

Department of Child Abuse and Neglect Prevention:
The Children's Trust Fund 2016-2017 Report



2016-2017
End of Year Evaluation Report
Children First Trust Fund
CFTF



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Participant Demographics

A total of 17,024 adults and 26,587 youth participated in CFTF funded programs. A sample of youth and adults served through program offerings 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 27.

- 8% were 18 and younger
- 16% were 19-24
- 23% were 25-30
- 29% were 31-40
- 24% were over 40

Gender:

- 81% of adult program participants were female
- 19% were male

Race & Ethnicity: Adult participants were:

- 52% European American
- 43% African American
- 1% Native American
- 1% Asian American
- 3% selected "other" when asked ethnic background
- Of these participants, 4% identified as Hispanic or Latino

Work Status: For participants (excluding students) over the age of 18:

- 50% reported not working for pay
- 34% reported working full-time
- 16% reported working part-time

Education Level: For participants (excluding students) over the age of 18:

- 19% reported not completing high school
- 52% reported completing high school or GED

- 9% reported obtaining 2-year college/associate school degree
- 7% reported obtaining a trade/technical school degree
- 8% reported completing a 4-year college degree
- 5% reported completing an advanced degree

Income Level: For participants (excluding students) over the age of 18:

- 69% reported a gross household income of less than \$10,000 a year
- 11% reported between \$10,000-19,999
- 7% reported between \$20,000-29,999
- 13% reported above \$30,000

Youth Demographics:

Grade: Demographic reports from youth across program types (i.e., school-based, non-school-based, and mentoring) indicated:

- 61% were in grades 3-5
- 39% were in grades 6-12

*Note: Youth below 3rd grade and those who participated in community awareness programs did not provide demographic information.

Gender:

- 50% of youth program participants were male
- 50% were female

Race & Ethnicity: Youth program participants were:

- 55% African American
- 33% European American
- 2% Native American
- 1% Asian American
- 9% selected "other" when asked ethnic background
- Of these participants, 9% identified as Hispanic or Latino

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Parent Education and Home Visitation Programs

50 programs provided parent education/home visitation through hospital visits, group education, and home visits. Goals of the home visitation/parent education programs center on participant improvement in:

- Stress management skills
- Individual risk of child maltreatment
- Understanding various forms of child abuse
- Medical care commitment
- Positive parenting skills and child development
- Positive view of one's child
- Knowledge and use of support services

These goals promote several protective factors emphasized by the "Strengthening Families™ Program."

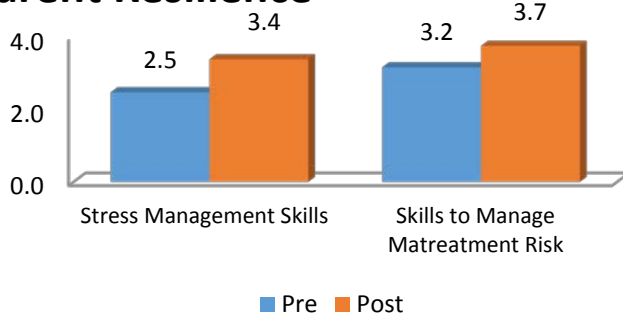
A sample of participants (n = 2779) responded to an assessment of 8 goals. Analysis of multi-item measures using paired sample t-tests revealed **statistically significant (p < .001) improvements in ALL targeted areas. The effect sizes ranged from .65-1.02. The average magnitude of the effect sizes for these improvements was .86** and can be considered large (i.e. .25 small effect; .50 moderate effect; .75 large effect).

| | Pre-Test | | Post-Test | | df | t | Cohen's d |
|--|----------|-----|-----------|-----|------|-----------|-----------|
| | M | SD | M | SD | | | |
| Parent Resilience | | | | | | | |
| Stress Management Skills | 2.46 | .81 | 3.37 | .67 | 2715 | -48.31*** | .93 |
| Skills to Manage Maltreatment Risk | 3.15 | .80 | 3.74 | .50 | 2687 | -36.41*** | .74 |
| Knowledge of Parenting and Child Development | | | | | | | |
| Understanding of Various Forms of Child Maltreatment | 2.90 | .82 | 3.60 | .56 | 2707 | -42.54*** | .83 |
| Medical Care Commitment | 3.19 | .84 | 3.69 | .56 | 2691 | -32.29*** | .65 |
| Knowledge of Development AND Social and Emotional Competence of Children | | | | | | | |
| Parenting Skills & Child Development Knowledge | 2.67 | .68 | 3.51 | .56 | 2732 | -51.42*** | .98 |
| Positive View & Knowledge of One's Child | 2.92 | .72 | 3.62 | .53 | 2709 | -44.90*** | .88 |
| Social Connections AND Concrete Supports in Times of Need | | | | | | | |
| Knowledge of & Use of Support Services | 2.36 | .81 | 3.39 | .67 | 2717 | -52.36*** | 1.02 |
| Use of Informal Supportive Networks | 2.60 | .90 | 3.43 | .70 | 2690 | -44.29*** | .85 |

