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**Wisconsin Alliance for Healthy Marriage:
Annual Progress Report
to Parents Plus, Inc.,
Board of Directors**

October 29, 2010



INTRODUCTION

The Wisconsin Alliance for Healthy Marriage (WAHM) is a partnership that joins community based organizations, family resource centers and families to provide a Healthy Marriage Education Program in urban and rural areas in Wisconsin. The overall purpose of this project is to provide low-income, expectant or new parents (i.e., parents expecting a newborn or parents with children less than 3 months old) to reverse the multi-generational decline of marriage by providing them with the knowledge, skills, and tools to form and sustain healthy long-term relationships and to be effective co-parents.

The funding for the WAHM program comes from a five-year grant issued by the federal Office of Family Assistance (OFA) that was awarded in October 2006. WAHM’s healthy marriage education services are provided by seven agencies in seven Wisconsin counties: Eau Claire, Fond du Lac, Milwaukee, Outagamie, Sheboygan, and Winnebago. For the 2010 contract year, Rosalie Manor Community and Family Services did not renew its WAHM contract with PPI.

WAHM has identified three goals and ten process objectives it expects to achieve through the project. The goals and objectives are listed in Table 1 below.

Table 1: Project Goals and Objectives

PROJECT GOALS
<ol style="list-style-type: none"> 1. Develop and strengthen the relationship between parents by providing healthy marriage education and training. 2. Educate parents on financial management and pre-employment skills to support healthy marriage. 3. Expand and strengthen parents’ knowledge of early childhood development focusing on age appropriate expectations.
PROJECT OBJECTIVES
<ol style="list-style-type: none"> a. Provide “As One” curriculum to groups in 7 counties. b. Provide in-home Healthy Marriage education including “As One” curriculum parents in Milwaukee County. c. Disseminate information on healthy marriage skills, conflict resolution, financial management, and parenting skills to parents living in 8 Wisconsin counties. d. Provide quarterly booster groups to reinforce key skills to families living in 7 Wisconsin counties. e. Jericho Resources will revise the “Keys” curriculum. f. Provide financial literacy information to parents in Milwaukee County. g. Create and disseminate “Understanding Money Matters” booklet to parents statewide. h. Provide pre-employment training to parents in Milwaukee County. i. Create and provide “Tips for Job Seekers” booklet statewide. j. Provide “Parents as Teachers” program both in home and through monthly groups statewide.



Ultimately, this project seeks to recruit from and deliver services to a challenging population: primarily minority, low-income, unwed, expectant or new mothers and fathers. This target audience has historically been difficult to reach and retain in programs—despite a high need for the services those programs offer. Even so, WAHM will seek to educate eligible couples on the importance of sustaining healthy relationships between parents and of being effective co-parents to the children.

PROGRAM HIGHLIGHTS

Grant year 2010 (October 2009 through September 2010) was a successful period for the WAHM program as it provided healthy marriage services to 106 expectant or new parents (53 couples) with the initial version of the “As One” curriculum and 158 expectant or new parents (79 couples) with the revised version of the “As One” curriculum at seven sites in Wisconsin. The total number of participants served during the year was 264 expectant or new parents (132 couples). Although this number was less than the target of 140 couples for the year, it is still a significant accomplishment to come close to reaching the target given the transition of WAHM program providers in Milwaukee County.

The most significant accomplishment for the WAHM program during the 2010 grant year was that it successfully completed the revision to the “As One” curriculum and implemented it. (See the following sections for more details on the revised “As One” curriculum.) Additionally, PPI contracted with two community agencies in Milwaukee County, Next Door Foundation and the Parenting Network, to provide WAHM services in Milwaukee County after Rosalie Manor Community and Family Services chose not to renew its WAHM contract.

Before grant year 2010, the financial literacy seminar and pre-employment workshop (objectives f and h) were offered only in Milwaukee County. Also, the WAHM participants could enroll in these sessions at their option. In grant year 2010, financial literacy and pre-employment training were incorporated into the “As One” curriculum, and all participants at all sites must now complete the modules for these two topics.

Table 2 shows the number of activities by project objectives reported to the grant’s federal project officer for the grant year.

Table 2: Number of Activities by Project Objective from October 1, 2009 through September 30, 2010

Project Objective	Target	Number of Activities
Provide “As One” curriculum to groups in 7 counties	140 couples	132 couples
Provide in-home Healthy Marriage education including “As One” curriculum parents in Milwaukee County	--	--



Project Objective	Target	Number of Activities
Disseminate information on healthy marriage skills, conflict resolution, financial management, and parenting skills to parents living in 7 Wisconsin counties	10,000 pieces of information annually	80,840 pieces in reporting period
Provide quarterly booster groups to reinforce key skills to families living in 8 Wisconsin counties (The Parenting Network conducted 1 session. The Next Door Foundation will conduct their first support group in early December.)	Provide 2 Quarterly support groups per site in reporting period	All partner sites operational for the full year offered and conducted 4 quarterly support groups each this service period
Jericho Resources will revise the “Keys” curriculum	N/A	N/A
Provide financial literacy information to parents in Milwaukee County	50 participants	51 participants completed
Create and disseminate “Understanding Money Matters” booklet to parents statewide	200 booklets	2,317 booklets distributed statewide
Provide pre-employment training to parents in Milwaukee County	50 participants annually	61 participants completed
Create and provide “Tips for Job Seekers” booklet statewide	200 booklets	2,464 booklets distributed statewide
Provide “Parents as Teachers” program both in home and through monthly groups statewide	100 WAHM families served by PAT model.	67 WAHM families served by PAT model (47 WAHM Families completed full year of PAT visits)

