

# Family Nurturing Center of Georgia, Inc. Nurturing Georgia's Families Project®

## Competency-Based Facilitator Training Model Evaluation



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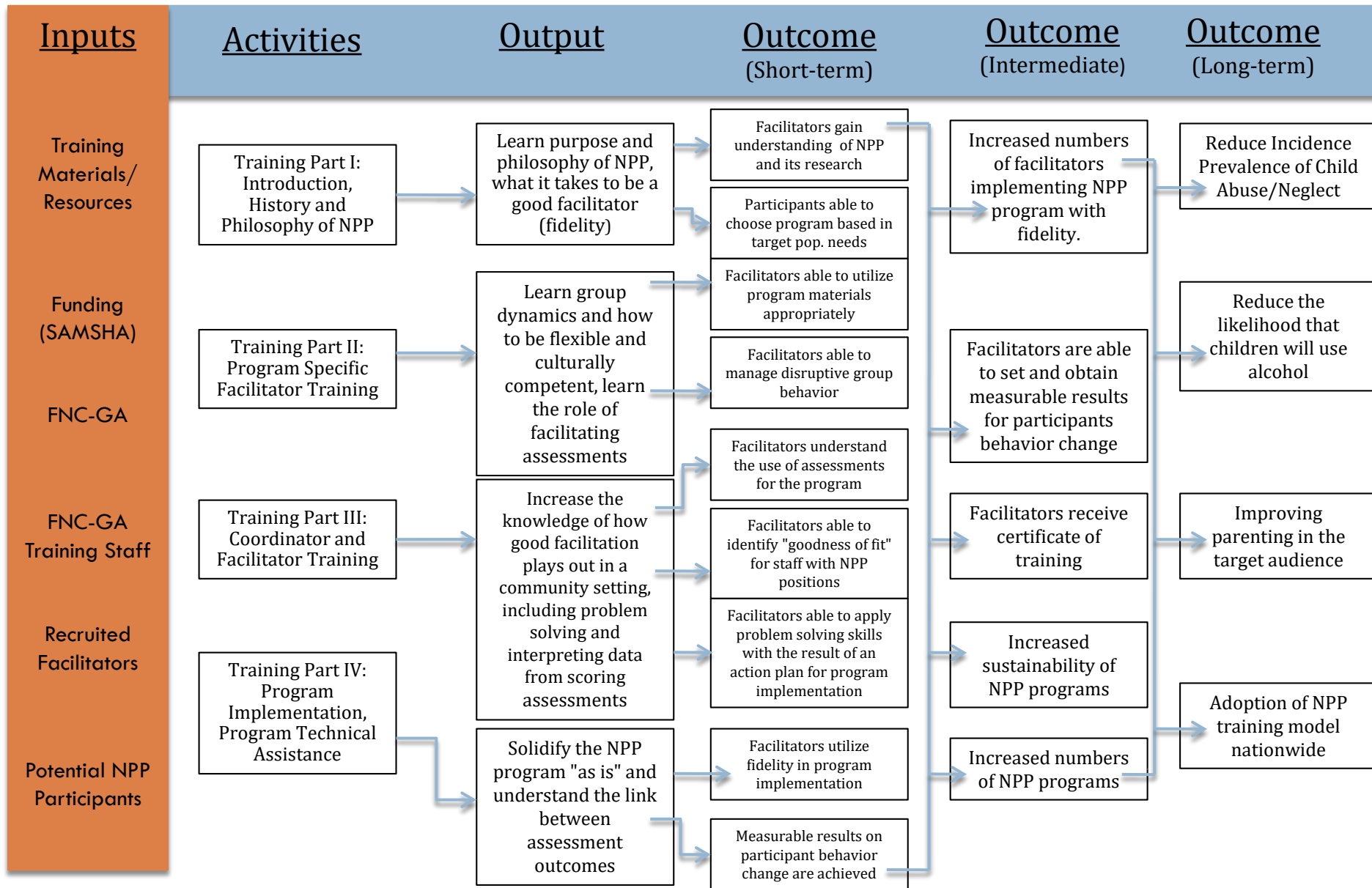
April 20, 2011

# Purpose of the Evaluation

- Family Nurturing Center of Georgia, Inc
  - ▣ Nonprofit in Snellville, GA
  - ▣ Provides training and technical assistance in Nurturing Parenting Programs
  - ▣ Evidence based 4-level training model for NPP facilitators
  - ▣ Interested in nationwide replication