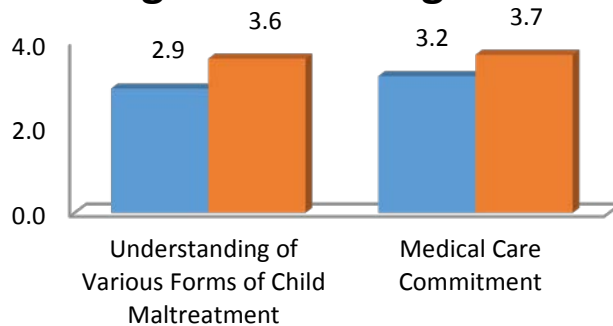
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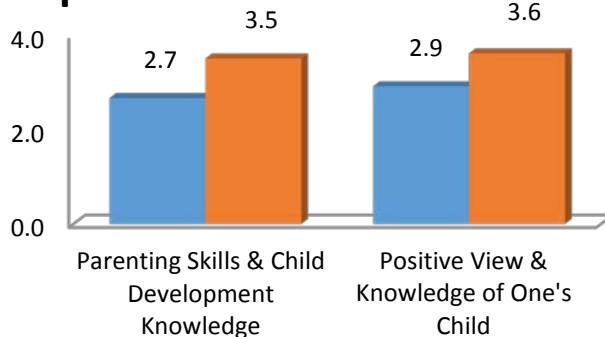
Parent Resilience



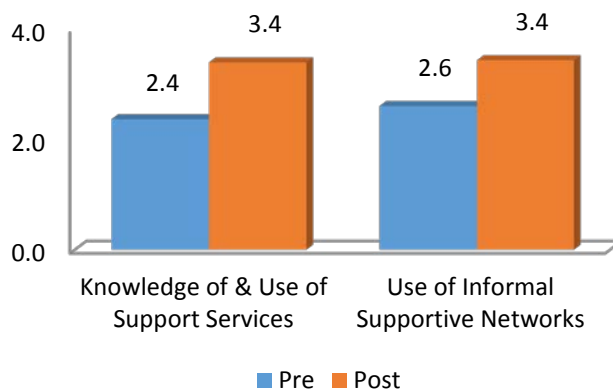
Knowledge of Parenting and Child Development



Knowledge of Development and Social and Emotional Competence of Children



Social Connections and Concrete Supports in Times of Need



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Respite Care Programs

4 programs provided respite care services and parenting information for parents of special needs children. Goals of respite programs center on participant improvement in:

- Stress level
- Positive view of one's child
- Knowledge and use of support services
- Use of informal support networks

These goals promote several protective factors emphasized by the "Strengthening Families™ Program."

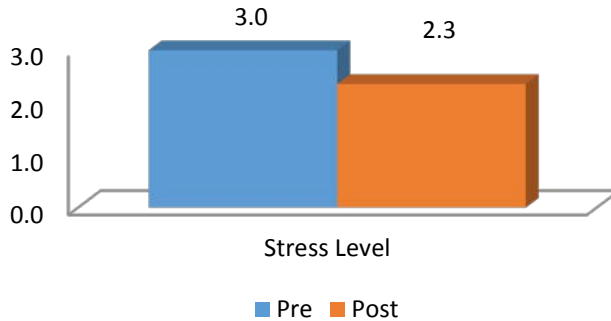
A sample of participants (n= 276) responded to an assessment of 4 goals. Analysis of multi-item measures using paired sample t-tests revealed **statistically significant ($p < .001$) improvements in ALL targeted areas. The effect sizes ranged from .53-.87. The average magnitude of the effect sizes for these improvements was .72 and can be considered moderate to large (i.e. .25 small effect; .50 moderate effect; .75 large effect).**

