable Kids™ program, and program quality. Surveys were administered before program participation and at the last session. In some Santa Ana sites, the program had already started, so a retrospective post-only³ survey was administered. Because different forms were used, data at Santa Ana were analyzed by type of survey.

Facilitators responded to a survey that solicited demographic information, prior participation and training in the Raising Highly Capable Kids™ curriculum, and agreement to sets of items using a 4-point agreement scale where 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree. The facilitator survey items asked questions about program implementation, impact of participation on participants and on themselves, and program quality.

Surveys were provided in English and Spanish. The majority of program participants, parents and facilitators, completed the Spanish version. A copy of the surveys may be found in the Appendix.



FOCUS GROUPS AND INTERVIEWS

Focus groups and interviews were moderated by RMC Research staff and interpreters. Program participants and facilitators were asked questions pertaining to their involvement in the program, impact of participation, knowledge and skills related to the 40 developmental assets, the assets that are being addressed in participants' homes, and overall impressions of the content and quality of the program. There was one facilitator focus group conducted in each participating city; two parent focus groups in Fort Worth; one parent focus group in San Antonio; and four parent focus groups in Santa Ana. When only one facilitator was present for the focus group, the protocol was used as an interview. A copy of the focus group protocols can be found in the Appendix.

SAMPLE

The sample was drawn from three sites with a history of providing the Raising Highly Capable Kids™ program. In these cities, there were 31 schools or community organizations that conducted programs during the 2014-2015 school year. Six schools were not included in the evaluation because they started before district approval for the study, did not conduct the entire program, or when data were lost in transit. Exhibit 3 lists the program locations along with their student enrollment demographics. All locations have a high percentages of low-income Hispanic families, and in the case of Santa Ana, the majority of schools have a large percentage of English language learner students.

³ A retrospective survey involves collecting data about past events. This design is mainly employed to measure and understand change and to include a time dimension to the data that can be used to identify causal factors contributing to any observed change.

EXHIBIT 3. DEMOGRAPHICS OF PARTICIPATING SCHOOLS/SITES

SITE NAME	LOCATION	ENROLLMENT BY RACE/ETHNICITY							ENROLLMENT BY STUDENT GROUP		
		AFRICAN AMERICAN	AMERICAN INDIAN/ALASKA NATIVE	ASIAN	HISPANIC	PACIFIC ISLANDER	WHITE	MULTI-RACIAL	SOCIOECONOMICALLY DISADVANTAGED	ENGLISH LANGUAGE LEARNERS	SPECIAL EDUCATION
Manual Jara Elementary	Fort Worth, TX	1.9	0.0	0.3	96.2	0.0	1.3	0.3	94.1	65.7	6.5
Martin Elementary	San Antonio, TX	3.2	0.0	0.0	95.3	0.0	1.3	0.1	94.4	16.7	10.5
Mary Hull Elementary ^A	San Antonio, TX										
Meadow Village Elementary	San Antonio, TX	7.3	0.0	0.0	85.6	0.3	5.3	1.6	85.8	2.9	11.2
Northside Learning Center ^B	San Antonio, TX										
Westwood Terrace Elementary	San Antonio, TX	2.7	0.0	0.0	93.6	0.0	3.0	0.6	95.7	21.2	10.5
Abraham Lincoln Elementary	Santa Ana, CA	0.1	0.0	1.5	97.4	0.2	0.3	0.5	97.1	80.2	10.4
Andrew Jackson Elementary	Santa Ana, CA	0.2	0.1	4.1	94.4	0.4	0.8	0.1	97.1	75.0	8.7
Benjamin Franklin Elementary	Santa Ana, CA	0.2	0.0	0.0	99.2	0.0	0.4	0.0	98.2	68.7	7.2
Cesar C. Chavez High	Santa Ana, CA	1.0	0.0	0.3	98.3	0.3	0.0	0.0	95.5	54.7	5.2
Dr. Martin Luther King Jr. Elementary	Santa Ana, CA	0.2	0.1	0.2	99.4	0.0	0.0	0.0	98.7	75.1	7.5
Edward B. Coal Sr. Academy	Santa Ana, CA	0.0	0.0	0.3	98.3	0.3	0.3	0.8	99.4	67.7	2.8
Frederick Remington Elementary	Santa Ana, CA	0.0	0.3	0.9	98.3	0.0	0.3	0.3	96.9	71.7	17.7
Gonzalo Felicitas Mendez Fundamental Intermediate ^C	Santa Ana, CA	0.1	0.1	0.4	98.4	0.1	0.5	0.3	93.5	21.3	6.2
Heroes Elementary	Santa Ana, CA	0.0	0.4	0.0	99.0	0.0	0.4	0.1	98.7	75.9	9.6
Immaculate Heart Church ^B											

SITE NAME	LOCATION	ENROLLMENT BY RACE/ETHNICITY							ENROLLMENT BY STUDENT GROUP		
		AFRICAN AMERICAN	AMERICAN INDIAN/ALASKA NATIVE	ASIAN	HISPANIC	PACIFIC ISLANDER	WHITE	MULTI-RACIAL	SOCIOECONOMICALLY DISADVANTAGED	ENGLISH LANGUAGE LEARNERS	SPECIAL EDUCATION
James Monroe Elementary ^D	Santa Ana, CA	0.0	0.2	1.1	95.7	0.7	2.0	0.4	95.7	60.4	10.2
John C. Fremont Elementary	Santa Ana, CA	0.3	0.4	1.4	96.8	0.2	0.6	0.3	96.9	72.6	10.1
John Muir Fundamental Elementary	Santa Ana, CA	0.3	0.5	2.0	92.9	0.7	3.2	0.6	73.7	30.4	11.8
Julia C. Lathrop Intermediate	Santa Ana, CA	0.0	0.1	1.0	98.6	0.0	0.3	0.0	99.0	43.7	15.2
Pio Pico Elementary	Santa Ana, CA	0.0	0.0	0.2	99.7	0.0	0.0	0.2	98.7	77.9	6.6
Sierra Preparatory Academy ^C	Santa Ana, CA	0.0	0.1	2.0	97.0	0.2	0.5	0.2	98.1	45.9	15.8
Spurgeon Intermediate ^C	Santa Ana, CA	0.0	0.2	1.5	97.9	0.2	0.2	0.0	98.0	42.2	11.0
Taft Elementary	Santa Ana, CA	3.0	0.9	5.8	81.6	1.9	5.3	1.6	85.7	47.3	24.7
Woodrow Wilson Elementary	Santa Ana, CA	0.0	0.0	0.3	99.3	0.0	0.4	0.0	98.1	77.8	9.7

Note. California school report cards for 2013-2014 (most current available) were retrieved in June 2015 from <http://www.sausd.us/Page/29588>

Note. Texas school report cards for 2013-2014 (most current available) were retrieved in June 2015 from <http://ritter.tea.state.tx.us/perfreport/account/2014/srch.html?srch=C>

Note. A indicates a participating site where demographic information was not found

Note. B indicates the site was organized by a community organization and therefore no demographic information is available

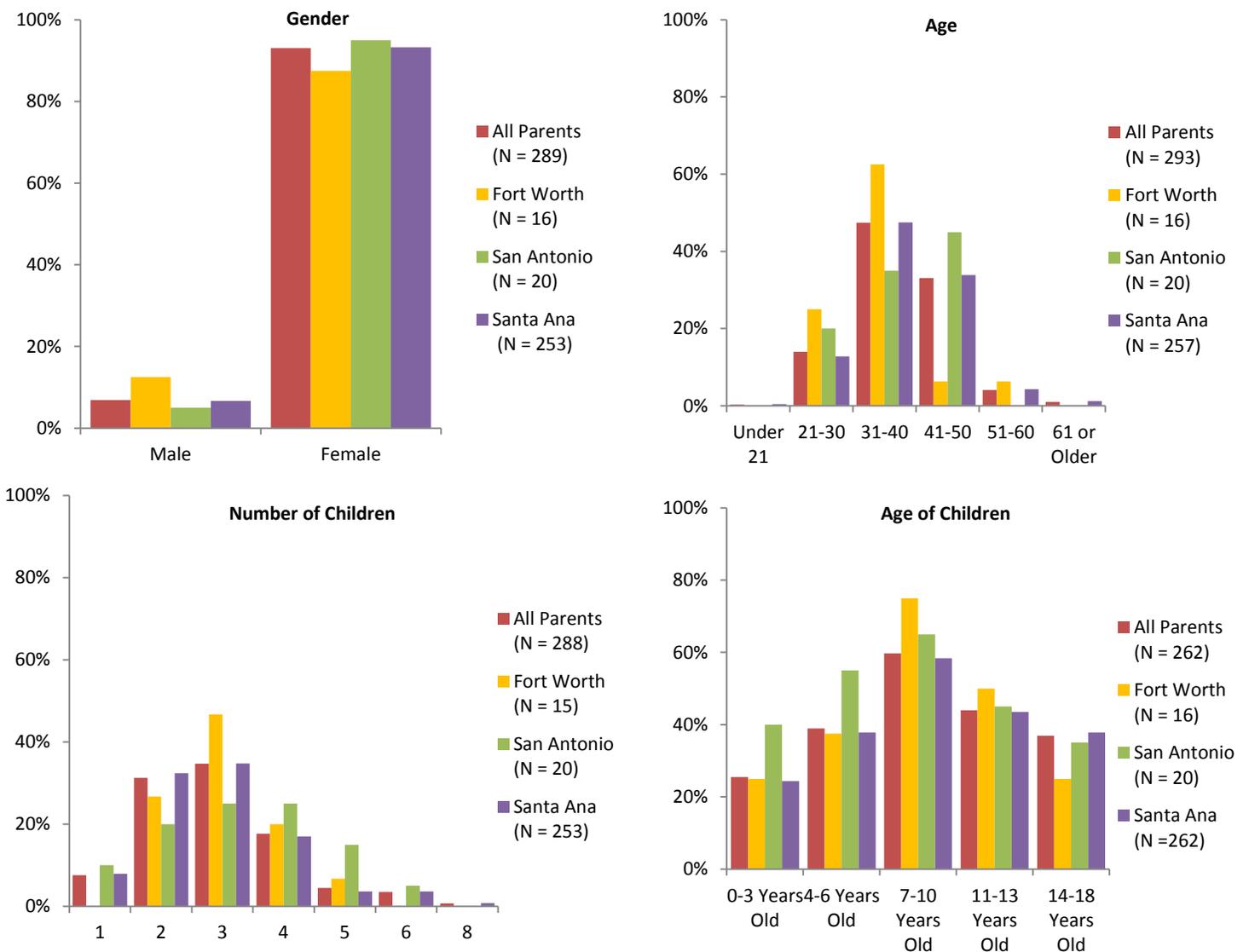
Note. C indicates the program was offered in both the fall and spring semester

Note. D indicates the program was offered in the day and evening

DEMOGRAPHIC CHARACTERISTICS OF PARENT PARTICIPANTS

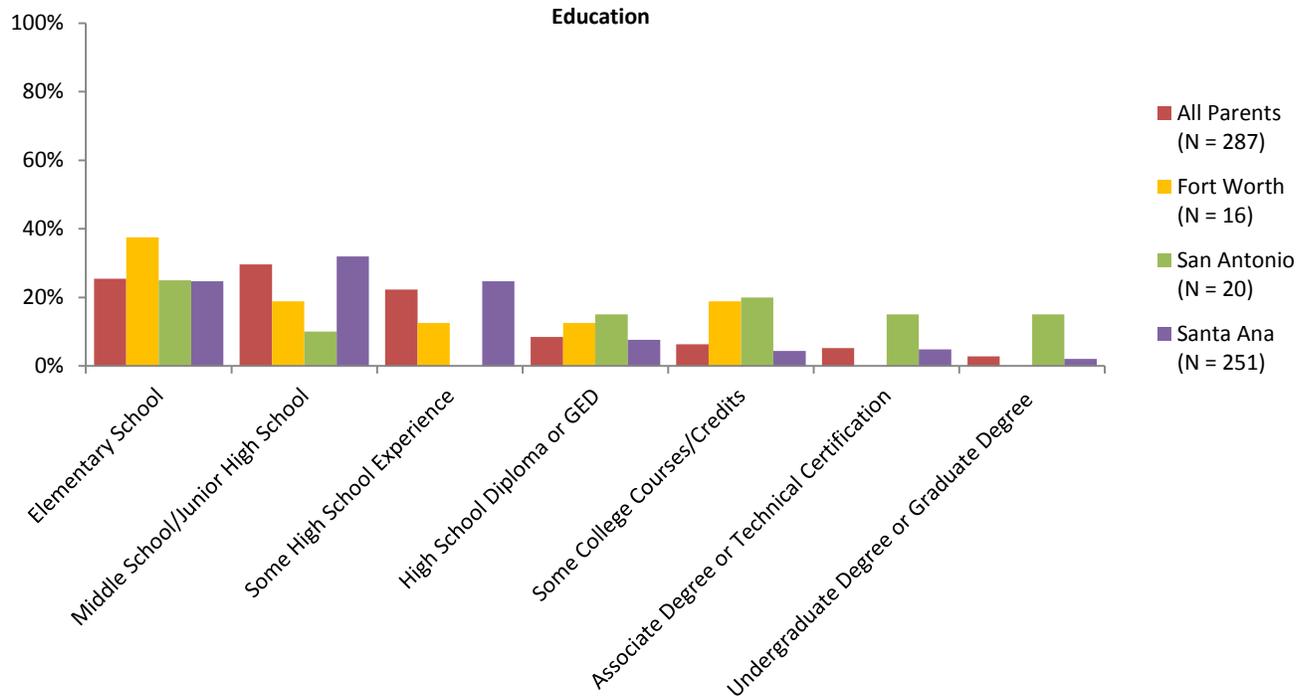
Exhibit 4 summarizes the demographic characteristics of parents in the sample. Most participating parents were females. The largest percentages of participants were ages 31-40, though Fort Worth participants were slightly younger on average likely because the program took place at an elementary school. Most participants had two, three, or four children. Most had children who were elementary school ages, though the range of participants included parents of children whose ages ranged from infancy to high school and beyond. Participants had an average educational attainment level of high school or less. Sites were roughly equivalent in the gender, age, number and ages of children, and educational attainment level.

EXHIBIT 4. PARENT DATA DASHBOARD⁴



Note. Percentages for Age of Children do not sum to 100 because respondents could select more than one category

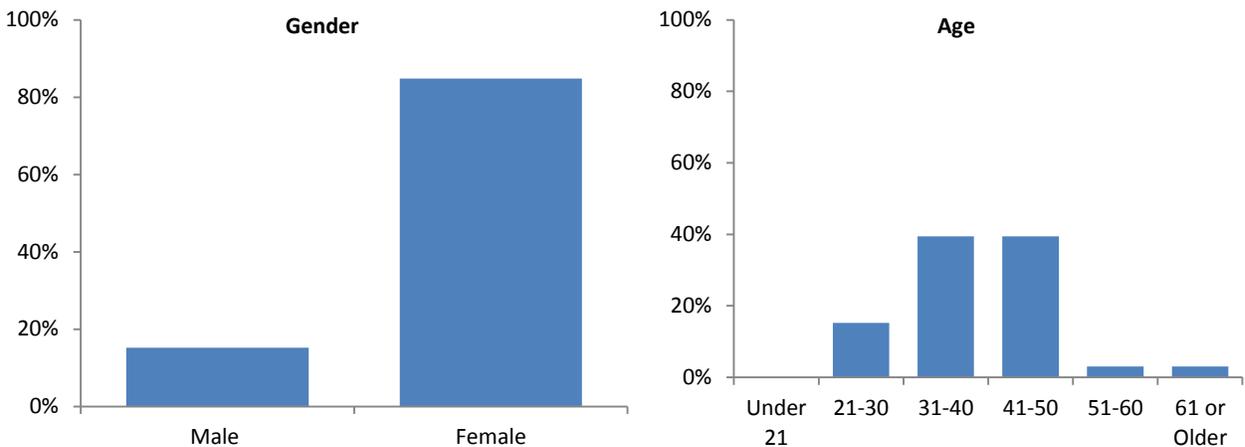
⁴ N is the number of the respondents.

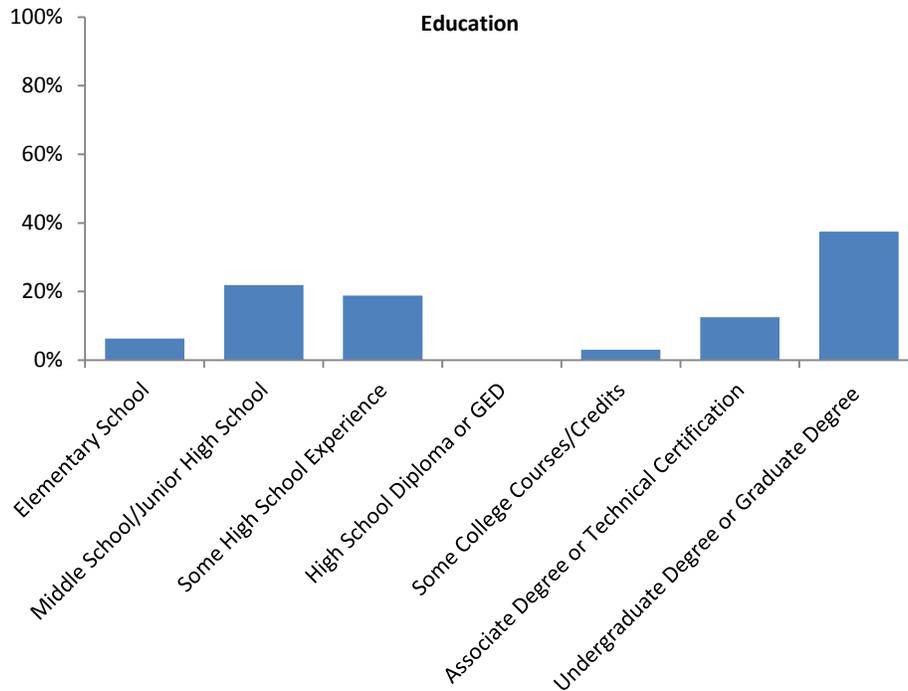


DEMOGRAPHIC CHARACTERISTICS OF FACILITATORS

Exhibit 5 displays the demographics of participating facilitators. The table shows that most facilitators were females between ages 31-50. Educational attainment varied widely, with some having college degrees and some completing middle or high school. The differences are related to sites: Santa Ana sites often employed parents that completed the program as facilitators. The other sites tended to employ school or organizational staff.

EXHIBIT 5. FACILITATOR DATA DASHBOARD (N = 33)





DATA COLLECTION

RMC Research staff collected data from Raising Highly Capable Kids™ participants and facilitators from October 2014 to June 2015. The evaluation used a pre/post, retrospective, and post-only survey design; and focus group protocol; which included parents and facilitators who participated in the Raising Highly Capable Kids™ program. RMC Research staff moderated all focus groups. Surveys were administered by local community members contracted by RMC Research and trained in survey administration protocol; or program facilitators. Survey administrators spoke Spanish and were able to read questions aloud in English or in Spanish if participants were struggling with reading the survey.

SURVEY RELIABILITY

Reliability analyses (Cronbach’s alpha)⁵ were conducted for scaled outcome measures for parents and facilitators using data from the survey measures. The results of the reliability analyses are presented in Exhibit 6 for the parent survey and Exhibit 7 for the facilitator survey. The scales typically reached Cronbach’s alpha level of .65 or higher, which is an acceptable level for reliability. Some of the items, though completely aligned with the Search Institute 40 Developmental Asset categories, had alpha levels that were too low to treat the items as a scale. This means that the items were measuring different constructs. In these cases, items were examined individually. A copy of the survey questions and the asset category with which they align can be found in the Appendix.

⁵ Cronbach’s alpha is a measure of the reliability or internal consistency of a composite measure or scale that is based on multiple survey items, indicating that the items measure the same concept. Values range from 0 to 1, with 1 being the most reliable.

EXHIBIT 6. PARENT SURVEY RELIABILITY ANALYSIS

SUBSCALE	NUMBER OF ITEMS	SAMPLE ITEMS	CRONBACH'S ALPHA PRE/POSTSURVEY	CRONBACH'S ALPHA RETROSPECTIVE SURVEY
Commitment to Learning - Importance	5	How important is it for your child(ren) to like school? How important is it for your child(ren) to enjoy learning new things?	.67	.74
Commitment to Learning - Acquisition by Child	5	My child(ren) try to do well in school. My child(ren) like to learn.	.71	.80
Positive Values - Importance	6	How important is it for your child(ren) to tell the truth even when it is not easy? How important is it for your child(ren) to accept responsibility and not blame others?	.79	.82
Positive Values - Acquisition by Child	7	My child(ren) jump in when someone needs help. My child(ren) are not afraid to stand up for their beliefs.	.65	.82
Social Competencies - Importance	5	How important is it for your child(ren) to have several good friends? How important is it for your child(ren) to resolve conflicts without violence?	.53	.62
Social Competencies - Acquisition by Child	5	My child(ren) are comfortable with people of other races or ethnicities. My child(ren) can resist negative peer pressure.	.60	.72
Positive Identity - Importance	6	How important is it for your child(ren) to feel good about themselves? How important is it for your child(ren) to have high expectations for doing well in life?	.68	.90
Positive Identity - Acquisition by Child	5	My child(ren) feel control over most situations. My child(ren) feel good about the future.	.70	.86
Support - Importance	5	How important is it for your child(ren) to feel supported by the family? How important is it for your child(ren) to have at least 3 adults, other than you or your spouse, that provide positive emotional support for your child?	.36	.68
Support- Acquisition by Child	5	My child(ren) willingly seek advice from me. My child(ren) have parents who care about how well they do in school.	.41	.62
Empowerment - Importance	4	How important is it for your child(ren) to help others by volunteering in an organization? How important is it for your child(ren) to feel safe at home?	.54	.67
Empowerment - Acquisition by Child	4	My child(ren) generally feel safe in the neighborhood. My child(ren) generally feel safe in school.	.30	.53

SUBSCALE	NUMBER OF ITEMS	SAMPLE ITEMS	CRONBACH'S ALPHA PRE/POSTSURVEY	CRONBACH'S ALPHA RETROSPECTIVE SURVEY
Boundaries and Expectations - Importance	3	How important is it for your child(ren) to have families with clear rules that are always enforced? How important is it for your child(ren) to tell people where they are when they are not at home or school?	.65	.50
Boundaries and Expectations - Acquisition by Child	3	My child(ren) have positive adults that serve as role models. My child(ren) inform others about where they are when they are not in school or at home.	.54	.64
Constructive Use of Time - Importance	4	How important is it for your child(ren) to spend at least five nights at home with family? How important is it for your child(ren) to spend some time with creative arts; like music, or painting; or acting?	.69	.59
Constructive Use of Time - Acquisition by Child	4	My child(ren) spend some time in religious activities. My child(ren) spend time in organized youth programs, such as sports, clubs and/or community organizations.	.65	.58
Program Impacts	13	I feel participation was important for my own personal development. The effects of the program and the information I learned will continue after the program is over.	.88	.94
Program Quality	4	I found the content of the program to be informative. I would recommend this program to my friends.	.96	.88

EXHIBIT 7. FACILITATOR SURVEY RELIABILITY ANALYSIS

Subscale	Number of Items	Sample Items	Cronbach's Alpha
Activities	10	Conducting the JOIN THE CLUB activity was a great way for participants to get to know each other. The WORTH A TRY questions are a great way for participants to reflect on the needs of their child(ren).	.98
Implementation	6	Expectations of my role as a leader/facilitator were clearly expressed. Participants were comfortable expressing their thoughts and ideas in the session.	.93
Program Impacts	3	I have learned new leadership skills from facilitating this program. I have increased my knowledge of the categories of assets.	.81
Program Impacts on Parents	4	Participants came up with their own ideas of how to develop the assets in their child(ren). Activities helped participants gain different points of views and different ways to implement the assets with their child(ren).	.94
Program Quality	6	The sessions were personally relevant to the participants. The content of the program is informative.	.97

DATA ANALYSIS

Demographics and results for parent surveys were analyzed using descriptive statistics, Wilcoxon signed-rank tests^{6,7}, and difference scores⁸. Additional analyses were conducted to determine whether outcomes were influenced (moderated) by demographic variables by using a fractional factorial⁹ repeated measures design. Moderators included gender, site, age, and education.

Attendance data were requested for all program sessions being conducted and multiple attempts were made to obtain the data, however there were less than five schools/organizations that provided attendance data; therefore they were not included in the report.

Effect sizes, using generalized eta squared¹⁰ and Cohen's d ¹¹ were calculated to determine the strength of the relationship between the moderators and the associated outcome across time; and changes in opinions and perceptions. Findings are reported for the entire sample and by site. To ease

⁶ W_+ is the test statistic for the Wilcoxon signed-rank test, which is a distribution-free test of the difference between two repeated measurements taken on the same person or sample. It is preferred to the repeated measures t test in cases when it cannot be assumed that the data are normally distributed, or when sample sizes are small.

⁷ Multiple Wilcoxon signed-rank tests were conducted, thus increasing the probability of Type I error (error occurs when the results of research show that a difference exists but in truth there is no difference). Results should be interpreted with caution.

⁸ Difference or growth scores were calculated by subtracting post survey scores from pre survey scores, so that the resulting measure would be positive if there was an increase, and negative if there was a decrease in ratings across time.

⁹ A fractional factorial design includes only some of the main effects and interaction in the ANOVA (repeated measures analysis of variance is a statistical procedure used to examine differences within and between groups when the same data are available for multiple points in time) model.

¹⁰ Generalized eta squared is a measure of effect size, designated to measure the magnitude of the treatment effect.

¹¹ Cohen's d is a measure of effect size, designated to examine differences between two means.

interpretation, significant findings are presented in the body of the report and full statistics (means¹², standard deviations¹³, percentages, and levels of significance) are presented in tables located in the Appendix.

RMC Research analyzed qualitative results using data summaries and matrices employing techniques and principles recommended by Miles, Huberman, and Saldana (2013)¹⁴ with data from the focus groups and interviews. This approach emphasizes well-defined study variables to identify common themes.

¹² The mean is the average of all the responses. (Cohen, 1999).

¹³ The standard deviation (*SD*) is a measure of how spread out a set of values is. Higher standard deviations indicate greater variability in data across respondents.

¹⁴ Miles, M.B., Huberman, A.M. & Saldana, J. (2013). *Qualitative data analysis: An expanded sourcebook (3rd ed)*. Thousand Oaks, CA: Sage.

FINDINGS

This section presents a summary of findings based on the survey and focus group data collected from parents and facilitators who participated in the Raising Highly Capable Kids™ program. This section discusses Raising Highly Capable Kids™ program preparation (recruitment and training), implementation, and impacts. Parent findings are presented with combined site findings first, followed by findings for each individual site.

RECRUITMENT AND TRAINING OF FACILITATORS

Once the program had been adopted at a site and/or the site chose to continue offering the program, facilitators were recruited and trained. Facilitators at participating sites in Fort Worth and San Antonio were school or community partner organization employees. These individuals saw their role as facilitators as an extension of their staff positions. Most volunteered to be a facilitator after learning about the program. A few were assigned the role by their community organization. Facilitators in Santa Ana had most often participated in the program as parents and chose to take on roles as facilitators to further develop their own knowledge and/or because they wanted to help other parents. Nearly half (44%) of Raising Highly Capable Kids™ facilitators had two years of experience leading program sessions, with experience ranging from a few months to five years.

Full-day facilitation training sessions were conducted by Raising Highly Capable Kids™ program staff in San Antonio and Santa Ana. All facilitators at these sites participated in the training. Nearly 91% had also participated in the program during the previous three years. In the fall of 2014, program staff also provided advanced facilitator training in Santa Ana for those that had been leading sessions for a few years. The majority of Santa Ana facilitators (72.7%) participated in this training. Training was not offered this year in Fort Worth since all of the facilitators had attended training last year and did not feel the need for a refresher.

RECRUITMENT OF PARENTS

District and school leaders and faith-based organizations conducted most of the parent recruitment in Santa Ana. CIS conducted the parent recruitment in San Antonio. School administrators and counselors conducted recruitment efforts in Fort Worth. Recruitment tended to be highest per site in Santa Ana and lowest per site in San Antonio. Recruitment challenges in San Antonio tended to center on the time commitment, with parents feeling uncertain that they wanted to commit to 13 weeks of programming. Parent participant retention varied: it was highest in Fort Worth and lowest in San Antonio.

PARENTS' MOTIVATION FOR PARTICIPATION

When asked during focus groups why they chose to participate, most parents said they hoped to learn new ways to interact with their children and become a better parent. Many participated because they wanted to help their children with a specific problem, often having to do with resolving behavioral issues at home or in the school, coping with

I wanted to know how to help my children and how to understand more.
- Parent

special needs, addressing bullying (either as a victim or as a bully), or improving academic performance. Other reasons cited by parents include a desire to:

- understand their children better;
- learn how to set a positive example;
- increase communication with their child; and/or
- help their children develop positive character traits.

Several parents reported that they had heard very positive things about the program from previous participants and thought they may generally benefit from participation.

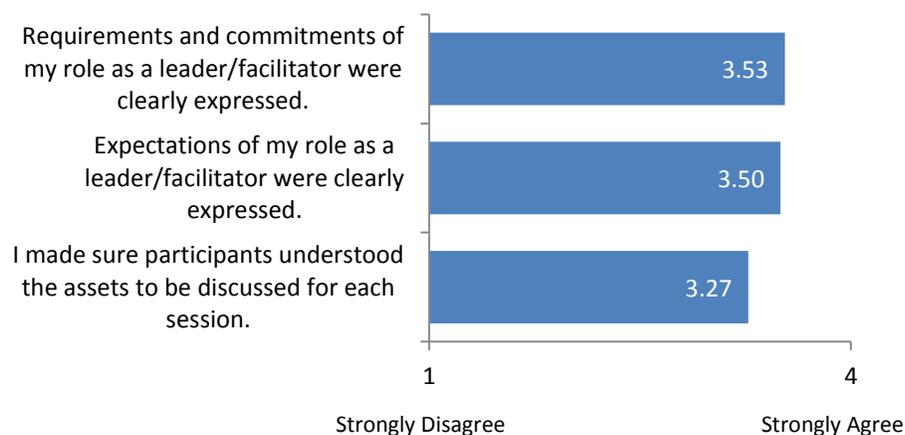
However, parents at nearly all of the sites reported that they were not very sure what they were going to learn when they agreed to attend sessions. Instead, they just had a global understanding that the program would help them learn parenting skills and communication strategies.

PROGRAM IMPLEMENTATION

INTRODUCING THE PROGRAM AND FACILITATOR ROLES

At the start of the program, the training specified that facilitators should explain their roles to the participants so that expectations would be clear. Facilitators were also to introduce the assets to be discussed. As shown in Exhibit 8, the facilitators on average agreed or strongly agreed that they introduced the program and sessions in this way. They had the strongest levels of agreement on statements about their roles and somewhat less agreement on ensuring that participants understood assets.

EXHIBIT 8. FACILITATORS' PERCEPTIONS OF INTRODUCING THE PROGRAM AND FACILITATOR ROLES (N = 33)

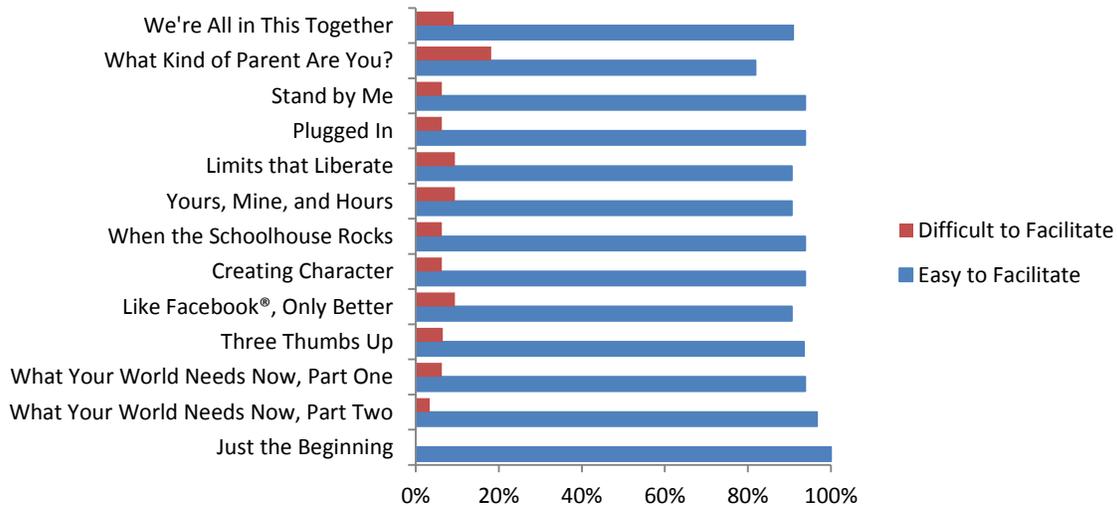


EASE OF IMPLEMENTATION OF EACH UNIT

When facilitators were asked to rate units on how easy or difficult they were to implement, nearly all facilitators reported each of the units easy to lead (Exhibit 9). The unit rated easy to lead by the largest percentage of facilitators was entitled "*Just the Beginning*." The unit considered most difficult to lead

was “*What Kind of Parent Are You?*” In the focus groups, facilitators said this unit was somewhat difficult both because it elicited a lot of personal information and it took a long time to implement.

EXHIBIT 9. RATINGS OF EASE OF IMPLEMENTATION OF CURRICULUM UNITS (N = 33)



EASE OF TEACHING DEVELOPMENTAL ASSETS

When asked during focus groups which of the asset categories were the easiest to address, facilitators reported those pertaining to school and education, values, community, and support were easiest. The reasons given were facilitator’s knowledge of these categories, participant’s knowledge of these categories, and participants completing the corresponding activities from the book.

The categories that facilitators had a more difficult time addressing were equality and social justice, constructive use of time, empowerment, and social competence. These were harder to convey due to cultural differences among the parents, particularly those from Mexico who had different values. Other reasons given were that the topics did not resonate with participants or that it was hard for them to embrace and accept these values as something they should instill in their children.

PERCEPTIONS OF CURRICULAR QUALITY AND PARTICIPANT INTEREST

As shown in Exhibit 10, facilitators generally agreed or strongly agreed that curricular examples were clear and activities were worthwhile. They agreed most strongly that the stories in the guide provided clear examples of the assets and liked the examples associated with “Worth a Try.” They were somewhat less likely to agree that the “Reaction Time” activity was worthwhile.