# FNC-GA Facilitator Training Logic Model

Spring 2011



# Evaluation Questions

- Determine the strengths and weaknesses of the current training model
- Identify the needs of the facilitators that were not addressed during the NPP trainings
- Assess fidelity to ensure that facilitators are communicating information at the community level
- Strengthen assessment tools implemented after Level 3 of training

# Methods

- Original Design: Focus Groups of past Facilitators
- Current Method Utilized: Online Questionnaire
  - ▣ Incorporating original focus group questions
- Sample
  - ▣ Purposive sampling of facilitators trained within the past two years
  - ▣ N = 57
  - ▣ Wide array of careers
  - ▣ Residents of cities and counties surrounding Atlanta

# Methods

## Recruitment

- Excel provided by FNC-GA staff member
- Cleaned and divided 14 participants per team member
- Email sent to all facilitators introducing online questionnaire on March 23
- Survey open for two weeks
- Email reminders sent every 3 days
- Total of 9 completed surveys were returned

# Methods

## Data Collection Procedures

- Online Questionnaire – adapted from previously proposed focus group script
- Questionnaire incorporated both quantitative and qualitative questions
  - ▣ Contains questions submitted by:
    - Evaluation Manager
    - Training Coordinator
    - Training Services and Development Coordinator
    - Program Consultant Coordinator

# Methods

## Data Collection Procedures

- Online Questionnaire
- Topics Included:
  - Quality of facilitator training
  - Knowledge gained during training
  - Ability to use and score assessments
  - Overall training experience
  - Quality of instruction
  - Fidelity
  - Additional needs to further improve implementation of an NPP
  - Experiences since completion of training



# Methods

## Data Analysis Plan

### Quantitative Analysis

- Descriptive statistics including percentages, frequencies, and graphs to provide an overall picture of respondent opinions
- Investigated patterns that existed with regards to parts of training that have the greatest potential for positive change

# Methods

## Data Analysis Plan

### Qualitative Analysis

- Coded for emerging themes by two evaluation team members
- Special attention was paid to anything repeated by several participants and coded for recurring themes and why these themes may occur
- Summary report of findings presented to remaining Evaluation team for discussion and agreement of emerging themes