OVERVIEW OF REVISIONS TO “AS ONE” CURRICULUM AND ITS IMPLEMENTATION

The educators’ round table meetings in May and July of 2009 provided many recommendations for improving the “As One” curriculum. Additionally, because of the negative financial effects of the “Great Recession”, the federal granting program mandated that all marriage education grants needed to provide personal finance education to participating couples. The WAHM program director then took the feedback and federal mandate and revised the “As One” curriculum. Significant revisions included:

- Addition of a communication and conflict resolution module



- Addition of personal finance education module
- A more focused approach to parenting education in its own module

Later in the grant year, the federal granting program mandated that all marriage education grants needed to provide employment training to participating couples.

Additionally, the WAHM program director focused on making the curriculum's exercises more activity-based, lowering the curriculum's average reading level, and providing more background and context to the educators about the curriculum's research basis and objectives.

The program director submitted the revised curriculum to the federal project officer for review and comment in November 2009. After a round of comments, edits, and corresponding changes, the federal project officer approved the participant's guide in February 2010.

Even though the final version of the participant guide had not been approved by the federal project officer, the WAHM program director began the process of training the educators on the content and teaching methods of the new curriculum, anticipating the federal project officer's approval. The training for educators from Eau Claire, Fond du Lac, La Causa, Northeast Wisconsin, and Sheboygan was held on January 6, 2010, in Plymouth, Wisconsin. The training was given to the educators as a group with fourteen educators in attendance. These fourteen educators were experienced with WAHM training sessions using the initial version of the "As One" curriculum, so they were already familiar with the logistical aspects of WAHM training sessions (i.e., recruitment, scheduling training sessions, and paperwork management).

As noted earlier, Rosalie Manor Community and Family Services chose not to renew its contract with the WAHM program. Therefore, the former WAHM program director and PPI executive director recruited two other agencies in Milwaukee County to provide WAHM services: Next Door Foundation and the Parenting Network. The educators from the Parenting Network were trained on January 21 and 22, 2010, and February 15 and 22, 2010. The educators from the Next Door Foundation were trained on March 30, 2010. La Causa had hired some new educators, and they were trained on February 18, 2010, and March 16, 2010. For the new educators, the WAHM program director also trained them on recruitment tips, how to schedule training sessions, and how to manage the program's paper work.

Even while educators were being trained on the revised "As One" curriculum, the initial "As One" curriculum was used with marriage education groups until the new curriculum was finalized. Also, the Spanish version of the initial "As One" curriculum continues to be used until the revised version is translated into Spanish.

Some local community agencies began using the revised curriculum with marriage education groups before other agencies, which resulted in a period of overlap between marriage education groups using the revised version and marriage education groups using the initial version. The following table shows when the local community agencies first presented the revised "As One" curriculum.

Table 3: Implementation Dates of Revised “As One” Curriculum

Local Community Agency	Month Revised “As One” Curriculum First Presented
Sheboygan County Family Resource Center	February 2010
Family Services of Northeast Wisconsin	February 2010
The Parenting Network	March 2010
Fond du Lac County Family Resource Center	March 2010
La Causa	April 2010
Eau Claire Family Resource Center	April 2010
Next Door Foundation	June 2010

The revisions to the curriculum in turn necessitated revisions to the pre-test and post-test evaluation forms. This change in the modules also gave the WAHM program the opportunity to revise the questions in the pre-test and post-test forms. The evaluator revised these tests to align with the new order of modules, which included two new modules, and to rework some of the questions.

Then, the WAHM database tables used for recording evaluation data needed to be modified to align with revisions to the evaluation forms. The WAHM program coordinator and PPI’s database specialist worked with the contracted database developer on making these modifications. A technical challenge for the database team was to accommodate the concurrent entry of administrative and evaluative data for both the initial and revised versions of the “As One” curriculum. The design decision was to maintain the existing database but add new tables to it for the revised evaluation forms. The advantage of this approach was that the evaluator would be able to query against program data from the initial and revised versions of the curriculum within the same database and perhaps streamline data entry. The risk of using this approach was the potential for data from the initial version being entered in the data tables for the revised version and *vice versa*. The evaluator assisted WAHM program staff in assuring the quality and integrity of the data entered into the revised database.

SUMMARY OF PROGRAM AND EVALUATION ACTIVITIES

During grant year 2010, PPI, its local service providers, and Policy Studies Inc. (PSI; the program’s evaluator) accomplished the following activities.

