

Department of Child Abuse and Neglect Prevention:  
The Children's Trust Fund 2015-2016 Report



2015-2016  
End of Year Evaluation Report  
Education Trust Fund  
ETF

# Department of Child Abuse and Neglect Prevention: The Children's Trust Fund 2015-2016 Report



## Participant Demographics

In ETF funded programs, a total of 5,679 adults and 15,284 youth were served through program offerings across program types (i.e., parent education and home visitation, 3<sup>rd</sup>-5<sup>th</sup> grade youth programs, and 6<sup>th</sup>-12<sup>th</sup> youth programs). A sample of youth and adults completed demographic questionnaires.

### Adult/Parent Demographics

**Age.** Adult participants across program types (i.e., parent education, home visitation, fatherhood, and respite) had a modal age of 18. 17% were 18 and younger; 16% were 19-24; 25% were 25-30; 32% were 31-40; and 10% were over 40.

**Gender.** 93% of adult program participants were female and 7% were male.

**Ethnicity.** Adult participants were 69% European American; 20% African American; 5% Native American; 1% Asian American; and 5% selected "other" when asked ethnic background. Of these participants, 4% identified as Hispanic or Latino.

**Work Status.** For adult participants (excluding students) over the age of 18, 9% reported working full-time, 6% reported working part-time, and 85% reported not working for pay.

**Education Level.** For adult participants (excluding students) over the age of 18, 32% reported not completing high school; 40% reported completing high school or GED; 8% reported completing some college/Associate Degree; 11% reported obtaining trade/technical school degree; 8% reported completing a 4-year college degree; and 1% reported completing an advanced degree.

**Income Level.** For adult participants (excluding students) over the age of 18, 83% reported a gross household income of less than \$10,000 a year. Furthermore 8 % reported earning between \$20,000 and \$29,000; 9% reported earning more than \$30,000 per year.

### Youth Demographics

Note: Youth who participated in community awareness programs did not provide demographic information.

**Grade.** In this set of programs, 68% of youth were in grades 3-5, and 32% of youth were in grades 6-12.

**Gender.** 40% of youth program participants were male, and 60% were female.

**Ethnicity.** Youth program participants were 47% African American; 42% European American; 2% Native American; 2% Asian; 7% selected "other" when asked ethnic background. Of these participants, 4% identified as Hispanic or Latino.



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## Parent Education and Home Visitation Programs

Four (4) ETF programs provided parent education/home visitation through hospital visits, group education, and home visits. Program objectives focused on several key areas that research has shown can serve as protective factors and reduce the risk of child maltreatment. They included: *use of support services, positive parenting skills and child development knowledge, having a positive view and knowledge of one's child, stress and anger management skills, understanding of and knowledge of ways to respond to various forms of child maltreatment, use of informal supportive social networks, and medical care commitment.* A sample of

participants (n = 396) responded to an assessment of 16 learning objectives. Analysis of paired-sample t-tests revealed **statistically significant ( $p < .001$ ) improvements in commitment, skill, and knowledge in ALL targeted areas.** The effect sizes ranged from .69 – 1.07. The average **magnitude of the effect sizes for these perceived improvements was large (.83).** Closer examination of responses from the sample of program participants showed that the percentages of participants who indicated that their knowledge, ability, or commitment was “good” or “excellent” in key areas of family support and individual and family functioning increased 15% - 48% from pre-program to post-program.

### KNOWLEDGE AND USE OF SUPPORT SERVICES

#### Q1 My knowledge of community resources where I can receive help

53% of participants rated themselves as good/excellent **before** receiving program services.  
93% rated themselves as good/excellent **after** participation in the program.

#### Q2 My commitment to using available social services that apply to me

50% of participants rated themselves as good/excellent **before** receiving program services.  
92% rated themselves as good/excellent **after** participation in the program.

### STRESS MANAGEMENT

#### Q1 My knowledge of ways to manage stress

39% of participants rated themselves as good/excellent **before** receiving program services.  
85% rated themselves as good/excellent **after** participation in the program.

#### Q2 My knowledge of ways to manage anger

37% of participants rated themselves as good/excellent **before** receiving program services.  
85% rated themselves as good/excellent **after** participation in the program.

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## *PARENTING SKILLS AND CHILD DEVELOPMENT KNOWLEDGE*

### **Q1 My knowledge of children's development at different ages**

55% of participants rated themselves as good/excellent **before** receiving program services.

90% rated themselves as good/excellent **after** participation in the program.

### **Q2 My knowledge of what parenting responses are best to use when my child is not behaving**

61% of participants rated themselves as good/excellent **before** receiving program services.

90% rated themselves as good/excellent **after** participation in the program.

### **Q3 My knowledge of nurturing behaviors**

74% of participants rated themselves as good/excellent **before** receiving program services.