| | Pre-Test <i>M</i> | <i>SD</i> | Post-Test <i>M</i> | <i>SD</i> | df | t | Cohen's d |
|--|----------------------|-----------|-----------------------|-----------|-----|-----------|-----------|
| Parent Resilience | | | | | | | |
| Stress Level | 2.98 | .80 | 2.34 | .65 | 273 | 14.10*** | .87 |
| Knowledge of Parenting and Child Development | | | | | | | |
| Positive View of Child | 3.09 | .79 | 3.49 | .62 | 266 | -8.55*** | .53 |
| Social Connections and Concrete Supports in Times of Need | | | | | | | |
| Knowledge of & Use of Support Services | 2.31 | .81 | 3.08 | .78 | 271 | -11.28*** | .69 |
| Use of Informal Supportive Networks | 2.33 | .93 | 3.12 | .79 | 264 | -12.65*** | .78 |

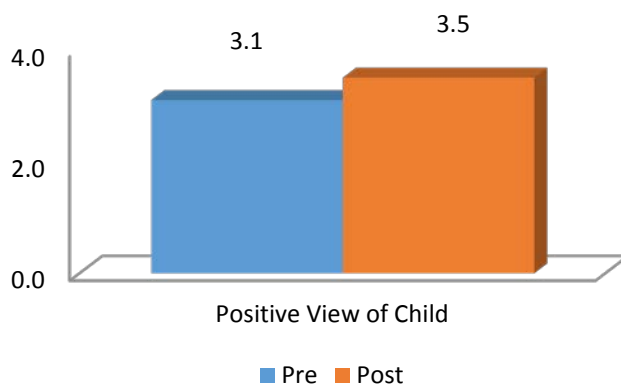
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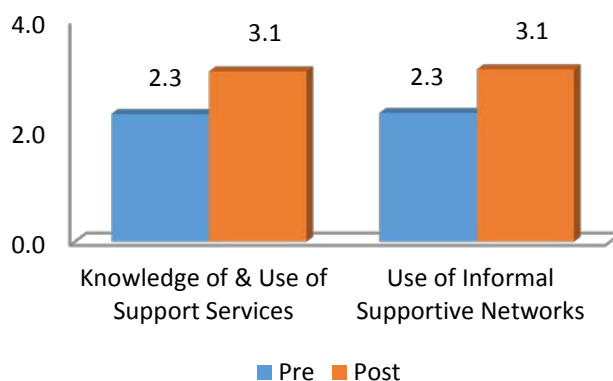
Parent Resilience



Knowledge of Parenting and Child Development



Social Connections and Concrete Supports in Times of Need



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Responsible Fatherhood Programs

1 program provided support to nonresidential fathers and encouraged fathers to enhance their job skills, education, parenting knowledge, and involvement with their children, as well as to comply with child support obligations. Fathers met with facilitators or case workers, or other fathers, and they were involved in educational sessions that included family activities that promote better father-child relationships. Goals of fatherhood programs are: center on participant improvement in:

- Positive relationship skills
- Enhanced coparenting quality
- Dating abuse prevention skills
- Cooperation with child support enforcement (CSE) & commitment to pay child support
- Greater work and education commitment
- Greater use of support services
- Positive parenting skills

- Enhanced parent involvement & relationship quality with child
- Enhanced child adjustment

These goals promote several protective factors emphasized by the "Strengthening Families™ Program."

A sample of participants (n = 88) responded to an assessment of 14 goals. Analysis of multi-item measures using paired sample t-tests revealed **statistically significant (p < .05) improvements in most targeted areas. The effect sizes ranged from .10-.85. The average magnitude of the effect sizes for these improvements was .40** and can be considered small to moderate (i.e. .25 small effect; .50 moderate effect; .75 large effect).