Periodically

- ♦ PPI staff met periodically with contracted local WAHM service providers via conference call and at retreats
- ♦ PPI staff managed contracts with local WAHM service providers and with contractors



- ♦ PPI staff managed grant requirements—billing, periodic reporting, annual contract renewal, etc.
- ♦ Local WAHM service providers conducted marriage education groups

October 2009

- ♦ PSI staff prepared and submitted annual evaluation report to PPI's Board of Directors
- ♦ WAHM program director works on draft of revised "As One" curriculum

November 2009

- ♦ PSI staff provided data to WAHM program staff for the federal semi-annual program performance results report
- ♦ PSI staff revised pre- and post-test evaluation forms for the "As One" curriculum to align with revisions to this curriculum
- ♦ PSI staff revised participant satisfaction evaluation form for "As One" curriculum
- ♦ WAHM program director submits revised "As One" curriculum to federal project officer for approval

December 2009

- ♦ PSI staff reviewed post-graduate follow up form to ensure that it aligns with the post-test evaluation form

January 2010

- ♦ PSI staff standardized data quality methodology
- ♦ PSI staff evaluated and reported on the quality of data of the "first generation" database of participants in the initial "As One" curriculum
- ♦ PPI staff trained WAHM educators on revised "As One" curriculum

February 2010

- ♦ PPI staff trained WAHM educators on revised "As One" curriculum
- ♦ Educator in Sheboygan County conducted the first training session with the revised "As One" curriculum

March 2010

- ♦ PPI staff trained WAHM educators on revised "As One" curriculum
- ♦ PSI staff assisted with implementation of the new pre- and post-test evaluation forms
- ♦ PSI staff conducted process evaluation of revised "As One" roll-out with WAHM program director

April 2010

- ♦ PSI staff conducted process evaluation interviews of revised "As One" roll-out with WAHM educators
- ♦ PSI staff coordinated with WAHM program staff to finalize the quality of the data in the "first generation" database



May 2010

- ♦ PSI staff assessed results from the “first generation” database of participants in the initial “As One” curriculum
- ♦ PSI staff assessed data quality and results from the “second generation” database of participants in the revised “As One” curriculum

June 2010

- ♦ PSI staff reported on data quality and results from assessment of the “first generation” database of “As One” participants
- ♦ PSI staff provided WAHM program director with data for the semi-annual federal program performance results report
- ♦ PSI staff reported on data quality and results from the “second generation” database of participants in the revised “As One” curriculum

July 2010

- ♦ WAHM program director resigned
- ♦ WAHM program coordinator named interim program director

August 2010

- ♦ PSI staff assessed data quality of updated “second generation” database
- ♦ PSI staff attended evaluator sessions and general plenary sessions at annual Healthy Marriage and Responsible Fatherhood conference in Washington, D. C., August 17-19
- ♦ PSI staff began preparation of final report for contract year 2009-2010
- ♦ Interim WAHM program director attended general plenary and breakout sessions at annual Healthy Marriage and Responsible Fatherhood conference in Washington, D. C., August 17-19

September 2010

- ♦ PSI staff reported on data quality of updated “second generation” database
- ♦ PSI staff reported results of interviews with WAHM educators about the implementation of the revised “As One” roll-out
- ♦ PSI staff continued work on final report for contract year 2009-2010
- ♦ Interim WAHM program director drafted Module 11, Employment, for the “As One” curriculum.
- ♦ Karen Graham named permanent WAHM program director
- ♦ PSI staff created pre-test and post-test evaluation forms for Module 11 of the “As One” curriculum, which covers employment skills

OVERVIEW OF EVALUATION APPROACH

In order to determine whether the services delivered to the target population are beneficial, it is necessary to evaluate the program. The WAHM program will be evaluated at a process level and an outcomes level.

Process Evaluation

Based on these questions, an evaluation methodology was developed that includes a process and an outcomes evaluation. The process evaluation includes:

- ♦ Documenting the program design and service delivery system including how parents were selected to participate, the types of support services available and the management information system established to track participation.
- ♦ Tracking the progress in achieving the program's goals and identify obstacles the program faced in achieving those goals.
- ♦ Assessing the merits and limitations of the program, including the program activities and the service delivery approach. For example:
 - ✓ What components of the program are necessary/sufficient for the program to be successful?
 - ✓ How should training/support services be delivered to be of greatest benefit to participants?
 - ✓ What is the best method(s) to deliver the different services?
 - ✓ What is the most effective approach to establishing, implementing and administering the program?
- ♦ Identifying methods for sustaining the program over time and for possibly replicating the program in other jurisdictions.

PSI has completed an interim process evaluation report for the third grant year.

Outcomes Evaluation

The outcomes evaluation can be divided into information about inputs, outputs and outcomes. Inputs are resources that are available. Outputs are the intermediate steps that lead to the outcomes. Outcomes are the results that participants achieve through the program. For example, the number of parents who graduated from the healthy marriage training is an output, while the proportion of parents who increased their knowledge and understanding about healthy marriage is an outcome. Thus, the overall outcomes evaluation will include the following:

- ♦ Program inputs. This will include, for example: (1) demographic characteristics of the parents who participate in different services, (2) costs of the services, (3) materials development, (4) other resources expended in service provision (e.g., staff time to develop and deliver curricula).
- ♦ Participant outputs. For example: (1) number of parents who participate in healthy marriage training and in the other services offered, (2) attendance rates, (3) drop out rates (for selected services), (3)



graduation rates (again, for selected services), and (4) follow-up rates (i.e., proportion of parents who could be located and who completed follow-up surveys).