Facilitators also believed that parents reacted positively to the program (Exhibit 11). On average, facilitators agreed or strongly agreed that participants were interested and engaged, comfortable expressing their thoughts, and respectful toward others.

EXHIBIT 10. FACILITATOR PERCEPTIONS OF CURRICULAR QUALITY (N = 33)

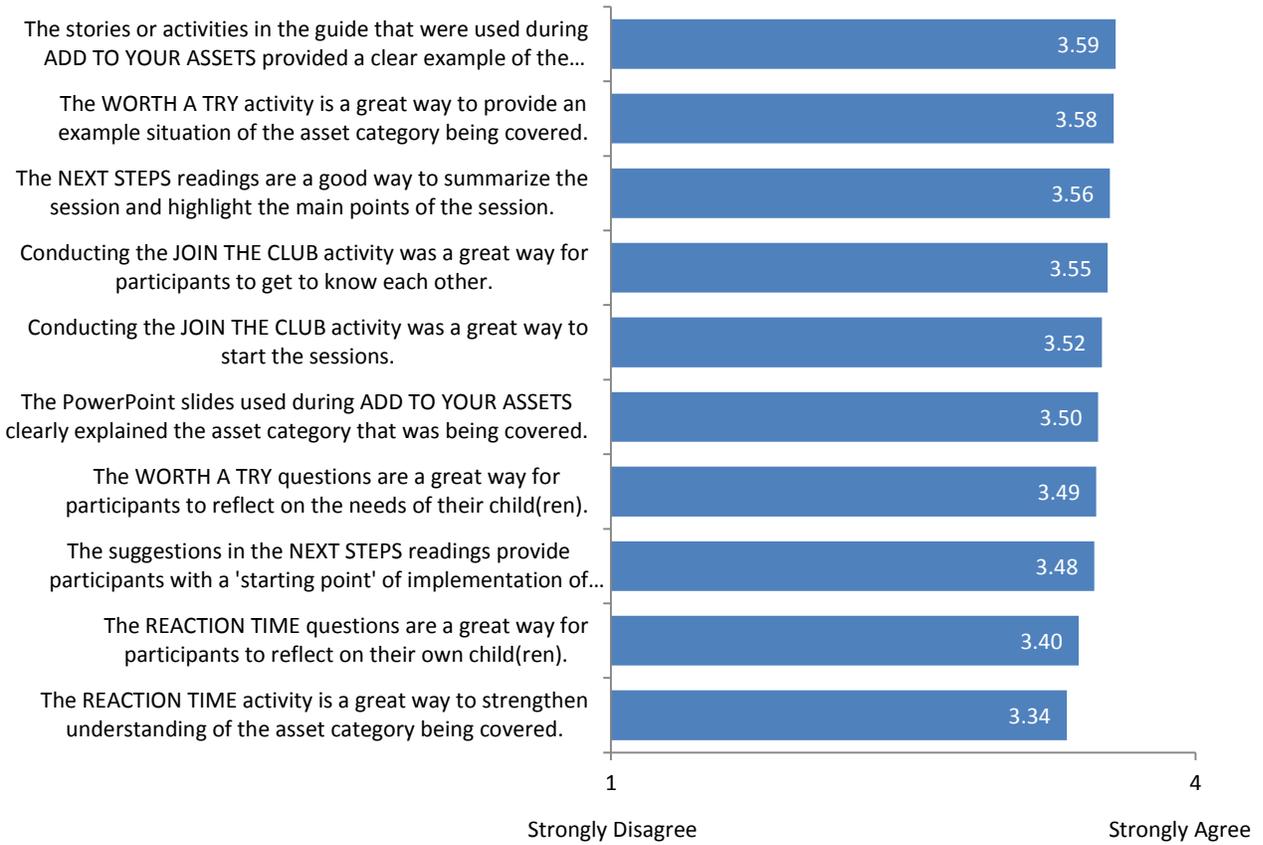
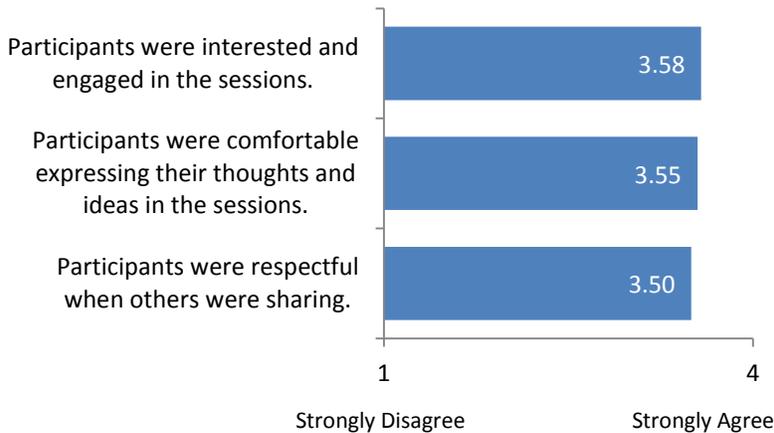


EXHIBIT 11. FACILITATOR PERCEPTIONS OF PARTICIPANT INTEREST AND ACTIONS (N = 33)



PROGRAM FIDELITY

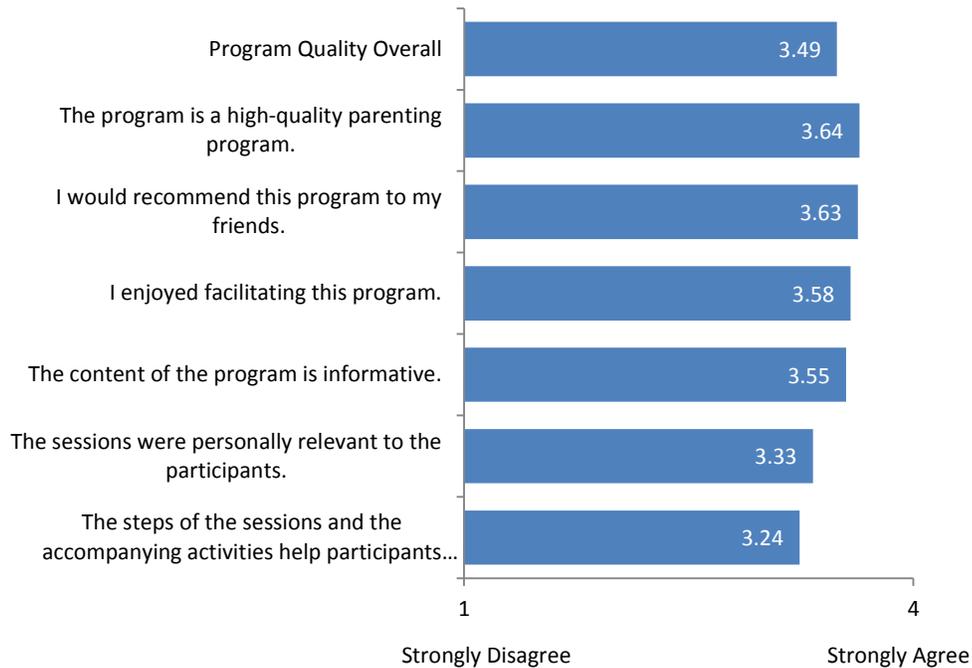
Nearly all of the facilitators closely followed the guidelines for instructional delivery. There were a few exceptions:

- Some of the programs were held in areas that did not support technology, so the PowerPoint slides were not shown. Instead, the content of some of the slides were verbally conveyed to the participants.
- Some of the sites combined sessions, either because they did not feel there was enough material in each session or because they had to make-up time that was lost due to unexpected cancellation of sessions (snow days, etc.) or because they condensed the program into a smaller number of sessions to accommodate parent concerns about time commitment.
- Some noted that a lot of the steps were repetitive, so they chose not to repeat the steps and instead offered supplemental activities.
- Several facilitators mentioned that they posed their own questions and made them more conversational than the ones in the workbooks to encourage more discussion among group members.
- At one site, some of the facilitators believed that the amount of time devoted to each topic was too short because the parents enjoyed talking with each other and sharing experiences. At this site, the facilitator allowed discussions to expand and skipped some of the material.
- Facilitators at another site noted that their group size decreased because of the intensity of the conversations and discomfort the topics caused so the facilitator skipped some of the more personal activities or question prompts toward the end of the curriculum.

FACILITATOR PERCEPTIONS OF OVERALL PROGRAM QUALITY

Facilitators agreed that Raising Highly Capable Kids™ had high overall program quality. As revealed in Exhibit 12, they strongly agreed that the program is “a high-quality parenting program” and that they would recommend the program to their friends. They reported enjoying facilitating the program and thought that the program was informative. They had slightly lower levels of agreement (though agreement levels were still quite high) with items measuring personal relevance and ability to apply what participants learned in their homes.

EXHIBIT 12. FACILITATOR PERCEPTIONS OF PROGRAM QUALITY (N = 33)



During focus groups and interviews, facilitators reiterated that they thought the program materials were effective and particularly liked the focus on positive values. Some facilitators liked the power-point slides, noting that viewing them prompted in-depth discussions among the participants.

Facilitators believed that the most important aspects of the program and the aspects they enjoyed most were meeting parent needs and observing the ways that parents bonded with each other. Facilitators consistently reported that at least some of the participants shared their experiences and helped each other solve problems and learn new ways to interact with their children.

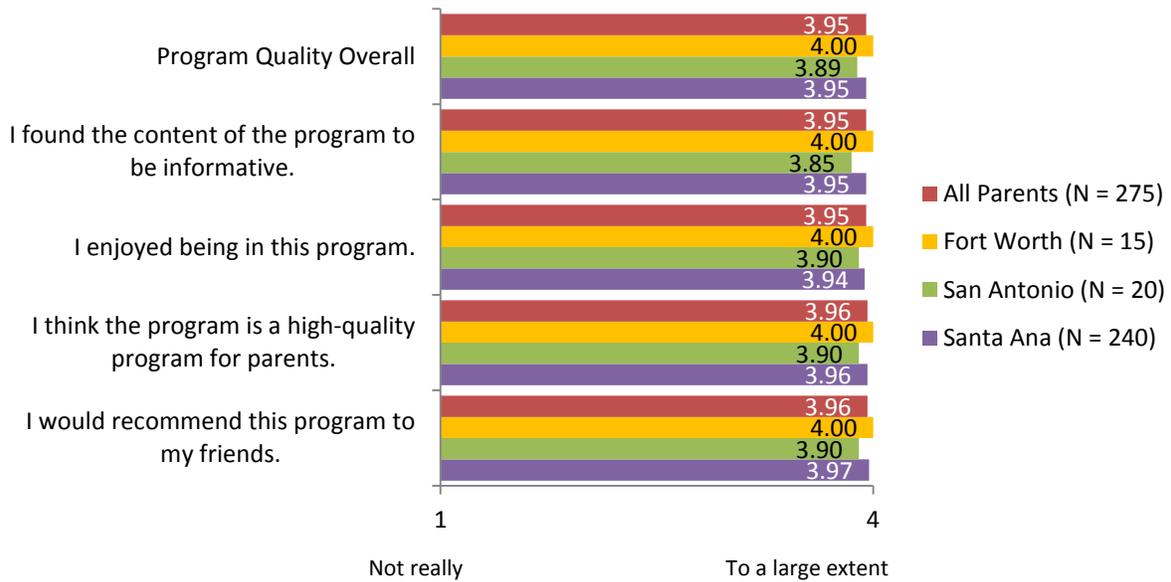
The parts of the program that they thought should be improved were the limited amount and lack of variety in the power-point slides, examples, and activities. Some of the slides lacked authenticity and most did not reflect the same diversity of backgrounds as the parents attending the program. Another issue facilitators mentioned was the lack of support for the program and parents at the school level. They noted the critical importance of principal support in engendering parent commitment to the program.

PARENT PERCEPTIONS OF PROGRAM QUALITY

Parents also considered Raising Highly Capable Kids™ to be of high quality. Exhibit 13 indicates that, to a large extent, parents at all sites felt that the program was enjoyable and informative. They also indicated they would recommend the program to their friends.

(The program) teaches you to be a better parent in a positive way.
- Parent

EXHIBIT 13. PARENT RESPONSES TO PROGRAM QUALITY QUESTIONS



During focus groups, parents affirmed their positive sentiments, saying that the program was interesting and provided great content. Nearly all parents enjoyed having the opportunity to share their

I like the positive reinforcement I get as a parent. I see others struggle and I don't feel alone.
- Parent

experiences and engage in joint problem solving. They benefitted from knowing that other parents were dealing with family issues similar to their own and they found positive ways to support each other in and outside of the class.

Parents liked the way the assets were discussed in the handbook. They thought the step-by-step nature of the sessions was important in helping them learn about the assets. Most reported that their facilitators spent sufficient time ensuring that parents understood the concepts. Parents liked learning strategies and techniques to support their children and teach the developmental assets; they particularly valued the way that the program encourages and promotes taking responsibility.

While most parents felt that their facilitators were quite good, there were a few areas where participants did not feel the facilitator went into enough detail. Parents wanted to know more about how to support their children, how to establish and maintain limits and parental roles, and how to assimilate into the American culture.

The program promotes responsibility for the child's own behavior; (the program) helps encourage children to avoid bad behaviors.
- Parent

Some of the participants reported their sessions did not consistently follow all of the steps outlined in the handbook typically due to time constraints. They noted that some important discussions were cut short, especially when the topic inspired intense debate or was of great interest, as was the case in conversations about self-esteem and punishment.

When asked to sum up what they liked and disliked about the program, parents tended to report that they liked "everything." They repeated that they enjoyed learning about the assets and learning how to communicate better with their children; they appreciated hearing different points of view on how to handle various situations; and they thought many of the activities were fun. When asked what they liked

least about the program, responses were limited to logistics. This included not having enough time in the session and the need to offer evening sessions.

Parents were asked how they would describe the program to a friend. All responses were positive, and included that through participation:

- you learn from other parents and share ideas;
- you learn a lot of ways to encourage personal growth for yourself and your child;
- you grow as a parent; and
- you learn how to communicate better with your child and become more involved in their world.

SUGGESTIONS FOR PROGRAM IMPROVEMENT

Both facilitators and parents provided recommendations for improving the Raising Highly Capable Kids™ program. Facilitator suggestions included:

- Develop additional and more varied activities, examples, and other materials/handouts for parents to take home and use as a resource and/or as homework for parents to discuss between sessions.
- Provide examples that can resonate with the different cultures. An instance that was provided included some of the Hispanic parents not comprehending/relating to the stories about pioneer times and magic.
- Highlight critical parts of the lesson in the facilitators guide.
- Create a follow-up program that has more in-depth information on addressing each asset.
- Brainstorm ways to get more fathers involved.
- Simplify the language for educational and cultural purposes.
- Provide child care during the session times.

Parent suggestions for improvement included:

- Extend the duration of each session to allow for full understanding of the asset category and discussion.
- Have a session where spouses and children can come in and work on an activity together.
- Provide additional, varied activities, examples, and power-point slides on how to apply the assets and how to convey their importance to their children.
- Include more pictures and power-point slides, especially of the stories, for those with lower literacy levels.
- Conduct the program in more schools and community organizations to allow for increased participation in general, and for those who work during the day.
- Require all facilitators to participate in the program first, so that they have a strong understanding of the assets and how to implement them, and that they have greater empathy for the participants.
- Create a follow-up program that allows greater exploration of some of the assets.
- Provide child care during the sessions so parents are not distracted.
- Put a glossary of the terms in the workbook to help parents understand the concepts.

RAISING HIGHLY CAPABLE KIDS™ PROGRAM IMPACTS

Pre/post and retrospective surveys were used to determine whether participation in Raising Highly Capable Kids™ changed parents' knowledge, skills, and attitudes. Because the methods were different, findings are reported separately.

IMPACT REPORTED BY PARENTS: PERCEPTION OF IMPORTANCE OF THE ASSETS TO THEIR CHILDREN'S LIVES

Exhibit 14 shows results of changes in opinion of the importance of various assets by scale (if the scale had adequate reliability) or by item (if the scale had inadequate reliability). The Exhibit displays only those measures where significant differences were found. Across the entire sample, parents significantly changed their opinions of the importance of specific assets in three areas: they were more likely to acknowledge the importance of having:

- neighbors who care;
- a commitment to learning (liking school, doing well in school, trying hard in school; enjoying learning new things, and doing homework willingly); and
- positive values (such as helping others, standing up for one's beliefs, telling the truth, accepting responsibility, and resisting risky behaviors).

My child sees me participating and it sets an example for her, we can all learn.
- Parent

Effect sizes are in the small range, with the strongest effect being for recognizing the importance of having neighbors who care.

At the San Antonio site, parents were more likely to see the importance of having at least three adults in their children's lives that provide positive emotional support; commitment to learning; and their children being comfortable with people of other races or ethnicities. Effect sizes are all in the medium range.

In Santa Ana, participation increased parents' opinions on the importance of having neighbors who care. The effect size is small.

Exhibit 15 shows that Santa Ana parents who took the retrospective survey were significantly more likely to report an increase in the importance of items in all of the asset categories. The largest increases were in the asset categories of:

- positive identity (feeling control over situations, feeling good about oneself, feeling that life has a purpose, and feeling good about the future);
- empowerment (helping others through volunteering and feeling safe in the neighborhood, home and school); and
- support (feeling supported by the family, seeking advice from parents, having neighbors who care, and having parents who care about how well they do in school).

Effect sizes for the Santa Ana data are in the small to medium range. Highest effects are for recognizing the importance of the assets related to positive identity, empowerment, and support.

EXHIBIT 14. IMPACT OF PARTICIPATION ON PARENTS' RECOGNITION OF ASSET IMPORTANCE

ASSET CATEGORY OR ITEM	PRESURVEY			POSTSURVEY			DIFFERENCE SCORE	Z	P	EFFECT SIZE
	N	Mean	SD	N	Mean	SD				
All Parents										
Support item – Have neighbors who care?	177	3.38	.86	185	3.64	.63	0.23	3.35	.001***	.18
Commitment to Learning	196	3.91	.23	197	3.93	.28	0.02	2.02	.043*	.10
Positive Values	196	3.86	.36	197	3.90	.30	0.54	1.99	.046*	.10
San Antonio										
Support item – Have at least 3 adults, other than you or your spouse, that provide positive emotional support for your child(ren)?	19	3.63	.50	19	3.84	.37	0.22	2.00	.046*	.33
Commitment to Learning	20	3.89	.19	20	3.97	.07	0.08	2.06	.039*	.33
Social Competence item – Be comfortable with people of other races or ethnicities?	17	3.88	.33	18	3.72	.46	-0.27	-2.00	.046*	.36
Santa Ana										
Support item - Have neighbors who care?	143	3.39	.86	151	3.65	.61	0.25	3.21	.001***	.19

Note. z scores refer to Wilcoxon signed-rank two-tailed test results

Note. Only matched pre/post surveys are used to calculate difference scores and Wilcoxon results

Note. * $p^{15} < .05$, ** $p < .01$, *** $p < .001$

Note. Effect size: .1 = Small Effect, .3 = Medium Effect, .5 = Large Effect

¹⁵ The p -value is an indicator that represents the likelihood that observed results occurred by chance. In education research, values of $p < .05$ (i.e., values indicating that observed results had a less than 5% chance of occurring by chance) are typically used to identify results that are statistically significant. Lower p -values indicate a smaller likelihood that observed results occurred by chance and are therefore associated with statistically significant findings.

**EXHIBIT 15. IMPACT OF PARTICIPATION ON PARENTS' RECOGNITION OF ASSET IMPORTANCE FOR SANTA ANA PARENTS
WHO RESPONDED TO THE RETROSPECTIVE SURVEY**

ASSET CATEGORY OR ITEM	PRESURVEY			POSTSURVEY			DIFFERENCE SCORE	Z	P	EFFECT SIZE
	N	Mean	SD	N	Mean	SD				
Support	92	3.71	.36	92	3.88	.21	0.17	4.37	.000***	.32
Empowerment	92	3.77	.33	92	3.91	.23	0.13	4.77	.000***	.35
Boundaries and Expectation Items										
<i>Have adults in their lives who serve as role models?</i>	89	3.75	.53	91	3.93	.25	0.18	3.36	.001***	.25
<i>Have families with clear rules that are always enforced?</i>	89	3.74	.53	90	3.96	.26	0.20	3.63	.000***	.27
<i>Tell people where they are when they are not at home or at school?</i>	89	3.80	.53	89	3.92	.34	0.13	2.81	.005**	.21
Constructive Use of Time Items										
<i>Spend at least five nights at home or with family?</i>	88	3.76	.53	90	3.91	.29	0.16	2.97	.003**	.22
<i>Spend some time in religious activities?</i>	84	3.70	.65	87	3.83	.57	0.13	3.05	.002**	.24
<i>Spend some time in organized youth programs, such as sports, clubs, and/or community organizations?</i>	90	3.59	.60	90	3.78	.49	0.19	3.53	.000***	.26
<i>Spend some time with creative arts; like music, painting, or acting?</i>	86	3.45	.78	85	3.69	.64	0.28	4.07	.000***	.32
Commitment to Learning	92	3.82	.33	92	3.95	.15	0.13	3.94	.000***	.29
Positive Values	92	3.75	.39	92	3.90	.21	0.15	3.96	.000***	.29
Social Competence Items										
<i>Be good at planning ahead and not leaving everything to the last minute?</i>	90	3.66	.69	90	3.88	.40	0.20	2.99	.003**	.22
<i>Have several good friends?</i>	86	3.12	1.00	87	3.45	.90	0.29	4.07	.000***	.31
<i>Be comfortable with people of other races or ethnicities?</i>	89	3.65	.66	89	3.78	.56	0.11	2.18	.029*	.17
<i>Resist negative peer pressure?</i>	86	3.72	.68	86	3.87	.50	0.15	2.65	.008**	.20
<i>Resolve conflicts without violence?</i>	88	3.88	.37	87	3.98	.15	0.10	2.32	.020*	.18
Positive Identity	92	3.75	.41	92	3.93	.18	0.18	4.85	.000***	.36

Note. z scores refer to Wilcoxon signed-rank two-tailed test results

Note. Only matched pre/post surveys are used to calculate difference scores and Wilcoxon results

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Note. Effect size: .1 = Small Effect, .3 = Medium Effect, .5 = Large Effect

IMPACT REPORTED BY PARENTS: CHILDREN'S ACQUISITION OF ASSETS

Parents observed that their children had acquired multiple assets during the course of the parents' participation in the program. As can be seen in Exhibit 16, across the sample, there were statistically significant increases for assets related to:

- constructive use of time;
- commitment to learning;
- positive values; and
- positive identity.

I have really learned to listen. Sitting down and talking with my child. It opens your eyes to the things that are important to them.
- Parent

In addition, statistically significant differences were found for several items, including:

- support from family, adults, and neighbors;
- helping others by volunteering in an organization;
- having clear rules and informing others where they are; and
- planning ahead, having friends, and resisting negative peer pressure.

Effect sizes for all findings are small with slightly higher effects of commitment to learning and positive values.

Data from Fort Worth participants show they changed their perceptions of their children's constructive use of time and having a family with clear rules. Effect sizes are in the medium range for all significant differences. Santa Ana parents reported changes in their perceptions for several of the same items and asset categories as the all parents group. One item that increased specifically for Santa Ana parents was their perception that their children can resolve conflicts without violence (Exhibit 16). Effect sizes are small.

The Santa Ana parents who responded to the retrospective survey were significantly likely to report an increase in their perception of children's acquisition of the assets for nearly all of the asset categories (Exhibit 17). Greatest increases were for the asset categories of commitment to learning, positive values, social competence, and positive identity. Effect sizes range from small to medium, with the strongest effects found for differences in scores for positive values, social competence, commitment to learning, and positive identity.

EXHIBIT 16. IMPACT OF PARTICIPATION ON PARENTS PERCEPTION OF THEIR CHILDREN’S ACQUISITION OF THE ASSETS

ASSET CATEGORY OR ITEM	PRESURVEY			POSTSURVEY			DIFFERENCE SCORE	Z	P	EFFECT SIZE
	N	Mean	SD	N	Mean	SD				
All Parents										
Support Items										
<i>Feel a lot of support from our family.</i>	177	3.85	.42	196	3.91	.30	0.08	2.56	.010**	.14
<i>Have neighbors who care.</i>	164	2.85	1.14	183	3.19	.95	0.30	2.98	.003**	.17
<i>Have at least three adults, other than me or my spouse; that provide positive emotional support for them.</i>	177	3.45	.90	190	3.72	.62	0.23	2.92	.004**	.16
Empowerment Item – Help others by volunteering in an organization.	169	2.95	1.12	191	3.17	1.02	0.19	2.00	.045*	.11
Boundaries and Expectation Items										
<i>Have families with clear rules that are always enforced.</i>	177	3.63	.60	185	3.77	.52	0.11	2.62	.009**	.14
<i>Inform others about where they are when they are not in school or at home.</i>	164	3.77	.63	182	3.88	.45	0.10	2.08	.037*	.12
Constructive Use of Time	182	3.07	.77	196	3.20	.65	0.11	2.25	.024*	.12
Commitment to Learning	183	3.60	.42	197	3.73	.36	0.12	3.80	.000***	.20
Positive Values	183	3.32	.45	197	3.48	.45	0.14	3.72	.000***	.19
Social Competence Items										
<i>Are good at planning ahead and not leaving everything to the last minute.</i>	171	3.18	.79	187	3.34	.72	0.13	2.00	.045*	.11
<i>Have several good friends.</i>	166	2.99	.94	184	3.14	.97	0.20	2.36	.018*	.13
<i>Can resist negative peer pressure.</i>	154	3.25	.73	182	3.47	.72	0.23	2.89	.004**	.17
Positive Identity	182	3.56	.48	197	3.71	.42	0.14	3.49	.000***	.18
Fort Worth										
Boundaries and Expectations Item– Have families with clear rules that are always enforced.	15	3.67	.62	16	3.88	.34	0.27	2.00	.046*	.36
Constructive Use of Time	15	2.96	.57	16	3.20	.49	0.25	1.97	.049*	.36

ASSET CATEGORY OR ITEM	PRESURVEY			POSTSURVEY			DIFFERENCE SCORE	Z	P	EFFECT SIZE
	N	Mean	SD	N	Mean	SD				
Santa Ana										
Support Items										
<i>Feel a lot of support from our family.</i>	144	3.84	.44	160	3.92	.30	0.09	2.50	.012*	.15
<i>Have neighbors who care.</i>	136	2.77	1.18	148	3.16	.97	0.38	3.41	.001***	.22
<i>Have at least three adults, other than me or my spouse; that provide positive emotional support for them.</i>	143	3.41	.94	154	3.70	.63	0.25	2.77	.006**	.17
Empowerment item – <i>Help others by volunteering in an organization.</i>	139	2.84	1.15	154	3.70	.63	0.29	2.85	.004**	.17
Boundaries and Expectations Item – <i>Have families with clear rules that are always enforced.</i>	143	3.61	.62	152	3.76	.54	0.12	2.42	.016*	.15
Commitment to Learning	149	3.61	.42	161	3.75	.37	0.12	3.68	.000***	.21
Positive Values	149	3.30	.46	161	3.47	.45	0.14	3.25	.001***	.19
Social Competence Items										
<i>Have several good friends.</i>	136	2.92	.96	150	3.13	.99	0.26	2.84	.005**	.18
<i>Can resist negative peer pressure.</i>	123	3.17	.75	149	3.46	.74	0.28	3.04	.002**	.20
<i>Can resolve conflicts without violence.</i>	134	3.37	.79	155	3.53	.70	0.16	2.01	.045*	.13
Positive Identity	148	3.54	.45	161	3.69	.44	0.14	3.11	.002**	.18

Note. z scores refer to Wilcoxon signed-rank two-tailed test results

Note. Only matched pre/post surveys are used to calculate difference scores and Wilcoxon results

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

**EXHIBIT 17. IMPACT OF PARTICIPATION ON PARENTS PERCEPTION OF THEIR CHILDREN'S ACQUISITION OF THE ASSETS
SANTA ANA - RETROSPECTIVE**

	PRESURVEY			POSTSURVEY			DIFFERENCE SCORE	Z	P	EFFECT SIZE
	N	MEAN	SD	N	MEAN	SD				
Support Items										
<i>Feel a lot of support from our family.</i>	84	3.73	.67	83	3.89	.44	0.17	2.97	.003**	.23
<i>Willingly to seek advice from me.</i>	84	3.54	.72	84	3.64	.67	0.11	2.50	.013*	.19
<i>Have neighbors who care.</i>	81	3.03	1.00	79	3.15	1.00	0.17	2.81	.005**	.22
<i>Have parents who care about how well they do in school.</i>	83	3.81	.55	83	3.95	.35	0.14	3.05	.002**	.24
<i>Have at least three adults, other than me or my spouse; that provide positive emotional support for them.</i>	85	3.39	.91	85	3.58	.79	0.19	3.56	.000***	.27
Empowerment Items										
<i>Help others by volunteering in an organization.</i>	82	2.87	1.10	82	3.15	1.00	0.28	4.07	.000***	.32
<i>Generally feel safe in the neighborhood.</i>	82	3.49	.72	82	3.70	.49	0.20	3.12	.002**	.25
<i>Generally feel safe at home.</i>	83	3.87	.38	83	3.92	.28	0.05	2.00	.046*	.16
<i>Generally feel safe in school.</i>	83	3.75	.58	82	3.83	.49	0.09	2.33	.020*	.18
Boundaries and Expectations Items										
<i>Have positive adults who serve as role models.</i>	80	3.58	.67	81	3.70	.58	0.13	2.67	.008**	.21
<i>Have families with clear rules that are always enforced.</i>	84	3.56	.67	85	3.80	.51	0.24	3.75	.000***	.29
<i>Inform others about where they are when they are not in school or at home.</i>	83	3.65	.72	84	3.88	.39	0.25	2.95	.003**	.23
Constructive Use of Time Items										
<i>Spend some time in religious activities.</i>	80	3.28	.93	79	3.41	.86	0.13	2.18	.029*	.17
<i>Spend time in organized youth programs, such as sports, clubs, and/or community organizations.</i>	84	2.82	1.09	83	3.15	1.02	0.23	3.34	.001***	.26
<i>Spend some time with creative arts; like music, painting, or acting.</i>	84	2.82	1.17	84	3.00	1.11	0.18	3.26	.001***	.25
Commitment to Learning										
	87	3.47	.53	87	3.72	.35	0.24	5.04	.000***	.38
Positive Values										
	87	3.33	.52	87	3.55	.41	0.22	5.44	.000***	.41
Social Competence										
	86	3.31	.55	86	3.54	.45	0.24	5.17	.000***	.39
Positive Identity										
	86	3.58	.48	86	3.77	.32	0.18	4.56	.000***	.35

Note. z scores refer to Wilcoxon signed-rank two-tailed test results

Note. Only matched pre/post surveys are used to calculate difference scores and Wilcoxon results

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

RELATIONSHIP OF DEMOGRAPHIC CHARACTERISTICS AND CHANGES IN RATINGS

Further analyses were conducted to see if participants' responses differed by gender, program location, participants' age, or participants' educational attainment. Exhibit 18 displays the effect sizes of differences that were found.

As reported earlier, geographic location mattered. Differences were found by location for several items that measured aspects of support, empowerment, social competence, and positive identity. Gender affected two of the items related to safety, with men rating the importance of these items over time higher than women. For three items having to do with empowerment and boundaries, younger parents were found to be more likely than older parents to change their ratings of importance. Parents with lower education levels tended to report larger changes in their ratings of importance of boundaries and commitment to learning than those who had completed at least some college courses.

EXHIBIT 18. RELATIONSHIP OF DEMOGRAPHICS AND CHANGE SCORES ON THE IMPORTANCE OF SPECIFIC ASSETS

DEVELOPMENTAL ASSET	PARTICIPANT GENDER	PROGRAM LOCATION	PARTICIPANT AGE	PARTICIPANT EDUCATIONAL ATTAINMENT
How important is it for your child(ren) to...				
Support item – <i>Have parents who care about how well they do in school?</i>	-	●	-	-
Support item – <i>Have at least 3 adults, other than you or your spouse; that provide positive emotional support for them?</i>	-	●	-	-
Empowerment item – <i>Feel safe in the neighborhood?</i>	-	●	-	-
Empowerment item – <i>Feel safe at home?</i>	●	●	●	-
Empowerment item – <i>Feel safe in school?</i>	●	-	●	-
Boundaries and Expectations	-	-	●	●
Commitment to Learning	-	-	-	●
Social Competence item – <i>Resolve conflicts without violence?</i>	-	●	-	-
Positive Identity	-	●	-	-

Note. Effect size ● Small (.01-.05) ● Medium (.06-.13)

Results of analyses for the Santa Ana retrospective survey showed that gender influenced ratings of the importance of resolving conflicts without violence. Women were more likely than men to change their opinions of the importance of this asset. The effect size was small.

Changes in ratings on children's acquisition of assets were also related to demographics. As shown in Exhibit 19, younger parents tended to perceive changes in children's willingness to seek advice more often than older parents. Females tended to perceive more changes than males on having clear rules that are always enforced. Fort Worth was the only location where there were differences for the *Willingly seek advice from me* and volunteerism.

EXHIBIT 19. RELATIONSHIP OF DEMOGRAPHICS AND CHANGE SCORES ON THE ACQUISITION OF SPECIFIC ASSETS

SCALE OR ITEM	PARTICIPANT GENDER	PROGRAM LOCATION	PARTICIPANT AGE	PARTICIPANT EDUCATIONAL ATTAINMENT
My child(ren)...				
Support item – <i>Willingly seek advice from me.</i>	-	●	●	-
Empowerment item – <i>Help others by volunteering in an organization.</i>	-	●	-	-
Boundaries and Expectations item – <i>Have families with clear rules that are always enforced.</i>	●	-	-	-

Note. Effect Size ● Small (.01-.05)

Analyses for the Santa Ana retrospective survey are displayed in Exhibit 20. Females reported greater changes on the item *Willingly seek advice from me* than males. Older parents were more likely than younger parents to report acquisition of assets related to safety at home and school and children spending at least five nights at home. Parents with a high school degree or higher educational attainment saw a greater change in safety at home.