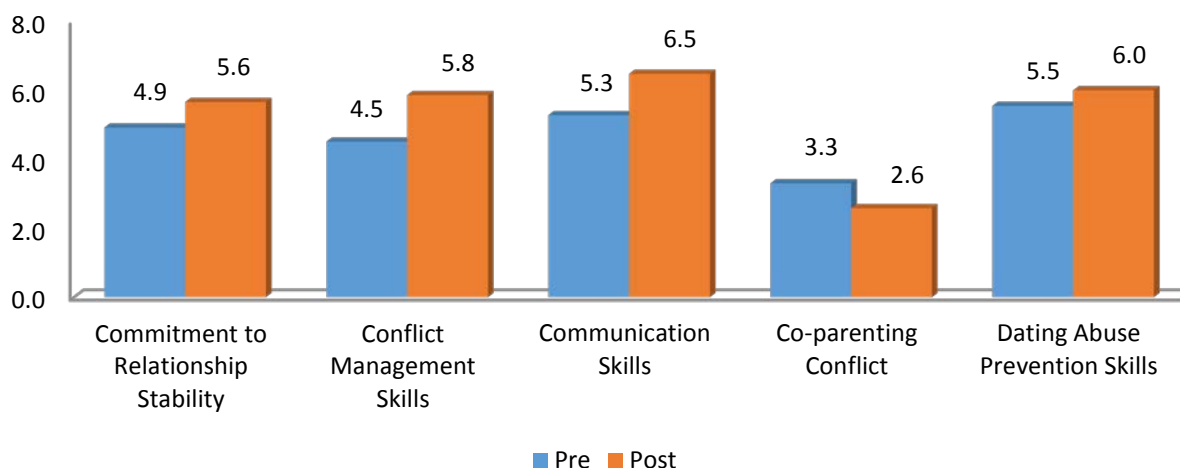
| | Pre-Test | | Post-Test | | | | |
|--|----------|-----------|-----------|-----------|----|----------|-----------|
| | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> | df | t | Cohen's d |
| Social Connections | | | | | | | |
| Commitment to Relationship Stability | 4.90 | 1.69 | 5.64 | 1.41 | 44 | -3.00** | .45 |
| Conflict Management Skills | 4.49 | 1.47 | 5.84 | 1.08 | 46 | -5.38*** | .78 |
| Communication Skills | 5.26 | 1.39 | 6.46 | .82 | 45 | -5.47*** | .85 |
| Coparenting Conflict | 3.35 | 1.63 | 2.58 | 1.38 | 45 | 4.35*** | .66 |
| Dating Abuse Prevention Skills | 5.53 | 1.78 | 5.98 | 1.56 | 44 | -1.75 | .27 |
| Concrete Supports in Times of Need | | | | | | | |
| Hopeful About Future | 5.56 | 1.54 | 6.09 | 1.36 | 47 | -2.12* | .31 |
| Financial Responsibility | 5.72 | 1.76 | 6.59 | 1.00 | 45 | -2.84** | .43 |
| Economic Stability | 5.27 | 1.34 | 5.65 | 1.29 | 46 | -2.12* | .31 |
| Cooperation with Child Support Personnel | 5.45 | 2.11 | 5.61 | 1.95 | 32 | -0.54 | .10 |
| Commitment to Pay Full Child Support | 5.64 | 1.95 | 5.97 | 1.79 | 32 | -1.10 | .19 |

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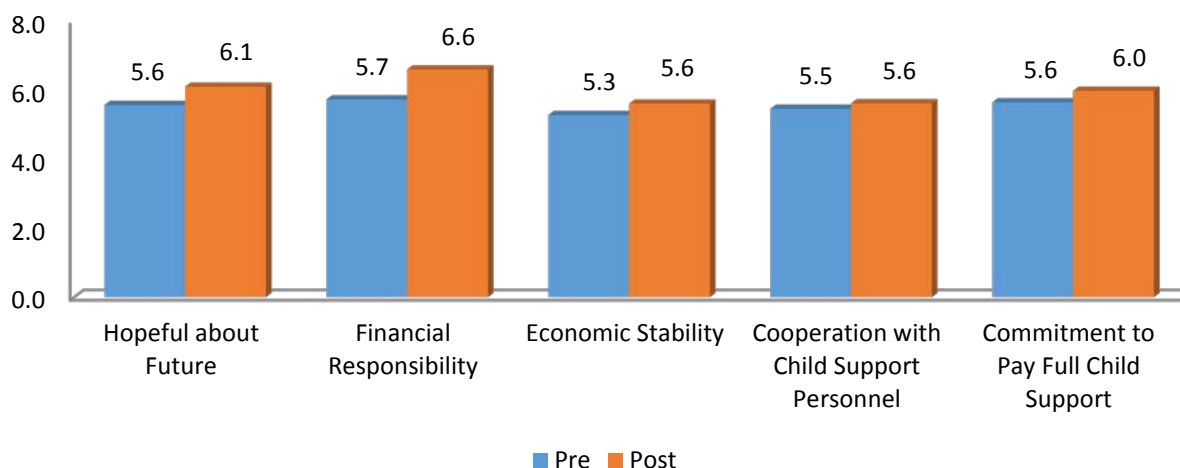