- ♦ Participant outcomes. For example: (1) parent satisfaction with the training/services, (2) knowledge/understanding gained by parents as a result of the training/services, and (3) changes in parents' behavior as a result of the training/services.
- ♦ Other outcomes. For example: (1) proportion of parents who got engaged/married, (2) proportion of children that had paternity established (if parents did not marry), and (3) other outcomes (e.g., employment and job retention).

The evaluation of the training in the healthy marriage curriculum will be guided by D. L. Kirkpatrick's hierarchy of evaluation which is comprised of four levels.¹

- ♦ Level 1. Program participants are asked for their reactions to and satisfaction with the training and other interventions.
- ♦ Level 2. Program participants are asked during the training sessions what learning has occurred by collecting data on whether the learner has acquired new knowledge or skills.
- ♦ Level 3. Program participants are asked some time after the training what information they retained from the training and what new behavior(s) can be documented as a result of the information learned from the curriculum.
- ♦ Level 4. The evaluator looks for a program's impact on the desired outcomes for the training participants—in the case of WAHM, better relations between the parents.

SUMMARY OF EVALUATION RESULTS

WAHM has gathered data about the WAHM participants that indicate the number of participants and give participants' feedback about the "As One" training sessions and the curriculum.

Participation Data

During the grant year, some couples were trained with the initial version of the "As One" curriculum, and some were trained on the revised version. The WAHM program continued as a whole to increase its outreach and recruiting efforts during the year in order to increase the number of graduated couples. This effort has been successful as 5 out of 7 sites met targets for graduates. The Next Door Foundation has struggled with recruitment due to internal agency staffing for the WAHM program but has been working intensely with the

¹ Kirkpatrick, D.L. (1994), *Evaluating Training Programs: The Four Levels* (Berrett-Koehler, Publishers, Inc.; San Francisco). See also Brookfield, S.D., *Understanding and Facilitating Adult Learning* (Jossey-Bass Publishers; San Francisco).



WAHM Program Director to address this issue. Sheboygan County had seen a reduction in recruitment and participation, perhaps due to lack of interest during the summer months for some families. This is the first time Sheboygan had experienced this challenge. It is noteworthy that even as the program has increased the number of recruited couples, almost all of the couples who begin the training complete it. This fact is evidence of the program reaching the appropriate population and offering the appropriate incentives to couples to complete the training. (Couples who complete the “As One” curriculum receive a \$100 gift certificate to a local retailer.) Table 4 shows the number of couples that had graduated from either of the “As One” versions during the grant year.

Table 4: Couples Graduated from “As One” Curriculum

Partner Agency	Initial Version	Revised Version	Total
Family Resource Center of Eau Claire County	7	9	16
Family Resource Center of Fond du Lac County	18	6	24
Family Services Association of Northeast Wisconsin	14	7	21
La Causa Family Resource Center	7	3	10
Next Door Foundation	0	17	17
Rosalie Manor Community and Family Services	4	0	4
Family Resource Center of Sheboygan County	3	6	9
The Parenting Network	0	31	31
Total	53	79	132

During the grant year, one couple who had started the course did not finish it, which calculates to a dropout rate of 0.75%.

During the grant year the WAHM program had 634 individuals referred to it. Table 5 shows the breakdown of referrals by partner agency.



Table 5: Individuals Referred to WAHM Program in 2010 Grant Year

Partner Agency	Number of Referrals Received
Family Resource Center of Eau Claire County	53
Family Resource Center of Fond du Lac County	83
Family Services Association of Northeast Wisconsin	169
La Causa Family Resource Center	56
Next Door Foundation	86
Rosalie Manor Community and Family Services	10
Family Resource Center of Sheboygan County	34
The Parenting Network	143
Total	634

Evaluation Data for “As One” Curriculum

The “As One” curriculum was newly developed specifically for WAHM. In keeping with the evaluation approach, participants were asked to provide feedback on whether they liked the training sessions and curriculum and to assess what they had learned.

Participant Satisfaction

The first level of evaluation determines how favorably participants perceived the training. Educators administered participant satisfaction surveys halfway through and at the end of the curriculum. The data results indicate that on average the participants thought very favorably of the educators, the setting of the class, the format of the training materials, and the content of the training. These results were consistent for both surveys. It is noteworthy that very few respondents gave the most negative score for a given statement or question (a “1” for the first seven statements, a “1” for question 8, and a “3” for the last question). In contrast, the number of respondents that gave the most positive score for a statement or question was the overwhelming majority of the responses.

Tables 6 and 7 show the results from the participant satisfaction surveys after completing the initial “As One” curriculum and revised “As One” curriculum respectively.