96% rated themselves as good/excellent **after** participation in the program.

## *UNDERSTANDING OF VARIOUS FORMS OF CHILD MALTREATMENT*

### **Q1 My knowledge of what sexual abuse of a child is and how to appropriately respond**

63% of participants rated themselves as good/excellent **before** receiving program services.

92% rated themselves as good/excellent **after** participation in the program.

### **Q2 My knowledge of what physical abuse of a child is and how to appropriately respond**

69% of participants rated themselves as good/excellent **before** receiving program services.

92% rated themselves as good/excellent **after** participation in the program.

### **Q3 My knowledge of what emotional abuse of a child is and how to appropriately respond**

61% of participants rated themselves as good/excellent **before** receiving program services.

93% rated themselves as good/excellent **after** participation in the program.

## *INDIVIDUAL RISK OF MALTREATMENT*

### **Q1 My ability to recognize when I am at risk for harming my child**

71% of participants rated themselves as good/excellent **before** receiving program services.

96% rated themselves as good/excellent **after** participation in the program.

### **Q2 My ability to stop myself when I am at risk for harming my child**

82% of participants rated themselves as good/excellent **before** receiving program services.

99% rated themselves as good/excellent **after** participation in the program.

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## *POSITIVE VIEW AND KNOWLEDGE OF ONE'S CHILD*

### **Q1 My knowledge of my child's positive qualities**

77% of participants rated themselves as good/excellent **before** receiving program services.  
96% rated themselves as good/excellent **after** participation in the program.

### **Q2 My knowledge of how to respond to my child's needs**

74% of participants rated themselves as good/excellent **before** receiving program services.  
98% rated themselves as good/excellent **after** participation in the program.

## *USE OF INFORMAL SUPPORTIVE SOCIAL NETWORKS*

### **Q1 My commitment to seek informal support (e.g., from friends, family) regularly**

58% of participants rated themselves as good/excellent **before** receiving program services.  
92% rated themselves as good/excellent **after** participation in the program.

## *MEDICAL CARE COMMITMENT*

### **Q1 My commitment to keeping my child up-to-date on required shots and well-baby checkups**

83% of participants rated themselves as good/excellent **before** receiving program services.  
98% rated themselves as good/excellent **after** participation in the program.

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## 3<sup>rd</sup>-5<sup>th</sup> Grade Youth-Focused Programs

Youth around the state in grades 3-5 were served through seven (7) ETF funded programs that included a variety of school-based, non-school based/after school, and mentoring programs. These programs varied in their emphasis, but all were focused on reducing risks for children and enhancing their well-being. Program objectives included: *social skill development, emotion identification and regulation, improved abuse awareness, increased cooperative behavior, enhanced assertiveness, enhanced self-confidence*. A sample of participating youth in grades 3-5 (n = 650) completed

retrospective pre/post questionnaires to assess 11 learning objectives. Analyses of paired-sample t-tests revealed **statistically significant ( $p < .001$ ) improvement in ALL targeted areas**. The effect sizes ranged from .85 – 1.32. The average **magnitude of the effect sizes for participants' perceived improvements was large (1.05)**. Closer examination of responses showed that for most program objectives, percentages of youth who assessed their knowledge level as "a lot" increased 19% - 37% from pre-program to post-program.

### *SOCIAL SKILLS*

#### **Q1 How much knowledge about how to get along with other people**

38% of participants rated themselves as having a lot of knowledge **before** receiving program services.  
71% rated themselves as having a lot of knowledge **after** participation in the program.

### *ABUSE AWARENESS*

#### **Q1 How much knowledge about good touch and bad touch**

50% of participants rated themselves as having a lot of knowledge **before** receiving program services.  
70% rated themselves as having a lot of knowledge **after** participation in the program.

### *SELF-CONFIDENCE & EMOTION IDENTIFICATION AND REGULATION*

#### **Q1 How much knowledge about what I am really good at**

56% of participants rated themselves as having a lot of knowledge **before** receiving program services.  
75% rated themselves as having a lot of knowledge **after** participation in the program.

#### **Q2 How much knowledge about how to know when I am sad, scared, or happy**

56% of participants rated themselves as having a lot of knowledge **before** receiving program services.  
79% rated themselves as having a lot of knowledge **after** participation in the program.

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## **Q3 How much knowledge about how to know when others are sad, scared, or happy**

31% of participants rated themselves as having a lot of knowledge **before** receiving program services.  
61% rated themselves as having a lot of knowledge **after** participation in the program.

## **Q4 How much knowledge about how to help others when they are sad, lonely or scared**

37% of participants rated themselves as having a lot of knowledge **before** receiving program services.  
64% rated themselves as having a lot of knowledge **after** participation in the program.

## **Q5 How much knowledge about how to control my angry or mad feelings**

30% of participants rated themselves as having a lot of knowledge **before** receiving program services.  
57% rated themselves as having a lot of knowledge **after** participation in the program.