**EXHIBIT 20. RELATIONSHIP OF DEMOGRAPHICS AND CHANGE SCORES ON THE ACQUISITION OF SPECIFIC ASSETS
SANTA ANA – RETROSPECTIVE**

SCALE OR ITEM	PARTICIPANT GENDER	PARTICIPANT AGE	PARTICIPANT EDUCATIONAL ATTAINMENT
My child(ren)...			
Support item – <i>Willingly seek advice from me.</i>	●	-	-
Empowerment item – <i>Generally feel safe at home.</i>	-	●	●
Empowerment item – <i>Generally feel safe in school.</i>	-	●	-
Constructive Use of Time item – <i>Spend at least five nights at home or with family.</i>	-	●	-

Note. Effect Size ● Small (.01-.05) ● Medium (.06-.13)

IMPACT REPORTED BY PARENTS: INFLUENCE OF PARTICIPATION ON THEIR KNOWLEDGE, SKILLS, AND ATTITUDES

Parents were asked to estimate the extent to which their participation in Raising Highly Capable Kids™ influenced them in specific ways. Exhibit 21 shows that more than 80% of parents reported that they were influenced to a large extent on each of the measures. They thought that the program was important for their personal development, they learned new parenting skills, they have come up with ideas to promote the development of assets in their children, they have implemented what they learned with their children, and they feel the effects of their participation in the program will continue after the program has ended. Likelihood of implementation was slightly lower than other items being measured.

Exhibits 21 through 24 show results for each site. The degree to which parents rated influence was being “to a large extent” was greater in Fort Worth and Santa Ana than in San Antonio.

**EXHIBIT 21. PARENT PERCEPTION OF THE EXTENT OF PROGRAM IMPACTS
ALL PARENTS**

ITEM	N	MEAN	SD	PERCENTAGE OF PARENTS				
				NOT REALLY	TO A SMALL EXTENT	TO A "MEDIUM" EXTENT (SOMEWHAT)	TO A LARGE EXTENT	NOT SURE
I feel that my participation was important for my own personal development.	276	3.88	.41	0.0	3.3	5.1	91.7	0.0
I have learned new parenting skills from participating in this program.	276	3.85	.45	0.0	4.0	6.9	89.1	0.0
I have come up with ideas to promote the development of the assets that my children do not already have.	272	3.78	.51	0.4	3.3	14.0	81.6	0.7
I have implemented what I learned in the sessions with my child(ren).	271	3.79	.49	0.0	3.7	13.3	83.0	0.0
The effects of the program and the information I learned will continued after the program is over.	273	3.91	.38	0.4	1.8	4.4	92.3	1.1

Note. The "Not Sure" option responses are removed to calculate the mean and standard deviation

**EXHIBIT 22. PARENT PERCEPTION OF THE EXTENT OF PROGRAM IMPACTS
FORT WORTH**

ITEM	N	MEAN	SD	PERCENTAGE OF PARENTS				
				NOT REALLY	TO A SMALL EXTENT	TO A "MEDIUM" EXTENT (SOMEWHAT)	TO A LARGE EXTENT	NOT SURE
I feel that my participation was important for my own personal development.	15	3.87	.52	0.0	6.7	0.0	93.3	0.0
I have learned new parenting skills from participating in this program.	15	3.80	.56	0.0	6.7	6.7	86.7	0.0
I have come up with ideas to promote the development of the assets that my children do not already have.	15	3.71	.61	0.0	6.7	13.3	73.3	6.7
I have implemented what I learned in the sessions with my child(ren).	15	3.80	.56	0.0	6.7	6.7	86.7	0.0
The effects of the program and the information I learned will continued after the program is over.	15	4.00	.00	0.0	0.0	0.0	93.3	6.7

Note. The "Not Sure" option responses are removed to calculate the mean and standard deviation

**EXHIBIT 23. PARENT PERCEPTION OF THE EXTENT OF PROGRAM IMPACTS
SAN ANTONIO**

ITEM	N	MEAN	SD	PERCENTAGE OF PARENTS				
				NOT REALLY	TO A SMALL EXTENT	TO A "MEDIUM" EXTENT (SOMEWHAT)	TO A LARGE EXTENT	NOT SURE
I feel that my participation was important for my own personal development.	20	3.70	.57	0.0	5.0	20.0	75.0	0.0
I have learned new parenting skills from participating in this program.	20	3.70	.57	0.0	5.0	20.0	75.0	0.0
I have come up with ideas to promote the development of the assets that my children do not already have.	19	3.79	.42	0.0	0.0	21.1	78.9	0.0
I have implemented what I learned in the sessions with my child(ren).	20	3.70	.47	0.0	0.0	30.0	70.0	0.0
The effects of the program and the information I learned will continued after the program is over.	19	3.90	.32	0.0	0.0	10.5	89.5	0.0

Note. The "Not Sure" option responses are removed to calculate the mean and standard deviation.

**EXHIBIT 24. PARENT PERCEPTION OF THE EXTENT OF PROGRAM IMPACTS
SANTA ANA**

ITEM	N	MEAN	SD	PERCENTAGE OF PARENTS				
				NOT REALLY	TO A SMALL EXTENT	TO A "MEDIUM" EXTENT (SOMEWHAT)	TO A LARGE EXTENT	NOT SURE
I feel that my participation was important for my own personal development.	241	3.90	.39	0.0	2.9	4.1	92.9	0.0
I have learned new parenting skills from participating in this program.	241	3.87	.44	0.0	3.7	5.8	90.5	0.0
I have come up with ideas to promote the development of the assets that my children do not already have.	238	3.79	.51	0.4	3.4	13.4	82.4	0.4
I have implemented what I learned in the sessions with my child(ren).	236	3.80	.49	0.0	3.8	12.3	83.9	0.0
The effects of the program and the information I learned will continued after the program is over.	239	3.90	.39	0.4	2.1	4.2	92.5	0.8

Note. The "Not Sure" option responses are removed to calculate the mean and standard deviation

Parents were also asked if their participation increased their knowledge and skills in the eight asset categories. Exhibit 25 shows that over 80% of all parents felt they increased their knowledge and skills to a large extent about each of the assets addressed in the program. Parents increased their knowledge and skills to a large extent most often for the assets included within Positive Values; Positive Identity; and Commitment to Learning. Slightly lower mean (average) ratings were found for acquisition of knowledge and skills in the category of Empowerment and Support.

EXHIBIT 25. PARENT PERCEPTIONS OF THEIR ACQUISITION OF KNOWLEDGE ABOUT THE ASSETS
ALL PARENTS

ITEM	N	MEAN	SD	PERCENTAGE OF PARENTS				
				NOT REALLY	TO A SMALL EXTENT	TO A "MEDIUM" EXTENT (SOMEWHAT)	TO A LARGE EXTENT	NOT SURE
I have increased my knowledge and skills in the asset category of Support.	273	3.84	.44	0.4	1.8	11.0	86.8	0.0
I have increased my knowledge and skills in the asset category of Empowerment.	275	3.79	.52	0.4	4.0	12.0	82.9	0.7
I have increased my knowledge and skills in the asset category of Boundaries and Expectations.	274	3.87	.41	0.4	1.5	9.5	88.7	0.0
I have increased my knowledge and skills in the asset category of Constructive Use of Time.	269	3.88	.40	0.4	1.5	7.8	90.3	0.0
I have increased my knowledge and skills in the asset category of Commitment to Learning.	274	3.90	.38	0.4	1.8	5.1	92.7	0.0
I have increased my knowledge and skills in the asset category of Positive Values.	273	3.93	.31	0.0	1.5	4.4	94.1	0.0
I have increased my knowledge and skills in the asset category of Social Competence.	274	3.89	.35	0.0	1.1	8.8	90.1	0.0
I have increased my knowledge and skills in the asset category of Positive Identity.	272	3.92	.29	0.0	0.4	7.4	91.9	0.4

Note. The "Not Sure" option responses are removed to calculate the mean and standard deviation

Site-level responses to acquisition of knowledge and skills of assets are presented in Exhibits 26-28. All of the Fort Worth parents responded that they acquired knowledge to a large or medium extent on all assets; all of the San Antonio parents and over 90% of Santa Ana parents also reported medium or large influences. San Antonio parents on average were somewhat more likely to report "medium" influence than parents in the other sites, but even at that site, the amount of change was very high.

**EXHIBIT 26. PARENT PERCEPTIONS OF THEIR ACQUISITION OF KNOWLEDGE ABOUT THE ASSETS
FORT WORTH**

ITEM	N	MEAN	SD	PERCENTAGE OF PARENTS				
				NOT REALLY	TO A SMALL EXTENT	TO A "MEDIUM" EXTENT (SOMEWHAT)	TO A LARGE EXTENT	NOT SURE
I have increased my knowledge and skills in the asset category of Support.	15	3.93	.26	0.0	0.0	6.7	93.3	0.0
I have increased my knowledge and skills in the asset category of Empowerment.	15	3.93	.27	0.0	0.0	6.7	86.7	6.7
I have increased my knowledge and skills in the asset category of Boundaries and Expectations.	15	3.93	.26	0.0	0.0	6.7	93.3	0.0
I have increased my knowledge and skills in the asset category of Constructive Use of Time.	14	3.86	.36	0.0	0.0	14.3	85.7	0.0
I have increased my knowledge and skills in the asset category of Commitment to Learning.	15	3.87	.35	0.0	0.0	13.3	86.7	0.0
I have increased my knowledge and skills in the asset category of Positive Values.	15	3.93	.26	0.0	0.0	6.7	93.3	0.0
I have increased my knowledge and skills in the asset category of Social Competence.	15	3.87	.35	0.0	0.0	13.3	86.7	0.0
I have increased my knowledge and skills in the asset category of Positive Identity.	15	3.93	.27	0.0	0.0	6.7	86.7	6.7

Note. The "Not Sure" option responses are removed to calculate the mean and standard deviation

**EXHIBIT 27. PARENT PERCEPTIONS OF THEIR ACQUISITION OF KNOWLEDGE ABOUT THE ASSETS
SAN ANTONIO**

ITEM	N	MEAN	SD	PERCENTAGE OF PARENTS				
				NOT REALLY	TO A SMALL EXTENT	TO A "MEDIUM" EXTENT (SOMEWHAT)	TO A LARGE EXTENT	NOT SURE
I have increased my knowledge and skills in the asset category of Support.	20	3.75	.44	0.0	0.0	25.0	75.0	0.0
I have increased my knowledge and skills in the asset category of Empowerment.	20	3.75	.44	0.0	0.0	25.0	75.0	0.0
I have increased my knowledge and skills in the asset category of Boundaries and Expectations.	20	3.80	.41	0.0	0.0	20.0	80.0	0.0
I have increased my knowledge and skills in the asset category of Constructive Use of Time.	19	3.84	.37	0.0	0.0	15.38	84.2	0.0
I have increased my knowledge and skills in the asset category of Commitment to Learning.	20	3.90	.31	0.0	0.0	10.0	90.0	0.0
I have increased my knowledge and skills in the asset category of Positive Values.	20	3.85	.37	0.0	0.0	15.0	85.0	0.0
I have increased my knowledge and skills in the asset category of Social Competence.	20	3.90	.31	0.0	0.0	10.0	90.0	0.0
I have increased my knowledge and skills in the asset category of Positive Identity.	19	3.90	.32	0.0	0.0	10.5	89.5	0.0

Note. The "Not Sure" option responses are removed to calculate the mean and standard deviation

**EXHIBIT 28. PARENT PERCEPTIONS OF THEIR ACQUISITION OF KNOWLEDGE ABOUT THE ASSETS
SANTA ANA**

ITEM	N	MEAN	SD	PERCENTAGE OF PARENTS				
				NOT REALLY	TO A SMALL EXTENT	TO A "MEDIUM" EXTENT (SOMEWHAT)	TO A LARGE EXTENT	NOT SURE
I have increased my knowledge and skills in the asset category of Support.	238	3.85	.45	0.4	2.1	10.1	87.4	0.0
I have increased my knowledge and skills in the asset category of Empowerment.	240	3.78	.54	0.4	4.6	11.3	83.3	0.4
I have increased my knowledge and skills in the asset category of Boundaries and Expectations.	239	3.87	.42	0.4	1.7	8.8	89.1	0.0
I have increased my knowledge and skills in the asset category of Constructive Use of Time.	236	3.89	.40	0.4	1.7	6.8	91.1	0.0
I have increased my knowledge and skills in the asset category of Commitment to Learning.	239	3.90	.39	0.4	2.1	4.2	93.3	0.0
I have increased my knowledge and skills in the asset category of Positive Values.	238	3.93	.31	0.0	1.7	3.4	95.0	0.0
I have increased my knowledge and skills in the asset category of Social Competence.	239	3.89	.35	0.0	1.3	8.4	90.4	0.0
I have increased my knowledge and skills in the asset category of Positive Identity.	238	3.92	.29	0.0	0.4	7.1	92.4	0.0

Note. The "Not Sure" option responses are removed to calculate the mean and standard deviation

PARENTS' UNDERSTANDING OF THE ASSETS

Parents reported that the assets that were the easiest for them to understand were:

- parents' participation in their child's education;
- support;
- communication;
- positive values;
- constructive use of time; and
- limits and expectations.

I like the encouragement to be role models for our children.
- Parent

The reasons given for ease of understanding included discussions they had as a group; clarity of facilitator explanations; inclusion of the power-point slides and activities; and experience in implementing actions consistent with the suggestions in the unit.

Assets that the parents found difficult to understand included:

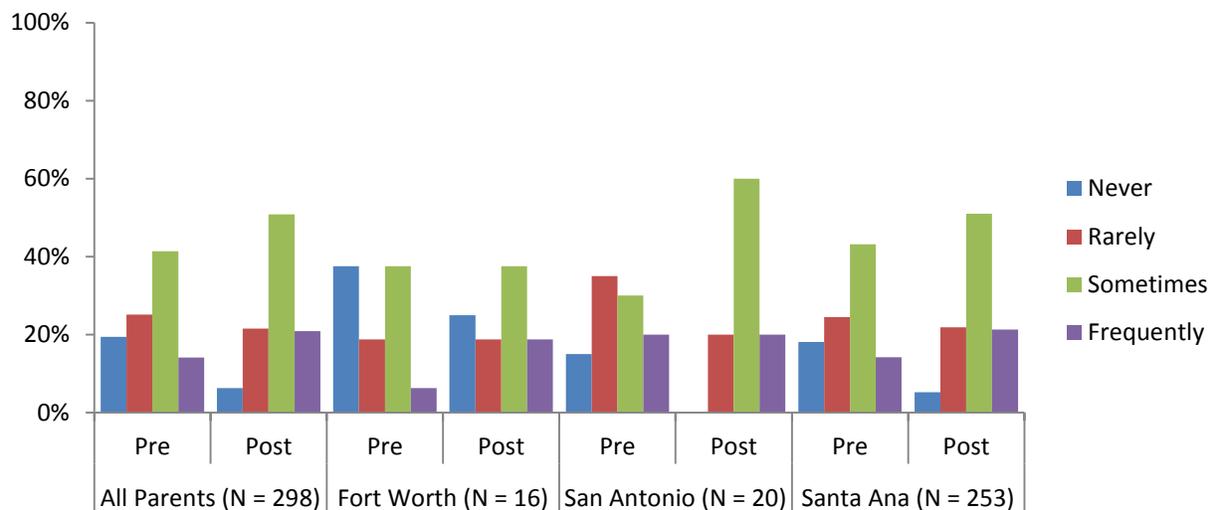
- the community;
- planning and decision making;
- social justice and equity; and
- children's commitment to learning.

The explanation for their difficulty included odd wording of examples or not enough examples; lack of clarity about the activity; rapid pace of the sessions; and/or the fact that many families came from Mexico where values were different from those espoused in the United States, particularly around decision-making in the family and gender equality. Another reason given as to why certain categories were more difficult to understand was that some participants were not sure they agreed with the underlying rationale or they were unclear about why parents should promote these concepts in their children’s development.

CHANGES IN PARENT ADVICE-SEEKING

Part of the goals of the Raising Highly Capable Kids™ program is to help parents realize that they are not alone and can turn to others for support. To understand the extent to which the program influenced parents in this way, parents were asked on the pre and post surveys to indicate how often they seek advice from others. As shown in Exhibit 29, parents reported that they were more likely to seek guidance from others after participating in the program. Changes in likelihood were reported at every site.

EXHIBIT 29. LIKELIHOOD OF SEEKING ADVICE FROM OTHERS, BEFORE AND AFTER PROGRAM PARTICIPATION



PARENTS’ REFLECTIONS ON OVERALL IMPACT FROM PARTICIPATING IN THE PROGRAM

Parents believed they learned a lot from participating in Raising Highly Capable Kids™. They believed that their participation helped them feel more confident in their parenting skills and raised their self-esteem. They realized they have peers and others with whom they could discuss parenting issues without embarrassment. Participants reported that they are taking a different, more positive approach in communicating with their children. They are more likely to focus on their children’s strengths rather than dwelling on negative behavior. They more often try to lead by example, be more patient, and increase the amount of time spent with their children. They recognized that when they talk more often with their children, their children share more; and when they listen more often to their children, their children reciprocate.

I learned more than I expected. The program is interesting and many topics are covered.
- Parent

Several parents did not initially feel that they were capable of implementing the assets due to their own lack of education. Through encouragement from the facilitator and other participants, however, they realized that they could bring their experience to bear and they started to place greater value on the assets. Nearly all of the parents thought they would continue to implement much of what they learned, and many reported that they would sign up for the program again.

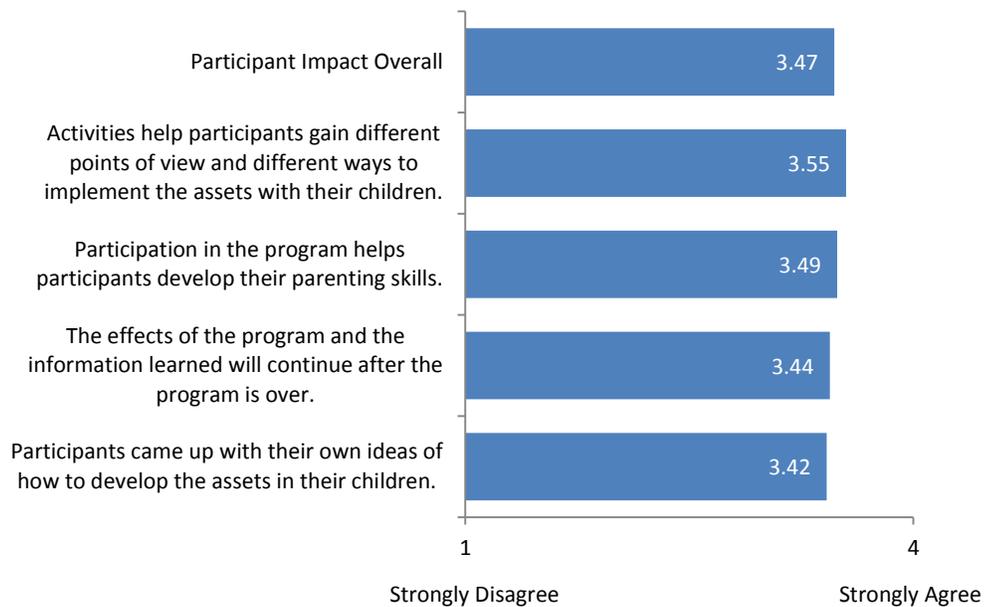
FACILITATOR PERCEPTIONS OF PROGRAM IMPACT ON PARTICIPATING PARENTS

Facilitators had high regard for the Raising Highly Capable Kids™ program and lauded its many impacts on participating parents. Exhibit 30 reveals that facilitators agreed or strongly agreed that parents learned different points of view and ways to implement assets and developed their parenting skills. They also believed that the effects of the program will endure after the program ends and that parents are able to come up with their own ideas of how to develop assets in their children.

Many of the facilitators believe that participating parents will continue to apply what they have learned. They felt parents were interacting with their children differently and seeing positive results, parents started to value other assets that they previously did not feel were important, they have or will participate in the program again to continue learning, they developed friendships and are learning from each other, and they are more involved with the school.

(Parents) are more thoughtful in how they approach their children and their behavior.
- Facilitator

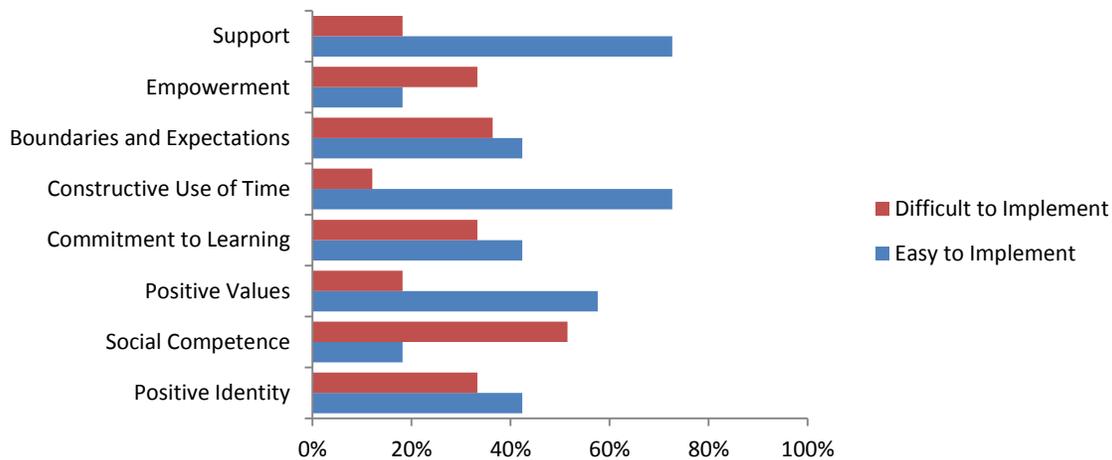
EXHIBIT 30. FACILITATOR RESPONSES TO PARTICIPANT IMPACT QUESTIONS



ASSET IMPLEMENTATION

When asked which categories of assets they felt were the easiest and most difficult for participants to implement at home, facilitators tended to rate *Support*, *Constructive Use of Time*, and *Positive Values* as the easiest (Exhibit 31). They believed participants found *Social Competence* and *Boundaries and Expectations* to be the most difficult to implement.

EXHIBIT 31. FACILITATORS' OPINION OF EASE OF IMPLEMENTATION OF ASSET CATEGORIES AT HOME FOR PARTICIPANTS (N = 33)



Note. Percentages do not sum to 100 because respondents could select more than one category.

Facilitators believed the assets that are easiest for parents to implement at home were spending time with their children, understanding how their children spend their time, and increasing their communication with their children. The factors that helped parents implement these assets, according to facilitators, are the games/role playing/activities conducted during the sessions which gave parents clear examples of how and why to implement the assets. Discussions with other parents on how they approach the asset and desire to serve as a positive role model were also perceived to influence parents' abilities and willingness to implement the assets.

The parents are sharing, and they enjoy having a peer group to be a part of. The parents have really connected to each other.
- Facilitator

Parents felt that the assets that are the easiest to implement were how to communicate with their children, spending time together, setting boundaries, positive values, and family support. Examples of how they are implementing these assets included doing activities together, asking their children questions about their day and their friends, having them come home on time, and their children helping around the house and completing their homework on their own without complaints. Factors that have helped with the implementation of these assets included learning new ideas from the facilitator and other participants, the activities and power-point slides; and spending more time with their children, communicating with each other more frequently, and being more involved in their lives.

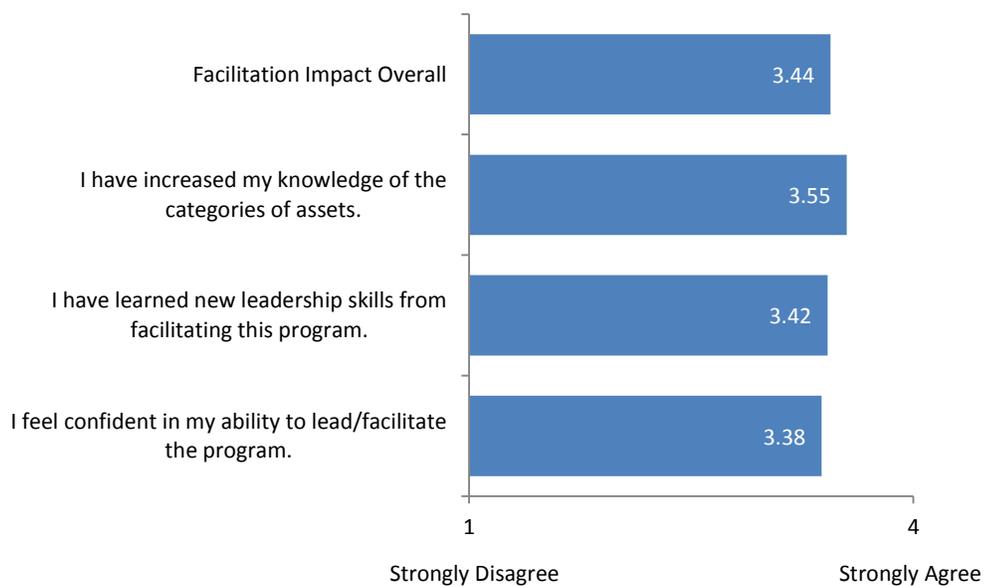
Assets that are more difficult for parents to implement at home, according to the facilitators, were external assets, support, and putting it all together. Reasons given as to why these are more difficult include parents' busy lives, and lack of support from the community/neighborhood.

Overall, parents did not think that any of the assets were difficult to implement, but that their life situations often impeded implementation. Challenges included lack of time, lack of support from their spouse or other family members, their children being older and resistant to change, and lack of control over external factors, such as neighbors, children’s peers, and the school. Another reason given for lack of implementation of certain assets was the rapid pace and insufficient time to learn or discuss the assets. A few parents felt that the assets related to social justice and risky behaviors are difficult to implement. This was due to their children’s age, or because they did not understand the expectations or activities, or simply did not like them.

IMPACT OF PARTICIPATION ON FACILITATORS

When asked about the ways in which their participation in Raising Highly Capable Kids™ impacted them personally, facilitators agreed that their role in the program benefitted them by increasing their knowledge of the asset categories and further developing their leadership skills (Exhibit 32). They also agreed or strongly agreed that they have confidence in their own ability to facilitate the program.

EXHIBIT 32. FACILITATOR RESPONSES TO IMPACT QUESTIONS (N = 33)



It’s a new way for parents to work with their children.
- Facilitator

Facilitators strongly believed that the program has transformed many parents. They reported that the program has improved over time and that they learned many lessons from their experiences. They strongly believed that the program functions better and is better received by parents when there is principal involvement. They appreciated the way that the program builds community and changes participants’ lives for the better. A few facilitators mentioned that they lead by example, and share stories from their own family or own life experience. Some younger facilitators wished that they had more examples from their own lives that they could convey.

CONCLUSIONS AND RECOMMENDATIONS

Raising Highly Capable Kids™ is a 13-week program designed to help parents raise healthy, caring, and responsible children. The program teaches parents about the Search Institute's 40 Developmental Assets. The sessions encompass the Search Institute's eight asset categories: Support, Empowerment, Boundaries and Expectations, Constructive Use of Time, Commitment to Learning, Positive Values, Social Competence, and Positive Identity; as well as other helpful activities, presentations, conversation starters, and tips for practical application at home. The goal of the program is to help parents acquire a set of skills, experiences, relationships, and behaviors related to the Search Institute's 40 Developmental Assets.

Currently, the Raising Highly Capable Kids™ program is being implemented in 32 communities across nine states; California, Colorado, Maryland, North Carolina, Ohio, Tennessee, Texas, Virginia, and Washington. This evaluation examined the implementation and impact of parent participation in Raising Highly Capable Kids™ at three sites: Fort Worth, TX; San Antonio, TX; and Santa Ana, CA. Across the three sites, approximately 300 parents who participated in the program in 2014-15 were included in this evaluation. Programs were delivered by trained facilitators during the 2014-15 school year. There were some variations in program delivery: some programs were facilitated by counselors and school staff; some were led by community organization staff; and some were facilitated by parents who had been participants in the program during the past several years.

Data were collected using a combination of surveys and focus groups/interviews with participating parents and facilitators. The following conclusions and recommendations may be drawn based on the data analysis:

CONCLUSIONS

- **Nearly all participants found the program to be a positive learning experience.**

Survey and focus group findings show that participating parents found the program to be well-implemented and valuable in terms of the content being offered. Facilitators concurred that program content was well-organized, easy-to-deliver, and meaningful to participants.

- **Participation led to parents increasing their understanding of the importance of the developmental assets.**

Parents particularly saw the value of promoting commitment to learning, promoting positive values through communication and modeling, and understanding the importance of having neighbors and other adults in their children's lives who care about them. Parents were also more likely to seek parenting advice from others after attending the program. Effect sizes ranged from small to medium.

- **Parents found some assets easier to understand than others and operationalize in their homes than others.**

Parents generally found assets connected to support, communication, positive values, constructive use of time, and limits and expectations easiest to understand and/or implement. Those related to the community, planning and decision-making, and social justice were hardest for them to understand and/or implement. Difficulty was related both to time devoted to the concept and alignment with their current family values.

- **Children whose parents participated in the program were observed by their parents to have changed and acquired assets as a result of parents changing their behaviors.**

Parents believed that their children had acquired several assets, most notably feeling support from the family, using their time more constructively, being more motivated to learn, acquiring positive values, learning to plan ahead, resisting negative peer pressure, and assuming a more positive identity. Parents increased their knowledge and skill level of all eight asset categories. Mean ratings show that parents were close to strong agreement that their participation increased their knowledge and skills. Effect sizes ranged from small to medium.

- **There were some differences in outcomes related to site, participant gender, participant age, and participant level of educational attainment.**

The three sites had somewhat different impacts and areas in which there were statistically significant results. Stronger results for perceived changes in student asset acquisition were found for the Santa Ana and Fort Worth sites, both of which had more school-connected programs than the San Antonio site. San Antonio parents, however, had equal or higher changes than other sites in their estimation of the importance of some of the assets. Females tended to experience more positive impacts than males; younger participants experienced more positive impacts than older participants; and those with less than a high school education experienced more positive impacts than those with a high school or more advanced degree. Many of the effect sizes were small, with only a couple items having a medium effect.

RECOMMENDATIONS

1. **Develop additional varied activities, power-point slides, and examples from which facilitators can choose.**

Both parents and facilitators mentioned that additional activities and/or examples would be desirable, particularly for assets that were hard for parents to understand. Parents have a need to identify with the material and see how it applies to their lives. The slides in particular were viewed as important to that process.

2. Ensure that all program materials are culturally relevant.

Facilitators and parents found some of the examples and wording difficult to understand because they represented concepts that were not present in participants' cultural backgrounds. Some concepts, particularly those connected to equity or social justice, were viewed as antithetical to some respondents' background. Consider the best ways to adjust to this phenomenon: either by addressing the rationale for the asset in a different way or helping participants understand how to align the asset to their values or operationalize them in an acceptable way.

3. Adjust program materials so that those with lower literacy levels can understand the concepts being presented.

Many participants come into the program with low or no literacy skills in English and sometimes low literacy skills in other languages. Their inability to complete the readings on their own limited their understanding and their lack of literacy sometimes inhibited their participation, though they reported they still learned a lot from the program. If materials were provided at multiple literacy levels, participants may be able to get more from the program and participate to a greater degree. Alternatively, ensure that there is enough time to work more slowly through the material.

4. Develop an advanced program for parents to continue their learning of the assets.

Many parents and facilitators expressed the need for a follow-up program that probes some of the assets in more depth.

5. Consider providing a series of programs that address different assets.

An alternative to having an advanced program that probes more deeply into the assets is to have a series of programs that addresses various assets, perhaps starting with those that are easiest to understand and/or starting with internal assets and then moving to other assets. This will help to promote continuous learning.

6. Consider the provision of better marketing and branding material.

Several sites found that parent recruitment was difficult. Parents were unsure of what they would be learning. Consider developing brochures and/or videos that highlight what parents consider to be the most important learning they acquired from their participation. Nearly all of the participating parents said they would recommend this program to a friend: consider using their language or videos of volunteer participants to tell the story of the program.

7. Consider changing the duration of the program.

While it is important to have sufficient duration for the program for the parents to feel comfortable enough to open up with each other and bond, 13 weeks may be too much. Consider changing the program length to be 6-8 weeks so that commitment does not appear to be so daunting to prospective participants.