| | Pre-Test | | Post-Test | | df | t | Cohen's d |
|--|----------|------|-----------|------|----|---------|-----------|
| | M | SD | M | SD | | | |
| Knowledge of Parenting and Child Development | | | | | | | |
| Positive Parenting Behavior | 5.70 | 1.08 | 6.16 | 1.04 | 44 | -2.74** | .41 |
| Parent Involvement | 5.52 | 1.08 | 6.00 | 1.00 | 43 | -3.49** | .52 |
| Parent Child Relationship Quality | 6.14 | 1.17 | 6.30 | 1.18 | 43 | -1.02 | .15 |
| Social and Emotional Competence of Children | | | | | | | |
| Child Academic Adjustment | 6.17 | 1.21 | 6.31 | 1.16 | 41 | -1.36 | .20 |

Social Connections



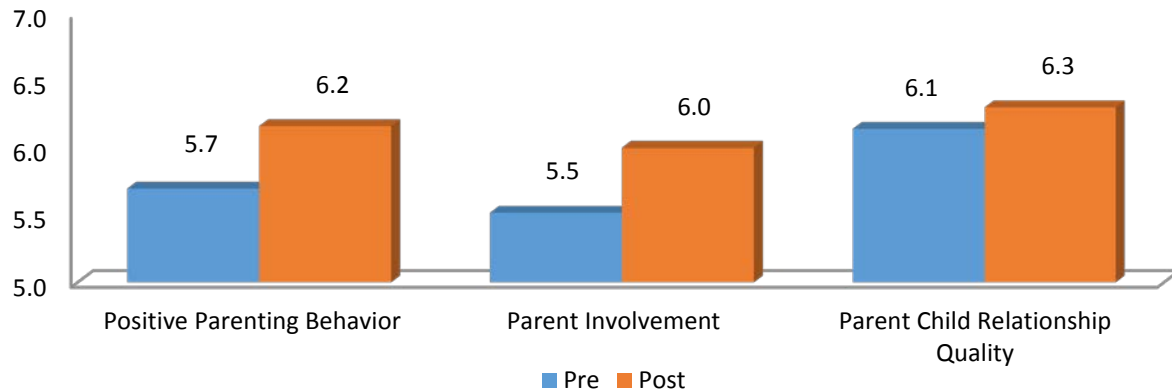
Concrete Supports in Times of Need



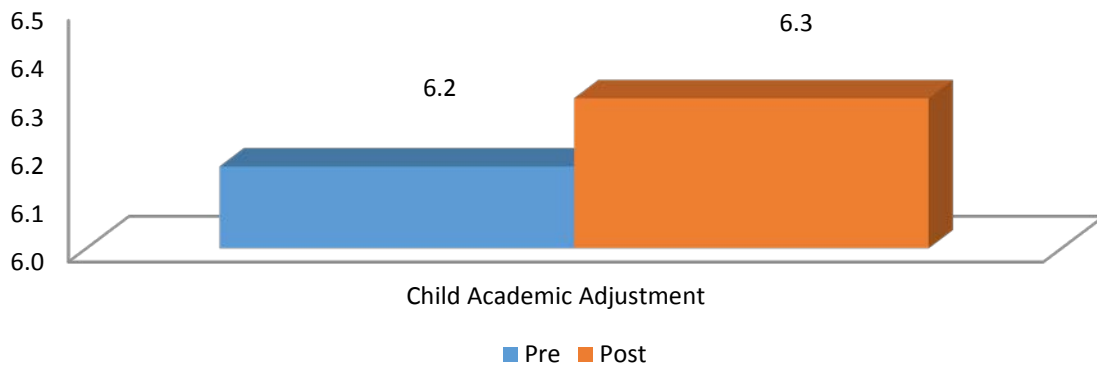
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Knowledge of Parenting and Child Development



Social and Emotional Competence of Children



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3rd-5th Grade Youth-Focused Programs

Youth in 3rd-12th grade around the state were served through 16 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 by promoting the **protective factor: social and emotional competence of children.**

Program objectives for youth in 3rd-5th grade center on:

- Social skill development
- Improved abuse awareness
- Self confidence

- Emotion identification & regulation
- Enhanced assertiveness
- Cooperative behavior