## *ASSERTIVENESS & COOPERATIVE BEHAVIOR*

## **Q1 How much knowledge about how to tell people what I really want**

31% of participants rated themselves as having a lot of knowledge **before** receiving program services.  
68% rated themselves as having a lot of knowledge **after** participation in the program.

## **Q2 How much knowledge about how to get help if people are being mean to me**

49% of participants rated themselves as having a lot of knowledge **before** receiving program services.  
71% rated themselves as having a lot of knowledge **after** participation in the program.

## **Q3 How much knowledge about how to be good and keep out of trouble**

46% of participants rated themselves as having a lot of knowledge **before** receiving program services.  
68% rated themselves as having a lot of knowledge **after** participation in the program.

## **Q4 How much knowledge about how to choose the right thing to do**

49% of participants rated themselves as having a lot of knowledge **before** receiving program services.  
76% rated themselves as having a lot of knowledge **after** participation in the program.



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## 6<sup>TH</sup>-12<sup>TH</sup> Grade Youth-Focused Programs

Youth around the state in grades 6 through 12 were served through seven (7) ETF funded programs that included a variety of school-based, non-school-based/after school, and mentoring programs. These programs varied in their emphasis, but all were focused on reducing risks for children and enhancing their well-being. Program objectives included: *improved social competence, improved emotion knowledge and self-esteem, improved abuse awareness and resourcefulness, increased cooperative behavior, enhanced commitment to educational goals, cooperation with authorities, and avoidance of delinquent and risky behaviors.* A sample of

participating youth in grades 6-12 (n = 308) completed retrospective pre/post questionnaires to assess 17 learning objectives. Analyses of paired-sample t-tests revealed **statistically significant (p < .05) improvements in knowledge, ability, or commitment in key targeted areas.** The effect sizes ranged from .21 - .51. The average **magnitude of the effect sizes for participants' perceived improvements was moderate (.71).** Closer examination of responses showed that, for most program objectives, percentages of youth who assessed their knowledge, ability, or commitment level as "good" or "excellent" increased 1% - 24% from pre-program to post-program.

### EMOTION KNOWLEDGE & SELF CONFIDENCE

#### Q1 My ability to accurately label my own emotions

60% of participants rated themselves as good/excellent **before** receiving program services.  
76 % rated themselves as good/excellent **after** participation in the program.

#### Q2 My ability to accurately label other people's emotions

55% of participants rated themselves as good/excellent **before** receiving program services.  
69% rated themselves as good/excellent **after** participation in the program.

#### Q3 My knowledge of my positive qualities

73% of participants rated themselves as good/excellent **before** receiving program services.  
85% rated themselves as good/excellent **after** participation in the program.

### SOCIAL COMPETENCE

#### Q1 My ability to handle anger and work out conflict with others

51% of participants rated themselves as good/excellent **before** receiving program services.  
74% rated themselves as good/excellent **after** participation in the program.

#### Q2 My ability to develop and maintain friendships with peers

72% of participants rated themselves as good/excellent **before** receiving program services.  
77% rated themselves as good/excellent **after** participation in the program.

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## **Q3 My knowledge of how to make good decisions**

72% of participants rated themselves as good/excellent **before** receiving program services.  
85% rated themselves as good/excellent **after** participation in the program.

## **Q4 My ability to recognize other people's positive qualities**

57% of participants rated themselves as good/excellent **before** receiving program services.  
66% rated themselves as good/excellent **after** participation in the program.

## *AVOID DELINQUENT & RISKY BEHAVIOR*

### **Q1 My commitment to going to school almost every school day**

73% of participants rated themselves as good/excellent **before** receiving program services.  
84% rated themselves as good/excellent **after** participation in the program.

### **Q2 My commitment to attending all meetings with my probation officer**

58% of participants rated themselves as good/excellent **before** receiving program services.  
76% rated themselves as good/excellent **after** participation in the program.

### **Q3 My commitment to avoiding criminal behavior**

82% of participants rated themselves as good/excellent **before** receiving program services.  
86% rated themselves as good/excellent **after** participation in the program.

### **Q4 My knowledge of the negative results of tobacco use**

87% of participants rated themselves as good/excellent **before** receiving program services.  
92% rated themselves as good/excellent **after** participation in the program.

### **Q5 My commitment to stay tobacco free**

93% of participants rated themselves as good/excellent **before** receiving program services.  
94 % rated themselves as good/excellent **after** participation in the program

## *COOPERATIVE BEHAVIOR*

### **Q1 My knowledge of how to get along with other people**

66% of participants rated themselves as good/excellent **before** receiving program services.  
82% rated themselves as good/excellent **after** participation in the program.