APPENDIX

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EXHIBIT A1. SURVEY ALIGNMENT TO THE ASSET CATEGORIES FOR QUESTIONS ABOUT IMPORTANCE

How important is it for your child(ren) to...	Asset Number	Asset Category/Scale
1. Like school?		Commitment to Learn
2. Do well in school?		Commitment to Learn
3. <i>Try hard</i> to do well in school?	21	Commitment to Learn
4. Enjoy learning new things?	22	Commitment to Learn
5. Do homework willingly?	23	Commitment to Learn
6. Jump in when someone needs help?	26	Positive Values
7. Be unafraid to stand up for what they believe in?	28	Positive Values
8. Tell the truth even when it is not easy?	29	Positive Values
9. Accept responsibility and not blame others?	30	Positive Values
10. Resist risky behaviors like drug or alcohol use?	31	Positive Values
11. Be good at planning ahead and not leaving everything to the last minute?	32	Social Competence
12. Have several good friends?	33	Social Competence
13. Be comfortable with people of other races or ethnicities?	34	Social Competence
14. Resist negative peer pressure?	35	Social Competence
15. Resolve conflicts without violence?	36	Social Competence
16. Feel control over most situations?	37	Positive Identity
17. Feel good about themselves?	38	Positive Identity
18. Feel that life has a purpose?	39	Positive Identity
19. Feel good about the future?	40	Positive Identity
20. Feel supported by the family?	1	Support
21. Seek advice from you?	2	Support
22. Have neighbors who care?	4	Support
23. Have parents who care about how well they do in school?	6	Support
24. Have high expectations for doing well in life?		Positive Identity
25. Help others by volunteering in an organization?	9	Empowerment
26. Participate in activities to address social justice issues like equity, hunger, and poverty?	27	Positive Value
27. Spend at least five nights at home or with family?	20	Constructive Use of Time
28. Spend some time in religious activities?	19	Constructive Use of Time
29. Spend some time in organized youth programs, such as sports, clubs, and/or community organizations?	18	Constructive Use of Time
30. Spend some time with creative arts; like music, or painting, or acting?	17	Constructive Use of Time
31. Have adults in their lives who serve as role models?	14	Boundaries and Expectations
32. Have at least 3 adults, other than you or your spouse, that provide positive emotional support for your child(ren)?	3	Support
33. Have families with clear rules that are always enforced?	11	Boundaries and Expectations
34. Tell people where they are when they are not at home or at school?	11	Boundaries and Expectations
35. Feel safe in the neighborhood?	10	Empowerment
36. Feel safe at home?	10	Empowerment
37. Feel safe in school?	10	Empowerment
38. Feel that life is good?		Positive Identity

EXHIBIT A2. SURVEY ALIGNMENT TO THE ASSET CATEGORIES FOR QUESTIONS ABOUT ACQUISITION BY CHILDREN

My child(ren)...	Asset Number	Asset Category/Scale
1. Like school.		Commitment to Learn
2. Do well in school.		Commitment to Learn
3. Try to do well in school.	21	Commitment to Learn
4. Like to learn.	22	Commitment to Learn
5. Do homework willingly.	23	Commitment to Learn
6. Like to help others who need help.	26	Positive Values
7. Jump in when someone needs help.	26	Positive Values
8. Are not afraid to stand up for their beliefs.	28	Positive Values
9. Tell the truth even when it is not easy.	29	Positive Values
10. Accept responsibility and don't blame others.	30	Positive Values
11. Believe in restraint when it comes to risky behaviors like drug or alcohol use.	31	Positive Values
12. Are good at planning ahead and not leaving everything to the last minute.	32	Social Competence
13. Have several good friends.	33	Social Competence
14. Are comfortable with people of other races or ethnicities.	34	Social Competence
15. Can resist negative peer pressure.	35	Social Competence
16. Can resolve conflicts without violence.	36	Social Competence
17. Feel control over most situations.	37	Positive Identity
18. Feel good about themselves.	38	Positive Identity
19. Feel that life has a purpose.	39	Positive Identity
20. Feel good about the future.	40	Positive Identity
21. Feel a lot of support from our family.	1	Support
22. Willingly to seek advice from me.	2	Support
23. Have neighbors who care.	4	Support
24. Have parents who care about how well they do in school.	6	Support
25. Have high expectations for doing well in life.		Positive Identity
26. Help others by volunteering in an organization.	9	Empowerment
27. Participate in activities that address social justice issues like equity, hunger, and poverty.	27	Positive Value
28. Spend at least five nights at home or with family.	20	Constructive Use of Time
29. Spend some time in religious activities.	19	Constructive Use of Time
30. Spend time in organized youth programs, such as sports, clubs, and/or community organizations.	18	Constructive Use of Time
31. Spend some time with creative arts; like music, or painting, or acting.	17	Constructive Use of Time
32. Have positive adults who serve as role models.	14	Boundaries and Expectations
33. Have at least 3 adults, other than me or my spouse; that provide positive emotional support for them.	3	Support
34. Have families with clear rules that are always enforced.	11	Boundaries and Expectations
35. Inform others about	11	Boundaries and Expectations
36. Generally feel safe in the neighborhood.	10	Empowerment
37. Generally feel safe at home.	10	Empowerment
38. Generally feel safe in school.	10	Empowerment

**EXHIBIT A3. PARENT RESPONSES ON THE IMPORTANCE OF THEIR CHILD(REN) HAVING THE ASSETS
ALL PARENTS**

Item	Survey	N	Mean	SD	Percentage of Parents			
					Not at all	A little	Somewhat	Very
How important is it for your child(ren) to...								
1. Like school?	Pre	192	3.96	.21	0.0	0.5	2.6	96.9
	Post	195	3.95	.29	0.5	0.5	2.1	96.9
2. Do well in school?	Pre	196	3.94	.24	0.0	0.0	6.1	93.9
	Post	196	3.95	.32	0.5	1.0	1.5	96.9
3. <i>Try hard</i> to do well in school?	Pre	193	3.96	.22	0.0	0.5	3.1	96.4
	Post	195	3.93	.37	0.5	2.1	1.5	95.9
4. Enjoy learning new things?	Pre	194	3.92	.33	0.5	0.0	6.7	92.8
	Post	196	3.93	.31	0.5	0.0	5.6	93.9
5. Do homework willingly?	Pre	191	3.81	.53	1.6	1.6	11.0	85.9
	Post	196	3.90	.38	0.5	1.0	6.6	91.8
6. Jump in when someone needs help?	Pre	193	3.87	.41	0.5	1.0	9.3	89.1
	Post	190	3.94	.29	0.5	0.0	4.2	95.3
7. Be unafraid to stand up for what they believe in?	Pre	189	3.91	.41	1.1	1.1	4.2	93.7
	Post	193	3.91	.39	0.5	2.1	3.1	94.3
8. Tell the truth even when it is not easy?	Pre	194	3.89	.42	0.5	2.6	4.1	92.8
	Post	191	3.97	.25	0.5	0.0	1.6	97.9
9. Accept responsibility and not blame others?	Pre	192	3.92	.35	0.5	1.0	4.2	94.3
	Post	191	3.92	.38	1.0	0.5	3.7	94.8
10. Resist risky behaviors like drug or alcohol use?	Pre	180	3.89	.53	2.8	0.6	1.7	95.0
	Post	191	3.90	.53	3.1	0.0	1.0	95.8
11. Be good at planning ahead and not leaving everything to the last minute?	Pre	187	3.81	.47	0.5	1.6	13.9	84.0
	Post	193	3.89	.44	1.0	1.6	4.7	92.7
12. Have several good friends?	Pre	185	3.33	.80	3.8	9.7	36.2	50.3
	Post	190	3.38	.80	2.6	12.1	30.0	55.3
13. Be comfortable with people of other races or ethnicities?	Pre	178	3.82	.43	0.0	1.7	14.6	83.7
	Post	190	3.79	.49	0.5	2.1	15.3	82.1
14. Resist negative peer pressure?	Pre	175	3.75	.65	2.9	3.4	9.1	84.6
	Post	183	3.80	.56	1.6	2.7	9.8	85.8
15. Resolve conflicts without violence?	Pre	185	3.94	.31	0.0	1.6	3.2	95.1
	Post	194	3.93	.34	0.5	1.0	3.1	95.4
16. Feel control over most situations?	Pre	179	3.72	.60	1.1	4.5	16.2	78.2
	Post	189	3.78	.47	0.0	2.1	18.0	79.9
17. Feel good about themselves?	Pre	190	3.95	.24	0.0	0.5	3.7	95.8
	Post	195	3.94	.31	0.5	0.5	3.1	95.9
18. Feel that life has a purpose?	Pre	194	3.95	.23	0.0	0.5	3.6	95.9
	Post	194	3.96	.26	0.5	0.0	2.1	97.4
19. Feel good about the future?	Pre	187	3.95	.24	0.0	0.5	3.7	95.7
	Post	194	3.95	.28	0.5	0.0	3.6	95.9
20. Feel supported by the family?	Pre	194	3.92	.38	1.0	0.5	3.6	94.8
	Post	196	3.95	.32	0.5	1.0	1.5	96.9
21. Seek advice from you?	Pre	189	3.93	.25	0.0	0.0	6.9	93.1
	Post	190	3.89	.44	1.1	1.6	4.7	92.6

Item	Survey	N	Mean	SD	Percentage of Parents			
					Not at all	A little	Somewhat	Very
How important is it for your child(ren) to...								
22. Have neighbors who care?	Pre	177	3.38	.86	5.1	9.6	27.1	58.2
	Post	185	3.64	.63	1.6	3.2	24.9	70.3
23. Have parents who care about how well they do in school?	Pre	190	3.94	.33	0.5	1.1	2.1	96.3
	Post	193	3.96	.27	0.5	0.0	2.6	96.9
24. Have high expectations for doing well in life?	Pre	189	3.93	.33	0.5	0.5	4.8	94.2
	Post	194	3.92	.37	0.5	1.5	3.1	94.8
25. Help others by volunteering in an organization?	Pre	176	3.82	.49	1.1	1.1	11.9	85.8
	Post	189	3.82	.50	1.1	1.6	12.2	85.2
26. Participate in activities to address social justice issues like equity, hunger, and poverty?	Pre	179	3.75	.61	2.2	2.2	13.4	82.1
	Post	183	3.77	.55	1.1	2.7	14.8	81.4
27. Spend at least five nights at home or with family?	Pre	184	3.78	.65	3.3	2.7	6.5	87.5
	Post	186	3.87	.45	1.1	1.1	8.1	89.8
28. Spend some time in religious activities?	Pre	180	3.68	.63	1.1	5.6	17.8	75.6
	Post	188	3.73	.58	0.5	5.3	14.4	79.8
29. Spend some time in organized youth programs, such as sports, clubs, and/or community organizations?	Pre	180	3.72	.56	0.6	3.9	18.3	77.2
	Post	193	3.74	.59	1.6	3.1	15.5	79.8
30. Spend some time with creative arts; like music, or painting, or acting?	Pre	183	3.66	.65	2.2	3.3	20.8	73.8
	Post	187	3.73	.59	1.6	2.7	16.6	79.1
31. Have adults in their lives who serve as role models?	Pre	186	3.93	.30	0.0	1.1	5.4	93.5
	Post	194	3.92	.37	0.5	1.5	3.1	94.8
32. Have at least 3 adults, other than you or your spouse, that provide positive emotional support for your child(ren)?	Pre	185	3.86	.36	0.0	0.5	13.0	86.5
	Post	191	3.91	.39	1.0	0.0	6.3	92.7
33. Have families with clear rules that are always enforced?	Pre	186	3.95	.25	0.0	0.5	4.3	95.2
	Post	192	3.92	.34	0.5	0.5	5.2	93.8
34. Tell people where they are when they are not at home or at school?	Pre	184	3.96	.29	0.5	0.5	1.6	97.3
	Post	190	3.94	.36	1.1	0.5	1.6	96.8
35. Feel safe in the neighborhood?	Pre	185	3.85	.48	1.1	1.6	8.6	88.6
	Post	190	3.88	.43	1.1	0.5	7.9	90.5
36. Feel safe at home?	Pre	188	3.97	.25	0.5	0.0	1.6	97.9
	Post	193	3.97	.24	0.5	0.0	1.0	98.4
37. Feel safe in school?	Pre	186	3.96	.27	0.5	0.0	2.7	96.8
	Post	194	3.96	.26	0.5	0.0	2.1	97.4
38. Feel that life is good?	Pre	189	3.95	.30	0.5	0.5	2.1	96.8
	Post	194	3.95	.29	0.5	0.5	2.1	96.9

EXHIBIT A4. PARENT RESPONSES ON THE IMPORTANCE OF THEIR CHILD(REN) HAVING THE ASSETS FORT WORTH

Item	Survey	N	Mean	SD	Percentage of Parents			
					Not at all	A little	Somewhat	Very
How important is it for your child(ren) to...								
1. Like school?	Pre	15	4.00	.00	0.0	0.0	0.0	100.0
	Post	16	3.88	.34	0.0	0.0	12.5	87.5
2. Do well in school?	Pre	16	3.94	.25	0.0	0.0	6.3	93.8
	Post	15	3.87	.52	0.0	6.7	0.0	93.3
3. <i>Try hard</i> to do well in school?	Pre	15	4.00	.00	0.0	0.0	0.0	100.0
	Post	16	3.88	.50	0.0	6.3	0.0	93.8
4. Enjoy learning new things?	Pre	16	3.94	.25	0.0	0.0	6.3	93.8
	Post	16	4.00	.00	0.0	0.0	0.0	100.0
5. Do homework willingly?	Pre	16	3.81	.40	0.0	0.0	18.8	81.3
	Post	16	3.81	.54	0.0	6.3	6.3	87.5
6. Jump in when someone needs help?	Pre	15	3.93	.26	0.0	0.0	6.7	93.3
	Post	15	4.00	.00	0.0	0.0	0.0	100.0
7. Be unafraid to stand up for what they believe in?	Pre	15	4.00	.00	0.0	0.0	0.0	100.0
	Post	15	4.00	.00	0.0	0.0	0.0	100.0
8. Tell the truth even when it is not easy?	Pre	16	3.94	.25	0.0	0.0	6.3	93.8
	Post	15	4.00	.00	0.0	0.0	0.0	100.0
9. Accept responsibility and not blame others?	Pre	15	4.00	.00	0.0	0.0	0.0	100.0
	Post	16	3.94	.25	0.0	0.0	6.3	93.8
10. Resist risky behaviors like drug or alcohol use?	Pre	15	3.67	.90	6.7	6.7	0.0	86.7
	Post	16	3.75	.77	6.3	0.0	6.3	87.5
11. Be good at planning ahead and not leaving everything to the last minute?	Pre	15	3.73	.59	0.0	6.7	13.3	80.0
	Post	16	3.81	.54	0.0	6.3	6.3	87.5
12. Have several good friends?	Pre	16	3.38	.81	0.0	18.8	25.0	56.3
	Post	15	3.40	.74	0.0	13.3	33.3	53.3
13. Be comfortable with people of other races or ethnicities?	Pre	14	3.71	.47	0.0	0.0	28.6	71.4
	Post	15	3.93	.26	0.0	0.0	6.7	93.3
14. Resist negative peer pressure?	Pre	14	3.64	.93	7.1	7.1	0.0	85.7
	Post	14	3.64	.84	7.1	0.0	14.3	78.6
15. Resolve conflicts without violence?	Pre	16	3.75	.58	0.0	6.3	12.5	81.3
	Post	16	3.94	.25	0.0	0.0	6.3	93.8
16. Feel control over most situations?	Pre	14	3.57	.76	0.0	14.3	14.3	71.4
	Post	16	3.88	.34	0.0	0.0	12.5	87.5
17. Feel good about themselves?	Pre	15	4.00	.00	0.0	0.0	0.0	100.0
	Post	16	3.94	.25	0.0	0.0	6.3	93.8
18. Feel that life has a purpose?	Pre	15	4.00	.00	0.0	0.0	0.0	100.0
	Post	16	3.94	.25	0.0	0.0	6.3	93.8
19. Feel good about the future?	Pre	16	4.0	.00	0.0	0.0	0.0	100.0
	Post	16	3.94	.25	0.0	0.0	6.3	93.8
20. Feel supported by the family?	Pre	15	4.00	.00	0.0	0.0	0.0	100.0
	Post	16	3.88	.50	0.0	6.3	0.0	93.8
21. Seek advice from you?	Pre	16	3.88	.34	0.0	0.0	12.5	87.5
	Post	16	3.81	.54	0.0	6.3	6.3	87.5

Item	Survey	N	Mean	SD	Percentage of Parents			
					Not at all	A little	Somewhat	Very
How important is it for your child(ren) to...								
22. Have neighbors who care?	Pre	15	3.40	.91	6.7	6.7	26.7	60.0
	Post	15	3.60	.63	0.0	6.7	26.7	66.7
23. Have parents who care about how well they do in school?	Pre	15	4.00	.00	0.0	0.0	0.0	100.0
	Post	16	3.88	.34	0.0	0.0	12.5	87.5
24. Have high expectations for doing well in life?	Pre	15	3.73	.80	6.7	0.0	6.7	86.7
	Post	16	3.81	.54	0.0	6.3	6.3	87.5
25. Help others by volunteering in an organization?	Pre	14	3.64	.84	7.1	0.0	14.3	78.6
	Post	15	3.47	.92	6.7	6.7	20.0	66.7
26. Participate in activities to address social justice issues like equity, hunger, and poverty?	Pre	15	3.40	1.12	13.3	6.7	6.7	73.3
	Post	16	3.69	.79	6.3	0.0	12.5	81.3
27. Spend at least five nights at home or with family?	Pre	13	3.92	.28	0.0	0.0	7.7	92.3
	Post	14	3.64	.63	0.0	7.1	21.4	71.4
28. Spend some time in religious activities?	Pre	14	3.71	.47	0.0	0.0	28.6	71.4
	Post	16	3.44	.89	6.3	6.3	25.0	62.5
29. Spend some time in organized youth programs, such as sports, clubs, and/or community organizations?	Pre	13	3.69	.63	0.0	7.7	15.4	76.9
	Post	16	3.63	.62	6.3	0.0	25.0	68.8
30. Spend some time with creative arts; like music, or painting, or acting?	Pre	15	3.53	.83	6.7	0.0	26.7	66.7
	Post	15	3.60	.63	0.0	6.7	26.7	66.7
31. Have adults in their lives who serve as role models?	Pre	14	4.00	.00	0.0	0.0	0.0	100.0
	Post	16	3.81	.54	0.0	6.3	6.3	87.5
32. Have at least 3 adults, other than you or your spouse, that provide positive emotional support for your child(ren)?	Pre	14	3.86	.36	0.0	0.0	14.3	85.7
	Post	15	3.80	.41	0.0	0.0	20.0	80.0
33. Have families with clear rules that are always enforced?	Pre	15	4.00	.00	0.0	0.0	0.0	100.0
	Post	16	3.94	.25	0.0	0.0	6.3	93.8
34. Tell people where they are when they are not at home or at school?	Pre	14	4.00	.00	0.0	0.0	0.0	100.0
	Post	16	3.94	.25	0.0	0.0	6.3	93.8
35. Feel safe in the neighborhood?	Pre	15	3.76	.80	6.7	0.0	6.7	86.7
	Post	16	4.00	.00	0.0	0.0	0.0	100.0
36. Feel safe at home?	Pre	15	3.80	.77	6.7	0.0	0.0	93.3
	Post	16	4.00	.00	0.0	0.0	0.0	100.0
37. Feel safe in school?	Pre	15	3.80	.77	6.7	0.0	0.0	93.3
	Post	16	4.00	.00	0.0	0.0	0.0	100.0
38. Feel that life is good?	Pre	15	3.80	.77	6.7	0.0	0.0	93.3
	Post	16	3.94	.25	0.0	0.0	6.3	93.8

**EXHIBIT A5. PARENTS' RESPONSES ON THE IMPORTANCE OF THEIR CHILD(REN) HAVING THE ASSETS
SAN ANTONIO**

Item	Survey	N	Mean	SD	Percentage of Parents			
					Not at all	A little	Somewhat	Very
How important is it for your child(ren) to...								
1. Like school?	Pre	20	4.00	.00	0.0	0.0	0.0	100.0
	Post	20	4.00	.00	0.0	0.0	0.0	100.0
2. Do well in school?	Pre	20	3.85	.37	0.0	0.0	15.0	85.0
	Post	20	4.00	.00	0.0	0.0	0.0	100.0
3. <i>Try hard</i> to do well in school?	Pre	20	3.95	.22	0.0	0.0	5.0	95.0
	Post	19	4.00	.00	0.0	0.0	0.0	100.0
4. Enjoy learning new things?	Pre	19	3.90	.32	0.0	0.0	10.5	89.5
	Post	20	3.95	.22	0.0	0.0	5.0	95.0
5. Do homework willingly?	Pre	18	3.72	.46	0.0	0.0	27.8	72.2
	Post	20	3.90	.31	0.0	0.0	10.0	90.0
6. Jump in when someone needs help?	Pre	20	3.80	.41	0.0	0.0	20.0	80.0
	Post	19	3.90	.32	0.0	0.0	10.5	89.5
7. Be unafraid to stand up for what they believe in?	Pre	18	4.00	.00	0.0	0.0	0.0	100.0
	Post	18	3.89	.32	0.0	0.0	11.1	88.9
8. Tell the truth even when it is not easy?	Pre	20	4.00	.00	0.0	0.0	0.0	100.0
	Post	19	3.95	.23	0.0	0.0	5.3	94.7
9. Accept responsibility and not blame others?	Pre	20	4.00	.00	0.0	0.0	0.0	100.0
	Post	19	3.95	.23	0.0	0.0	5.3	94.7
10. Resist risky behaviors like drug or alcohol use?	Pre	17	3.77	.75	5.9	0.0	5.9	88.2
	Post	20	4.00	.00	0.0	0.0	0.0	100.0
11. Be good at planning ahead and not leaving everything to the last minute?	Pre	19	3.53	.51	0.0	0.0	47.4	52.6
	Post	20	3.60	.60	0.0	5.0	30.0	65.0
12. Have several good friends?	Pre	18	3.33	.84	5.6	5.6	38.9	50.0
	Post	19	3.42	.69	0.0	10.5	36.8	52.6
13. Be comfortable with people of other races or ethnicities?	Pre	17	3.88	.33	0.0	0.0	11.8	88.2
	Post	18	3.72	.46	0.0	0.0	27.8	72.2
14. Resist negative peer pressure?	Pre	18	3.94	.24	0.0	0.0	5.6	94.4
	Post	20	4.00	.00	0.0	0.0	0.0	100.0
15. Resolve conflicts without violence?	Pre	18	3.83	.51	0.0	5.6	5.6	88.9
	Post	20	3.95	.22	0.0	0.0	5.0	95.0
16. Feel control over most situations?	Pre	20	3.40	.75	5.0	0.0	45.0	50.0
	Post	19	3.63	.50	0.0	0.0	36.8	63.2
17. Feel good about themselves?	Pre	20	3.90	.31	0.0	0.0	10.0	90.0
	Post	19	3.95	.23	0.0	0.0	5.3	94.7
18. Feel that life has a purpose?	Pre	20	3.95	.22	0.0	0.0	5.0	95.0
	Post	20	4.00	.00	0.0	0.0	0.0	100.0
19. Feel good about the future?	Pre	20	3.90	.31	0.0	0.0	10.0	90.0
	Post	20	3.95	.22	0.0	0.0	5.0	95.0
20. Feel supported by the family?	Pre	20	3.95	.22	0.0	0.0	5.0	95.0
	Post	20	3.95	.22	0.0	0.0	5.0	95.0
21. Seek advice from you?	Pre	20	3.95	.22	0.0	0.0	5.0	95.0
	Post	18	3.94	.24	0.0	0.0	5.6	94.4

Item	Survey	N	Mean	SD	Percentage of Parents			
					Not at all	A little	Somewhat	Very
How important is it for your child(ren) to...								
22. Have neighbors who care?	Pre	19	3.37	.90	5.3	10.5	26.3	57.9
	Post	19	3.58	.77	5.3	0.0	26.3	68.4
23. Have parents who care about how well they do in school?	Pre	20	3.80	.70	5.0	0.0	5.0	90.0
	Post	19	3.95	.23	0.0	0.0	5.3	94.7
24. Have high expectations for doing well in life?	Pre	20	3.85	.49	0.0	5.0	5.0	90.0
	Post	20	3.95	.22	0.0	0.0	5.0	95.0
25. Help others by volunteering in an organization?	Pre	19	3.68	.48	0.0	0.0	31.6	68.4
	Post	20	3.70	.73	5.0	0.0	15.0	80.0
26. Participate in activities to address social justice issues like equity, hunger, and poverty?	Pre	17	3.41	.80	5.9	0.0	41.2	52.9
	Post	20	3.55	.83	5.0	5.0	20.0	70.0
27. Spend at least five nights at home or with family?	Pre	20	3.75	.44	0.0	0.0	25.0	75.0
	Post	19	3.90	.32	0.0	0.0	10.5	89.5
28. Spend some time in religious activities?	Pre	18	3.33	.84	0.0	22.2	22.2	55.6
	Post	20	3.60	.75	0.0	15.0	10.0	75.0
29. Spend some time in organized youth programs, such as sports, clubs, and/or community organizations?	Pre	18	3.56	.62	0.0	5.6	33.3	61.1
	Post	20	3.65	.75	5.0	0.0	20.0	75.0
30. Spend some time with creative arts; like music, or painting, or acting?	Pre	19	3.53	.77	5.3	0.0	31.6	63.2
	Post	20	3.60	.82	5.0	5.0	15.0	75.0
31. Have adults in their lives who serve as role models?	Pre	20	3.85	.49	0.0	5.0	5.0	90.0
	Post	20	3.85	.49	0.0	5.0	5.0	90.0
32. Have at least 3 adults, other than you or your spouse, that provide positive emotional support for your child(ren)?	Pre	19	3.63	.50	0.0	0.0	36.8	63.2
	Post	19	3.84	.37	0.0	0.0	15.8	84.2
33. Have families with clear rules that are always enforced?	Pre	20	3.80	.52	0.0	5.0	10.0	85.0
	Post	19	3.90	.32	0.0	0.0	10.5	89.5
34. Tell people where they are when they are not at home or at school?	Pre	20	3.85	.49	0.0	5.0	5.0	90.0
	Post	19	3.74	.81	5.3	5.3	0.0	89.5
35. Feel safe in the neighborhood?	Pre	20	3.65	.75	5.0	0.0	20.0	75.0
	Post	19	3.95	.23	0.0	0.0	5.3	94.7
36. Feel safe at home?	Pre	20	3.95	.22	0.0	0.0	5.0	95.0
	Post	19	4.00	.00	0.0	0.0	0.0	100.0
37. Feel safe in school?	Pre	19	3.94	.23	0.0	0.0	5.3	94.7
	Post	20	4.00	.00	0.0	0.0	0.0	100.0
38. Feel that life is good?	Pre	20	3.95	.22	0.0	0.0	5.0	95.0
	Post	20	4.00	.00	0.0	0.0	0.0	100.0

**EXHIBIT A6. PARENT RESPONSES ON THE IMPORTANCE OF THEIR CHILD(REN) HAVING THE ASSETS
SANTA ANA**

Item	Survey	N	Mean	SD	Percentage of Parents			
					Not at all	A little	Somewhat	Very
How important is it for your child(ren) to...								
1. Like school?	Pre	157	3.96	.24	0.0	0.6	3.2	96.2
	Post	159	3.96	.30	0.6	0.6	1.3	97.5
2. Do well in school?	Pre	160	3.95	.22	0.0	0.0	5.0	95.0
	Post	161	3.95	.31	0.6	0.6	1.9	96.9
3. <i>Try hard</i> to do well in school?	Pre	158	3.96	.24	0.0	0.6	3.2	96.2
	Post	160	3.93	.38	0.6	1.9	1.9	95.6
4. Enjoy learning new things?	Pre	159	3.92	.34	0.6	0.0	6.3	93.1
	Post	160	3.92	.34	0.6	0.0	6.3	93.1
5. Do homework willingly?	Pre	157	3.82	.55	1.9	1.9	8.3	87.9
	Post	160	3.91	.37	0.6	0.6	6.3	92.5
6. Jump in when someone needs help?	Pre	158	3.87	.42	0.6	1.3	8.2	89.9
	Post	156	3.94	.31	0.6	0.0	3.8	95.5
7. Be unafraid to stand up for what they believe in?	Pre	156	3.89	.45	1.3	1.3	5.1	92.3
	Post	160	3.91	.42	0.6	2.5	2.5	94.4
8. Tell the truth even when it is not easy?	Pre	158	3.87	.46	0.6	3.2	4.4	91.8
	Post	157	3.97	.26	0.6	0.0	1.3	98.1
9. Accept responsibility and not blame others?	Pre	157	3.90	.39	0.6	1.3	5.1	93.0
	Post	156	3.92	.41	1.3	0.6	3.2	94.9
10. Resist risky behaviors like drug or alcohol use?	Pre	148	3.93	.44	2.0	0.0	1.4	96.6
	Post	155	3.90	.54	3.2	0.0	0.6	69.1
11. Be good at planning ahead and not leaving everything to the last minute?	Pre	153	3.86	.44	0.7	1.3	9.8	88.2
	Post	157	3.94	.39	1.3	0.6	1.3	96.8
12. Have several good friends?	Pre	151	3.33	.80	4.0	9.3	37.1	49.7
	Post	156	3.37	.82	3.2	12.2	28.8	55.8
13. Be comfortable with people of other races or ethnicities?	Pre	147	3.82	.43	0.0	2.0	13.6	84.4
	Post	157	3.78	.51	0.6	2.5	14.6	82.2
14. Resist negative peer pressure?	Pre	143	3.74	.66	2.8	3.5	10.5	83.2
	Post	149	3.79	.56	1.3	3.4	10.7	84.6
15. Resolve conflicts without violence?	Pre	151	3.97	.21	0.0	0.7	2.0	97.4
	Post	158	3.93	.36	0.6	1.3	2.5	95.6
16. Feel control over most situations?	Pre	145	3.77	.55	0.7	4.1	12.4	82.8
	Post	154	3.79	.47	0.0	2.6	16.2	81.2
17. Feel good about themselves?	Pre	155	3.96	.24	0.0	0.6	3.2	96.1
	Post	160	3.94	.32	0.6	0.6	2.5	96.3
18. Feel that life has a purpose?	Pre	159	3.95	.25	0.0	0.6	3.8	95.6
	Post	158	3.96	.27	0.6	0.0	1.9	97.5
19. Feel good about the future?	Pre	151	3.95	.24	0.0	0.7	3.3	96.0
	Post	158	3.95	.29	0.6	0.0	3.2	96.2
20. Feel supported by the family?	Pre	159	3.91	.41	1.3	0.6	3.8	94.3
	Post	160	3.96	.30	0.6	0.6	1.3	97.5
21. Seek advice from you?	Pre	153	3.94	.25	0.0	0.0	6.5	93.5
	Post	156	3.89	.45	1.3	1.3	4.5	92.9

Item	Survey	N	Mean	SD	Percentage of Parents				
					Not at all	A little	Somewhat	Very	
How important is it for your child(ren) to...									
22. Have neighbors who care?	Pre	143	3.39	.86	4.9	9.8	27.3	58.0	
	Post	151	3.65	.61	1.3	3.3	24.5	70.9	
23. Have parents who care about how well they do in school?	Pre	155	3.96	.26	0.0	1.3	1.9	96.8	
	Post	158	3.97	.26	0.6	0.0	1.3	98.1	
24. Have high expectations for doing well in life?	Pre	154	3.96	.21	0.0	0.0	4.5	95.5	
	Post	158	3.93	.36	0.6	1.3	2.5	95.6	
25. Help others by volunteering in an organization?	Pre	143	3.86	.44	0.7	1.4	9.1	88.8	
	Post	154	3.86	.38	0.0	1.3	11.0	87.7	
26. Participate in activities to address social justice issues like equity, hunger, and poverty?	Pre	147	3.83	.47	0.7	2.0	10.9	86.4	
	Post	147	3.80	.46	0.0	2.7	14.3	83.0	
27. Spend at least five nights at home or with family?	Pre	151	3.78	.69	4.0	3.3	4.0	88.7	
	Post	153	3.88	.44	1.3	0.7	6.5	91.5	
28. Spend some time in religious activities?	Pre	148	3.72	.61	1.4	4.1	16.2	78.4	
	Post	152	3.78	.50	0.0	3.9	13.8	82.2	
29. Spend some time in organized youth programs, such as sports, clubs, and/or community organizations?	Pre	149	3.75	.55	0.7	3.4	16.8	79.2	
	Post	157	3.76	.57	1.3	3.2	14.0	81.5	
30. Spend some time with creative arts; like music, or painting, or acting?	Pre	149	3.69	.61	1.3	4.0	18.8	75.8	
	Post	152	3.76	.55	1.3	2.0	15.8	80.9	
31. Have adults in their lives who serve as role models?	Pre	152	3.93	.28	0.0	0.7	5.9	93.4	
	Post	158	3.94	.32	0.6	0.6	2.5	96.2	
32. Have at least 3 adults, other than you or your spouse, that provide positive emotional support for your child(ren)?	Pre	152	3.89	.34	0.0	0.7	9.9	89.5	
	Post	157	3.92	.38	1.3	0.0	3.8	94.9	
33. Have families with clear rules that are always enforced?	Pre	151	3.96	.20	0.0	0.0	4.0	96.0	
	Post	157	3.92	.35	0.6	0.6	4.5	94.3	
34. Tell people where they are when they are not at home or at school?	Pre	150	3.97	.27	0.7	0.0	1.3	98.0	
	Post	155	3.97	.27	0.6	0.0	1.3	98.1	
35. Feel safe in the neighborhood?	Pre	150	3.89	.38	0.0	2.0	7.3	90.7	
	Post	155	3.86	.46	1.3	0.6	9.0	89.0	
36. Feel safe at home?	Pre	153	3.99	.11	0.0	0.0	1.3	98.7	
	Post	158	3.97	.26	0.6	0.0	1.3	98.1	
37. Feel safe in school?	Pre	152	3.97	.16	0.0	0.0	2.6	97.4	
	Post	158	3.96	.28	0.6	0.0	2.5	96.8	
38. Feel that life is good?	Pre	154	3.97	.21	0.0	0.6	1.9	97.4	
	Post	158	3.95	.32	0.6	0.6	1.9	96.8	

**EXHIBIT A7. PARENT RESPONSES ON THE IMPORTANCE OF THEIR CHILD(REN) HAVING THE ASSETS
SANTA ANA - RETROSPECTIVE**

Item	Survey	N	Mean	SD	Percentage of Parents			
					Not at all	A little	Somewhat	Very
How important is it for your child(ren) to...								
1. Like school?	Pre	91	3.82	.49	0.0	4.4	8.8	86.8
	Post	90	3.98	.15	0.0	0.0	2.2	97.8
2. Do well in school?	Pre	91	3.91	.32	0.0	1.1	6.6	92.3
	Post	90	3.98	.15	0.0	0.0	2.2	97.8
3. <i>Try hard</i> to do well in school?	Pre	91	3.85	.36	0.0	0.0	15.4	84.6
	Post	91	3.97	.18	0.0	0.0	3.3	96.7
4. Enjoy learning new things?	Pre	92	3.82	.44	0.0	2.2	14.1	83.7
	Post	92	3.96	.21	0.0	0.0	4.3	95.7
5. Do homework willingly?	Pre	87	3.71	.61	1.1	4.6	16.1	78.2
	Post	86	3.90	.41	1.2	0.0	7.0	91.9
6. Jump in when someone needs help?	Pre	92	3.76	.54	0.0	5.4	13.0	81.5
	Post	92	3.92	.27	0.0	0.0	7.6	92.4
7. Be unafraid to stand up for what they believe in?	Pre	90	3.83	.43	0.0	2.2	12.2	85.6
	Post	90	3.94	.23	0.0	0.0	5.6	94.4
8. Tell the truth even when it is not easy?	Pre	90	3.78	.49	0.0	3.3	15.6	81.1
	Post	90	3.91	.32	0.0	1.1	6.7	92.2
9. Accept responsibility and not blame others?	Pre	90	3.80	.50	0.0	4.4	11.1	84.4
	Post	90	3.99	.11	0.0	0.0	1.1	98.9
10. Resist risky behaviors like drug or alcohol use?	Pre	88	3.83	.57	2.3	2.3	5.7	89.8
	Post	89	3.93	.36	1.1	0.0	3.4	95.5
11. Be good at planning ahead and not leaving everything to the last minute?	Pre	90	3.66	.69	1.1	8.9	13.3	76.7
	Post	90	3.87	.40	0.0	2.2	8.9	88.9
12. Have several good friends?	Pre	86	3.12	1.00	10.5	12.8	31.4	45.3
	Post	87	3.45	.90	8.0	3.4	24.1	64.4
13. Be comfortable with people of other races or ethnicities?	Pre	89	3.65	.66	2.2	3.4	21.3	73.0
	Post	89	3.78	.56	1.1	3.4	12.4	83.1
14. Resist negative peer pressure?	Pre	86	3.72	.68	3.5	2.3	12.8	81.4
	Post	86	3.87	.50	2.3	0.0	5.8	91.9
15. Resolve conflicts without violence?	Pre	88	3.88	.37	0.0	1.1	10.2	88.6
	Post	87	3.98	.15	0.0	0.0	2.3	97.7
16. Feel control over most situations?	Pre	85	3.49	.63	0.0	7.1	36.5	56.5
	Post	90	3.80	.43	0.0	1.1	17.8	81.1
17. Feel good about themselves?	Pre	87	3.76	.55	1.1	2.3	16.1	80.5
	Post	91	3.96	.21	0.0	0.0	4.4	95.6
18. Feel that life has a purpose?	Pre	88	3.75	.57	1.1	3.4	14.8	80.7
	Post	90	3.93	.25	0.0	0.0	6.7	93.3
19. Feel good about the future?	Pre	86	3.78	.47	0.0	2.3	17.4	80.2
	Post	90	3.94	.23	0.0	0.0	5.6	94.4
20. Feel supported by the family?	Pre	89	3.87	.38	0.0	1.1	11.2	87.6
	Post	89	3.94	.23	0.0	0.0	5.6	94.4
21. Seek advice from you?	Pre	87	3.72	.52	0.0	3.4	20.7	75.9
	Post	88	3.93	.25	0.0	0.0	6.8	93.2