# Results

## Quantitative

### Quality of Facilitator Training

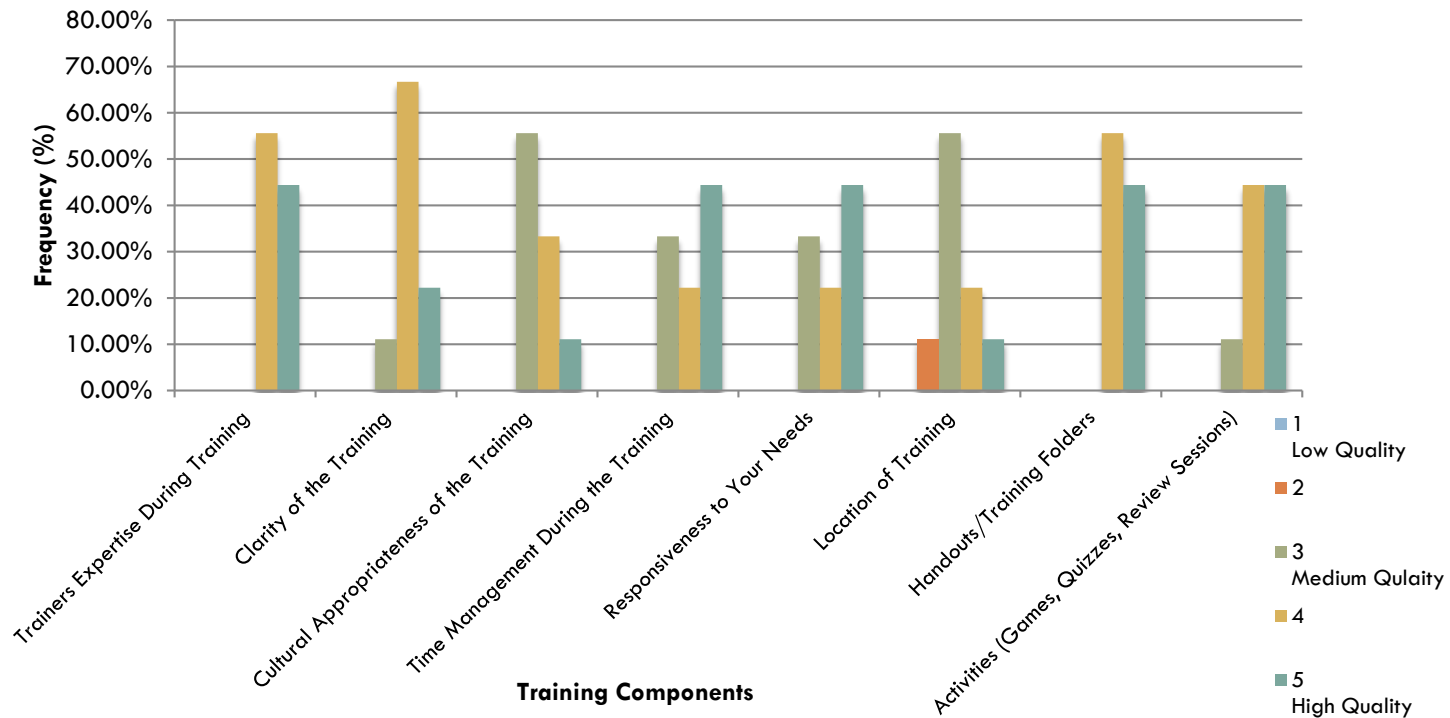
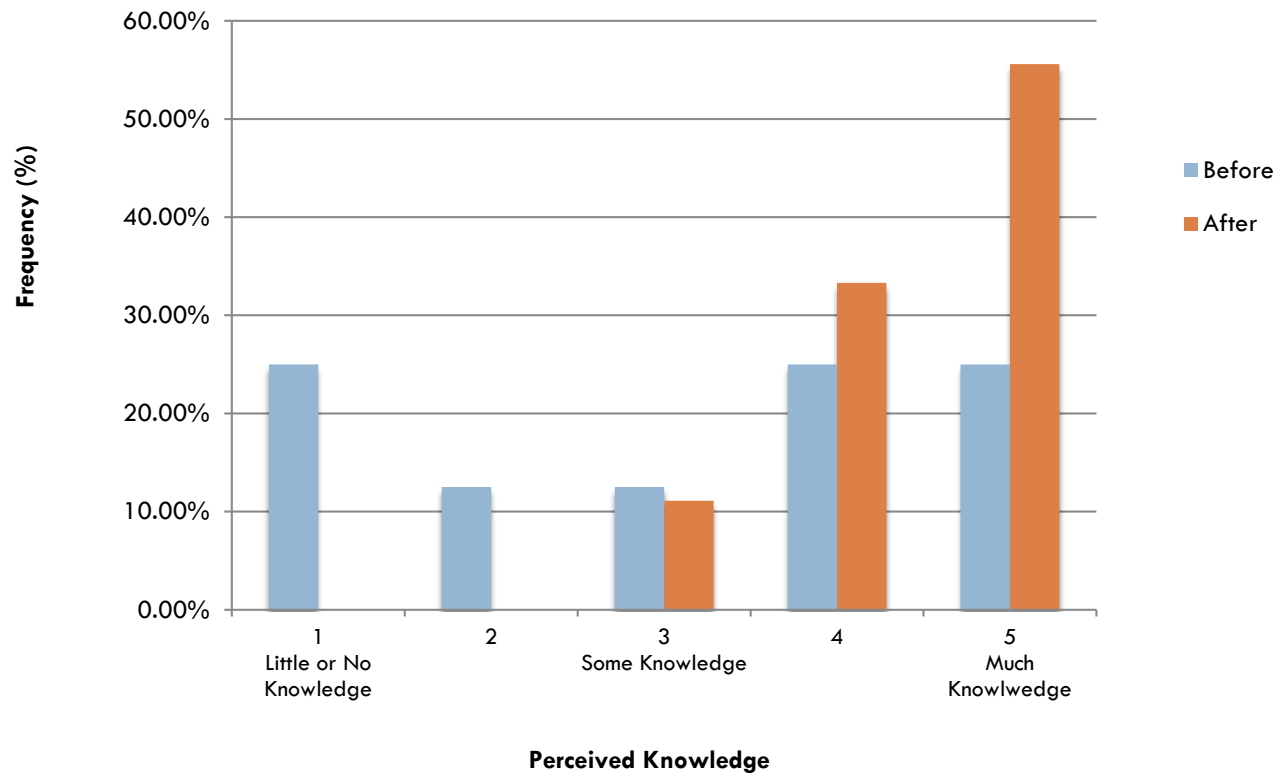