Table 6: Participant Satisfaction Results for Initial "As One" Curriculum

STATEMENTS				
1 – Strongly Disagree, 2 – Somewhat Disagree, 3 – Somewhat Agree, 4 – Strongly Agree	Average	Responses of "4"	Responses of "1"	Count of Respondents
1. The trainer did a good job explaining the material.	3.95	82	0	86
2. The trainer made everyone feel welcomed at the session.	3.94	81	0	86
3. The trainer made it possible for us to have good discussions.	3.93	80	0	86
4. The trainer answered questions so I could understand the answers.	3.84	72	0	85
5. Materials and handouts were understandable and easy to follow.	3.69	63	0	85
6. The classroom was comfortable for learning the material.	3.82	72	0	85
7. I will be able to use and apply the information I learned in the session to my life.	3.86	73	0	85
QUESTION	Average	Responses of "4"	Responses of "1"	Count of Respondents
1 – Poor, 2 – Fair, 3 – Good, 4 – Excellent				
8. How would you rate this session overall?	3.67	61	0	86
QUESTION	Average	Responses of "2"	Responses of "3"	Count of Respondents
1 – Too Short, 2 – About Right, 3 – Too Long				
9. Would you say the time spent covering the material for this session was too short, about right, or too long?	1.99	81	2	86

Table 7: Participant Satisfaction Results for Revised "As One" Curriculum

QUESTIONS/STATEMENTS				
1 – Strongly Disagree, 2 – Somewhat Disagree, 3 – Somewhat Agree, 4 – Strongly Agree	Average	Responses of "4"	Responses of "1"	Count of Respondents
1. The trainer did a good job explaining the material.	3.91	147	0	161
2. The trainer made everyone feel welcomed at the session.	3.94	155	1	161



QUESTIONS/STATEMENTS				
1 – Strongly Disagree, 2 – Somewhat Disagree, 3 – Somewhat Agree, 4 – Strongly Agree	Average	Responses of “4”	Responses of “1”	Count of Respondents
3. The trainer made it possible for us to have good discussions.	3.90	146	0	161
4. The trainer answered questions so I could understand the answers.	3.94	149	0	159
5. Materials and handouts were understandable and easy to follow.	3.92	147	0	160
6. The classroom was comfortable for learning the material.	3.83	136	0	160
7. I will be able to use and apply the information I learned in the session to my life.	3.78	127	0	161
QUESTION	Average	Responses of “4”	Responses of “1”	Count of Respondents
1 – Poor, 2 – Fair, 3 – Good, 4 – Excellent				
8. How would you rate this session overall?	3.59	112	0	161
QUESTION	Average	Responses of “2”	Responses of “3”	Count of Respondents
1 – Too Short, 2 – About Right, 3 – Too Long				
9. Would you say the time spent covering the material for this session was too short, about right, or too long?	1.91	128	9	161

As noted previously, regardless of the version of the curriculum used, participants liked their trainers and routinely found their classrooms to be suitable. Comparing the averages of the responses to statement #5 (understanding of and ease of use of the training materials and handouts), the participants experienced the revised curriculum’s materials and handouts to be more understandable and easier to follow. In fact, 92% of participants using the revised curriculum gave statement #5 a rating of “4” compared to 74% of participants using the initial curriculum. The difference between these averages is statistically significant at the 99% confidence level. The differences between the averages for statement #7 and questions #8 and #9 are not statistically significant at the 90% confidence level—meaning that the revised curriculum did not have any apparent effect on the degree to which participants felt they could apply the information to their lives, their overall rating of the course, and whether participants thought the amount of time spent on the curriculum was appropriate.

Learning Assessment

The second level of evaluation determines what participants learned from the curriculum. In keeping with the evaluation approach, the evaluation instrument needs to document what participants knew before and after



being exposed to the curriculum. The cause of the change in what they know may then be reasonably attributed to the content and format of the training.

A significant challenge in evaluating the “As One” curriculum was that given the curriculum focuses primarily on helping participants understand their own perspectives towards various aspects of relationships, the instruments had to be designed to measure changes in perspectives rather than gains in knowledge or skills. An additional challenge was that the content of the curriculum is likely to be unfamiliar to many of the participants, so many participants would unlikely be able to assess truthfully what they thought about an aspect of relationships before being exposed to the curriculum.

Therefore, the evaluator used primarily a retrospective method to ask participants if the information they learned from the curriculum led them to change their perspectives about various aspects of relationships. That is, the instruments asked participants (after being exposed to the curriculum) to use a Lickert scale to rate the extent to which they thought the curriculum changed what they thought about a given aspect of relationships.

Table 8 summarizes the results from the learning assessment instruments that could be evaluated numerically across all grant year periods. In general, the curriculum initially appears to be effective in helping participants positively change their perspectives about the various aspects of the relationship with their partner.