Item	Survey	N	Mean	SD	Percentage of Parents				
					Not at all	A little	Somewhat	Very	
How important is it for your child(ren) to...									
22. Have neighbors who care?	Pre	89	3.43	.72	0.0	13.5	30.3	56.2	
	Post	91	3.65	.64	1.1	5.5	20.9	72.5	
23. Have parents who care about how well they do in school?	Pre	91	3.85	.42	0.0	2.2	11.0	86.8	
	Post	91	3.96	.25	0.0	1.1	2.2	96.7	
24. Have high expectations for doing well in life?	Pre	89	3.83	.43	0.0	2.2	12.4	85.4	
	Post	89	3.96	.26	0.0	1.1	2.2	96.6	
25. Help others by volunteering in an organization?	Pre	84	3.56	.68	0.0	10.7	22.6	66.7	
	Post	89	3.83	.41	0.0	1.1	14.6	84.3	
26. Participate in activities to address social justice issues like equity, hunger, and poverty?	Pre	82	3.52	.63	0.0	7.3	32.9	59.8	
	Post	86	3.80	.46	0.0	2.3	15.1	82.6	
27. Spend at least five nights at home or with family?	Pre	88	3.76	.53	1.1	1.1	18.2	79.5	
	Post	90	3.91	.29	0.0	0.0	8.9	91.1	
28. Spend some time in religious activities?	Pre	84	3.70	.65	2.4	3.6	15.5	78.6	
	Post	87	3.83	.57	2.3	2.3	5.7	89.7	
29. Spend some time in organized youth programs, such as sports, clubs, and/or community organizations?	Pre	90	3.59	.60	0.0	5.6	30.0	64.4	
	Post	90	3.78	.49	0.0	3.3	15.6	81.1	
30. Spend some time with creative arts; like music, or painting, or acting?	Pre	86	3.45	.78	2.3	10.5	26.7	60.5	
	Post	85	3.69	.64	2.4	2.4	18.8	76.5	
31. Have adults in their lives who serve as role models?	Pre	89	3.75	.53	0.0	4.5	15.7	79.8	
	Post	91	3.93	.25	0.0	0.0	6.6	93.4	
32. Have at least 3 adults, other than you or your spouse, that provide positive emotional support for your child(ren)?	Pre	88	3.72	.59	1.1	3.4	18.2	77.3	
	Post	90	3.93	.25	0.0	0.0	6.7	93.3	
33. Have families with clear rules that are always enforced?	Pre	89	3.74	.53	0.0	4.5	16.9	78.7	
	Post	90	3.96	.26	0.0	1.1	2.2	96.7	
34. Tell people where they are when they are not at home or at school?	Pre	89	3.80	.53	0.0	5.6	9.0	85.4	
	Post	89	3.92	.34	0.0	2.2	3.4	94.4	
35. Feel safe in the neighborhood?	Pre	88	3.74	.51	0.0	3.4	19.3	77.3	
	Post	88	3.91	.33	0.0	1.1	6.8	92.0	
36. Feel safe at home?	Pre	89	3.94	.23	0.0	0.0	5.6	94.4	
	Post	90	3.98	.15	0.0	0.0	2.2	97.8	
37. Feel safe in school?	Pre	88	3.83	.41	0.0	1.1	14.8	84.1	
	Post	90	3.90	.34	0.0	1.1	7.8	91.1	
38. Feel that life is good?	Pre	89	3.85	.44	0.0	3.4	7.9	88.8	
	Post	90	3.98	.15	0.0	0.0	2.2	97.8	

Note. Under the Survey heading, pre is defined as 'At the beginning of the program', and post is defined as 'Now'.

**EXHIBIT A8. PARENT RESPONSES ON THEIR PERCEPTION OF THEIR CHILDREN'S ACQUISITION OF THE ASSETS
A13**

Item	Survey	N	Mean	SD	Percentage of Parents			
					Not at all	A little	Somewhat	Very
My child(ren)...								
1. Like school.	Pre	179	3.68	.58	0.6	3.9	22.9	72.6
	Post	193	3.74	.53	0.5	2.6	19.7	77.2
2. Do well in school.	Pre	177	3.49	.68	0.6	8.5	32.8	58.2
	Post	195	3.63	.56	0.5	2.6	30.3	66.7
3. Try to do well in school.	Pre	173	3.65	.56	0.0	4.0	27.2	68.8
	Post	193	3.82	.45	0.5	1.0	14.5	83.9
4. Like to learn.	Pre	180	3.83	.41	0.0	1.1	15.0	83.9
	Post	196	3.85	.37	0.0	0.5	14.3	85.2
5. Do homework willingly.	Pre	178	3.39	.74	3.9	3.4	42.1	50.6
	Post	193	3.63	.59	0.5	4.1	27.5	67.9
6. Like to help others who need help.	Pre	179	3.59	.59	0.6	3.4	32.4	63.7
	Post	193	3.73	.50	0.5	1.0	23.3	75.1
7. Jump in when someone needs help.	Pre	177	3.50	.61	1.1	2.8	40.7	55.4
	Post	191	3.68	.53	0.5	1.6	27.2	70.7
8. Are not afraid to stand up for their beliefs.	Pre	174	3.31	.73	3.4	5.2	48.3	43.1
	Post	190	3.49	.74	3.7	3.7	32.6	60.0
9. Tell the truth even when it is not easy.	Pre	176	3.31	.63	1.1	5.7	54.0	39.2
	Post	192	3.45	.59	1.0	2.1	47.9	49.0
10. Accept responsibility and don't blame others.	Pre	168	3.29	.68	1.8	7.7	50.6	39.9
	Post	191	3.50	.61	1.0	3.1	40.8	55.0
11. Believe in restraint when it comes to risky behaviors like drug or alcohol use.	Pre	125	3.65	.90	9.6	0.0	6.4	84.0
	Post	162	3.67	.83	7.4	0.6	9.9	82.1
12. Are good at planning ahead and not leaving everything to the last minute.	Pre	171	3.18	.79	4.7	9.9	48.0	37.4
	Post	187	3.34	.72	1.6	9.6	41.7	47.1
13. Have several good friends.	Pre	166	2.99	.94	3.0	35.5	21.1	40.4
	Post	184	3.14	.97	6.5	21.2	23.9	48.4
14. Are comfortable with people of other races or ethnicities.	Pre	161	3.46	.76	1.2	12.4	25.5	60.9
	Post	184	3.55	.72	2.2	6.5	25.5	65.8
15. Can resist negative peer pressure.	Pre	154	3.25	.73	2.6	9.7	48.1	39.6
	Post	182	3.47	.72	2.2	6.6	33.0	58.2
16. Can resolve conflicts without violence.	Pre	164	3.40	.78	4.3	5.5	36.0	54.3
	Post	188	3.53	.67	2.1	3.7	33.5	60.6
17. Feel control over most situations.	Pre	167	3.17	.81	5.4	6.9	47.3	37.7
	Post	181	3.39	.71	1.7	8.3	39.2	50.8
18. Feel good about themselves.	Pre	165	3.59	.57	0.0	4.2	32.7	63.0
	Post	192	3.70	.58	1.0	3.1	20.3	75.5
19. Feel that life has a purpose.	Pre	171	3.74	.48	0.0	1.8	22.8	75.4
	Post	192	3.84	.40	0.5	0.0	14.1	85.4
20. Feel good about the future.	Pre	172	3.66	.60	1.2	2.9	25.0	70.9
	Post	189	3.82	.45	0.5	1.1	14.3	84.1
21. Feel a lot of support from our family.	Pre	177	3.85	.42	0.0	2.3	10.7	87.0
	Post	196	3.91	.30	0.0	0.5	7.7	91.8

Item	Survey	N	Mean	SD	Percentage of Parents				
					Not at all	A little	Somewhat	Very	
My child(ren)...									
22. Willingly seek advice from me.	Pre	174	3.66	.57	1.1	1.7	27.0	70.1	
	Post	194	3.70	.57	1.5	1.0	23.2	74.2	
23. Have neighbors who care.	Pre	164	2.85	1.14	19.5	14.6	27.4	38.4	
	Post	183	3.19	.95	8.2	12.6	31.7	47.5	
24. Have parents who care about how well they do in school.	Pre	179	3.86	.49	1.7	1.1	6.7	90.5	
	Post	193	3.92	.34	0.5	0.5	5.2	93.8	
25. Have high expectations for doing well in life.	Pre	166	3.73	.58	1.2	3.0	17.5	78.3	
	Post	191	3.79	.49	0.5	2.1	15.2	82.2	
26. Help others by volunteering in an organization.	Pre	169	2.95	1.12	18.9	8.3	31.4	41.4	
	Post	191	3.17	1.02	13.1	5.2	33.5	48.2	
27. Participate in activities to address social justice issues like equity, hunger, and poverty.	Pre	159	2.64	1.25	30.2	11.9	21.4	36.5	
	Post	181	2.91	1.13	18.8	12.2	28.7	40.3	
28. Spend at least five nights at home or with family.	Pre	172	3.73	.76	5.8	1.7	5.8	86.6	
	Post	188	3.80	.64	3.2	2.7	4.8	89.4	
29. Spend some time in religious activities.	Pre	160	2.90	1.03	13.8	17.5	33.8	35.0	
	Post	191	3.18	1.01	10.5	11.5	27.7	50.3	
30. Spend some time in organized youth programs, such as sports, clubs, and/or community organizations.	Pre	170	2.78	1.19	25.3	8.2	29.4	37.1	
	Post	183	2.91	1.07	18.0	7.7	39.3	35.0	
31. Spend some time with creative arts; like music, or painting, or acting.	Pre	167	2.77	1.19	25.1	9.6	28.1	37.1	
	Post	189	2.89	1.08	16.4	14.8	32.3	36.5	
32. Have positive adults who serve as role models.	Pre	175	3.63	.68	2.3	4.6	21.1	72.0	
	Post	186	3.73	.62	1.1	5.9	12.4	80.6	
33. Have at least 3 adults, other than me or my spouse; that provide positive emotional support for them.	Pre	177	3.45	.90	7.9	4.5	22.0	65.5	
	Post	190	3.72	.62	2.1	2.6	16.3	78.9	
34. Have families with clear rules that are always enforced.	Pre	177	3.63	.60	0.6	4.5	26.0	68.9	
	Post	185	3.77	.52	0.5	2.7	16.2	80.5	
35. Inform others about where they are when they are not in school or at home.	Pre	164	3.77	.63	2.4	3.7	8.5	85.4	
	Post	182	3.88	.45	1.6	0.0	7.1	91.2	
36. Generally feel safe in the neighborhood.	Pre	169	3.53	.75	3.0	6.5	24.9	65.7	
	Post	188	3.57	.69	2.1	4.8	27.1	66.0	
37. Generally feel safe at home.	Pre	173	3.96	.25	0.0	1.2	1.7	97.1	
	Post	187	3.91	.32	0.0	1.1	6.4	92.5	
38. Generally feel safe in school.	Pre	173	3.82	.45	0.0	2.3	13.9	83.8	
	Post	186	3.86	.43	0.5	1.6	9.1	88.7	

EXHIBIT A9. PARENT RESPONSES ON THEIR PERCEPTION OF THEIR CHILDREN'S ACQUISITION OF THE ASSETS

Item	Survey	N	Mean	SD	Percentage of Parents			
					Not at all	A little	Somewhat	Very
My child(ren)...								
1. Like school.	Pre	15	3.53	.74	0.0	13.3	20.0	66.7
	Post	16	3.81	.40	0.0	0.0	18.8	81.3
2. Do well in school.	Pre	15	3.20	.86	6.7	6.7	46.7	40.0
	Post	16	3.44	.51	0.0	0.0	56.3	43.8
3. Try to do well in school.	Pre	14	3.50	.65	0.0	7.1	35.7	57.1
	Post	16	3.75	.45	0.0	0.0	25.0	75.0
4. Like to learn.	Pre	15	3.80	.41	0.0	0.0	20.0	80.0
	Post	16	3.69	.48	0.0	0.0	31.3	68.8
5. Do homework willingly.	Pre	15	3.47	.64	0.0	6.7	40.0	53.3
	Post	16	3.81	.40	0.0	0.0	18.8	81.3
6. Like to help others who need help.	Pre	14	3.71	.47	0.0	0.0	28.6	71.4
	Post	16	3.88	.34	0.0	0.0	12.5	87.5
7. Jump in when someone needs help.	Pre	14	3.50	.65	0.0	7.1	35.7	57.1
	Post	16	3.81	.40	0.0	0.0	18.8	81.3
8. Are not afraid to stand up for their beliefs.	Pre	14	3.50	.65	0.0	7.1	35.7	57.1
	Post	15	3.80	.56	0.0	6.7	6.7	86.7
9. Tell the truth even when it is not easy.	Pre	14	3.14	.53	0.0	7.1	71.4	21.4
	Post	16	3.50	.63	0.0	6.3	37.5	56.3
10. Accept responsibility and don't blame others.	Pre	13	3.23	.60	0.0	7.7	61.5	30.8
	Post	16	3.50	.63	0.0	6.3	37.5	56.3
11. Believe in restraint when it comes to risky behaviors like drug or alcohol use.	Pre	10	3.70	.95	10.0	0.0	0.0	90.0
	Post	15	3.73	.80	6.7	0.0	6.7	86.7
12. Are good at planning ahead and not leaving everything to the last minute.	Pre	14	3.07	.73	0.0	21.4	50.0	28.6
	Post	16	3.38	.50	0.0	0.0	62.5	37.5
13. Have several good friends.	Pre	13	3.00	.91	0.0	38.5	23.1	38.5
	Post	15	3.27	.88	6.7	6.7	40.0	46.7
14. Are comfortable with people of other races or ethnicities.	Pre	10	3.70	.48	0.0	0.0	30.0	70.0
	Post	15	3.68	.49	0.0	0.0	33.3	66.7
15. Can resist negative peer pressure.	Pre	13	3.46	.66	0.0	7.7	38.5	53.8
	Post	15	3.60	.63	0.0	6.7	26.7	66.7
16. Can resolve conflicts without violence.	Pre	13	3.77	.44	0.0	0.0	23.1	76.9
	Post	16	3.63	.50	0.0	0.0	37.5	62.5
17. Feel control over most situations.	Pre	14	3.36	.84	7.1	0.0	42.9	50.0
	Post	16	3.44	.51	0.0	0.0	56.3	43.8
18. Feel good about themselves.	Pre	13	3.54	.52	0.0	0.0	46.2	53.8
	Post	16	3.75	.45	0.0	0.0	25.0	75.0
19. Feel that life has a purpose.	Pre	13	3.85	.38	0.0	0.0	15.4	84.6
	Post	16	3.94	.25	0.0	0.0	6.3	93.8
20. Feel good about the future.	Pre	13	3.77	.44	0.0	0.0	23.1	76.9
	Post	16	3.94	.25	0.0	0.0	6.3	93.8
21. Feel a lot of support from our family.	Pre	14	3.86	.36	0.0	0.0	14.3	85.7
	Post	16	3.94	.25	0.0	0.0	6.3	93.8

Item	Survey	N	Mean	SD	Percentage of Parents				
					Not at all	A little	Somewhat	Very	
My child(ren)...									
22. Willingly seek advice from me.	Pre	14	3.36	.74	0.0	14.3	35.7	50.0	
	Post	16	3.88	.34	0.0	0.0	12.5	87.5	
23. Have neighbors who care.	Pre	12	3.33	.78	0.0	16.7	33.3	50.0	
	Post	16	3.00	.89	6.3	18.8	43.8	31.3	
24. Have parents who care about how well they do in school.	Pre	15	4.00	.00	0.0	0.0	0.0	100.0	
	Post	16	3.94	.25	0.0	0.0	6.3	93.8	
25. Have high expectations for doing well in life.	Pre	11	3.91	.30	0.0	0.0	9.1	90.9	
	Post	16	3.88	.34	0.0	0.0	12.5	87.5	
26. Help others by volunteering in an organization.	Pre	13	3.23	.73	0.0	15.4	46.2	38.5	
	Post	16	3.13	.96	12.5	0.0	50.0	37.5	
27. Participate in activities to address social justice issues like equity, hunger, and poverty.	Pre	14	2.71	.99	14.3	21.4	42.9	21.4	
	Post	15	2.87	.99	13.3	13.3	46.7	26.7	
28. Spend at least five nights at home or with family.	Pre	14	3.50	1.09	14.3	0.0	7.1	78.6	
	Post	15	3.80	.56	0.0	6.7	6.7	86.7	
29. Spend some time in religious activities.	Pre	13	3.23	.83	0.0	23.1	30.8	46.2	
	Post	16	3.00	1.10	12.5	18.8	25.0	43.8	
30. Spend some time in organized youth programs, such as sports, clubs, and/or community organizations.	Pre	15	2.53	1.19	33.3	0.0	46.7	20.0	
	Post	16	2.88	.96	12.5	12.5	50.0	25.0	
31. Spend some time with creative arts; like music, or painting, or acting.	Pre	14	2.79	.98	14.3	14.3	50.0	21.4	
	Post	16	3.13	.96	12.5	0.0	50.0	37.5	
32. Have positive adults who serve as role models.	Pre	15	3.80	.41	0.0	0.0	20.0	80.0	
	Post	16	3.94	.25	0.0	0.0	6.3	93.8	
33. Have at least 3 adults, other than me or my spouse; that provide positive emotional support for them.	Pre	15	3.60	.91	6.7	6.7	6.7	80.0	
	Post	16	3.69	.79	6.3	0.0	12.5	81.3	
34. Have families with clear rules that are always enforced.	Pre	15	3.67	.62	0.0	6.7	20.0	73.3	
	Post	16	3.88	.34	0.0	0.0	12.5	87.5	
35. Inform others about where they are when they are not in school or at home.	Pre	14	3.79	.43	0.0	0.0	21.4	78.6	
	Post	16	4.00	.00	0.0	0.0	0.0	100.0	
36. Generally feel safe in the neighborhood.	Pre	14	3.93	.27	0.0	0.0	7.1	92.9	
	Post	16	3.69	.60	0.0	6.3	18.8	75.0	
37. Generally feel safe at home.	Pre	15	3.93	.26	0.0	0.0	6.7	93.3	
	Post	16	3.94	.25	0.0	0.0	6.3	93.8	
38. Generally feel safe in school.	Pre	15	3.93	.26	0.0	0.0	6.7	93.3	
	Post	16	3.81	.54	0.0	6.3	6.3	87.5	

**EXHIBIT A10. PARENT RESPONSES ON THEIR PERCEPTION OF THEIR CHILDREN'S ACQUISITION OF THE ASSETS
SAN ANTONIO**

Item	Survey	N	Mean	SD	Percentage of Parents			
					Not at all	A little	Somewhat	Very
My child(ren)...								
1. Like school.	Pre	19	3.79	.42	0.0	0.0	21.1	78.9
	Post	20	3.75	.44	0.0	0.0	25.0	75.0
2. Do well in school.	Pre	19	3.53	.51	0.0	0.0	47.4	52.6
	Post	20	3.60	.50	0.0	0.0	40.0	60.0
3. Try to do well in school.	Pre	19	3.74	.45	0.0	0.0	26.3	73.7
	Post	20	3.80	.41	0.0	0.0	20.0	80.0
4. Like to learn.	Pre	19	3.74	.45	0.0	0.0	26.3	73.7
	Post	20	3.85	.37	0.0	0.0	15.0	85.0
5. Do homework willingly.	Pre	19	3.16	.96	10.5	5.3	42.1	42.1
	Post	19	3.32	.67	0.0	10.5	47.4	42.1
6. Like to help others who need help.	Pre	19	3.53	.61	0.0	5.3	36.8	57.9
	Post	20	3.75	.44	0.0	0.0	25.0	75.0
7. Jump in when someone needs help.	Pre	19	3.53	.51	0.0	0.0	47.4	52.6
	Post	20	3.65	.49	0.0	0.0	35.0	65.0
8. Are not afraid to stand up for their beliefs.	Pre	18	3.61	.50	0.0	0.0	38.9	61.1
	Post	20	3.50	.76	5.0	0.0	35.0	60.0
9. Tell the truth even when it is not easy.	Pre	19	3.42	.61	0.0	5.3	47.4	47.4
	Post	19	3.67	.60	0.0	5.3	52.6	42.1
10. Accept responsibility and don't blame others.	Pre	19	3.42	.61	0.0	5.3	47.4	47.4
	Post	20	3.35	.75	0.0	15.0	35.0	50.0
11. Believe in restraint when it comes to risky behaviors like drug or alcohol use.	Pre	17	3.47	1.01	11.8	0.0	17.6	70.6
	Post	16	3.69	.79	6.3	0.0	12.5	81.3
12. Are good at planning ahead and not leaving everything to the last minute.	Pre	18	3.89	.96	11.1	16.7	44.4	27.8
	Post	18	2.94	.73	0.0	27.8	50.0	22.2
13. Have several good friends.	Pre	17	3.53	.62	0.0	5.9	35.3	58.8
	Post	19	3.16	.90	5.3	15.8	36.8	42.1
14. Are comfortable with people of other races or ethnicities.	Pre	18	3.61	.70	0.0	11.1	16.7	72.2
	Post	20	3.60	.75	5.0	0.0	25.0	70.0
15. Can resist negative peer pressure.	Pre	18	3.61	.50	0.0	0.0	38.9	61.1
	Post	18	3.44	.62	0.0	5.6	44.4	50.0
16. Can resolve conflicts without violence.	Pre	17	3.53	.86	5.9	5.9	35.3	52.9
	Post	17	3.41	.62	0.0	5.9	47.1	47.1
17. Feel control over most situations.	Pre	17	3.24	.90	5.9	11.8	35.3	47.1
	Post	17	3.59	.51	0.0	0.0	41.2	58.8
18. Feel good about themselves.	Pre	18	3.78	.43	0.0	0.0	22.2	77.8
	Post	20	3.75	.44	0.0	0.0	25.0	75.0
19. Feel that life has a purpose.	Pre	18	3.83	.38	0.0	0.0	16.7	83.3
	Post	20	3.90	.31	0.0	0.0	10.0	90.0
20. Feel good about the future.	Pre	19	3.79	.42	0.0	0.0	21.1	78.9
	Post	20	3.90	.31	0.0	0.0	10.0	90.0
21. Feel a lot of support from our family.	Pre	19	3.90	.32	0.0	0.0	10.5	89.5
	Post	20	3.85	.37	0.0	0.0	15.0	85.0

Item	Survey	N	Mean	SD	Percentage of Parents				
					Not at all	A little	Somewhat	Very	
My child(ren)...									
22. Willingly seek advice from me.	Pre	19	3.79	.42	0.0	0.0	21.1	78.9	
	Post	20	3.70	.47	0.0	0.0	30.0	70.0	
23. Have neighbors who care.	Pre	16	3.19	.91	6.3	12.5	37.5	43.8	
	Post	19	3.53	.77	5.3	0.0	31.6	63.2	
24. Have parents who care about how well they do in school.	Pre	19	3.84	.37	0.0	0.0	15.8	84.2	
	Post	20	4.00	.00	0.0	0.0	0.0	100.0	
25. Have high expectations for doing well in life.	Pre	17	3.77	.44	0.0	0.0	23.5	76.5	
	Post	19	3.84	.37	0.0	0.0	15.8	84.2	
26. Help others by volunteering in an organization.	Pre	17	3.65	.86	5.9	5.9	5.9	82.4	
	Post	20	3.35	.93	5.0	15.0	20.0	60.0	
27. Participate in activities to address social justice issues like equity, hunger, and poverty.	Pre	17	3.00	1.27	23.5	5.9	17.6	52.9	
	Post	20	3.25	.97	10.0	5.0	35.0	50.0	
28. Spend at least five nights at home or with family.	Pre	19	3.79	.42	0.0	0.0	21.1	78.9	
	Post	19	3.90	.46	0.0	5.3	0.0	94.7	
29. Spend some time in religious activities.	Pre	18	3.06	.87	0.0	33.3	27.8	38.9	
	Post	19	3.11	.88	5.3	15.8	42.1	36.8	
30. Spend some time in organized youth programs, such as sports, clubs, and/or community organizations.	Pre	19	3.47	.70	0.0	10.5	31.6	57.9	
	Post	20	2.90	1.17	20.0	10.0	30.0	40.0	
31. Spend some time with creative arts; like music, or painting, or acting.	Pre	19	3.16	.96	10.5	5.3	42.1	42.1	
	Post	20	3.40	.94	5.0	15.0	15.0	65.0	
32. Have positive adults who serve as role models.	Pre	19	3.63	.68	0.0	10.5	15.8	73.7	
	Post	19	3.84	.37	0.0	0.0	15.8	84.2	
33. Have at least 3 adults, other than me or my spouse; that provide positive emotional support for them.	Pre	19	3.68	.58	0.0	5.3	21.1	73.7	
	Post	20	3.90	.31	0.0	0.0	10.0	90.0	
34. Have families with clear rules that are always enforced.	Pre	19	3.79	.42	0.0	0.0	21.1	78.9	
	Post	17	3.71	.47	0.0	0.0	29.4	70.6	
35. Inform others about where they are when they are not in school or at home.	Pre	19	3.58	.90	5.3	10.5	5.3	78.9	
	Post	18	3.67	.77	5.6	0.0	16.7	77.8	
36. Generally feel safe in the neighborhood.	Pre	17	3.82	.39	0.0	0.0	17.6	82.4	
	Post	18	3.61	.78	5.6	0.0	22.2	72.2	
37. Generally feel safe at home.	Pre	17	4.00	.00	0.0	0.0	0.0	100.0	
	Post	19	3.84	.37	0.0	0.0	15.8	84.2	
38. Generally feel safe in school.	Pre	19	3.90	.32	0.0	0.0	10.5	89.5	
	Post	19	.90	.46	0.0	5.3	0.0	94.7	

**EXHIBIT A11. PARENT RESPONSES ON THEIR PERCEPTION OF THEIR CHILDREN’S ACQUISITION OF THE ASSETS
SANTA ANA**

Item	Survey	N	Mean	SD	Percentage of Parents			
					Not at all	A little	Somewhat	Very
My child(ren)...								
1. Like school.	Pre	145	3.68	.58	0.7	3.4	23.4	72.4
	Post	157	3.73	.55	0.6	3.2	19.1	77.1
2. Do well in school.	Pre	143	3.51	.67	0.0	9.8	29.4	60.8
	Post	159	3.65	.57	0.6	3.1	26.4	69.8
3. Try to do well in school.	Pre	140	3.65	.56	0.0	4.3	26.4	69.3
	Post	157	3.83	.46	0.6	1.3	12.7	85.4
4. Like to learn.	Pre	146	3.84	.40	0.0	1.4	13.0	85.6
	Post	160	3.86	.36	0.0	0.6	12.5	86.9
5. Do homework willingly.	Pre	144	3.42	.71	3.5	2.8	42.4	51.4
	Post	158	3.65	.59	0.6	3.8	25.9	69.6
6. Like to help others who need help.	Pre	146	3.59	.60	0.7	3.4	32.2	63.7
	Post	157	3.71	.52	0.6	1.3	24.2	73.9
7. Jump in when someone needs help.	Pre	144	3.50	.63	1.4	2.8	40.3	55.6
	Post	155	3.67	.55	0.6	1.9	27.1	70.3
8. Are not afraid to stand up for their beliefs.	Pre	142	3.25	.75	4.2	5.6	50.7	39.4
	Post	155	3.46	.75	3.9	3.9	34.8	57.4
9. Tell the truth even when it is not easy.	Pre	143	3.32	.64	1.4	5.6	53.1	39.9
	Post	157	3.45	.59	1.3	1.3	48.4	49.0
10. Accept responsibility and don't blame others.	Pre	136	3.27	.70	2.2	8.1	50.0	39.7
	Post	155	3.52	.60	1.3	1.3	41.9	55.5
11. Believe in restraint when it comes to risky behaviors like drug or alcohol use.	Pre	98	3.67	.88	9.2	0.0	5.1	85.7
	Post	131	3.66	.84	7.6	0.8	9.9	81.7
12. Are good at planning ahead and not leaving everything to the last minute.	Pre	139	3.23	.77	4.3	7.9	48.2	39.6
	Post	153	3.39	.73	2.0	8.5	38.6	51.0
13. Have several good friends.	Pre	136	2.92	.96	3.7	39.0	13.1	38.2
	Post	150	3.13	.99	6.7	23.3	20.7	49.3
14. Are comfortable with people of other races or ethnicities.	Pre	133	3.42	.78	1.5	13.5	23.6	58.6
	Post	149	3.53	.73	2.0	8.1	24.8	65.1
15. Can resist negative peer pressure.	Pre	123	3.17	.75	3.3	11.4	50.4	35.0
	Post	149	3.46	.74	2.7	6.7	32.2	58.4
16. Can resolve conflicts without violence.	Pre	134	3.37	.79	4.5	6.0	37.3	52.2
	Post	155	3.53	.70	2.6	3.9	31.6	61.9
17. Feel control over most situations.	Pre	136	3.15	.80	5.1	10.3	49.3	35.3
	Post	148	3.37	.75	2.0	10.1	37.2	50.7
18. Feel good about themselves.	Pre	134	3.57	.59	0.0	5.2	32.8	61.9
	Post	156	3.69	.61	1.3	3.8	19.2	75.6
19. Feel that life has a purpose.	Pre	140	3.71	.50	0.0	2.1	24.3	73.6
	Post	156	3.83	.43	0.6	0.0	15.4	84.0
20. Feel good about the future.	Pre	140	3.63	.63	1.4	3.6	25.7	69.3
	Post	153	3.80	.48	0.7	1.3	15.7	82.4
21. Feel a lot of support from our family.	Pre	144	3.84	.44	0.0	2.8	10.4	86.8
	Post	160	3.91	.30	0.0	0.6	6.9	92.5

Item	Survey	N	Mean	SD	Percentage of Parents				
					Not at all	A little	Somewhat	Very	
My child(ren)...									
22. Willingly seek advice from me.	Pre	141	3.67	.57	1.4	0.7	27.0	70.9	
	Post	158	3.68	.60	1.9	1.3	23.4	73.4	
23. Have neighbors who care.	Pre	136	2.77	1.18	22.8	14.7	25.7	36.8	
	Post	148	3.16	.97	8.8	13.5	30.4	47.3	
24. Have parents who care about how well they do in school.	Pre	145	3.85	.53	2.1	1.4	6.2	90.3	
	Post	157	3.91	.36	0.6	0.6	5.7	93.0	
25. Have high expectations for doing well in life.	Pre	138	3.71	.61	1.4	3.6	17.4	77.5	
	Post	156	3.78	.52	0.6	2.6	15.4	81.4	
26. Help others by volunteering in an organization.	Pre	139	2.84	1.15	22.3	7.9	33.1	36.7	
	Post	155	3.15	1.04	14.2	4.5	33.5	47.7	
27. Participate in activities to address social justice issues like equity, hunger, and poverty.	Pre	128	2.59	1.28	32.8	11.7	19.5	35.9	
	Post	146	2.86	1.16	20.5	13.0	26.0	40.4	
28. Spend at least five nights at home or with family.	Pre	139	3.75	.76	5.8	2.2	3.6	88.5	
	Post	154	3.79	.66	3.9	1.9	5.2	89.0	
29. Spend some time in religious activities.	Pre	129	2.85	1.07	17.1	14.7	34.9	33.3	
	Post	156	3.21	1.01	10.9	10.3	26.3	52.6	
30. Spend some time in organized youth programs, such as sports, clubs, and/or community organizations.	Pre	136	2.71	1.22	27.9	8.8	27.2	36.0	
	Post	147	2.92	1.08	18.4	6.8	39.5	35.4	
31. Spend some time with creative arts; like music, or painting, or acting.	Pre	134	2.72	1.24	28.4	9.7	23.9	38.1	
	Post	153	2.80	1.09	18.3	16.3	32.7	32.7	
32. Have positive adults who serve as role models.	Pre	141	3.61	.70	2.8	4.3	22.0	70.9	
	Post	151	3.69	.67	1.3	7.3	12.6	78.8	
33. Have at least 3 adults, other than me or my spouse; that provide positive emotional support for them.	Pre	143	3.41	.94	9.1	4.2	23.8	62.9	
	Post	154	3.70	.63	1.9	3.2	17.5	77.3	
34. Have families with clear rules that are always enforced.	Pre	143	3.61	.62	0.7	4.9	27.3	67.1	
	Post	152	3.76	.54	0.7	3.3	15.1	80.9	
35. Inform others about where they are when they are not in school or at home.	Pre	131	3.79	.60	2.3	3.1	7.6	87.0	
	Post	148	3.89	.42	1.4	0.0	6.8	91.9	
36. Generally feel safe in the neighborhood.	Pre	138	3.46	.79	3.6	8.0	27.5	60.9	
	Post	154	3.55	.69	1.9	5.2	28.6	64.3	
37. Generally feel safe at home.	Pre	141	3.96	.26	0.0	1.4	1.4	97.2	
	Post	152	3.92	.32	0.0	1.3	5.3	93.4	
38. Generally feel safe in school.	Pre	139	3.79	.47	0.0	2.9	15.1	82.0	
	Post	151	3.86	.42	0.7	0.7	10.6	88.1	