Figure 1: Perceived Quality of Facilitator Training Components

# Results

## Quantitative

### □ Knowledge Gained During Training

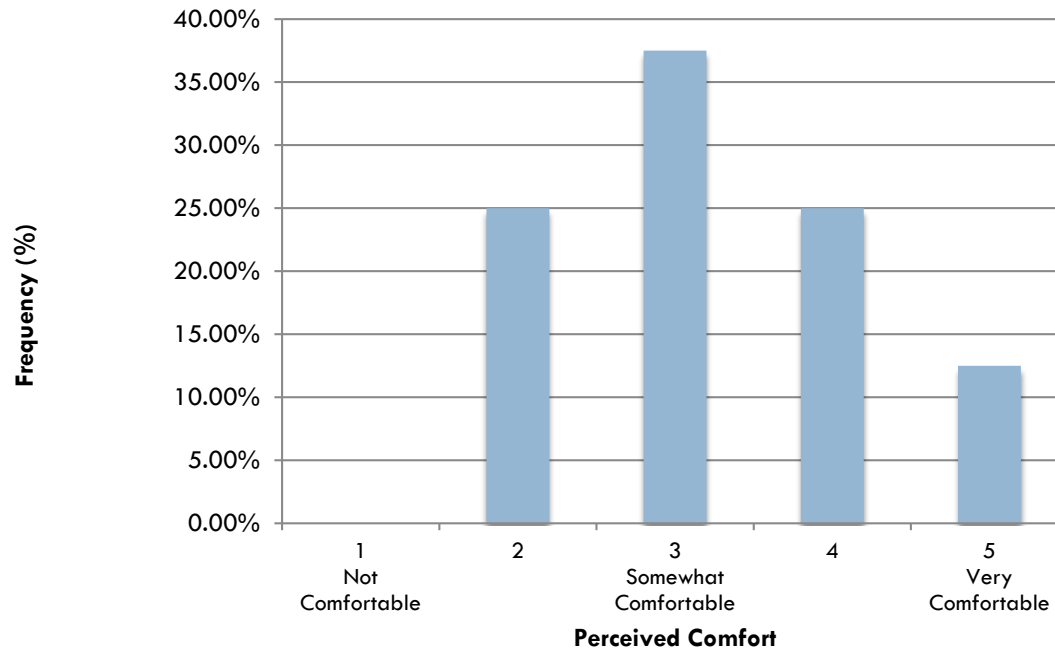


**Figure 7: Facilitating a Program Knowledge Before and After Training**

# Results

## Quantitative

### □ Ability to Use Scoring Assessments

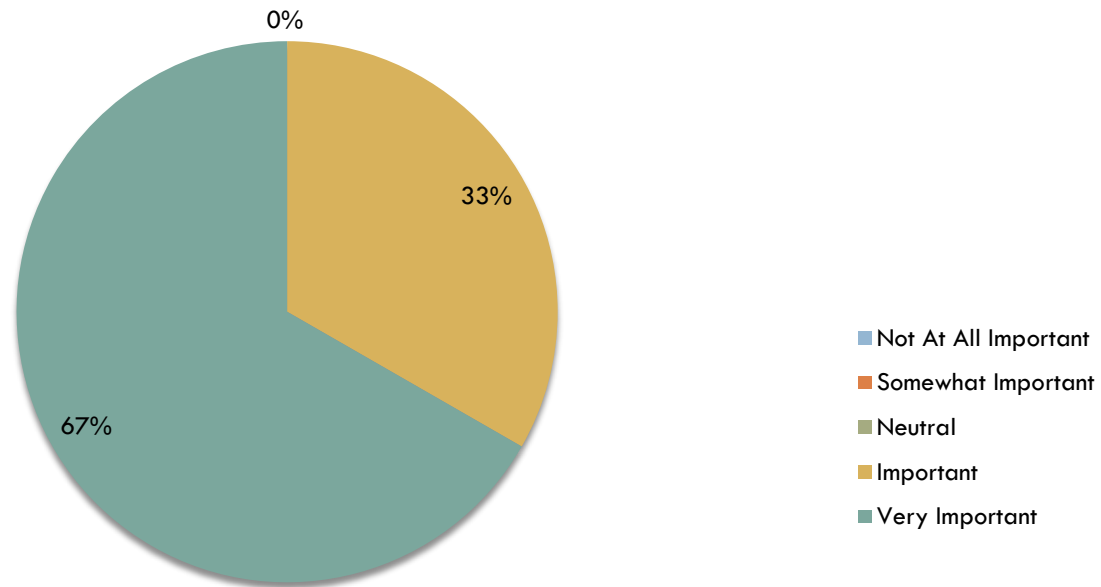


**Figure 9: Perceived Comfort with Scoring the Adult Adolescent Parenting Inventory**

# Results

## Quantitative

### □ Fidelity

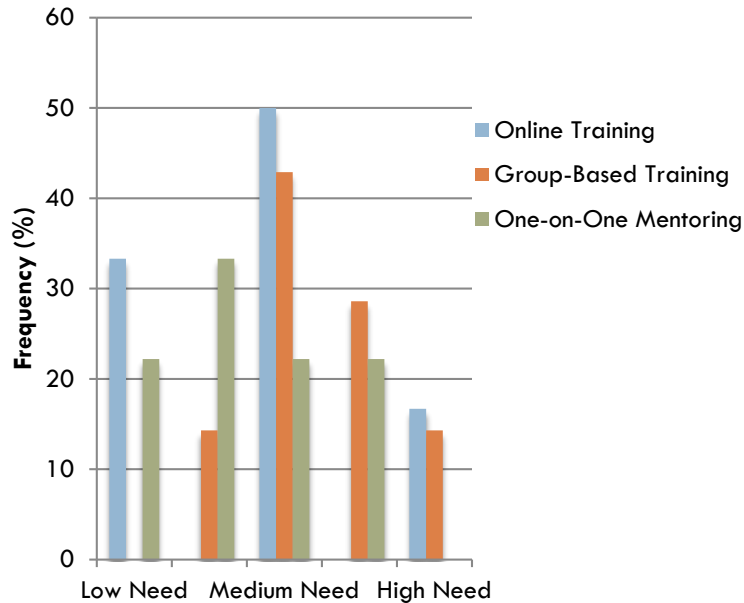


**Figure 12: Fidelity of NPP Delivery**

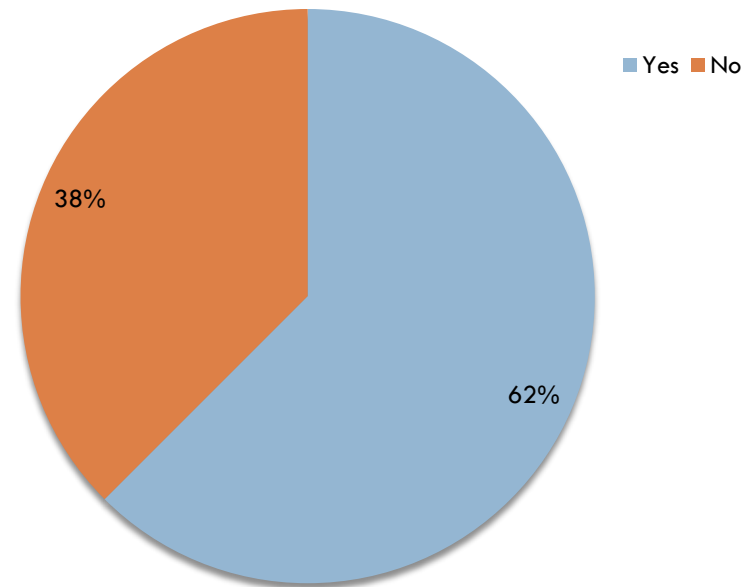
# Results

## Quantitative

### □ Additional Needs to Further Improve Implementation of NPP



**Figure 13: Personal Needs**

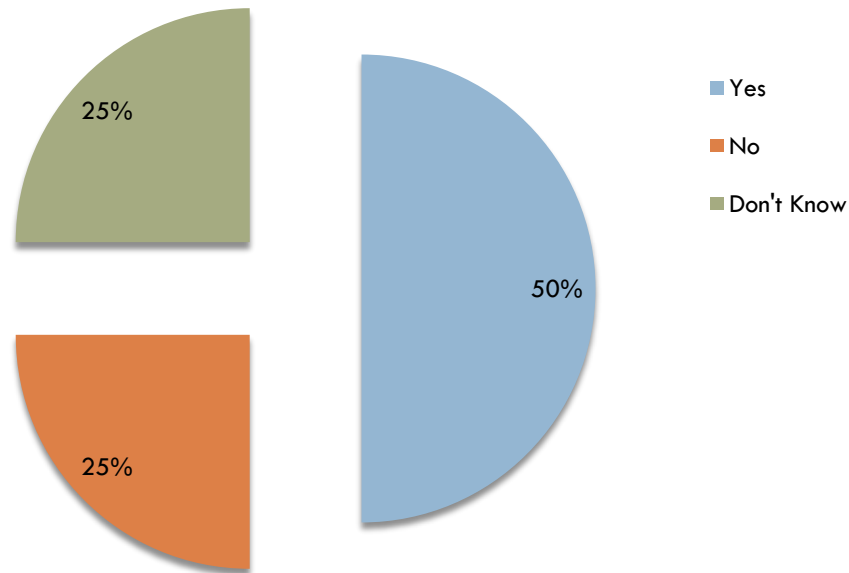


**Figure 15: Need for Adjustment of Curriculum**

# Results

## Quantitative

### □ Technical Assistance



**Figure 16: Receipt of Technical Assistance**



# Results

## Quantitative

### □ NPP Experiences Since Competition of Training

Number of NPPs Delivered	Number of NPPs Planning to Deliver in the Next Year
2 respondents = 0 NPP delivered	1 respondent = between 1 and 3 NPPs
1 respondent = 1 NPP delivered	1 respondent = 3 NPPs