Table 8: Results from Participants’ Pre-Test and Post-Test Responses for Initial “As One” Curriculum

STATEMENT Strongly Disagree-1, Mostly Disagree-2, Somewhat Disagree-3, Somewhat Agree-4, Mostly Agree-5, Strongly Agree-6	Average	Median	Mode	Count of Respondents
	Module 1			
As a result of the training, I have found some qualities of my personality that I would like to work on to help improve my relationship with my partner.	4.7	5	6	504
Module 2				
As a result of the training, I will set my goals farther into the future than I have before.	4.9	5	6	503
As a result of the training, I will set goals for myself as a parent that I haven’t set before.	5.1	5	6	499
As a result of the training, I will set goals with my partner for our relationship that we haven’t set before.	5.1	5	6	495
As a result of the training, I will set goals with my partner that we haven’t set before for parenting the child we will raise together.	5.2	6	6	464



STATEMENT Strongly Disagree-1, Mostly Disagree-2, Somewhat Disagree-3, Somewhat Agree-4, Mostly Agree-5, Strongly Agree-6	Average	Median	Mode	Count of Respondents
	Module 3			
As a result of the training, I know better the personality qualities that I would like in my partner.	4.9	5	6	500
As a result of the training, I know better than before what personality qualities of another person I cannot live with.	4.7	5	6	496
As a result of the training, I know better the lifestyle preferences that I would like in my partner.	5.0	5	6	499
As a result of the training, I know better than before what lifestyle preferences of another person I cannot live with.	4.8	5	6	490
Module 4				
As a result of the training, I know better than I did before what role my partner expects me to play in the relationship.	5.1	5	6	367
Module 5				
As a result of the training, I know better than I did before why my thoughts and feelings about a relationship affect the way I act in the relationship.	4.8	5	5	534
As a result of the training, I know better than I did before what I expect from the relationship after the child my partner and I are raising turns 10 years old.	4.6	5	4	534
As a result of the training, I know better than I did before what my partner wants to get from our relationship over the next year.	4.8	5	6	534
As a result of the training, I learned parenting techniques that will make me a better parent.	4.9	5	6	534
Module 6				
The success of my relationship with my partner depends on my willingness to compromise and to change my lifestyle. (Before training)	4.8	5	6	533
The success of my relationship with my partner depends on my willingness to compromise and to change my lifestyle. (After training)	4.9	5	6	535
The success of my relationship with my partner depends on my partner's willingness to compromise and to change his/her lifestyle. (Before training)	4.8	5	6	535



STATEMENT Strongly Disagree-1, Mostly Disagree-2, Somewhat Disagree-3, Somewhat Agree-4, Mostly Agree-5, Strongly Agree-6	Average	Median	Mode	Count of Respondents
	The success of my relationship with my partner depends on my partner's willingness to compromise and to change his/her lifestyle. (After training)	4.8	5	6
As a result of the training, I have a better understanding of why I may need to change my own behavior to improve the relationship with my partner.	5.0	5	6	535
As a result of the training, I have tools I didn't have before that I can use to work out compromises that both my partner and I will be able to live with.	5.0	5	6	535
Module 7				
When people change in a relationship, it is not possible for the relationship to continue. (Before training)	2.8	3	1	518
When people change in a relationship, it is not possible for the relationship to continue. (After training)	2.8	2	1	515
When people change in a relationship, it is an opportunity for the relationship to grow and mature. (Before training)	5.0	5	6	524
When people change in a relationship, it is an opportunity for the relationship to grow and mature. (After training)	5.1	5	6	517
As a result of the training, I learned that relationships change over time.	5.2	5	6	516
As a result of the training, I have more ideas and tools than I did before that I can use to parent my child.	5.2	5	6	512
Module 8				
Once a relationship is broken, it cannot be repaired. (Before training)	2.6	2	1	514
Once a relationship is broken, it cannot be repaired. (After training)	2.6	2	1	509
Partners in a successful relationship need to keep working on their relationship in order to keep it strong. (Before training)	5.5	6	6	514



STATEMENT Strongly Disagree-1, Mostly Disagree-2, Somewhat Disagree-3, Somewhat Agree-4, Mostly Agree-5, Strongly Agree-6	Average	Median	Mode	Count of Respondents
	Partners in a successful relationship need to keep working on their relationship in order to keep it strong. (After training)	5.5	6	6
As a result of the training, I am more committed than before to staying with my partner.	5.2	6	6	502
As a result of the training, my partner is more committed than before to staying with me.	5.1	5	6	491
As a result of the training, I am more committed to being a good parent to the child my partner and I will raise together.	5.6	6	6	507
As a result of the training, my partner is more committed to being a good parent to the child my partner and I will raise together.	5.4	6	6	503
As a result of the training, I have found some things about me that I would like to work on to help improve my relationship with my partner.	5.2	6	6	508
As a result of the training, I have found some things about me that I would like to work on to help improve my parenting skills.	5.2	5	6	502

The results from the pre- and post-tests for the initial curriculum indicate that participants felt that they learned new information when queried from the retrospective perspective. The direct pre-/post-test questions did not reveal any statistically significant differences in the pre-test average versus the post-test average, which may indicate that participants have received similar information before.

With the revision to the “As One” curriculum, the evaluation test questions were also revised in order to align the questions with the information being given. The Table 9 presents the results from the pre-/post-tests for the modules of the revised curriculum.