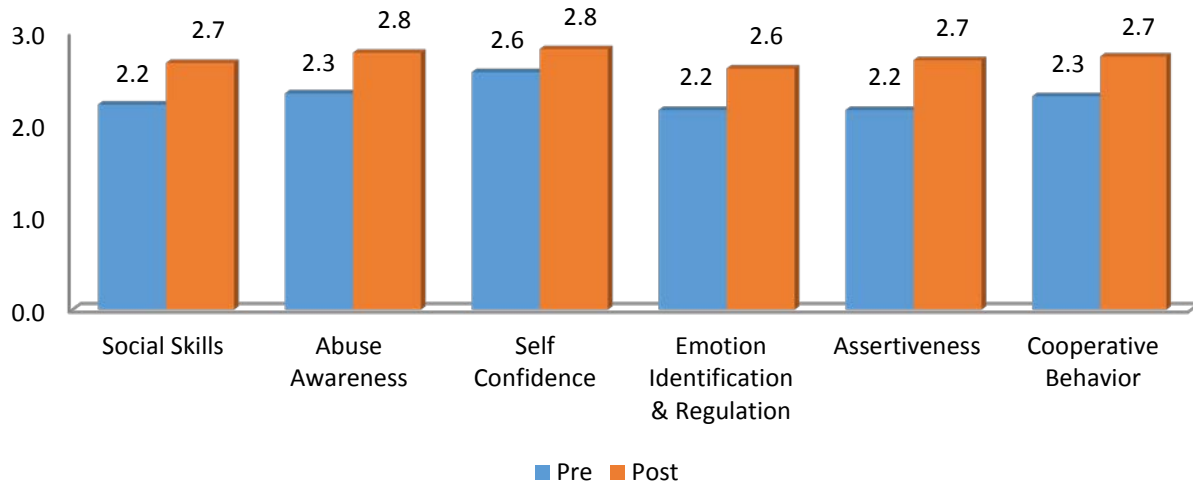
A sample of participants (n = 2377) responded to an assessment of 6 goals. Analysis of multi-item measures using paired sample t-test revealed **statistically significant (p < .001) improvements in ALL targeted areas. The effect sizes ranged from .37-.81. The average magnitude of the effect sizes for these improvements was .61** and can be considered moderate (i.e. .25 small effect; .50 moderate effect; .75 large) effect.

| | Pre-Test | | Post-Test | | | | Cohen's d |
|---|----------|-----|-----------|-----|------|-----------|-----------|
| | M | SD | M | SD | df | t | |
| Social and Emotional Competence of Children | | | | | | | |
| Social Skills | 2.22 | .76 | 2.67 | .58 | 2286 | -26.80*** | .57 |
| Abuse Awareness | 2.34 | .83 | 2.78 | .54 | 2262 | -24.68*** | .54 |
| Self Confidence | 2.57 | .67 | 2.82 | .47 | 2268 | -17.11*** | .37 |
| Emotion Identification & Regulation | 2.16 | .53 | 2.61 | .47 | 2344 | -34.13*** | .72 |
| Assertiveness | 2.16 | .63 | 2.70 | .47 | 2339 | -38.52*** | .81 |
| Cooperative Behavior | 2.31 | .64 | 2.74 | .45 | 2329 | -30.54*** | .65 |

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Social and Emotional Competence of Children



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6TH-12TH Grade Youth-Focused Programs

Youth in 3rd-12th grade around the state were served through 16 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 by promoting the **protective factor: social and emotional competence of children.**

Program objectives for youth 6th-12th grade center on:

- Emotion Knowledge
- Self confidence
- Social competence

- Commitment to avoid risky & delinquent behavior
- Cooperative behavior
- Abuse awareness & resourcefulness