1 respondent = 4 NPPs delivered	2 respondents = 2 NPPs
1 respondent = 8 NPPs delivered	1 respondent = unsure
1 respondent = 9 NPPs delivered	

# Results

## Qualitative Themes

- Group Participation
- Technical Assistance
- Barriers to Communication and Implementation
  - ▣ Time
  - ▣ Marketing
- Perception of NPP
  - ▣ NPP curriculum viewed as valuable

# Triangulation of Results

- Evaluation Question 1: Strengths/Weaknesses
  - ▣ High quality Curriculum and Philosophy
  - ▣ Participatory activities
  - ▣ AAPI scoring/ constructs and competencies
  - ▣ Coordination and marketing
- Evaluation Question 2: Additional Needs
  - ▣ Online training: mixed response
  - ▣ Marketing
  - ▣ Time, budget and facility constraints
- Evaluation Question 3: Fidelity
  - ▣ Adjustments needed
- Evaluation Question 4: Assessment Tools
  - ▣ Mixed

# Strengths/Limitations

- Limitations
  - ▣ Low response rate
  - ▣ Small sample size
  - ▣ Survey open for only two weeks
  - ▣ Response Bias
- Strengths
  - ▣ Respondents able to complete survey at their convenience
  - ▣ Could employ skip patterns
  - ▣ Cost effective
  - ▣ Employed mixed-methods design

# Dissemination Plan

- Presentation of Results at Rollins School of Public Health
- Written report for primary users (FNC-GA)
- Presentation at research meeting in Washington D.C. in 2012
- Findings from evaluation available on FNC-GA website

# Recommendations

- Continued Receipt of Feedback on Trainings and Meetings
- Continued Encouragement of Fidelity and Clarity of Matching Constructs and Competencies
- Increase Marketing for Facilitator Trainings
- Recommendations for Necessary NPP Resources
- Clarification of the Technical Assistance Component of Facilitator Training
- Recommendations for Future Evaluations
- Increase Retention and Follow-up with Participants
- Update Contact Information of Respondents

# Lessons Learned

- Continued contact with stakeholders and primary users are imperative to the success of the evaluation
- Flexibility in evaluation design is imperative
- More information about our sample would have been beneficial in determining which survey design to utilize
- Providing updates to our FNC-GA contact allowed us to stay on track
- What an organization feels might be a key issue may differ from what respondents/participants may feel is a key issue



Thank you.

Questions?