Table 9: Results from Participants' Pre-Test and Post-Test Responses for Revised "As One" Curriculum

STATEMENT Strongly Disagree-1, Mostly Disagree-2, Somewhat Disagree-3, Somewhat Agree-4, Mostly Agree-5, Strongly Agree-6	Average	Median	Mode	Count of Respondents
Module 1				
If I want my relationship to last a long time, I have to be different from who I really am. (Before training)	2.8	2	1	97
If I want my relationship to last a long time, I have to be different from who I really am. (After training)	2.7	2	1	97
My partner should be willing to change his/her personality to make our relationship work. (Before training)	3.5	4	1	97
My partner should be willing to change his/her personality to make our relationship work. (After training)	3.5	4	6	97
As a result of the training, I learned that some parts of my personality can strengthen my relationship with my partner.	5.0	5	6	97
As a result of the training, I learned that some parts of my personality can weaken my relationship with my partner.	4.5	5	6	97
Module 2				
If I want my relationship to last a long time, I have to be willing to change some of my lifestyle choices. (Before training)	4.6	5	6	101
If I want my relationship to last a long time, I have to be willing to change some of my lifestyle choices. (After training)	4.4	5	4	100
My partner should be willing to change some of his/her lifestyle choices to stay in a relationship with me. (Before training)	4.3	5	6	101
My partner should be willing to change some of his/her lifestyle choices to stay in a relationship with me. (After training)	4.3	4	5	101
As a result of the training, I want to change how I express some parts of my personality, either by changing the way I think or by changing the way I act.	4.8	5	6	101
As a result of the training, I have a clearer vision of how I see myself in the future than I have had before.	4.6	5	4	100



STATEMENT Strongly Disagree-1, Mostly Disagree-2, Somewhat Disagree-3, Somewhat Agree-4, Mostly Agree-5, Strongly Agree-6	Average	Median	Mode	Count of Respondents
	As a result of the training, my partner and I have a clearer vision of how we see our relationship in the future than we have had before.	4.5	5	4
As a result of the training, my partner and I have a clearer vision of how to parent our child than we have had before.	4.7	5	6	98
Module 3				
My partner should know how I am feeling and what I am thinking without me having to tell him/her. (Before training)	3.5	4	4	101
My partner should know how I am feeling and what I am thinking without me having to tell him/her. (After training)	2.9	3	1	100
My partner knows exactly what my lifestyle choices are. (Before training)	4.4	5	6	100
My partner knows exactly what my lifestyle choices are. (After training)	4.4	4	4	100
As a result of the training, I know better than before what my partner's lifestyle choices are.	4.5	5	5	99
As a result of the training, my partner knows better than before what my lifestyle choices are.	4.3	4	4	100
As a result of the training, I have more empathy and greater respect than before for how my partner thinks and acts.	4.9	5	6	98
Module 4				
As a result of the training, I am more willing than before to learn how to use "tools" to make my relationship with my partner better.	5.4	6	6	98
As a result of the training, I know which of the relationship "tools" I need to be better at using.	5.2	5	6	93
Module 5				
Women and men typically expect and desire the same things from a relationship. (Before training)	3.6	4	4	99
Women and men typically expect and desire the same things from a relationship. (After training)	3.8	4	4	95
My partner knows what I expect and desire from our relationship. (Before training)	4.5	5	4	98



STATEMENT Strongly Disagree-1, Mostly Disagree-2, Somewhat Disagree-3, Somewhat Agree-4, Mostly Agree-5, Strongly Agree-6	Average	Median	Mode	Count of Respondents
	My partner knows what I expect and desire from our relationship. (After training)	4.1	4	4
When I work to meet the desires of my partner, my partner is more likely to work to meet my desires. (Before training)	4.7	5	6	100
When I work to meet the desires of my partner, my partner is more likely to work to meet my desires. (After training)	4.8	5	6	95
As a result of the training, I know better than I did before what my partner expects and desires from our relationship.	4.6	5	5	93
As a result of the training, I am more committed than before to help meet my partner's expectations for our relationship and satisfy my partner's desires.	5.0	5	6	95
As a result of this training, I have more empathy and greater respect for what my partner expects and desires from our relationship.	5.1	5	6	94
Module 6				
When I am involved in a conflict with another person, I want to be the only winner. (Before training)	3.8	4	4	96
When I am involved in a conflict with another person, I want to be the only winner. (After training)	3.1	3	4	97
When I am involved in a conflict with another person, giving in to the other person is a sign of weakness. (Before training)	3.0	3	3	99
When I am involved in a conflict with another person, giving in to the other person is a sign of weakness. (After training)	3.0	3	4	95
It is possible for two people to resolve a conflict where both people come out as winners. (Before training)	5.1	6	6	98
It is possible for two people to resolve a conflict where both people come out as winners. (After training)	5.1	6	6	94
As a result of this training, I have a better understanding than I did before of what my conflict resolution style is.	5.0	5	6	94