**EXHIBIT A12. PARENT RESPONSES ON THEIR PERCEPTION OF THEIR CHILDREN'S ACQUISITION OF THE ASSETS
SANTA ANA - RETROSPECTIVE**

Item	Survey	N	Mean	SD	Percentage of Parents			
					Not at all	A little	Somewhat	Very
My child(ren)...								
1. Like school.	Pre	87	3.38	.74	2.3	8.0	39.1	50.6
	Post	87	3.72	.50	0.0	2.3	23.0	74.7
2. Do well in school.	Pre	87	3.45	.64	0.0	8.0	39.1	52.9
	Post	86	3.67	.50	0.0	1.2	30.2	68.6
3. Try to do well in school.	Pre	85	3.54	.70	1.2	8.2	25.9	64.7
	Post	86	3.76	.48	0.0	2.3	19.8	77.9
4. Like to learn.	Pre	85	3.69	.54	0.0	3.5	23.5	72.9
	Post	86	3.87	.34	0.0	0.0	12.8	87.2
5. Do homework willingly.	Pre	85	3.33	.76	3.5	7.1	42.4	47.1
	Post	86	3.57	.58	1.2	1.2	37.2	60.5
6. Like to help others who need help.	Pre	85	3.58	.59	0.0	4.7	32.9	62.4
	Post	86	3.77	.42	0.0	0.0	23.3	76.7
7. Jump in when someone needs help.	Pre	85	3.58	.59	0.0	4.7	32.9	62.4
	Post	86	3.73	.45	0.0	0.0	26.7	73.3
8. Are not afraid to stand up for their beliefs.	Pre	83	3.34	.77	2.4	10.8	37.3	49.4
	Post	84	3.55	.70	2.4	4.8	28.6	64.3
9. Tell the truth even when it is not easy.	Pre	85	3.31	.69	2.4	5.9	50.6	41.2
	Post	84	3.58	.52	0.0	1.2	39.3	59.5
10. Accept responsibility and don't blame others.	Pre	81	3.14	.93	7.4	14.8	34.6	43.2
	Post	82	3.45	.69	2.4	3.7	40.2	53.7
11. Believe in restraint when it comes to risky behaviors like drug or alcohol use.	Pre	71	3.79	.67	4.2	1.4	5.6	88.7
	Post	73	3.88	.55	2.7	1.4	1.4	94.5
12. Are good at planning ahead and not leaving everything to the last minute.	Pre	82	3.18	.88	7.3	8.5	42.7	41.5
	Post	85	3.46	.68	2.4	3.5	40.0	54.1
13. Have several good friends.	Pre	77	3.00	1.01	9.1	23.4	26.0	41.6
	Post	76	3.22	.97	6.6	18.4	21.1	53.9
14. Are comfortable with people of other races or ethnicities.	Pre	81	3.52	.65	1.2	4.9	34.6	59.3
	Post	79	3.71	.48	0.0	1.3	26.6	72.2
15. Can resist negative peer pressure.	Pre	81	3.30	.78	2.5	12.3	38.3	46.9
	Post	83	3.60	.58	0.0	4.8	30.1	65.1
16. Can resolve conflicts without violence.	Pre	85	3.51	.65	1.2	4.7	36.5	57.6
	Post	84	3.76	.46	0.0	1.2	21.4	77.4
17. Feel control over most situations.	Pre	81	3.31	.70	0.0	13.6	42.0	44.4
	Post	81	3.52	.63	0.0	7.4	33.3	59.3
18. Feel good about themselves.	Pre	84	3.62	.64	1.2	4.8	25.0	69.0
	Post	82	3.87	.34	0.0	0.0	13.4	86.6
19. Feel that life has a purpose.	Pre	80	3.70	.58	0.0	6.3	17.5	76.3
	Post	81	3.86	.34	0.0	0.0	13.6	86.4
20. Feel good about the future.	Pre	80	3.63	.62	0.0	7.5	22.5	70.0
	Post	79	3.84	.41	0.0	1.3	13.9	84.8
21. Feel a lot of support from our family.	Pre	84	3.73	.67	3.6	1.2	14.3	81.0
	Post	83	3.89	.44	1.2	1.2	4.8	92.8

Item	Survey	N	Mean	SD	Percentage of Parents				
					Not at all	A little	Somewhat	Very	
My child(ren)...									
22. Willingly seek advice from me.	Pre	84	3.54	.72	2.4	6.0	27.4	64.3	
	Post	84	3.64	.67	2.4	3.6	21.4	72.6	
23. Have neighbors who care.	Pre	81	3.03	1.00	7.4	25.9	23.5	43.2	
	Post	79	3.15	1.00	7.6	20.3	21.5	50.6	
24. Have parents who care about how well they do in school.	Pre	83	3.81	.55	2.4	0.0	12.0	85.5	
	Post	83	3.95	.35	1.2	0.0	1.2	97.6	
25. Have high expectations for doing well in life.	Pre	75	3.72	.48	0.0	1.3	25.3	73.3	
	Post	74	3.84	.37	0.0	0.0	16.2	83.8	
26. Help others by volunteering in an organization.	Pre	82	2.87	1.10	18.3	12.2	34.1	35.4	
	Post	82	3.15	1.00	12.2	6.1	36.6	45.1	
27. Participate in activities to address social justice issues like equity, hunger, and poverty.	Pre	79	2.73	1.13	21.5	15.2	31.6	31.6	
	Post	79	2.94	1.09	16.5	12.7	31.6	39.2	
28. Spend at least five nights at home or with family.	Pre	82	3.72	.77	6.1	1.2	7.3	85.4	
	Post	82	3.82	.65	3.7	2.4	2.4	91.5	
29. Spend some time in religious activities.	Pre	80	3.28	.93	7.5	10.0	30.0	52.5	
	Post	79	3.41	.86	5.1	8.9	26.6	59.5	
30. Spend some time in organized youth programs, such as sports, clubs, and/or community organizations.	Pre	84	2.82	1.09	17.9	15.5	33.3	33.3	
	Post	83	3.05	1.02	14.5	6.0	39.8	39.8	
31. Spend some time with creative arts; like music, or painting, or acting.	Pre	84	2.82	1.17	21.4	14.3	25.0	39.3	
	Post	84	3.00	1.11	16.7	10.7	28.6	44.0	
32. Have positive adults who serve as role models.	Pre	80	3.58	.67	0.0	10.0	22.5	67.5	
	Post	81	3.70	.58	0.0	6.2	17.3	76.5	
33. Have at least 3 adults, other than me or my spouse; that provide positive emotional support for them.	Pre	85	3.39	.91	7.1	8.2	23.5	61.2	
	Post	85	3.58	.79	4.7	4.7	18.8	71.8	
34. Have families with clear rules that are always enforced.	Pre	84	3.56	.67	0.0	9.5	25.0	65.5	
	Post	85	3.80	.51	0.0	4.7	10.6	84.7	
35. Inform others about where they are when they are not in school or at home.	Pre	83	3.65	.72	3.6	3.6	16.9	75.9	
	Post	84	3.88	.39	0.0	2.4	7.1	90.5	
36. Generally feel safe in the neighborhood.	Pre	82	3.49	.72	1.2	9.8	28.0	61.0	
	Post	82	3.70	.49	0.0	1.2	28.0	70.7	
37. Generally feel safe at home.	Pre	83	3.87	.38	0.0	1.2	10.8	88.0	
	Post	83	3.92	.28	0.0	0.0	8.4	91.6	
38. Generally feel safe in school.	Pre	83	3.75	.58	1.2	3.6	14.5	80.7	
	Post	82	3.83	.49	1.2	1.2	11.0	86.6	

Note. Under the Survey heading, pre is defined as 'At the beginning of the program', and post is defined as 'Now'.

EXHIBIT A13. PARENT RESPONSES TO IMPLEMENTATION, IMPACT, AND PROGRAM QUALITY QUESTIONS
ALL PARENTS

Item	N	Mean	SD	Percentage of Parents			
				Not really	To a small extent	To a "medium" extent (somewhat)	To a large extent
1. I feel that my participation was important for my own personal development.	184	3.91	.35	0.0	2.2	4.3	93.5
2. I have learned new parenting skills from participating in this program.	184	3.89	.38	0.0	2.2	7.1	90.8
3. The facilitator made sure we understood the assets to be discussed for each session.	182	3.93	.32	0.0	1.6	3.8	94.5
4. I have come up with ideas to promote the development of the assets that my children do not already have.	179	3.79	.51	0.6	2.8	14.0	82.7
5. I have implemented what I learned in the sessions with my child(ren).	180	3.82	.45	0.0	2.8	12.2	85.0
6. I found the content of the program to be informative.	183	3.97	.21	0.0	0.5	2.2	97.3
7. I enjoyed being in this program.	182	3.97	.19	0.0	0.5	1.6	97.8
8. I think that the <i>Raising Highly Capable Kids™</i> program is a high-quality program for parents.	182	3.97	.21	0.0	0.5	2.2	97.3
9. The effects of the program and the information I learned will continued after the program is over.	179	3.91	.37	0.6	1.1	5.0	93.3
10. I have increased my knowledge and skills in the asset category of Support.	182	3.88	.34	0.0	0.5	11.0	88.5
11. I have increased my knowledge and skills in the asset category of Empowerment.	181	3.83	.43	0.0	2.2	12.7	85.1
12. I have increased my knowledge and skills in the asset category of Boundaries and Expectations.	182	3.89	.34	0.0	0.5	10.4	89.0
13. I have increased my knowledge and skills in the asset category of Constructive Use of Time.	179	3.88	.36	0.0	1.1	10.1	88.8
14. I have increased my knowledge and skills in the asset category of Commitment to Learning.	183	3.91	.33	0.0	1.1	7.1	91.8
15. I have increased my knowledge and skills in the asset category of Positive Values.	182	3.92	.31	0.0	1.1	5.5	93.4
16. I have increased my knowledge and skills in the asset category of Social Competence.	182	3.90	.32	0.0	0.5	8.8	90.7
17. I have increased my knowledge and skills in the asset category of Positive Identity.	180	3.92	.27	0.0	0.0	7.8	92.2
18. I would recommend this program to my friends.	183	3.97	.16	0.0	0.0	2.7	97.3

**EXHIBIT A14. PARENT RESPONSES TO IMPLEMENTATION, IMPACT, AND PROGRAM QUALITY QUESTIONS
FORT WORTH**

Item	N	Mean	SD	Percentage of Parents			
				Not really	To a small extent	To a "medium" extent (somewhat)	To a large extent
1. I feel that my participation was important for my own personal development.	15	3.87	.52	0.0	6.7	0.0	93.3
2. I have learned new parenting skills from participating in this program.	15	3.80	.56	0.0	6.7	6.7	86.7
3. The facilitator made sure we understood the assets to be discussed for each session.	15	3.87	.52	0.0	6.7	0.0	93.3
4. I have come up with ideas to promote the development of the assets that my children do not already have.	14	3.71	.61	0.0	6.7	14.3	78.6
5. I have implemented what I learned in the sessions with my child(ren).	15	3.80	.56	0.0	6.7	6.7	86.7
6. I found the content of the program to be informative.	15	4.00	.00	0.0	0.0	0.0	100.0
7. I enjoyed being in this program.	15	4.00	.00	0.0	0.0	0.0	100.0
8. I think that the <i>Raising Highly Capable Kids™</i> program is a high-quality program for parents.	15	4.00	.00	0.0	0.0	0.0	100.0
9. The effects of the program and the information I learned will continued after the program is over.	14	4.00	.00	0.0	0.0	0.0	100.0
10. I have increased my knowledge and skills in the asset category of Support.	15	3.93	.26	0.0	0.0	6.7	93.3
11. I have increased my knowledge and skills in the asset category of Empowerment.	14	3.93	.27	0.0	0.0	7.1	92.9
12. I have increased my knowledge and skills in the asset category of Boundaries and Expectations.	15	3.93	.26	0.0	0.0	6.7	93.3
13. I have increased my knowledge and skills in the asset category of Constructive Use of Time.	14	3.86	.36	0.0	0.0	14.3	85.7
14. I have increased my knowledge and skills in the asset category of Commitment to Learning.	15	3.87	.35	0.0	0.0	13.3	86.7
15. I have increased my knowledge and skills in the asset category of Positive Values.	15	3.93	.26	0.0	0.0	6.7	93.3
16. I have increased my knowledge and skills in the asset category of Social Competence.	15	3.87	.35	0.0	0.0	13.3	86.7
17. I have increased my knowledge and skills in the asset category of Positive Identity.	14	3.93	.27	0.0	0.0	7.1	92.9
18. I would recommend this program to my friends.	15	4.00	.00	0.0	0.0	0.0	100.0

**EXHIBIT A15. PARENT RESPONSES TO IMPLEMENTATION, IMPACT, AND PROGRAM QUALITY QUESTIONS
SAN ANTONIO**

Item	N	Mean	SD	Percentage of Parents			
				Not really	To a small extent	To a "medium" extent (somewhat)	To a large extent
1. I feel that my participation was important for my own personal development.	20	3.70	.57	0.0	5.0	2.0	75.0
2. I have learned new parenting skills from participating in this program.	20	3.70	.57	0.0	5.0	20.0	75.0
3. The facilitator made sure we understood the assets to be discussed for each session.	20	3.95	.22	0.0	0.0	5.0	95.0
4. I have come up with ideas to promote the development of the assets that my children do not already have.	19	3.79	.42	0.0	0.0	21.1	78.9
5. I have implemented what I learned in the sessions with my child(ren).	20	3.70	.47	0.0	0.0	30.0	70.0
6. I found the content of the program to be informative.	20	3.85	.37	0.0	0.0	15.0	85.0
7. I enjoyed being in this program.	20	3.90	.31	0.0	0.0	10.0	90.0
8. I think that the <i>Raising Highly Capable Kids™</i> program is a high-quality program for parents.	20	3.90	.31	0.0	0.0	10.0	90.0
9. The effects of the program and the information I learned will continued after the program is over.	19	3.90	.32	0.0	0.0	10.5	89.5
10. I have increased my knowledge and skills in the asset category of Support.	20	3.75	.44	0.0	0.0	25.0	75.0
11. I have increased my knowledge and skills in the asset category of Empowerment.	20	3.75	.44	0.0	0.0	25.0	75.0
12. I have increased my knowledge and skills in the asset category of Boundaries and Expectations.	20	3.80	.41	0.0	0.0	20.0	80.0
13. I have increased my knowledge and skills in the asset category of Constructive Use of Time.	19	3.84	.37	0.0	0.0	15.8	84.2
14. I have increased my knowledge and skills in the asset category of Commitment to Learning.	20	3.90	.31	0.0	0.0	10.0	90.0
15. I have increased my knowledge and skills in the asset category of Positive Values.	20	3.85	.37	0.0	0.0	15.0	80.0
16. I have increased my knowledge and skills in the asset category of Social Competence.	20	3.90	.31	0.0	0.0	10.0	90.0
17. I have increased my knowledge and skills in the asset category of Positive Identity.	19	3.90	.32	0.0	0.0	10.5	89.5
18. I would recommend this program to my friends.	20	3.90	.31	0.0	0.0	10.0	90.0

**EXHIBIT A16. PARENT RESPONSES TO IMPLEMENTATION, IMPACT, AND PROGRAM QUALITY QUESTIONS
SANTA ANA**

Item	N	Mean	SD	Percentage of Parents			
				Not really	To a small extent	To a “medium” extent (somewhat)	To a large extent
1. I feel that my participation was important for my own personal development.	149	3.95	.28	0.0	1.3	2.7	96.0
2. I have learned new parenting skills from participating in this program.	149	3.92	.32	0.0	1.3	5.4	93.3
3. The facilitator made sure we understood the assets to be discussed for each session.	147	3.93	.30	0.0	1.4	4.1	94.6
4. I have come up with ideas to promote the development of the assets that my children do not already have.	146	3.80	.51	0.7	2.7	13.0	83.6
5. I have implemented what I learned in the sessions with my child(ren).	145	3.84	.44	0.0	2.8	10.3	86.9
6. I found the content of the program to be informative.	148	3.98	.18	0.0	0.7	0.7	98.6
7. I enjoyed being in this program.	147	3.98	.18	0.0	0.7	0.7	98.6
8. I think that the <i>Raising Highly Capable Kids™</i> program is a high-quality program for parents.	147	3.97	.20	0.0	0.7	1.4	98.0
9. The effects of the program and the information I learned will continued after the program is over.	146	3.90	.40	0.7	1.4	4.8	93.2
10. I have increased my knowledge and skills in the asset category of Support.	147	3.89	.33	0.0	0.7	9.5	89.8
11. I have increased my knowledge and skills in the asset category of Empowerment.	147	3.83	.44	0.0	2.7	11.6	85.7
12. I have increased my knowledge and skills in the asset category of Boundaries and Expectations.	147	3.89	.33	0.0	0.7	9.5	89.8
13. I have increased my knowledge and skills in the asset category of Constructive Use of Time.	146	3.88	.36	0.0	1.4	8.9	89.7
14. I have increased my knowledge and skills in the asset category of Commitment to Learning.	148	3.91	.33	0.0	1.4	6.1	92.6
15. I have increased my knowledge and skills in the asset category of Positive Values.	147	3.93	.30	0.0	1.4	4.1	94.6
16. I have increased my knowledge and skills in the asset category of Social Competence.	147	3.91	.32	0.0	0.7	8.2	91.2
17. I have increased my knowledge and skills in the asset category of Positive Identity.	147	3.93	.26	0.0	0.0	7.5	92.5
18. I would recommend this program to my friends.	148	3.98	.14	0.0	0.0	2.0	98.0

**EXHIBIT A17. PARENT RESPONSES TO IMPLEMENTATION, IMPACT, AND PROGRAM QUALITY QUESTIONS
SANTA ANA - RETROSPECTIVE**

Item	N	Mean	SD	Percentage of Parents			
				Not really	To a small extent	To a "medium" extent (somewhat)	To a large extent
1. I feel that my participation was important for my own personal development.	92	3.83	.51	0.0	5.4	6.5	88.0
2. I have learned new parenting skills from participating in this program.	92	3.78	.57	0.0	7.6	6.5	85.9
3. The facilitator made sure we understood the assets to be discussed for each session.	92	3.87	.47	0.0	5.4	2.2	92.4
4. I have come up with ideas to promote the development of the assets that my children do not already have.	91	3.77	.52	0.0	4.4	14.3	81.3
5. I have implemented what I learned in the sessions with my child(ren).	91	3.74	.55	0.0	5.5	15.4	79.1
6. I found the content of the program to be informative.	92	3.90	.39	0.0	3.3	3.3	93.5
7. I enjoyed being in this program.	89	3.89	.41	0.0	3.4	4.5	92.1
8. I think that the <i>Raising Highly Capable Kids™</i> program is a high-quality program for parents.	91	3.93	.33	0.0	2.2	2.2	95.6
9. The effects of the program and the information I learned will continued after the program is over.	91	3.90	.40	0.0	3.3	3.3	93.4
10. I have increased my knowledge and skills in the asset category of Support.	91	3.77	.58	1.1	4.4	11.0	83.5
11. I have increased my knowledge and skills in the asset category of Empowerment.	92	3.71	.66	1.1	7.6	10.9	80.4
12. I have increased my knowledge and skills in the asset category of Boundaries and Expectations.	92	3.83	.53	1.1	3.3	7.6	88.0
13. I have increased my knowledge and skills in the asset category of Constructive Use of Time.	90	3.89	.46	1.1	2.2	3.3	93.3
14. I have increased my knowledge and skills in the asset category of Commitment to Learning.	91	3.89	.48	1.1	3.3	1.1	94.5
15. I have increased my knowledge and skills in the asset category of Positive Values.	91	3.93	.33	0.0	2.2	2.2	95.6
16. I have increased my knowledge and skills in the asset category of Social Competence.	92	3.87	.40	0.0	2.2	8.7	89.1
17. I have increased my knowledge and skills in the asset category of Positive Identity.	91	3.91	.32	0.0	1.1	6.6	92.3
18. I would recommend this program to my friends.	92	3.95	.31	0.0	2.2	1.1	96.7

**EXHIBIT A18. MODERATORS OF PROGRAM EFFECTS FOR THE IMPORTANCE OF THE ASSETS ACROSS TIME
ALL PARENTS**

Scale or Item	Time	Gender	Site	Age	Education
How important is it for your child(ren) to...					
Support item – <i>Feel support by the family?</i>	.420	.793	.792	.994	.282
Support item – <i>Seek advice from you?</i>	.448	.388	.589	.268	.068
Support item – <i>Have neighbors who care?</i>	.838	.500	.848	.302	.153
Support item – <i>Have parents who care about how well they do in school?</i>	.137	.126	.040*	.451	.438
Support item – <i>Have at least 3 adults, other than you or your spouse; that provide positive emotional support for them?</i>	.030*	.295	.013*	.115	.123
Empowerment item – <i>Help others by volunteering in an organization?</i>	.107	.475	.716	.288	.368
Empowerment item – <i>Feel safe in the neighborhood?</i>	.104	.244	.004**	.995	.065
Empowerment item – <i>Feel safe at home?</i>	.547	.029*	.024*	.000***	.052
Empowerment item – <i>Feel safe in school?</i>	.758	.030*	.078	.045*	.132
Boundaries and Expectations	.000***	.330	.218	.013*	.030*
Constructive Use of Time	.625	.255	.520	.241	.606
Commitment to Learning	.773	.416	.159	.50	.022*
Positive Values	.661	.749	.503	.537	.123
Social Competence item – <i>Be good at planning ahead and not leaving everything to the last minute?</i>	.421	.919	.602	.726	.101
Social Competence item – <i>Have several good friends?</i>	.322	.688	.685	.671	.993
Social Competence item – <i>Be comfortable with people of other races or ethnicities?</i>	.610	.734	.158	.835	.908
Social Competence item – <i>Resist negative peer pressure?</i>	.858	.860	.770	.633	.805
Social Competence item – <i>Resolve conflicts without violence?</i>	.757	.969	.011*	.471	.073
Positive Identity	.199	.600	.047*	.146	.096

Note. Significant findings are bolded.

Note. Note. *p < .05, **p < .01, ***p < .001.

**EXHIBIT A19. MODERATORS OF PROGRAM EFFECTS FOR THE IMPORTANCE OF THE ASSETS ACROSS TIME
SANTA ANA – RETROSPECTIVE**

Scale or Item	Time	Gender	Age	Education
How important is it for your child(ren) to...				
Support	.085	.256	.646	.957
Empowerment	.195	.118	.892	.632
Boundaries and Expectations item – <i>Have adults in their lives who serve as role models?</i>	.074	.233	.060	.329
Boundaries and Expectations item – <i>Have families with clear rules that are always enforced?</i>	.579	.170	.905	.547
Boundaries and Expectations item – <i>Tell people where they are when they are not at home or at school?</i>	.626	.432	.507	.618
Constructive Use of Time item – <i>Spend at least five nights at home or with family?</i>	.044*	.947	.901	.366
Constructive Use of Time item – <i>Spend some time in religious activities?</i>	.002**	.974	.095	.378
Constructive Use of Time item – <i>Spend some time in organized youth programs, such as sports, clubs, and/or community organizations?</i>	.145	.540	.458	.463
Constructive Use of Time item – <i>Spend some time with creative arts; like music, or painting, or acting?</i>	.271	.567	.307	.693
Commitment to Learning	.073	.843	.896	.810
Positive Values	.051	.315	.705	.714
Social Competence item – <i>Be good at planning ahead and not leaving everything to the last minute?</i>	.589	.582	.798	.906
Social Competence item – <i>Have several good friends?</i>	.710	.298	.755	.759
Social Competence item – <i>Be comfortable with people of other races or ethnicities?</i>	.867	.448	.995	.886
Social Competence item – <i>Resist negative peer pressure?</i>	.750	.104	.848	.961
Social Competence item – <i>Resolve conflicts without violence?</i>	.754	.044*	.995	.727
Positive Identity	.031*	.215	.396	.490

Note. Significant findings are bolded.

Note. Note. *p < .05, **p < .01, ***p < .001.

**EXHIBIT A20. MODERATORS OF PROGRAM EFFECTS FOR PARENTS PERCEPTION OF THEIR CHILDREN'S
ACQUISITION OF THE ASSETS ACROSS TIME
ALL PARENTS**

Scale or Item	Time	Gender	Site	Age	Education
My child(ren)...					
Support item – <i>Feel a lot of support from our family.</i>	.302	.506	.292	.652	.162
Support item – <i>Willingly seek advice from me.</i>	.905	.385	.026*	.037*	.591
Support item – <i>Have neighbors who care.</i>	.323	.591	.064	.863	.587
Support item – <i>Have parents who care about how well they do in school.</i>	.840	.570	.740	.593	.471
Support item – <i>Have at least 3 adults, other than me or my spouse; that provide positive emotional support for them.</i>	.430	.192	.530	.872	.747
Empowerment item – <i>Help others by volunteering in an organization.</i>	.208	.579	.041*	.066	.683
Empowerment item – <i>Generally feel safe in the neighborhood.</i>	.569	.267	.309	.112	.247
Empowerment item – <i>Generally feel safe at home.</i>	.098	.885	.552	.241	.895
Empowerment item – <i>Generally feel safe in school.</i>	.185	.830	.708	.307	.972
Boundaries and Expectations item – <i>Have positive adults who serve as role models.</i>	.710	.653	.821	.998	.597
Boundaries and Expectations item – <i>Have families with clear rules that are always enforced.</i>	.304	.042*	.394	.684	.167
Boundaries and Expectations item – <i>Inform others about where they are when they are not in school or at home.</i>	.520	.430	.685	.622	.780
Constructive Use of Time	.889	.314	.471	.152	.366
Commitment to Learning	.846	.526	.922	.645	.361
Positive Values	.226	.285	.841	.552	.815
Social Competence item – <i>Are good at planning ahead and not leaving everything to the last minute.</i>	.957	.144	.532	.318	.087
Social Competence item – <i>Have several good friends.</i>	.378	.651	.110	.637	.271
Social Competence item – <i>Are comfortable with people of other races or ethnicities.</i>	.967	.866	.891	.612	.695
Social Competence item – <i>Can resist negative peer pressure.</i>	.911	.188	.574	.818	.357
Social Competence item – <i>Can resolve conflicts without violence.</i>	.384	.560	.266	.835	.785
Positive Identity	.252	.121	.542	.111	.872

Note. Significant findings are bolded.

Note. Note. *p < .05, **p < .01, ***p < .001.

**EXHIBIT A21. MODERATORS OF PROGRAM EFFECTS FOR PARENTS PERCEPTION OF THEIR CHILDREN'S
ACQUISITION OF THE ASSETS ACROSS TIME
SANTA ANA – RETROSPECTIVE**

Scale or Item	Time	Gender	Age	Education
My child(ren)...				
Support item – <i>Feel a lot of support from our family.</i>	.494	.958	.555	.842
Support item – <i>Willingly seek advice from me.</i>	.370	.008**	.918	.925
Support item – <i>Have neighbors who care.</i>	.136	.052	.423	.582
Support item – <i>Have parents who care about how well they do in school.</i>	.749	.596	.973	.865
Support item – <i>Have at least 3 adults, other than me or my spouse; that provide positive emotional support for them.</i>	.480	.315	.611	.918
Empowerment item – <i>Help others by volunteering in an organization.</i>	.017*	.199	.175	.541
Empowerment item – <i>Generally feel safe in the neighborhood.</i>	.007**	.368	.105	.558
Empowerment item – <i>Generally feel safe at home.</i>	.000***	.712	.000***	.008**
Empowerment item – <i>Generally feel safe in school.</i>	.003**	.496	.035*	.320
Boundaries and Expectations item – <i>Have positive adults who serve as role models.</i>	.377	.400	.569	.691
Boundaries and Expectations item – <i>Have families with clear rules that are always enforced.</i>	.203	.159	.767	.681
Boundaries and Expectations item – <i>Inform others about where they are when they are not in school or at home.</i>	.589	.476	.911	.415
Constructive Use of Time item – <i>Spend at least five nights at home or with family.</i>	.264	.201	.030*	.210
Constructive Use of Time item – <i>Spend some time in religious activities.</i>	.833	.157	.994	.971
Constructive Use of Time item – <i>Spend time in organized youth programs, such as sports, clubs, and/or community organizations.</i>	.177	.241	.340	.285
Constructive Use of Time item – <i>Spend some time with creative arts; like music, or painting, or acting.</i>	.881	.298	.880	.237
Commitment to Learning	.027*	.115	.376	.589
Positive Values	.053	.053	.662	.700
Social Competence	.136	.058	.756	.561
Positive Identity	.035	.145	.281	.289

Note. Significant findings are bolded.

Note. Note. *p < .05, **p < .01, ***p < .001.

EXHIBIT A22. FACILITATOR RESPONSES TO STATEMENTS REGARDING THE STEPS OF THE SESSION

Item	N	Mean	SD	Percentage of Facilitators			
				Strongly Disagree	Disagree	Agree	Strongly Agree
1. Conducting the JOIN THE CLUB activity was a great way for participants to get to know each other.	31	3.55	.85	6.5	3.2	19.4	71.0
2. Conducting the JOIN THE CLUB activity was a great way to start the sessions.	31	3.52	.81	6.5	0.0	29.0	64.5
3. The PowerPoint slides used during ADD TO YOUR ASSETS clearly explained the asset category that was being covered.	30	3.50	.86	6.7	3.3	23.3	66.7
4. The stories or activities in the guide that were used during ADD TO YOUR ASSETS provided a clear example of the asset category that was being covered.	32	3.59	.67	3.1	0.0	31.3	65.6
5. The REACTION TIME questions are a great way for participants to reflect on their own child(ren).	33	3.39	.83	6.1	3.0	36.4	54.5
6. The REACTION TIME activity is a great way to strengthen understanding of the asset category being covered.	32	3.34	.83	6.3	3.1	40.6	50.0
7. The WORTH A TRY questions are a great way for participants to reflect on the needs of their child(ren).	33	3.49	.83	6.1	3.0	27.3	63.6
8. The WORTH A TRY activity is a great way to provide an example situation of the asset category being covered.	33	3.58	.79	6.1	0.0	24.2	69.7
9. The NEXT STEPS readings are a good way to summarize the session and highlight the main points of the session.	32	3.56	.80	6.3	0.0	25.0	68.8
10. The suggestions in the NEXT STEPS readings provide participants with a "starting point" of implementation of the asset category.	31	3.48	.81	6.5	0.0	32.3	61.3

**EXHIBIT A23. FACILITATOR RESPONSES TO IMPLEMENTATION, IMPACT, PARENT IMPACT,
AND PROGRAM QUALITY QUESTIONS**

Item	N	Mean	SD	Percentage of Facilitators			
				Strongly Disagree	Disagree	Agree	Strongly Agree
1. Expectations of my role as a leader/facilitator were clearly expressed.	32	3.50	.80	6.3	0.0	31.3	62.5
2. Requirements and commitments of my role as a leader/facilitator were clearly expressed.	32	3.53	.80	6.3	0.0	28.1	65.6
3. I feel confident in my ability to lead/facilitate the <i>Raising Highly Capable Kids™</i> program.	32	3.38	.83	6.3	3.1	37.5	53.1
4. I have learned new leadership skills from facilitating this program.	33	3.42	.87	6.1	6.1	27.3	60.6
5. I have increased my knowledge of the categories of assets.	33	3.55	.79	6.1	0.0	27.3	66.7
6. I enjoyed facilitating this program.	33	3.58	.79	6.1	0.0	24.2	69.7
7. I made sure participants understood the assets to be discussed for each session.	33	3.27	.84	6.1	6.1	42.4	45.5
8. The steps of the sessions and the accompanying activities help participants learn how to implement the asset category in their home.	33	3.24	.83	6.1	6.1	45.5	42.4
9. The sessions were personally relevant to the participants.	33	3.33	.85	6.1	6.1	36.4	51.5
10. Participants were interested and engaged in the sessions.	33	3.58	.79	6.1	0.0	24.2	69.7
11. Participants came up with their own ideas of how to develop the assets in their child(ren).	33	3.42	.87	6.1	6.1	27.3	60.6
12. Participants were comfortable expressing their thoughts and ideas in the sessions.	33	3.55	.90	9.1	0.0	18.2	72.7
13. Participants were respectful when others were sharing.	32	3.50	.92	9.4	0.0	21.9	68.8
14. Participation in the <i>Raising Highly Capable Kids™</i> program helped participants develop their parenting skills.	33	3.49	.80	6.1	0.0	33.3	60.6
15. Activities helped participants gain different points of views and different ways to implement the assets with their child(ren).	33	3.55	.79	6.1	0.0	27.3	66.7
16. The <i>Raising Highly Capable Kids™</i> program is a high-quality parenting program.	33	3.64	.78	6.1	0.0	18.2	75.8
17. The content of the program is informative.	33	3.55	.79	6.1	0.0	27.3	66.7
18. The effects of the program and the information learned will continue after the program is over.	32	3.44	.80	6.3	0.0	37.5	56.3
19. I would recommend this program to my friends.	32	3.63	.79	6.3	0.0	18.8	75.0

Raising Highly Capable Kids™
Parent Pre Survey
Participant Informed Consent Form

Fall 2014

Dear Parents or Guardians,

RMC Research Corporation is working with Resilient Kidz™ to conduct an evaluation of the *Raising Highly Capable Kids™* program. The purpose of the evaluation is to measure the influence of the program on its participants and their children and to identify ways to improve the program if needed. Thank you in advance for helping us to do this.

The following survey contains questions that ask you about your experiences and opinions. **There are no right or wrong answers!** We just want to get a sense of what things are like for you and your children. The survey takes approximately 15 minutes to complete. While it is helpful for you to answer every question, you can skip anything you don't want to answer. Responses to survey questions are strictly confidential – that means that no one but the researchers will see individual answers and even the researchers will not know who said what. (We do that by separating your name from the survey and assigning a random number to you, so the researchers who analyze the survey never see your name.) No individuals are ever identified in our reports and names are never used.