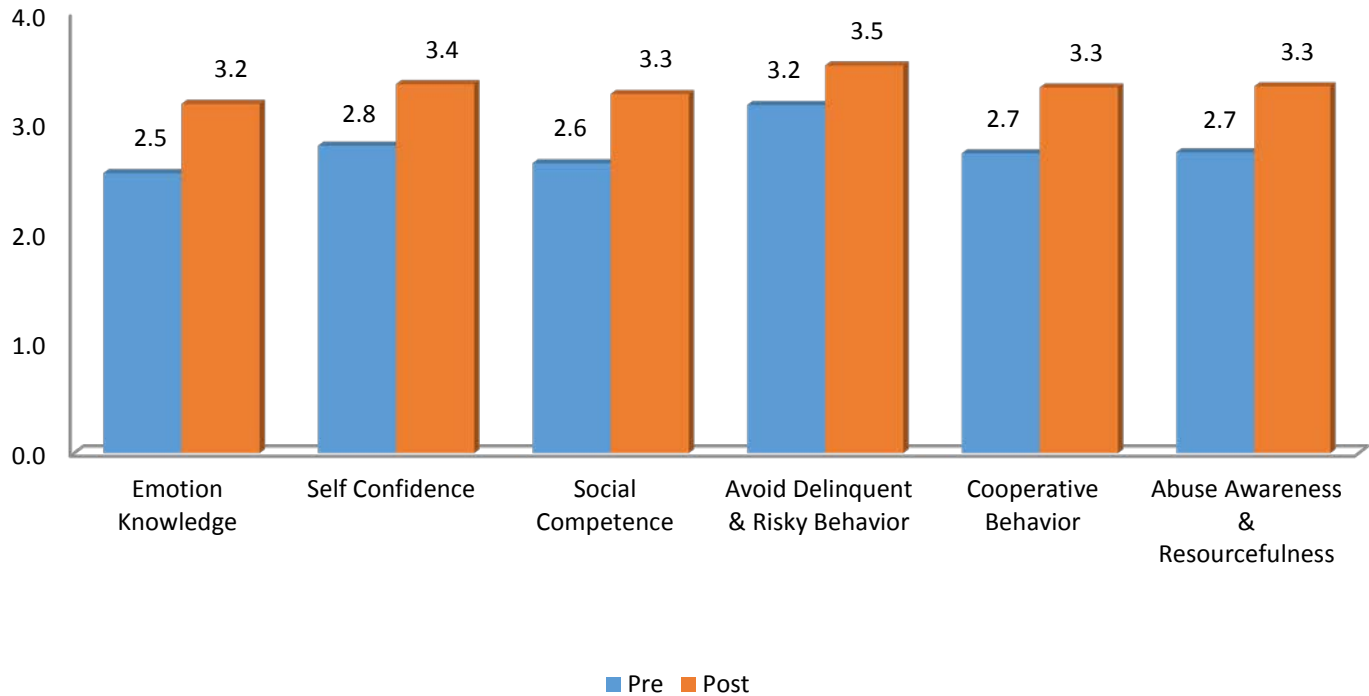
A sample of participants (n = 1478) responded to an assessment of 6 goals. Analysis of multi-item measures using paired sample t-test revealed **statistically significant (p < .001) improvements in ALL targeted areas. The effect sizes ranged from .68-.93. The average magnitude of the effect sizes for these improvements was .75** and can be considered large (i.e. .25 small effect; .50 moderate effect; .75 large effect).

| | Pre-Test | | Post-Test | | | | Cohen's d |
|---|----------|-----|-----------|-----|------|-----------|-----------|
| | M | SD | M | SD | df | t | |
| Social and Emotional Competence of Children | | | | | | | |
| Emotion Knowledge | 2.54 | .76 | 3.17 | .70 | 1423 | -30.60*** | .82 |
| Self Confidence | 2.79 | .86 | 3.35 | .73 | 1403 | -25.66*** | .69 |
| Social Competence | 2.63 | .65 | 3.26 | .57 | 1462 | -35.24*** | .93 |
| Avoid Delinquent & Risky Behavior | 3.16 | .72 | 3.52 | .53 | 1460 | -25.51*** | .69 |
| Cooperative Behavior | 2.72 | .89 | 3.32 | .76 | 1440 | -26.11*** | .70 |
| Abuse Awareness & Resourcefulness | 2.73 | .73 | 3.33 | .62 | 1460 | -30.85*** | .68 |

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Social and Emotional Competence of Children



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The Auburn University Evaluation Team would like to express their sincere appreciation to all 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. You have every reason to be proud of the difference you are making in the lives you touch. We are inspired by the work that you do!

We would also like to thank our friends at the Alabama Department of Child Abuse and Neglect Prevention-The 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. 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. This has been collaboration at its best. We are invested in providing meaningful and useful information for grantees, the ADCANP/CTF staff and Board, and ADCANP/CTF funding sources that show the important benefits for participants in the 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.** Your dedication to the work of strengthening our communities by strengthening our families is unparalleled.

PY 2016-2017 CTF Report submitted in October, 2017 by:

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