STATEMENT Strongly Disagree-1, Mostly Disagree-2, Somewhat Disagree-3, Somewhat Agree-4, Mostly Agree-5, Strongly Agree-6	Average	Median	Mode	Count of Respondents
	Module 7			
In order to make life in the future better for me, my partner, and our child, I need to be willing to do things to improve myself (such as changing jobs or taking more classes), even if there is some risk that I may fail in these things. (Before training)	5.2	6	6	99
In order to make life in the future better for me, my partner, and our child, I need to be willing to do things to improve myself (such as changing jobs or taking more classes), even if there is some risk that I may fail in these things. (After training)	5.3	6	6	100
I can explain to another person the difference between setting a goal and having a want. (Before training)	5.1	5	6	99
I can explain to another person the difference between setting a goal and having a want. (After training)	5.4	6	6	99
As a result of the training, I have a much better understanding than before of the difference between setting a goal and having a want.	5.1	5	6	100
As a result of this training, I will have a better way than before to go about setting goals.	5.3	5	6	99
As a result of this training, I am more confident than before that I will be able to achieve the goals that I set.	5.4	6	6	99
Module 8				
As a result of this training, I understand better than before what parenting style I want to use.	5.3	6	6	98
As a result of this training, I feel better prepared to respond effectively as a parent in many different situations.	5.2	5	6	98
As a result of the training, I have a better understanding than I did before of how to be an effective co-parent.	5.2	5	6	98
As a result of the training, I have a better understanding than I did before of what I need to do to pass down the behaviors and values I want my child to have.	5.4	6	6	98



STATEMENT Strongly Disagree-1, Mostly Disagree-2, Somewhat Disagree-3, Somewhat Agree-4, Mostly Agree-5, Strongly Agree-6	Average	Median	Mode	Count of Respondents
	Module 9			
I know how to write checks to buy things and pay bills. (Before training)	5.3	6	6	95
I know how to write checks to buy things and pay bills. (After training)	5.2	6	6	98
As a result of this training, I know better than before how to set financial goals.	5.3	6	6	100
As a result of this training, I will set financial goals that I have not set before.	5.4	6	6	97
As a result of this training, I know better than before how to make a budget as a couple.	5.3	5	6	97
As a result of this training, I feel more comfortable writing checks for buying things and paying bills.	4.9	5	6	96
Module 10				
Once a relationship is broken, it cannot be repaired. (Before training)	2.5	2	1	97
Once a relationship is broken, it cannot be repaired. (After training)	2.4	2	1	99
Partners in a successful relationship need to keep working on their relationship in order to keep it strong. (Before training)	5.2	6	6	98
Partners in a successful relationship need to keep working on their relationship in order to keep it strong. (After training)	5.1	6	6	99
As a result of the training, I am more committed than before to staying with my partner.	5.2	6	6	97
As a result of the training, my partner is more committed than before to staying with me.	4.9	5	6	93
As a result of the training, I am more committed to being a good parent to my child.	5.7	6	6	77

Similar to test results for the initial version of the curriculum, participants felt that they learned new information in the retrospective perspective. Many of the direct pre-/post-test questions had similar “before” and “after” averages, indicating that participants already were familiar with the information before coming to the WAHM program. However, there were two notable exceptions where there were statistically significant differences. The results for the first pair of pre-/post-test questions in Module 3 (My partner should know



how I am feeling and what I am thinking without me having to tell him/her) shows that after the training 41 of 100 participants decreased their rating on this question, which was the preferred outcome. The difference in the averages for this question is statistically significant at the 99% confidence level.

The other notable difference is in Module 6, the first pair of pre-/post-test questions (When I am involved in a conflict with another person, I want to be the only winner). After the training 49 of 97 participants decreased their rating on this question, which was the preferred outcome. The difference in the averages for this question is statistically significant at the 99% confidence level.

CONCLUSION

The fourth year of the grant period was a year of transitions as the WAHM program implemented the revised “As One” curriculum and associated evaluation materials as well as adding two other WAHM service providers to replace Rosalie Manor Community and Family Services in Milwaukee County. Whereas a time of transition can cause a program to go backwards before going forward again, this transition year has led to a stronger WAHM program overall, as evidenced by:

- ♦ Through the efforts of PPI staff to be inclusive and communicative with WAHM service providers, the exercise of revising the “As One” curriculum and implementing it built greater teamwork and trust between PPI WAHM program staff and the WAHM educators.
- ♦ The addition of the Next Door Foundation and the Parenting Network as WAHM service providers has expanded WAHM’s service area in Milwaukee County. Also, the Parenting Network has been extremely effective in their recruiting and retention of WAHM participants. The rapidity in which these new service providers were able to begin training participants is a credit to their own internal administration and the work of PPI’s contracting and WAHM program staff to prepare them.
- ♦ For the revised “As One” curriculum, graduates of the WAHM program on average have increased their rating of the ease-of-use and “understandability” of the curriculum and handouts compared to the initial version of the “As One” curriculum.

The 2010-2011 grant year is the last year of federal funding for the WAHM. It will be a critical time for determining the viability of the WAHM program beyond September 30, 2011. PPI staff will play a key role along with local WAHM service providers in identifying and securing a post-grant funding stream. The evaluator will play a key role in providing feedback to PPI staff and WAHM service providers on program results and recommendations for further improving the program’s effectiveness and efficiency.