Your participation is voluntary, which means that you can say no to answering the survey and are free to stop participating in this study at any time. There will be no penalty to you if you decide not to answer the questions, but you will be asked to sit quietly while others answer the questions so you don't disturb them. If you have any questions at all about this survey, you can call me directly at 1 800 922-3636 (toll-free, no cost to you). Thank you so much for helping us with this evaluation.

Sincerely,

Shelley Billig
Evaluation Project Director
RMC Research Corporation
Denver, CO
(800) 922-3636
billig@rmcres.com

RMC Research Corporation

Raising Highly Capable Kids™ Program Evaluation
2014-2015

By signing your name below, you indicate that you understand the conditions of this study and voluntarily agree to participate.

Name (please print): _____

Signature: _____

Today's Date: _____

Demographic Information

Please list your city and state: _____

Are you: Male Female

What is your age?

- Under 21
- 21-30
- 31-40
- 41-50
- 51-60
- 61 or older

What is your highest level of education?

- Elementary school
- Middle school/junior high
- Some high school experience
- High School Diploma or GED
- Some college courses/credits
- Associate Degree or Technical Certification
- Undergraduate Degree (BA, BS) or Graduate Degree (MA, MS, Ph.D, Ed.D, M.D., etc)

How many children do you have? _____

What are their ages? (Please check all that apply)

- 0-3 years old 4-6 years old 7-10 years old 11-13 years old 14-18 years old

How much do you seek help or advice about family issues or problems?

- Never Rarely Sometimes Frequently

When you have a family dilemma and feel you need help or advice, where do you go for this help? (Check all that apply.)

- Parents or in-laws A personal mentor Faith-based organization
 Other family members Other friends Internet searches
 Pastor/religious leader/church Professional counselor Secular Organizations
 The government

Please answer the following questions. Remember, there are no right or wrong answers! This is just your opinion.

How important is it for your child(ren) to...	Not at all	A little	Somewhat	Very	Not sure
1. Like school?					
2. Do well in school?					
3. <i>Try hard</i> to do well in school?					
4. Enjoy learning new things?					
5. Do homework willingly?					
6. Jump in when someone needs help?					
7. Be unafraid to stand up for what they believe in?					
8. Tell the truth even when it is not easy?					
9. Accept responsibility and not blame others?					
10. Resist risky behaviors like drug or alcohol use?					
11. Be good at planning ahead and not leaving everything to the last minute?					
12. Have several good friends?					
13. Be comfortable with people of other races or ethnicities?					
14. Resist negative peer pressure?					
15. Resolve conflicts without violence?					
16. Feel control over most situations?					
17. Feel good about themselves?					
18. Feel that life has a purpose?					
19. Feel good about the future?					
20. Feel supported by the family?					
21. Seek advice from you?					
22. Have neighbors who care?					
23. Have parents who care about how well they do in school?					
24. Have high expectations for doing well in life?					
25. Help others by volunteering in an organization?					
26. Participate in activities to address social justice issues like equity, hunger, and poverty?					
27. Spend at least five nights at home or with family?					
28. Spend some time in religious activities?					

How <u>important</u> is it for your child(ren) to...	Not at all	A little	Somewhat	Very	Not sure
29. Spend some time in organized youth programs, such as sports, clubs, and/or community organizations?					
30. Spend some time with creative arts; like music, or painting, or acting?					
31. Have adults in their lives who serve as role models?					
32. Have at least 3 adults, other than you or your spouse, that provide positive emotional support for your child(ren)?					
33. Have families with clear rules that are always enforced?					
34. Tell people where they are when they are not at home or at school?					
35. Feel safe in the neighborhood?					
36. Feel safe at home?					
37. Feel safe in school?					
38. Feel that life is good?					

Please answer the following questions based on your opinion as of TODAY.

My child(ren)...	Not at all	A little	Sometimes	A lot	Not sure
1. Like school.					
2. Do well in school.					
3. Try to do well in school.					
4. Like to learn.					
5. Do homework willingly.					
6. Like to help others who need help.					
7. Jump in when someone needs help.					
8. Are not afraid to stand up for their beliefs.					
9. Tell the truth even when it is not easy.					
10. Accept responsibility and don't blame others.					
11. Believe in restraint when it comes to risky behaviors like drug or alcohol use.					
12. Are good at planning ahead and not leaving everything to the last minute.					
13. Have several good friends.					
14. Are comfortable with people of other races or ethnicities.					
15. Can resist negative peer pressure.					
16. Can resolve conflicts without violence.					
17. Feel control over most situations.					
18. Feel good about themselves.					
19. Feel that life has a purpose.					
20. Feel good about the future.					
21. Feel a lot of support from our family.					
22. Willingly to seek advice from me.					
23. Have neighbors who care.					
24. Have parents who care about how well they do in school.					
25. Have high expectations for doing well in life.					
26. Help others by volunteering in an organization.					
27. Participate in activities that address social justice issues like equity, hunger, and poverty.					
28. Spend at least five nights at home or with family.					

My child(ren)...	Not at all	A little	Sometimes	A lot	Not sure
29. Spend some time in religious activities.					
30. Spend time in organized youth programs, such as sports, clubs, and/or community organizations.					
31. Spend some time with creative arts; like music, or painting, or acting.					
32. Have positive adults who serve as role models.					
33. Have at least 3 adults, other than me or my spouse; that provide positive emotional support for them.					
34. Have families with clear rules that are always enforced.					
35. Inform others about where they are when they are not in school or at home.					
36. Generally feel safe in the neighborhood.					
37. Generally feel safe at home.					
38. Generally feel safe in school.					

Hijos Altamente Capaces™
Pre-encuesta para el padre
Formulario para el consentimiento del participante

Otoño 2014

Querido padre/tutor:

RMC Research Corporation está trabajando con Resilient Kidz™ para llevar a cabo una evaluación del programa de *Hijos Altamente Capaces™*. El propósito de la evaluación es medir la influencia que tiene el programa en los participantes y sus hijos y para identificar las maneras de mejorar el programa. Gracias de antemano por su ayuda.

La encuesta que sigue contiene preguntas sobre sus experiencias y opiniones. **¡No hay respuestas correctas o incorrectas!** Queremos saber un poco más sobre su familia. La encuesta podrá completarse en aproximadamente 15 minutos. Aunque nos ayudaría el que contestara todas las preguntas, usted no tiene necesariamente que responder las preguntas que no desee. Las respuestas de la encuesta son confidenciales – no se compartirán las respuestas con nadie, ni siquiera los evaluadores verán las respuestas de cada individuo. Ellos no sabrán quién contestó cada pregunta (separamos su nombre de la encuesta y le asignamos un número para que los evaluadores no sepan su nombre). En nuestros reportes no se identificará a los individuales ni se usarán sus nombres.

Su participación es voluntaria, lo que quiere decir que usted puede rehusar el contestar la encuesta y tiene la libertad de dejar de participar en esta encuesta en cualquier momento. No habrá ninguna sanción si decide no contestar las preguntas, pero se le pide que se siente en silencio cuando acabe, para permitir a otros terminar la encuesta. Si tiene preguntas sobre la encuesta, me puede marcar a 1 800 922-3636 (gratuito, no hay costo). Le agradezco su ayuda.

Sinceramente,

Shelley Billig
Directora de evaluación del proyecto
RMC Research Corporation
Denver, CO
(800) 922-3636
billig@rmcres.com

Al firmar, usted indica que entiende las condiciones de la encuesta y acepta participar.

Nombre: _____

Firma: _____

Fecha: _____

Información Demográfica

Escriba su ciudad y estado: _____

Usted es: Hombre Mujer

¿Cuál es su edad?

- Menor de 21 años
- 21-30 años
- 31-40 años
- 41-50 años
- 51-60 años
- 61 años o mayor

¿Cuál es su último nivel/grado de estudios?

- La primaria
- La secundaria
- La preparatoria
- Bachillerato en educación media
- Algunas cursos de la universidad
- Diplomado o título técnico
- Diploma de la universidad o licenciatura

¿Cuántos hijos tiene? _____

¿Cuántos años tiene(n)? (Marque todo lo que corresponda.)

0-3 años 4-6 años 7-10 años 11-13 años 14-18 años

¿Qué tan seguido busca ayuda o consejos sobre problemas de la familia?

Nunca Rara vez A veces Frecuentemente

¿Cuándo tiene un dilema en la familia y siente que necesita ayuda o consejos, a dónde recurre para pedir ayuda? (Puede marcar más de una respuesta)

- | | | |
|---|---|---|
| <input type="radio"/> Padres o cuñados | <input type="radio"/> Un mentor personal | <input type="radio"/> Una organización de la fe |
| <input type="radio"/> Otros miembros de la familia | <input type="radio"/> Otros amigos | <input type="radio"/> Búsqueda en el Internet |
| <input type="radio"/> Pastor/líder religioso/la iglesia | <input type="radio"/> Consejero profesional | <input type="radio"/> Organización comunitaria |
| <input type="radio"/> El gobierno | | |

Conteste las preguntas. ¡Recuerde que no hay respuestas correctas o incorrectas! Esta es solo su opinión.

¿Qué tan importante es que su (s) hijo(s)...	No es importante	Un poco importante	Más o menos importante	Muy importante	No sé
1. ¿Le(s) guste la escuela?					
2. ¿Tenga(n) éxito en la escuela?					
3. ¿Se esfuerce(n) todo lo que pueda(n) en la escuela?					
4. ¿Disfrute(n) aprendiendo cosas nuevas?					
5. ¿Haga(n) la tarea por si solo?					
6. ¿Ayude(n) cuando alguien necesita ayuda?					
7. ¿No tenga(n) miedo de luchar por lo que cree(n)?					
8. ¿Diga(n) la verdad cuando no es fácil?					
9. ¿Acepte(n) la responsabilidad sin culpar a los demás?					
10. ¿Resista(n) el comportamiento de tomar alcohol o usar drogas?					
11. ¿Sea(n) eficiente en planear de antemano y no dejar las cosas para última hora?					
12. ¿Tenga(n) muchos amigos?					
13. ¿Se sienta(n) cómodo(s) con gente de otras razas o etnias?					
14. ¿Resista(n) la presión negativa de los compañeros?					
15. ¿Resuelva(n) los conflictos sin violencia?					
16. ¿Se sienta(n) que tiene control de muchas situaciones?					
17. ¿Se sienta(n) bien acerca de sí mismo?					
18. ¿Sienta(n) que la vida tiene un propósito?					
19. ¿Se sienta(n) bien sobre el futuro?					
20. ¿Se sienta(n) apoyado por su familia?					
21. ¿Busque(n) su consejo?					
22. ¿Tenga(n) vecinos que se preocupan por el (ella)(ellos)(ellas)?					
23. ¿Tenga(n) padres a quienes le importa cómo va(n) en la escuela?					
24. ¿Tenga(n) expectativas altas en su vida?					
25. ¿Ayude(n) a otros y ser(sean) voluntario(s) en una organización?					
26. ¿Participe(n) en actividades que abordan los conflictos de la equidad, el hambre y la pobreza?					

¿Qué tan importante es que su (s) hijo(s)...	No es importante	Un poco importante	Más o menos importante	Muy importante	No sé
27. ¿Se quede(n) en casa con la familia por lo menos cinco días por semana?					
28. ¿Participe(n) en actividades religiosas?					
29. ¿Pase(n) tiempo en programas juveniles organizados, tales como deportes, clubes y/o organizaciones comunitarias?					
30. ¿Pase(n) tiempo en artes creativas como música, pintura o dramatización?					
31. ¿Tenga(n) adultos en su vida que sirven como buenos ejemplos?					
32. ¿Tenga(n) cuando menos 3 adultos, además de usted o su esposo(a), quienes ofrecen apoyo emocional positivo a su(s) hijo(s)?					
33. ¿Tenga(n) una familia con reglas claras que siempre se hacen valer?					
34. ¿Informe(n) a alguien donde está(n) cuando no está(n) en la escuela o en casa?					
35. ¿Se sienta(n) seguro(s) en el vecindario?					
36. ¿Se sienta(n) seguro(s) en la casa?					
37. ¿Se sienta(n) seguro(s) en la escuela?					
38. ¿Se sienta(n) que la vida es buena?					

Conteste las preguntas con su opinión de HOY EN DIA.

Mi(s) hijo(s)...	No	Un poco	A veces	Mucho	No sé
1. Le (s) gusta la escuela.					
2. Tiene(n) éxito en la escuela.					
3. Se esfuerza(n) mucho en la escuela.					
4. Desfruta(n) aprendiendo nuevas cosas.					
5. Hace(n) la tarea de buena gana.					
6. Le(s) gusta ayudar a los que lo necesitan.					
7. Ayuda(n) cuando alguien necesita algo.					
8. No tiene(n) miedo de luchar por lo que cree(n).					
9. Dice(n) la verdad cuando no es fácil.					
10. Acepta(n) la responsabilidad sin culpar a los demás.					
11. Resiste(n) la tentación de tomar alcohol o usar drogas.					
12. Es (Son) bueno(s) en planear y no esperar al último minuto para terminar las cosas.					
13. Tiene(n) muchos amigos.					
14. Se siente(n) cómodo(s) con gente de otras razas o etnias.					
15. Puede(n) resistir la presión negativa de los compañeros.					
16. Resuelve(n) los conflictos sin violencia.					
17. Se siente(n) que tiene control de muchas situaciones.					
18. Se siente(n) bien acerca de si mismo(s).					
19. Se siente(n) que tiene un propósito en la vida.					
20. Se siente(n) bien sobre el futuro.					
21. Se siente(n) que tiene apoyo de su familia.					
22. De su propia voluntad busca(n) mi consejo.					
23. Tiene(n) vecinos que se interesan por (el) (ella) (ellos) (ellas)					
24. Tiene(n) padres que se interesan sobre cómo va(n) en la escuela.					
25. Tiene(n) expectativas altas en su vida.					
26. Ayuda(n) a otros y es(son) voluntario(s) en una organización.					
27. Participa(n) en actividades que abordan los conflictos de la equidad, el hambre y la pobreza.					
28. Se queda(n) en casa con la familia por lo menos cinco días por semana.					

Mi(s) hijo(s)...	No	Un poco	A veces	Mucho	No sé
29. Participa(n) en actividades religiosas.					
30. Pasa(n) su tiempo en programas de jóvenes como deportes, clubes, y/o organizaciones de la comunidad.					
31. Pasa(n) su tiempo en artes creativas; como música, pintura, o actuación.					
32. Tiene(n) adultos en su vida que sirven como buenos ejemplos.					
33. Tiene(n) cuando menos 3 adultos, además de mí y mi esposo(a), quienes le(s) proporcionan un buen apoyo emocional.					
34. Tiene(n) una familia con reglas claras que siempre se hacen valer.					
35. Informa(n) a alguien en donde está(n) cuando no está(n) en casa o en la escuela.					
36. Se siente(n) seguro(s) en el vecindario.					
37. Se siente(n) seguro(s) en la casa.					
38. Se siente(n) seguro(s) en la escuela.					

Raising Highly Capable Kids™
Parent Post Survey
Participant Informed Consent Form

Fall 2014

Dear Parents or Guardians,

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The following survey contains questions that ask you about your experiences and opinions. **There are no right or wrong answers!** We just want to get a sense of what things are like for you and your children. The survey takes approximately 15 minutes to complete. While it is helpful for you to answer every question, you can skip anything you don't want to answer. Responses to survey questions are strictly confidential – that means that no one but the researchers will see individual answers and even the researchers will not know who said what. (We do that by separating your name from the survey and assigning a random number to you, so the researchers who analyze the survey never see your name.) No individuals are ever identified in our reports and names are never used.

Your participation is voluntary, which means that you can say no to answering the survey and are free to stop participating in this study at any time. There will be no penalty to you if you decide not to answer the questions, but you will be asked to sit quietly while others answer the questions so you don't disturb them. If you have any questions at all about this survey, you can call me directly at 1 800 922-3636 (toll-free, no cost to you). Thank you so much for helping us with this evaluation.

Sincerely,

Shelley Billig
Evaluation Project Director
RMC Research Corporation
Denver, CO
(800) 922-3636
billig@rmcres.com

RMC Research Corporation

Raising Highly Capable Kids™ Program Evaluation
2014-2015

By signing your name below, you indicate that you understand the conditions of this study and voluntarily agree to participate.

Name (please print): _____

Signature: _____

Today's Date: _____

How much do you seek help or advice about family issues or problems?

- Never
 Rarely
 Sometimes
 Frequently

When you have a family dilemma and feel you need help or advice, where do you go for this help? (Check all that apply.)

- Parents or in-laws
 A personal mentor
 Faith-based organization
 Other family members
 Other friends
 Internet searches
 Pastor/religious leader/church
 Professional counselor
 Secular Organizations
 The government

Please answer the following questions. Remember, there are no right or wrong answers! This is just your opinion.

How important is it for your child(ren) to...	Not at all	A little	Somewhat	Very	Not sure
1. Like school?					
2. Do well in school?					
3. <i>Try hard</i> to do well in school?					
4. Enjoy learning new things?					
5. Do homework willingly?					
6. Jump in when someone needs help?					
7. Be unafraid to stand up for what they believe in?					
8. Tell the truth even when it is not easy?					
9. Accept responsibility and not blame others?					
10. Resist risky behaviors like drug or alcohol use?					
11. Be good at planning ahead and not leaving everything to the last minute?					
12. Have several good friends?					
13. Be comfortable with people of other races or ethnicities?					

How <u>important</u> is it for your child(ren) to...	Not at all	A little	Somewhat	Very	Not sure
14. Resist negative peer pressure?					
15. Resolve conflicts without violence?					
16. Feel control over most situations?					
17. Feel good about themselves?					
18. Feel that life has a purpose?					
19. Feel good about the future?					
20. Feel supported by the family?					
21. Seek advice from you?					
22. Have neighbors who care?					
23. Have parents who care about how well they do in school?					
24. Have high expectations for doing well in life?					
25. Help others by volunteering in an organization?					
26. Participate in activities to address social justice issues like equity, hunger, and poverty?					
27. Spend at least five nights at home or with family?					
28. Spend some time in religious activities?					
29. Spend some time in organized youth programs, such as sports, clubs, and/or community organizations?					
30. Spend some time with creative arts; like music, or painting, or acting?					
31. Have adults in their lives who serve as role models?					
32. Have at least 3 adults, other than you or your spouse, that provide positive emotional support for your child(ren)?					
33. Have families with clear rules that are always enforced?					
34. Tell people where they are when they are not at home or at school?					
35. Feel safe in the neighborhood?					
36. Feel safe at home?					
37. Feel safe in school?					
38. Feel that life is good?					

Please answer the following questions based on your opinion as of TODAY.

My child(ren)...	Not at all	A little	Sometimes	A lot	Not sure
1. Like school.					
2. Do well in school.					
3. Try to do well in school.					
4. Like to learn.					
5. Do homework willingly.					
6. Like to help others who need help.					
7. Jump in when someone needs help.					
8. Are not afraid to stand up for their beliefs.					
9. Tell the truth even when it is not easy.					
10. Accept responsibility and don't blame others.					
11. Believe in restraint when it comes to risky behaviors like drug or alcohol use.					
12. Are good at planning ahead and not leaving everything to the last minute.					
13. Have several good friends.					
14. Are comfortable with people of other races or ethnicities.					
15. Can resist negative peer pressure.					
16. Can resolve conflicts without violence.					
17. Feel control over most situations.					
18. Feel good about themselves.					
19. Feel that life has a purpose.					
20. Feel good about the future.					
21. Feel a lot of support from our family.					
22. Willingly to seek advice from me.					
23. Have neighbors who care.					
24. Have parents who care about how well they do in school.					
25. Have high expectations for doing well in life.					
26. Help others by volunteering in an organization.					
27. Participate in activities that address social justice issues like equity, hunger, and poverty.					
28. Spend at least five nights at home or with family.					

My child(ren)...	Not at all	A little	Sometimes	A lot	Not sure
29. Spend some time in religious activities.					
30. Spend time in organized youth programs, such as sports, clubs, and/or community organizations.					
31. Spend some time with creative arts; like music, or painting, or acting.					
32. Have positive adults who serve as role models.					
33. Have at least 3 adults, other than me or my spouse; that provide positive emotional support for them.					
34. Have families with clear rules that are always enforced.					
35. Inform others about where they are when they are not in school or at home.					
36. Generally feel safe in the neighborhood.					
37. Generally feel safe at home.					
38. Generally feel safe in school.					

Program Quality

Please tell us how much your experience as a participant in the *Raising Highly Capable Kids™* program influenced you.

	Not really	To a small extent	To a “medium” extent (somewhat)	To a large extent	Not sure
1. I feel that my participation was important for my own personal development.					
2. I have learned new parenting skills from participating in this program.					
3. The facilitator made sure we understood the assets to be discussed for each session.					
4. I have come up with ideas to promote the development of the assets that my children do not already have.					
5. I have implemented what I learned in the sessions with my child(ren).					
6. I found the content of the program to be informative.					
7. I enjoyed being in this program.					
8. I think that the <i>Raising Highly Capable Kids™</i> program is a high-quality program for parents.					
9. The effects of the program and the information I learned will continued after the program is over.					
10. I have increased my knowledge and skills in the asset category of Support.					
11. I have increased my knowledge and skills in the asset category of Empowerment.					
12. I have increased my knowledge and skills in the asset category of Boundaries and Expectations.					
13. I have increased my knowledge and skills in the asset category of Constructive Use of Time.					
14. I have increased my knowledge and skills in the asset category of Commitment to Learning.					
15. I have increased my knowledge and skills in the asset category of Positive Values.					
16. I have increased my knowledge and skills in the asset category of Social Competence.					
17. I have increased my knowledge and skills in the asset category of Positive Identity.					
18. I would recommend this program to my friends.					

Hijos Altamente Capaces™
Post-encuesta del padre
Formulario para el consentimiento del participante

Otoño 2014

Querido padre/tutor:

RMC Research Corporation está trabajando con Resilient Kidz™ para llevar a cabo una evaluación del programa de *Hijos Altamente Capaces™*. El propósito de la evaluación es medir la influencia que tiene el programa en los participantes y sus hijos y para identificar las maneras de mejorar el programa. Gracias de antemano por su ayuda.

La encuesta que sigue contiene preguntas sobre sus experiencias y opiniones. **¡No hay respuestas correctas o incorrectas!** Queremos saber un poco más sobre su familia. La encuesta podrá completarse en aproximadamente 15 minutos. Aunque nos ayudaría el que contestara todas las preguntas, usted no tiene necesariamente que responder las preguntas que no desee. Las respuestas de la encuesta son confidenciales – no se compartirán las respuestas con nadie, ni siquiera los evaluadores verán las respuestas cada individuo. Ellos no sabrán quién contestó cada pregunta (separamos su nombre de la encuesta y le asignamos un número para que los evaluadores no sepan su nombre). En nuestros reportes no se identificará a los individuos ni se usarán sus nombres.

Su participación es voluntaria, lo que quiere decir que usted puede rehusar el contestar la encuesta y tiene la libertad de dejar de participar en esta encuesta en cualquier momento. No habrá ninguna sanción si decide no contestar las preguntas, pero se le pide que se siente en silencio cuando acabe, para permitir a otros terminar la encuesta. Si tiene preguntas sobre la encuesta, me puede marcar a 1 800 922-3636 (gratuito, no hay costo). Le agradezco su ayuda.

Sinceramente,

Shelley Billig
Directora de evaluación del proyecto
RMC Research Corporation
Denver, CO
(800) 922-3636
billig@rmcres.com

Al firmar, usted indica que entiende las condiciones de la investigación y acepta participar en esta investigación

Nombre: _____

Firma: _____

Fecha: _____

¿Qué tan seguido busca ayuda o consejos sobre problemas de la familia?

- Nunca
 Rara vez
 A veces
 Frecuentemente

¿Cuándo tiene un dilema de la familia y se siente que necesita ayuda o consejos, dónde va para la ayuda? (Puede marcar más de una respuesta)

- Padres o cuñados
 Un mentor personal
 Una organización de la fe
 Otros miembros de la familia
 Otros amigos
 Búsqueda en el Internet
 Pastor/líder religioso/la iglesia
 Consejero profesional
 Organización secular
 El gobierno

Conteste las preguntas. ¡Recuerde que no hay respuestas correctas o incorrectas! Es sólo su opinión.

¿Qué tan importante es que su(s) hijo(s)...	No es importante	Un poco importante	Más o menos importante	Muy importante	No sé
1. ¿Le(s) guste la escuela?					
2. ¿Tenga(n) éxito en la escuela?					
3. ¿Se esfuerce(n) todo lo que pueda(n) en la escuela?					
4. ¿Disfrute(n) aprendiendo nuevas cosas?					
5. ¿Haga(n) la tarea por si solo(s)?					
6. ¿Ayude(n) cuando alguien necesita ayuda?					
7. ¿No tenga(n) miedo de luchar por lo que cree(n)?					
8. ¿Diga(n) la verdad cuando no es fácil?					
9. ¿Acepte(n) la responsabilidad no echarles la culpa a otros?					
10. ¿Resista(n) la tentación de tomar alcohol o usar drogas?					
11. ¿Sea(n) eficiente(s) en planear de antemano y no dejar las cosas para última hora?					
12. ¿Tenga(n) muchos amigos?					

¿Qué tan importante es que su(s) hijo(s)...	No es importante	Un poco importante	Más o menos importante	Muy importante	No sé
13. ¿Se sienta(n) cómodo(s) con gente de otras razas o etnias?					
14. ¿Resista(n) la presión negativa de los compañeros?					
15. ¿Resuelva(n) los conflictos sin violencia?					
16. ¿Se sienta(n) que tiene(n) control de muchas situaciones?					
17. ¿Se sienta(n) bien acerca de sí mismo?					
18. ¿Sienta(n) que la vida tiene un propósito?					
19. ¿Se sienta(n) bien sobre el futuro?					
20. ¿Se sienta(n) apoyado(s) por su familia?					
21. ¿Busque(n) su consejo?					
22. ¿Tenga(n) vecinos que se preocupan por el (ella) (ellos) (ellas)?					
23. ¿Tenga(n) padres a quienes le importa cómo va(n) en la escuela?					
24. ¿Tenga(n) expectativas altas en su vida?					
25. ¿Ayude(n) a otros y ser (sean) voluntario(s) en una organización?					
26. ¿Participe(n) en actividades que abordan los conflictos de la equidad, la hambre y la pobreza?					
27. ¿Se quede(n) en casa con la familia por lo menos cinco días por semana?					
28. ¿Participe(n) en actividades religiosas?					
29. ¿Pase(n) tiempo en programas juveniles organizados, tales como deportes, clubes y/o organizaciones comunitarias?					
30. ¿Pase(n) tiempo en artes creativas como música, pintura, o actuación?					
31. ¿Tenga(n) adultos en su vida que sirven como buenos ejemplos?					
32. ¿Tenga(n) cuando menos 3 adultos, además de usted o su esposo(a), quienes ofrecen apoyo emocional positivo a su hijo(s)?					
33. ¿Tenga(n) una familia con reglas claras que siempre se hacen valer?					
34. ¿Informe(n) a alguien donde está(n) cuando no está(n) en la escuela o en casa?					
35. ¿Se sienta(n) seguro(s) en el vecindario?					
36. Se sienta(n) seguro(s) en la casa?					
37. Se sienta(n) seguro(s) en la escuela?					
38. Se sienta(n) que la vida es buena?					

Conteste las preguntas con su opinión de HOY EN DIA.

Mi hijo(s)...	No	Un poco	A veces	Mucho	No sé
1. Le (Les) gusta la escuela.					
2. Tiene(n) éxito en la escuela.					
3. Se esfuerce(n) todo lo que pueda(n) en la escuela.					
4. Desfruta(n) aprendiendo cosas nuevas					
5. Haga(n) la tarea por sí solo(s).					
6. Le(s) gusta ayudar a los que lo necesitan.					
7. Ayuda(n) cuando alguien necesita algo.					
8. No tiene(n) miedo de luchar por lo que cree(n).					
9. Dice(n) la verdad cuando no es fácil.					
10. Acepta(n) la responsabilidad sin culpar a los demás.					
11. Resiste(n) la tentación de tomar alcohol o usar drogas.					
12. Es (Son) bueno(s) en planear y no esperar al último minuto para terminar cosas.					
13. Tiene(n) muchos amigos.					
14. Se siente(n) cómodo(s) con gente de otras razas o etnias.					
15. Puede(n) resistir la presión negativa de los compañeros.					
16. Resuelve(n) los conflictos sin violencia.					
17. Se siente(n) que tiene(n) control de muchas situaciones.					
18. Se siente(n) bien acerca de si mismo(s).					
19. Se siente(n) que tiene un propósito en la vida.					
20. Se siente(n) bien sobre el futuro.					
21. Se siente que tiene apoyo de su familia.					
22. De su propia voluntad buscan mi consejo.					
23. Tiene(n) vecinos que se interesan por (el) (ella) ellos(ellas).					
24. Tiene(n) padres que se interesan sobre cómo va(n) en la escuela.					
25. Tiene expectativas altas en su vida.					
26. Ayuda a otros y es (son) voluntario(s) en una organización.					
27. Participa en actividades que abordan los conflictos de la equidad, la hambre y la pobreza.					
28. Se queda en casa con la familia por lo menos cinco días por semana.					
29. Participa en actividades religiosas.					

Mi hijo(s)...	No	Un poco	A veces	Mucho	No sé
30. Gasta su tiempo en programas de jóvenes como deportes, clubes y/o organizaciones de la comunidad.					
31. Pasa(n) su tiempo en artes creativas; como música, pintura, o actuación.					
32. Tiene(n) adultos en su vida que sirven como buenos ejemplos.					
33. Tiene(n) cuando menos 3 adultos, además de mí y mi esposo(a), quienes proveen apoyo emocional positivo para el(ellos).					
34. Tiene(n) familias con reglas claras que siempre se hacen valer.					
35. Informa(n) a alguien en donde está(n) cuando no está(n) en casa o en la escuela.					
36. Se siente(n) seguro(s) en el vecindario.					
37. Se siente(n) seguro(s) en la casa.					
38. Se siente(n) seguro(s) en la escuela.					

Calidad del programa

Díganos cuanta influencia ha tenido en su vida el programa *Hijos Altamente Capaces™*.

	Para nada	De algún modo	De un modo mediano (más o menos)	En gran medida	No sé
1. Siento que el programa fue importante para mi desarrollo personal.					
2. He aprendido nuevas habilidades paternas como resultado de participar en el programa.					
3. El facilitador se aseguró que entendimos los elementos que se iban a discutir en cada sesión.					
4. Tengo ideas para promocionar el desarrollo de los elementos que mis hijos aun no tienen.					
5. He implementado lo que he aprendido en las sesiones con mi(s) hijo(s).					
6. El contenido del programa fue muy informativo.					
7. Disfrute al participar en este programa.					
8. Pienso que el programa <i>Hijos Altamente Capaces™</i> es un programa de buena calidad para los padres.					
9. Los efectos del programa y la información que aprendí continuarán después de la conclusión del programa					
10. Tengo más conocimiento y habilidades sobre el elemento de Apoyo.					
11. Tengo más conocimiento y habilidades sobre el elemento de Habilidad.					
12. Tengo más conocimiento y habilidades sobre el elemento de los Límites y Expectativas.					
13. Tengo más conocimiento y habilidades sobre el elemento del Uso Constructivo del Tiempo.					
14. Tengo más conocimiento y habilidades sobre el elemento del Compromiso con el Aprendizaje.					
15. Tengo más conocimiento y habilidades sobre el elemento de los Valores Positivos.					
16. Tengo más conocimiento y habilidades sobre el elemento de la Destreza Social.					
17. Tengo más conocimiento y habilidades sobre el elemento de la Identidad Positiva.					
18. Recomendaría este programa a mis amigos.					

**Raising Highly Capable Kids
Parent Survey
Participant Informed Consent Form**

Spring 2014

Dear Parents or Guardians,

RMC Research Corporation is working with Resilient Kidz to conduct an evaluation of the *Raising Highly Capable Kids* program. The purpose of the evaluation is to measure the influence of the program on its participants and their children and to identify ways to improve the program if needed. Thank you in advance for helping us to do this.

The following survey contains questions that ask you about your experiences and opinions. **There are no right or wrong answers!** We just want to get a sense of what things are like for you and your children. The survey takes approximately 15 minutes to complete. While it is helpful for you to answer every question, you can skip anything you don't want to answer. Responses to survey questions are strictly confidential – that means that no one but the researchers will see individual answers and even the researchers will not know who said what. (We do that by separating your name from the survey and assigning a random number to you, so the researchers who analyze the survey never see your name.) No individuals are ever identified in our reports and names are never used.

Your participation is voluntary, which means that you can say no to answering the survey and are free to stop participating in this study at any time. There will be no penalty to you if you decide not to answer the questions, but you will be asked to sit quietly while others answer the questions so you don't disturb them. If you have any questions at all about this survey, you can call me directly at 1 800 922-3636 (toll-free, no cost to you). Thank you so much for helping us with this evaluation.

Sincerely,

Shelley Billig
Evaluation Project Director
RMC Research Corporation
Denver, CO
(800) 922-3636
billig@rmcres.com

By signing your name below, you indicate that you understand the conditions of this study and voluntarily agree to participate.

Name (please print): _____

Signature: _____

Today's Date: _____

Demographic Information

Please list your city and state: _____

Are you: Male Female

What is your age?

- Under 21
- 21-30
- 31-40
- 41-50
- 51-60
- 61 or older

What is your highest level of education?

- Elementary school
- Middle school/junior high
- Some high school experience
- High School Diploma or GED
- Some college courses/credits
- Associate Degree or Technical Certification
- Undergraduate Degree (BA, BS) or Graduate Degree (MA, MS, Ph.D, Ed.D, M.D., etc)

How many children do you have? _____

What are their ages? (Please check all that apply)

- 0-3 years old 4-6 years old 7-10 years old 11-13 years old 14-18 years old

How much do you seek help or advice about family issues or problems?

- Never Rarely Sometimes Frequently

When you have a family dilemma and feel you need help or advice, where do you go for this help? (Check all that apply.)