## *ABUSE AWARENESS AND RESOURCEFULNESS*

### **Q1 My ability to recognize abuse and/or neglect**

52% of participants rated themselves as good/excellent **before** receiving program services.  
76 % rated themselves as good/excellent **after** participation in the program.

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## **Q2 My commitment to telling school and/or agency staff about abusive and/or neglectful situations**

50% of participants rated themselves as good/excellent **before** receiving program services.

69% rated themselves as good/excellent **after** participation in the program.

## **Q3 My knowledge of where to get help for a situation of abuse and/or neglect**

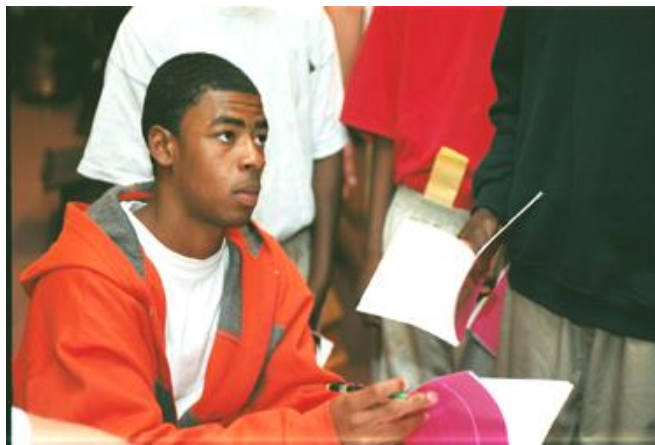
52% of participants rated themselves as good/excellent **before** receiving program services.

76% rated themselves as good/excellent **after** participation in the program.

## **Q4 My knowledge of what sexual abuse of a child is and how to appropriately respond**

59% of participants rated themselves as good/excellent **before** receiving program services.

77% rated themselves as good/excellent **after** participation in the program.





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The Auburn University Evaluation Team would like to express their sincere appreciation to all the staff of the ADCANP/CTF Grantee Programs for their dedication, cooperation, and conscientious efforts in gathering valid information and data that made possible this documentation of program impact in our communities and across the State. We feel honored to have been provided the opportunity to "tell the story" of your work and your participants' experiences. You have every reason to be proud of the difference you are making in the lives you touch. We are inspired by the work you do!

We would also like to thank our friends and colleagues at the Alabama Department of Child Abuse and Neglect Prevention - Children's Trust Fund. We are appreciative of the ADCANP Board members, all the administrative staff, field directors, and division directors - particularly, the incomparable and inspiring Sallye Longshore, Executive Director and Tracy Plummer, Deputy Director - for their trust in us and untiring support of our team. A transitional year from one system to another can be challenging for all involved; however, this has been collaboration at its best! We are grateful for the opportunity to be part of your team. It is our privilege and pleasure to work for you and with you.

We are invested in providing meaningful and useful information for grantees, the ADCANP/CTF staff and Board, and the ADCANP/CTF funding sources that show the important benefits for participants in ADCANP/CTF-funded programs. It is our hope that the findings of this report will be helpful in your continued efforts to expand the outreach of ADCANP/CTF-funded programs in pursuit of your mission: To Prevent Child Abuse and Neglect in the State of Alabama.

Although we are objective in our assessment and reporting of the data from program participants, we cannot be objective in our assessment of the value of this work. We believe strongly in the promise of prevention programming and are excited to see these successful efforts in family-strengthening activities. The dedication of ADCANP/CTF staff and Grantee Program staff to protecting and empowering our children and families is unparalleled in the State of Alabama.

PY 2015-2016 ETF Report submitted in October 2016 by:

Francesca Adler-Baeder, Ph.D., *Principal Investigator*  
Human Development and Family Studies Dept.

Ami Landers, CFLE, *Project Manager*  
Alexander Chan, Ph.D., *Consultant*

Rachel Odomes, *Research Assistant*  
Erin Cooper, *Graduate Research Assistant*  
Sarah Fuller, *Graduate Research Assistant*  
Caroline Tunkle, *Graduate Research Assistant*  
Shu Su, *Graduate Research Assistant*  
Rachel Savasuk, M.S., *Graduate Research Asst.*

Anna Richardson, *Undergraduate Research Asst.*  
Kaylyn Reynolds, *Undergraduate Research Asst.*  
Caroline Elliott, *Undergraduate Research Asst.*  
Brittany Thompson, *Undergraduate Research Asst.*  
Shannon Pettus, *Undergraduate Research Asst.*  
Rebecca Mooneyham, *Undergraduate Research Asst.*  
Carlie Cave, *Undergraduate Research Asst.*

Destenie Ray, *Undergraduate Research Asst.*  
Emily Ruggles, *Undergraduate Research Asst.*  
Christen Youngblood, *Undergraduate Research Asst.*  
Lindsey Spear, *Undergraduate Research Asst.*