- Parents or in-laws A personal mentor Faith-based organization
 Other family members Other friends Internet searches
 Pastor/religious leader/church Professional counselor Secular Organizations
 The government

How <u>important</u> is it for your child(ren) to...	At the beginning of the program:					Now:				
	Not at all	A little	Somewhat	Very	Not sure	Not at all	A little	Somewhat	Very	Not sure
23. Have parents who care about how well they do in school?										
24. Have high expectations for doing well in life?										
25. Help others by volunteering in an organization?										
26. Participate in activities to address social justice issues like equity, hunger, and poverty?										
27. Spend at least five nights at home or with family?										
28. Spend some time in religious activities?										
29. Spend some time in organized youth programs, such as sports, clubs, and/or community organizations?										
30. Spend some time with creative arts; like music, or painting, or acting?										
31. Have adults in their lives who serve as role models?										
32. Have at least 3 adults, other than you or your spouse, that provide positive emotional support for your child(ren)?										
33. Have families with clear rules that are always enforced?										
34. Tell people where they are when they are not at home or at school?										
35. Feel safe in the neighborhood?										
36. Feel safe at home?										
37. Feel safe in school?										
38. Feel that life is good?										

24. Have parents who care about how well they do in school.										
25. Have high expectations for doing well in life.										
26. Help others by volunteering in an organization.										
27. Participate in activities that address social justice issues like equity, hunger, and poverty.										
28. Spend at least five nights at home or with family.										
29. Spend some time in religious activities.										
30. Spend time in organized youth programs, such as sports, clubs, and/or community organizations.										
31. Spend some time with creative arts; like music, or painting, or acting.										
32. Have positive adults who serve as role models.										
33. Have at least 3 adults, other than me or my spouse; that provide positive emotional support for them.										
34. Have families with clear rules that are always enforced.										
35. Inform others about where they are when they are not in school or at home.										
36. Generally feel safe in the neighborhood.										
37. Generally feel safe at home.										
38. Generally feel safe in school.										

Program Quality

Please tell us how much your experience as a participant in the *Raising Highly Capable Kids* program influenced you.

	Not really	To a small extent	To a "medium" extent (somewhat)	To a large extent	Not sure
1. I feel that my participation was important for my own personal development.					
2. I have learned new parenting skills from participating in this program.					
3. The facilitator made sure we understood the assets to be discussed for each session.					
4. I have come up with ideas to promote the development of the assets that my children do not already have.					
5. I have implemented what I learned in the sessions with my child(ren).					
6. I found the content of the program to be informative.					
7. I enjoyed being in this program.					
8. I think that the Raising Highly Capable Kids program is a high-quality program for parents.					
9. The effects of the program and the information I learned will continued after the program is over.					
10. I have increased my knowledge and skills in the asset category of Support.					
11. I have increased my knowledge and skills in the asset category of Empowerment.					
12. I have increased my knowledge and skills in the asset category of Boundaries and Expectations.					
13. I have increased my knowledge and skills in the asset category of Constructive Use of Time.					
14. I have increased my knowledge and skills in the asset category of Commitment to Learning.					
15. I have increased my knowledge and skills in the asset category of Positive Values.					
16. I have increased my knowledge and skills in the asset category of Social Competence.					
17. I have increased my knowledge and skills in the asset category of Positive Identity.					
18. I would recommend this program to my friends.					

Hijos Altamente Capaces™
Encuesta para el padre
Formulario para el consentimiento del participante

Primavera 2015

Querido padre/tutor:

RMC Research Corporation está trabajando con Resilient Kidz™ para llevar a cabo una evaluación del programa de *Hijos Altamente Capaces™*. El propósito de la evaluación es medir la influencia que tiene el programa en los participantes y sus hijos y para identificar las maneras de mejorar el programa. Gracias de antemano por su ayuda.

La encuesta que sigue contiene preguntas sobre sus experiencias y opiniones. **¡No hay respuestas correctas o incorrectas!** Queremos saber un poco más sobre su familia. La encuesta podrá completarse en aproximadamente 15 minutos. Aunque nos ayudaría el que contestara todas las preguntas, usted no tiene necesariamente que responder las preguntas que no desee. Las respuestas de la encuesta son confidenciales – no se compartirán las respuestas con nadie, ni siquiera los evaluadores verán las respuestas de cada individuo. Ellos no sabrán quién contestó cada pregunta (separamos su nombre de la encuesta y le asignamos un número para que los evaluadores no sepan su nombre). En nuestros reportes no se identificará a los individuales ni se usarán sus nombres.

Su participación es voluntaria, lo que quiere decir que usted puede rehusar el contestar la encuesta y tiene la libertad de dejar de participar en esta encuesta en cualquier momento. No habrá ninguna sanción si decide no contestar las preguntas, pero se le pide que se siente en silencio cuando acabe, para permitir a otros terminar la encuesta. Si tiene preguntas sobre la encuesta, me puede marcar a 1 800 922-3636 (gratuito, no hay costo). Le agradezco su ayuda.

Sinceramente,

Shelley Billig
Directora de evaluación del proyecto
RMC Research Corporation
Denver, CO
(800) 922-3636
billig@rmcres.com

Al firmar, usted indica que entiende las condiciones de la encuesta y acepta participar.

Nombre: _____

Firma: _____

Fecha: _____

Información Demográfica

Escriba su ciudad y estado: _____

Usted es: Hombre Mujer

¿Cuál es su edad?

- Menor de 21 años
- 21-30 años
- 31-40 años
- 41-50 años
- 51-60 años
- 61 años o mayor

¿Cuál es su último nivel/grado de estudios?

- La primaria
- La secundaria
- La preparatoria
- Bachillerato en educación media
- Algunas cursos de la universidad
- Diplomado o título técnico
- Diploma de la universidad o licenciatura

¿Cuántos hijos tiene? _____

¿Cuántos años tiene(n)? (Marque todo lo que corresponda.)

- 0-3 años 4-6 años 7-10 años 11-13 años 14-18 años

¿Qué tan seguido busca ayuda o consejos sobre problemas de la familia?

- Nunca Rara vez A veces Frecuentemente

¿Cuándo tiene un dilema en la familia y siente que necesita ayuda o consejos, a dónde recurre para pedir ayuda? (Puede marcar más de una respuesta)

- Padres o cuñados Un mentor personal Una organización de la fe
 Otros miembros de la familia Otros amigos Búsqueda en el Internet
 Pastor/líder religioso/la iglesia Consejero profesional Organización comunitaria
 El gobierno

Conteste las preguntas. ¡Recuerde que no hay respuestas correctas o incorrectas! Esta es solo su opinión. Primero, indicar cómo se sintió al comienzo del programa, a continuación, responder a cómo se siente ahora.

¿Qué tan importante es que su(s) hijo(s)...	A comienzo del programa:					Ahora:				
	No es importante	Un poco importante	Más o menos importante	Muy importante	No sé	No es importante	Un poco importante	Más o menos importante	Muy importante	No sé
1. ¿Le(s) guste la escuela?										
2. ¿Tenga(n) éxito en la escuela?										
3. ¿Se esfuerce(n) todo lo que pueda(n) en la escuela?										
4. ¿Disfrute(n) aprendiendo cosas nuevas?										
5. ¿Haga(n) la tarea por si solo?										
6. ¿Ayude(n) cuando alguien necesita ayuda?										
7. ¿No tenga(n) miedo de luchar por lo que cree(n)?										
8. ¿Diga(n) la verdad cuando no es fácil?										
9. ¿Acepte(n) la responsabilidad sin culpar a los demás?										
10. ¿Resista(n) el comportamiento de tomar alcohol o usar drogas?										
11. ¿Sea(n) eficiente en planear de antemano y no dejar las cosas para última hora?										
12. ¿Tenga(n) muchos amigos?										
13. ¿Se sienta(n) cómodo(s) con gente de otras razas o etnias?										
14. ¿Resista(n) la presión negativa de los compañeros?										
15. ¿Resuelva(n) los conflictos sin violencia?										

¿Qué tan importante es que su(s) hijo(s)...	A comienzo del programa:					Ahora:				
	No es importante	Un poco importante	Más o menos importante	Muy importante	No sé	No es importante	Un poco importante	Más o menos importante	Muy importante	No sé
16. ¿Se sienta(n) que tiene control de muchas situaciones?										
17. ¿Se sienta(n) bien acerca de sí mismo?										
18. ¿Sienta(n) que la vida tiene un propósito?										
19. ¿Se sienta(n) bien sobre el futuro?										
20. ¿Se sienta(n) apoyado por su familia?										
21. ¿Busque(n) su consejo?										
22. ¿Tenga(n) vecinos que se preocupan por el (ella)(ellos)(ellas)?										
23. ¿Tenga(n) padres a quienes le importa cómo va(n) en la escuela?										
24. ¿Tenga(n) expectativas altas en su vida?										
25. ¿Ayude(n) a otros y ser(sean) voluntario(s) en una organización?										
26. ¿Participe(n) en actividades que abordan los conflictos de la equidad, el hambre y la pobreza?										
27. ¿Se quede(n) en casa con la familia por lo menos cinco días por semana?										
28. ¿Participe(n) en actividades religiosas?										
29. ¿Pase(n) tiempo en programas juveniles organizados, tales como deportes, clubes y/o organizaciones comunitarias?										
30. ¿Pase(n) tiempo en artes creativas como música, pintura o dramatización?										

¿Qué tan importante es que su(s) hijo(s)...	A comienzo del programa:					Ahora:				
	No es importante	Un poco importante	Más o menos importante	Muy importante	No sé	No es importante	Un poco importante	Más o menos importante	Muy importante	No sé
31. ¿Tenga(n) adultos en su vida que sirven como buenos ejemplos?										
32. ¿Tenga(n) cuando menos 3 adultos, además de usted o su esposo(a), quienes ofrecen apoyo emocional positivo a su(s) hijo(s)?										
33. ¿Tenga(n) una familia con reglas claras que siempre se hacen valer?										
34. ¿Informe(n) a alguien donde está(n) cuando no está(n) en la escuela o en casa?										
35. ¿Se sienta(n) seguro(s) en el vecindario?										
36. ¿Se sienta(n) seguro(s) en la casa?										
37. ¿Se sienta(n) seguro(s) en la escuela?										
38. ¿Se sienta(n) que la vida es buena?										

Conteste las preguntas. ¡Recuerde que no hay respuestas correctas o incorrectas! Esta es solo su opinión. Primero, indicar cómo se sintió al comienzo del programa, a continuación, responder a cómo se siente ahora.

Mi(s) hijo(s)...	A comienzo del programa:					Ahora:				
	No	Un poco	A veces	Mucho	No sé	No	Un poco	A veces	Mucho	No sé
1. Le (s) gusta la escuela.										
2. Tiene(n) éxito en la escuela.										
3. Se esfuerza(n) mucho en la escuela.										
4. Desfruta(n) aprendiendo nuevas cosas.										
5. Hace(n) la tarea de buena gana.										
6. Le(s) gusta ayudar a los que lo necesitan.										
7. Ayuda(n) cuando alguien necesita algo.										
8. No tiene(n) miedo de luchar por lo que cree(n).										
9. Dice(n) la verdad cuando no es fácil.										
10. Acepta(n) la responsabilidad sin culpar a los demás.										
11. Resiste(n) la tentación de tomar alcohol o usar drogas.										
12. Es (Son) bueno(s) en planear y no esperar al último minuto para terminar las cosas.										
13. Tiene(n) muchos amigos.										
14. Se siente(n) cómodo(s) con gente de otras razas o etnias.										
15. Puede(n) resistir la presión negativa de los compañeros.										
16. Resuelve(n) los conflictos sin violencia.										
17. Se siente(n) que tiene control de muchas situaciones.										
18. Se siente(n) bien acerca de sí mismo(s).										
19. Se siente(n) que tiene un propósito en la vida.										
20. Se siente(n) bien sobre el futuro.										
21. Se siente(n) que tiene apoyo de su familia.										
22. De su propia voluntad busca(n) mi consejo.										
23. Tiene(n) vecinos que se interesan por (el) (ella) (ellos) (ellas).										

Mi(s) hijo(s)...	A comienzo del programa:					Ahora:				
	No	Un poco	A veces	Mucho	No sé	No	Un poco	A veces	Mucho	No sé
24. Tiene(n) padres que se interesan sobre cómo va(n) en la escuela.										
25. Tiene(n) expectativas altas en su vida.										
26. Ayuda(n) a otros y es(son) voluntario(s) en una organización.										
27. Participa(n) en actividades que abordan los conflictos de la equidad, el hambre y la pobreza.										
28. Se queda(n) en casa con la familia por lo menos cinco días por semana.										
29. Participa(n) en actividades religiosas.										
30. Pasa(n) su tiempo en programas de jóvenes como deportes, clubes, y/o organizaciones de la comunidad.										
31. Pasa(n) su tiempo en artes creativas; como música, pintura, o actuación.										
32. Tiene(n) adultos en su vida que sirven como buenos ejemplos.										
33. Tiene(n) cuando menos 3 adultos, además de mí y mi esposo(a), quienes le(s) proporcionan un buen apoyo emocional.										
34. Tiene(n) una familia con reglas claras que siempre se hacen valer.										
35. Informa(n) a alguien en donde está(n) cuando no está(n) en casa o en la escuela.										
36. Se siente(n) seguro(s) en el vecindario.										
37. Se siente(n) seguro(s) en la casa.										
38. Se siente(n) seguro(s) en la escuela.										

Calidad del programa

Díganos cuanta influencia ha tenido en su vida el programa *Hijos Altamente Capaces™*.

	Para nada	De algún modo	De un modo mediano (más o menos)	En gran medida	No sé
1. Siento que el programa fue importante para mi desarrollo personal.					
2. He aprendido nuevas habilidades paternales como resultado de participar en el programa.					
3. El facilitador se aseguró que entendimos los elementos que se iban a discutir en cada sesión.					
4. Tengo ideas para promocionar el desarrollo de los elementos que mis hijos aun no tienen.					
5. He implementado lo que he aprendido en las sesiones con mi(s) hijo(s).					
6. El contenido del programa fue muy informativo.					
7. Disfrute al participar en este programa.					
8. Pienso que el programa <i>Hijos Altamente Capaces™</i> es un programa de buena calidad para los padres.					
9. Los efectos del programa y la información que aprendí continuarán después de la conclusión del programa.					
10. Tengo más conocimiento y habilidades sobre el elemento de Apoyo.					
11. Tengo más conocimiento y habilidades sobre el elemento de Habilidad.					
12. Tengo más conocimiento y habilidades sobre el elemento de los Límites y Expectativas.					
13. Tengo más conocimiento y habilidades sobre el elemento del Uso Constructivo del Tiempo.					
14. Tengo más conocimiento y habilidades sobre el elemento del Compromiso con el Aprendizaje.					
15. Tengo más conocimiento y habilidades sobre el elemento de los Valores Positivos.					
16. Tengo más conocimiento y habilidades sobre el elemento de la Destreza Social.					
17. Tengo más conocimiento y habilidades sobre el elemento de la Identidad Positiva.					
18. Recomendaría este programa a mis amigos.					

Raising Highly Capable Kids™
Facilitator Survey
Participant Informed Consent Form

Fall 2014

Dear *Raising Highly Capable Kids™* Facilitator,

RMC Research Corporation is working with Resilient Kidz™ to conduct an evaluation of the *Raising Highly Capable Kids™* program. The purpose of the evaluation is to measure the influence of the program on its participants and their children and to identify ways to improve the program if needed. Thank you in advance for helping us to do this.

The following survey contains questions that ask you about your experiences and opinions. **There are no right or wrong answers!** We just want to get a sense of what things are like for you. The survey takes approximately 15 minutes to complete. While it is helpful for you to answer every question, you can skip anything you don't want to answer. Responses to survey questions are strictly confidential – that means that no one but the researchers will see individual answers and even the researchers will not know who said what. (We do that by separating your name from the survey and assigning a random number to you, so the researchers who analyze the survey never see your name.) No individuals are ever identified in our reports and names are never used.

Your participation is voluntary, which means that you can say no to answering the survey and are free to stop participating in this study at any time. There will be no penalty to you if you decide not to answer the questions, but you will be asked to sit quietly while others answer the questions so you don't disturb them. If you have any questions at all about this survey, you can call me directly at 1 800 922-3636 (toll-free, no cost to you). Thank you so much for helping us with this evaluation.

Sincerely,

Shelley Billig
Evaluation Project Director
RMC Research Corporation
Denver, CO
(800) 922-3636
billig@rmcres.com

RMC Research Corporation

Raising Highly Capable Kids™ Program Evaluation
2014-2015

By signing your name below, you indicate that you understand the conditions of this study and voluntarily agree to participate.

Name (please print): _____

Signature: _____

Today's Date: _____

Demographic Information

Please list your city and state: _____

Are you: Male Female

What is your age?

- Under 21
- 21-30
- 31-40
- 41-50
- 51-60
- 61 or older

What is your highest level of education?

- Elementary school
- Middle school/junior high
- Some high school experience
- High School Diploma or GED
- Some college courses/credits
- Associate Degree or Technical Certification
- Undergraduate Degree (BA, BS) or Graduate Degree (MA, MS, Ph.D, Ed.D, M.D., etc)

Did you go through the *Raising Highly Capable Kids™* program before becoming a facilitator? Yes No

When were you a participant? Month: _____ Year: _____

Did you complete the *Raising Highly Capable Kids™* training? Yes, all of it Yes, some of it No

When was your training conducted? Month: _____ Year: _____

Did you participate in advanced facilitator training? (Beyond the basic training.) Yes No

How long have you been a facilitator of the *Raising Highly Capable Kids™* program? _____ months _____ years

How many full 13-week sessions/groups have you lead? _____

How many partial (non 13-week) sessions/groups have you lead? _____

Please tell us about your experience as a leader in the *Raising Highly Capable Kids™* program.

How easy/difficult was it for you to facilitate the following units?

	Easy	Difficult
1. <i>We're All in This Together</i>		
2. <i>What Kind of Parent Are You?</i>		
3. <i>Stand by Me</i>		
4. <i>Plugged In</i>		
5. <i>Limits that Liberate</i>		
6. <i>Yours, Mine, and Hours</i>		
7. <i>When the Schoolhouse Rocks</i>		
8. <i>Creating Character</i>		
9. <i>Like Facebook®, Only Better</i>		
10. <i>Three Thumbs Up</i>		
11. <i>What Your World Needs Now, Part 1</i>		
12. <i>What Your World Needs Now, Part 2</i>		
13. <i>Just the Beginning</i>		

Which category of assets do you think is the easiest for participants to implement at home? (Check all that apply.)

- Support Empowerment Boundaries and Expectations Constructive Use of Time
 Commitment to Learning Positive Values Social Competence Positive Identity

Which category of assets do you think is the most difficult for participants to implement at home? (Check all that apply.)

- Support Empowerment Boundaries and Expectations Constructive Use of Time
 Commitment to Learning Positive Values Social Competence Positive Identity

Please indicate how much you agree or disagree with the following statements regarding the steps of each session.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know/Not Applicable
1. Conducting the JOIN THE CLUB activity was a great way for participants to get to know each other.					
2. Conducting the JOIN THE CLUB activity was a great way to start the sessions.					
3. The PowerPoint slides used during ADD TO YOUR ASSETS clearly explained the asset category that was being covered.					
4. The stories or activities in the guide that were used during ADD TO YOUR ASSETS provided a clear example of the asset category that was being covered.					
5. The REACTION TIME questions are a great way for participants to reflect on their own child(ren).					
6. The REACTION TIME activity is a great way to strengthen understanding of the asset category being covered.					
7. The WORTH A TRY questions are a great way for participants to reflect on the needs of their child(ren).					
8. The WORTH A TRY activity is a great way to provide an example situation of the asset category being covered.					
9. The NEXT STEPS readings are a good way to summarize the session and highlight the main points of the session.					
10. The suggestions in the NEXT STEPS readings provide participants with a "starting point" of implementation of the asset category.					

Please indicate how much you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know/Not Applicable
1. Expectations of my role as a leader/facilitator were clearly expressed.					
2. Requirements and commitments of my role as a leader/facilitator were clearly expressed.					
3. I feel confident in my ability to lead/facilitate the <i>Raising Highly Capable Kids™</i> program.					
4. I have learned new leadership skills from facilitating this program.					
5. I have increased my knowledge of the categories of assets.					
6. I enjoyed facilitating this program.					
7. I made sure participants understood the assets to be discussed for each session.					
8. The steps of the sessions and the accompanying activities help participants learn how to implement the asset category in their home.					
9. The sessions were personally relevant to the participants.					
10. Participants were interested and engaged in the sessions.					
11. Participants came up with their own ideas of how to develop the assets in their child(ren).					
12. Participants were comfortable expressing their thoughts and ideas in the sessions.					
13. Participants were respectful when others were sharing.					
14. Participation in the <i>Raising Highly Capable Kids™</i> program helped participants develop their parenting skills.					
15. Activities helped participants gain different points of views and different ways to implement the assets with their child(ren).					
16. The <i>Raising Highly Capable Kids™</i> program is a high-quality parenting program.					
17. The content of the program is informative.					
18. The effects of the program and the information learned will continue after the program is over.					
19. I would recommend this program to my friends.					

Hijos Altamente Capaces™
Encuesta para Facilitadores

Otoño 2014

Querido facilitador:

RMC Research Corporation está trabajando con Resilient Kidz™ para llevar a cabo una evaluación del programa de *Hijos Altamente Capaces™*. El propósito de la evaluación es medir la influencia que tiene el programa en los participantes y sus hijos y para identificar las maneras para mejorar el programa. Gracias de antemano por su ayuda.

La encuesta que sigue contiene preguntas sobre sus experiencias y opiniones. **¡No hay repuestas correctas o incorrectas!** Solo queremos tener una idea de cómo va usted progresando. La encuesta durará aproximadamente 15 minutos para completar. Aunque nos ayudará que Usted conteste todas las preguntas, Usted puede saltarse las preguntas que no desea contestar. Las respuestas de la encuesta son confidenciales – no se compartirán las repuestas con nadie, ni los investigadores verán las repuestas de cada individuo. No sabrán quien contestó cual pregunta. (Separamos su nombre de la encuesta y le asignamos un número para que los investigadores no sepan su nombre). En nuestros reportes no se identificará a los individuos y no se usarán los nombres.

Su participación es voluntaria, lo que quiere decir que usted puede rehusarse a contestar la encuesta y tiene la libertad de dejar de participar en este estudio en cualquier momento. No habrá ninguna sanción si decide no contestar las preguntas, pero se le pide que se siente en silencio para permitir a otros terminar la encuesta. Si tiene preguntas sobre la encuesta, me puede llamar al 1 800 922-3636 (gratuito, sin costo para usted) Mil gracias por ayudarnos con esta encuesta

Sinceramente,

Shelley Billig
Directora de Evaluación del Proyecto
RMC Research Corporation
Denver, CO
(800) 922-3636
billig@rmcres.com

Al firmar, usted indica que entiende las condiciones de la evaluación y acepta participar en esta evaluación

Nombre: _____

Firma: _____

Fecha: _____

Información Demográfica

Escriba su ciudad y estado: _____

Usted es: Hombre Mujer

¿Cuál es su edad?

- menor de 21 años
- 21-30 años
- 31-40 años
- 41-50 años
- 51-60 años
- 61 años o mayor

¿Cuál es su ultimo nivel/grado de estudios?

- La primaria
- La secundaria
- La preparatoria
- Bachillerato en educación media
- Algunas cursos de la universidad
- Diplomado o título técnico
- Diploma de la universidad o licenciatura

¿Completó el programa de *Hijos Altamente Capaces™* antes de ser un facilitador? Sí No

¿Cuándo participó? Mes: _____ Año: _____

¿Completó el entrenamiento de *Hijos Altamente Capaces™*? Sí, todo el entrenamiento Sí, parte del entrenamiento No

¿Cuándo fue el entrenamiento? Mes: _____ Año: _____

¿Participó en el entrenamiento avanzado? (además del entrenamiento básico) Sí No

¿Por cuánto tiempo ha sido un facilitador del programa *Hijos Altamente Capaces™*? _____ meses _____ años

¿Cuántas sesiones enteras de 13 semanas ha facilitado? _____

¿Cuántas sesiones/grupos parciales (menos de 13 semanas) ha facilitado? _____

Díganos sobre su experiencia de ser un líder en el programa de Hijos Altamente Capaces™.

¿Qué tan fácil/difícil fue facilitar las siguientes unidades para usted?

	Fácil	Difícil
1. <i>Juntos</i>		
2. <i>¿Qué clase de padres es usted?</i>		
3. <i>A mi lado</i>		
4. <i>Compromiso</i>		
5. <i>Límites que liberan</i>		
6. <i>Una Buena administración del tiempo</i>		
7. <i>Una escuela fascinante</i>		
8. <i>Desarrollo de carácter</i>		
9. <i>Mejor que Facebook®</i>		
10. <i>¡Bien hecho!</i>		
11. <i>Su necesidad primordial. Primera parte</i>		
12. <i>Su necesidad primordial. Segunda parte</i>		
13. <i>Un buen comienzo</i>		

¿Cuál categoría de elementos piensa usted es más fácil para que los participantes implementen en casa (Puede marcar más de una respuesta)

- Apoyo Habilitación Límites y expectativas Uso constructivo del tiempo
 Compromiso con el aprendizaje Valores positivos Destreza social Identidad positiva

¿Cuál categoría de elementos piensa usted es más difícil para los participantes implementar en su casa? (Puede marcar más de una respuesta)

- Apoyo Habilitación Límites y expectativas Uso constructivo del tiempo
 Compromiso con el aprendizaje Valores positivos Destreza social Identidad positiva

Indique si está de acuerdo o desacuerdo con las siguientes declaraciones en relación a cada sesión.

	Completamente en desacuerdo	No estoy de acuerdo	De acuerdo	Completamente en acuerdo	No sé/No Aplicable
1. Dirigir la INTERACCIÓN EN GRUPO fue una actividad buena para ayudar al grupo a conocerse.					
2. Dirigir la INTERACCIÓN EN GRUPO fue una actividad buena para empezar las sesiones.					
3. El uso de las diapositivas de Power Point durante BENEFICIO PERSONAL explicaron los elementos de cada sesión.					
4. Las historias y las actividades en la guía para usar durante BENEFICIO PERSONAL fueron buenos ejemplos para el elemento de cada sesión.					
5. Las preguntas de TIEMPO DE REACCIÓN fueron una buena manera para ayudar a los padres reflexionarse sobre sus hijos.					
6. La actividad de TIEMPO DE REACCIÓN es una buena manera para fortificar el conocimiento de los elementos de cada sesión.					
7. Las preguntas de APLICACIÓN PRÁCTICA fueron una buena manera para ayudar a los padres reflexionar sobre las necesidades de sus hijos.					
8. La actividad de APLICACIÓN PRÁCTICA es una buena manera para proveer un ejemplo del elemento de cada sesión.					
9. Las lecturas de PASO SIGUIENTE son una buena manera para resumir las ideas importantes de cada sesión.					
10. Las recomendaciones en las lecturas de PASO SIGUIENTE proveen un “punto de partida” para los participantes.					

Indique si está de acuerdo o desacuerdo con las siguientes declaraciones.

	Completamente en desacuerdo	No estoy de acuerdo	De acuerdo	Completamente en acuerdo	No sé/No Aplicable
1. Las expectativas de mi papel como facilitador eran claras.					
2. Me explicaron los requisitos y los compromisos sobre mi papel como facilitador					
3. Tengo confianza en mi habilidad de facilitar el programa de <i>Hijos Altamente Capaces™</i> .					
4. Aprendí nuevas habilidades de liderazgo para facilitar el programa					
5. He aprendido sobre las categorías de los elementos.					
6. Disfruté facilitar el programa.					
7. Me aseguré que los participantes entendieron los elementos para cada sesión.					
8. Los pasos y las actividades para cada sesión ayudaron a los participantes implementar los elementos de cada categoría en su casa.					
9. Las sesiones son pertinentes para los participantes.					
10. Los participantes estaban involucrados durante las sesiones.					
11. Los participantes pensaron en sus propias ideas para desarrollar los elementos con sus hijos.					
12. Participantes se sintieron cómodos expresando sus pensamientos y sus ideas durante las sesiones.					
13. Los participantes fueron respetuosos cuando otras personas estaban compartiendo sus ideas.					
14. Participar en el programa de <i>Hijos Altamente Capaces™</i> ayudó a los padres a desarrollar sus habilidades en ser padre.					
15. Las actividades ayudaron a los participantes ver otros puntos de vista y otras maneras para implementar los elementos con sus hijos.					
16. El programa de <i>Hijos Altamente Capaces™</i> es un programa de buena calidad para los padres.					
17. El contenido del programa es informativo.					
18. Los efectos del programa y la información que aprendieron los participantes continuarán después del programa.					
19. Yo recomendaría el programa a mis amigos.					

**Raising Highly Capable Kids Evaluation
RMC Research Corporation
Participant Focus Group**

Location/Group: _____

Number of Participants: _____ **Male** _____ **Female**

Moderator: _____

Date/Time: _____

Introduction **[Begin tape now.]**

My name is _____, and I'm from RMC Research Corporation. We are conducting an evaluation of the *Raising Highly Capable Kids* program, and have some questions about your experience with the program. This interview should last about 30 minutes and the information will be used for program documentation and improvement purposes. Thank you for taking this time to participate.

These questions solicit your opinions and, of course, there are no right or wrong answers. We want you to feel free to respond candidly, so we will make every effort to keep the information you share with us confidential; no one's names are used. We record these sessions in case we miss anything in our notes, and only group level information is reported. Only the researchers can listen to the recordings, not the people who are associated with the program.

We will use the information you provide to help us to understand more about the *Raising Highly Capable Kids* program, its implementation, and its effectiveness. You can decide to answer or not answer whichever questions you would like. This interview is voluntary and you can stop participating at any time, as you choose.

Do you have any questions before we begin?

1. Let's start by having each of you say how many children you have and their age.

2. Why did you decide to participate in the *Raising Highly Capable Kids* program?

3. What were your expectations for this program? What did you think you would learn?
 - a. Where did you get these expectations?

4. Please tell me your impressions of the program.
(Probe content and overall quality.)

[EQ7]

5. What do you like most about the program? What do you like least?

[EQ7]

6. Which of the assets, or category/ies of assets, were the easiest for you to understand?

[EQ2]

a. What do you think made them easy to understand?

7. Which of the assets, or category/ies of assets, were the most difficult for you to understand? [\[EQ2\]](#)
 - a. Why do you think they were hard to understand?

8. Which of the assets, or category/ies of assets, are the easiest to implement in your life/home?
 - a. Will you please provide an example of how you are implementing/developing the asset/assets? [EQ3]

9. What factors or kinds of things have helped you to implement what you have learned? [EQ8]

10. Which of the assets, or category/ies of assets, are the most difficult to implement in your life/home?

- a. Did you try to implement them? If so, what happened when you tried?
- b. Why do you think these were so hard to implement? [EQ3]

11. Some people have found that it is difficult to implement the assets, even when they want to. What sorts of things stand in the way of implementing the assets?

- a. Did you have that experience? If so, what did you do? [EQ8]

12. Were there any aspects or specific sessions of the program that you feel the facilitator did not go over in enough detail? [EQ5]

13. Did the facilitator follow all the steps of the sessions? If not, which step/steps tended to be omitted? [EQ5]

14. Was enough time allotted for you to answer and share the questions in session? [EQ5]
(Probe respectfulness of other members and facilitator.)
a. Do you wish there was more time or less time?

15. What have you personally learned from your participation in the *Raising Highly Capable Kids* program? [EQ6]

16. How likely are you to **continue** applying what you learned on your own over time?
What do you believe is necessary, or what will it take for a continued effect? [EQ9]

17. What words would you use to explain this program to a friend?

18. Is there anything else that you would like to add?

Thank you so much for being in our focus group.

**Raising Highly Capable Kids Evaluation
RMC Research Corporation
Facilitator Interview/Focus Group**

Location/Group: _____

Number of Participants: _____ **Male** _____ **Female**

Moderator: _____

Date/Time: _____

Introduction **[Begin tape now.]**

My name is _____, and I'm from RMC Research Corporation. We are conducting an evaluation of the *Raising Highly Capable Kids* program, and have some questions about your experience with the program. This interview should last about 30 minutes and the information will be used for program documentation and improvement purposes. Thank you for taking this time to participate.

These questions solicit your opinions and, of course, there are no right or wrong answers. We want you to feel free to respond candidly, so we will make every effort to keep the information you share with us confidential; no one's names are used. We record these sessions in case we miss anything in our notes, and only group level information is reported. We will use the information you provide to help us to understand more about the *Raising Highly Capable Kids* program, its implementation, and its effectiveness. You can decide to answer or not answer whichever questions you would like. This interview is voluntary and you can stop participating at any time, as you choose.

Do you have any questions before we begin?

1. Why did you decide to facilitate the *Raising Highly Capable Kids* program?

2. What were your expectations for your role?

a. Did your actual activities meet your expectations? If not, why not?

3. Please tell me your impressions of the program.
(Probe content and overall quality.)

[EQ7]

4. What do you like most about the program? What do you like least?

[EQ7]

5. Which of the assets, or category/ies of assets, were the easiest for you to lead/convey/deliver? [\[EQ2\]](#)
 - a. What made it easy to discuss these assets?

6. Which of the assets, or category/ies of assets, were the most difficult for you to lead/convey/deliver? [\[EQ2\]](#)
 - a. What made it hard to discuss these assets?

7. Which of the assets, or category/ies of assets, do you think are the easiest for participants to implement in their life/home?
 - a. Will you please provide an example of how you suggest they implement/develop the asset/assets or how you have implemented the assets yourself?

[EQ3]

8. What factors help participants implement the assets? [EQ8]

9. Which of the assets, or category/ies of assets, do you think are the most difficult for participants to implement in their life/home?
 - a. Why do you think they are difficult to implement? [\[EQ3\]](#)

10. What factors serve as barriers to the implementation of the assets? [\[EQ8\]](#)

11. Were there any aspects or specific sessions of the program that you feel you did not go over in enough detail? If so, please list them and explain why you think you needed more detail. [EQ5]

12. Did you follow all the steps of the sessions? If not, which step/steps were omitted? Why were they omitted? [EQ5]

13. Was enough time allotted for participants to answer and share the questions in session?
If not, please provide details as to when too little time was allotted.[\[EQ5\]](#)

14. What have you learned from your facilitation of the *Raising Highly Capable Kids*
program? [\[EQ6\]](#)

15. How likely do you think the participants are to continue applying what they learned after the program is over?

- a. Do you think there are differences in the likelihood depending on the participant? If so, what would account for the differences?
- b. What do you believe is necessary, or what will it take for a continued effect?

[EQ9]

16. How would you or do you describe the program to potential participants? What words do you use?

17. Is there anything else that you would like to add?

Thank you so much for your participation in this interview.