2016–2017

Evaluation Report

THE ALABAMA DEPARTMENT OF
CHILD ABUSE & NEGLECT PREVENTION

THE CHILDREN'S TRUST FUND
SALLYE LONGSHORE, M.S., ED.S., DIRECTOR

The Alabama Department of Child Abuse and Neglect Prevention – The Children's Trust Fund (ADCANP/CTF) has a 34 year history as ***the only state agency explicitly focused on educating our communities about child abuse and neglect and providing prevention programs through local agencies and organizations embedded in communities throughout the state.*** Since its inception in 1983, ADCANP/CTF has focused on supporting family-strengthening community programs and investing upfront in efforts to enhance the chance that children in our state grow up in a nurturing and supportive home. A **2015 study** by the University of Alabama College of Human Environmental Science and Center for Business and Economic Research – Culverhouse College of Commerce revealed that ***child abuse and neglect costs taxpayers $2.3 billion dollars every year.***

In this report we highlight the evaluation results of programs funded by ADCANP/CTF in 2016-2017.

The ADCANP/CTF-funded programs show empirical evidence of enhanced protective factors and indications that funding prevention programs can reduce the significant human and economic cost of child abuse and neglect.

2016-2017 Evaluation Report

The Five Protective Factors:
The Foundation of the Strengthening Families™ Program

What are the Five Protective Factors?

The Five Protective Factors are the foundation of the Strengthening Families™ approach. Extensive evidence supports the common sense notion that when these Protective Factors are present and robust in a family, the likelihood of abuse and neglect diminishes. Research also shows that these are the factors that create healthy environments for the optimal development of all children.

Parent Resilience

No one can eliminate stress from parenting, but building parental resilience can affect how a parent deals with stress. Parental resilience is the ability to constructively cope with and bounce back from all types of challenges. It is about creatively solving problems, building trusting relationships, maintaining a positive attitude, and seeking help when it is needed.

Knowledge of Parenting & Child Development

Having accurate information about raising young children and appropriate expectations for their behavior help parents better understand and care for children. It is important that information is available when parents need it, that is, when it is relevant to their life and their child. Parents whose own families used harsh discipline techniques or parents of children with developmental or behavior problems or special needs require extra support in building this Protective Factor.

Social and Emotional Competence of Children

A child's ability to interact positively with others, to self-regulate, and to effectively communicate his or her emotions has a great impact on the parent-child relationship. Children with challenging behaviors are more likely to be abused, so early identification and working with them helps keep their development on track and keeps them safe. Also, children who have experienced or witness violence need a safe environment that offers opportunities to develop normally.

Social Connections

Friends, family members, neighbors, and other members of a community provide emotional support and concrete assistance to parents. Social connections help parents build networks of support that serve multiple purposes: they can help parents develop and reinforce community norms around childrearing, provide assistance in times of need, and serve as a resource for parenting information or help solving problems. Because isolation is a common risk factor for abuse and neglect, parents who are isolated need support in building positive friendships.

Concrete Supports in Times of Need

Parents need access to the types of concrete supports and services that can minimize the stress of difficult situations, such as a family crisis, a condition such as substance abuse, or stress associated with lack of resources. Building this Protective Factor is about helping to ensure the basic needs of a family, such as food, clothing, and shelter, are met and connecting parents and children to services, especially those that have a stigma associated with them, like domestic violence shelter or substance abuse counseling, in times of crisis.

Information provided by: Strengthening Families™, a project of the Center for the Study of Social Policy: www.strengtheningfamilies.net
US Department of Health and Human Services Administration for Children and Families/Strengthening Families™ and Communities 2009 Resource Guide: www.acf.hhs.gov/programs/cb

In Project Year 2016-2017, ADCANP/CTF awarded over $6.7 million from three primary federal and state funding streams to fund two statewide initiatives and 135 community-based prevention programs in Alabama that applied for program grants. Funded programs report providing services to 66,972 adults and children as well as 110,429 individuals served by community awareness programs/presentations. A grand total of **177,401 individuals were impacted by ADCANP/CTF funded programs in Alabama during the one year period.**

In this report we feature evaluation results from the 135 community-based programs funded by Community Based Child Abuse Prevention (CBCAP), Children First Trust Fund (CFTF), Education Trust Fund (ETF), and Department of Human Resources/Temporary Assistance for Needy Families (DHR/TANF) funds. Research indicates that key activities for prevention of child maltreatment include **public awareness, parenting education, respite for parents of special needs children, facilitation of positive father involvement, and child and youth awareness, knowledge, and skills that promote resilience.** Therefore, the types of programs ADCANP/CTF funded include:

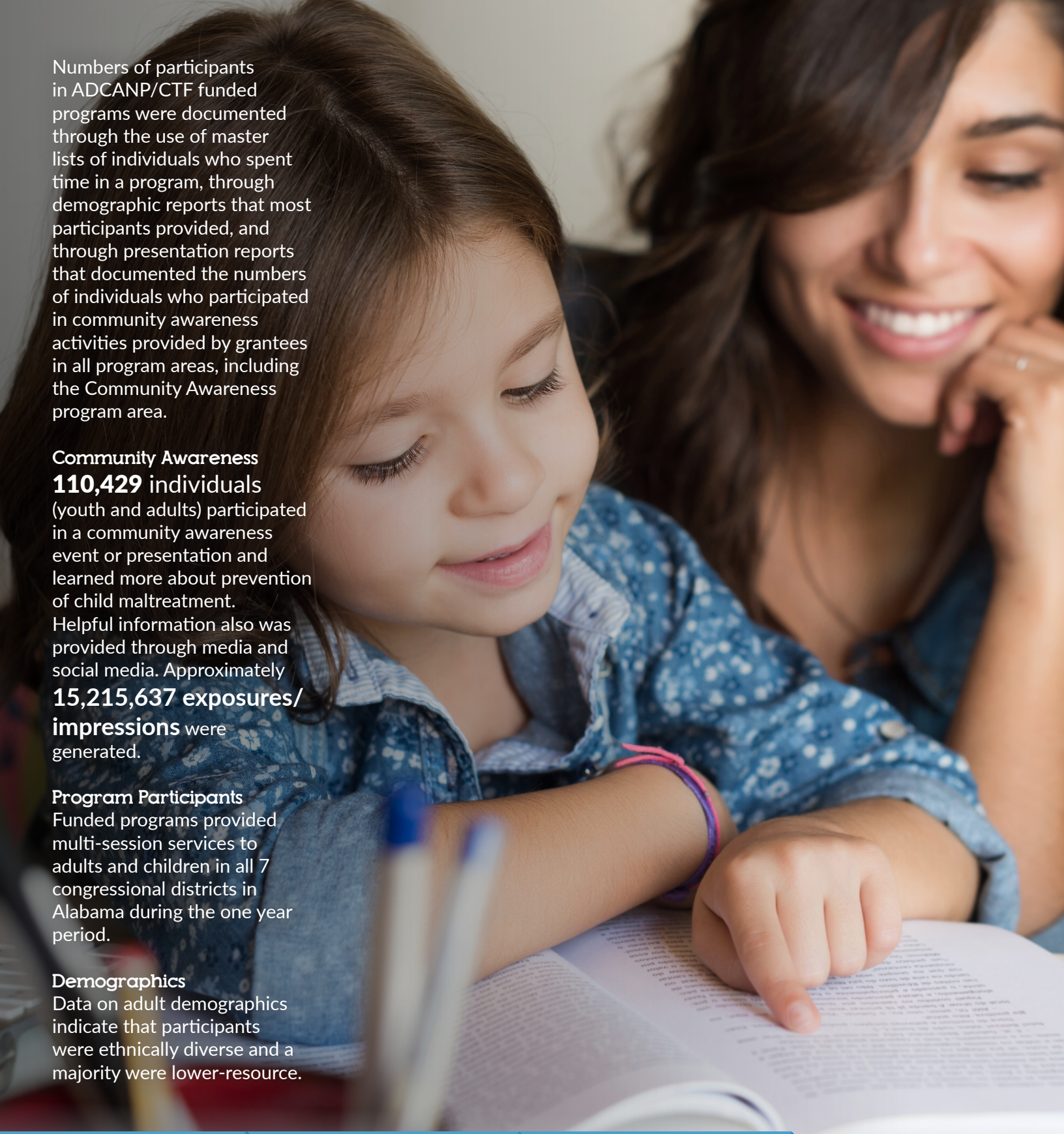
- **Parent Education and Support**
- **Home Visiting Parent Programs**
- **Fatherhood Programs**
- **Respite Care Programs**
- **Youth School-Based, Non School-Based/After-School, & Mentoring Programs**
- **Community Awareness Programs**

Although each program differs in approach and delivery method, common objectives are shared by programs in each area of emphasis. **All programs have objectives that center on reducing risk factors for child maltreatment and promoting protective factors outlined at the beginning of this report.**

From August 2016 to July 2017, ADCANP/CTF, together with a research team in the Human Development and Family Studies department at Auburn University, **conducted a systematic evaluation of its funded programs** in an effort to document the magnitude of ADCANP/CTF outreach and the effects of program offerings for youth and parents around the state who took part in an ADCANP/CTF funded program.

The primary means for gathering the data on program participants and program effectiveness from all grantee programs was a common demographic survey and a questionnaire given to each individual participant at the conclusion of participation in a grantee's program. The questionnaire used a **validated method of gathering participant reports of change from pre-program to post-program** that asks participants to judge, after their program was complete, their level of knowledge and skill in specific areas before and after their participation in the program. Previous research has supported the use of a retrospective pre/post program evaluation questionnaire as efficient and meaningful documentation of participants' perceptions of benefit from the program and the extent to which specific program objectives have been met. Research indicates that participants tend to answer more honestly when taking a retrospective pre/post as compared to a true pre- and true post-program survey since participants may respond in a more socially desirable way prior to program start. They also tend to have better knowledge on which to assess pre-program levels after they have received information and skills training in the program.

Retrospective pre/post program data were aggregated across programs within each program type. Paired sample t-tests were used to identify **statistically significant changes from pre-program mean levels to post program mean levels.** Effect sizes for documented changes were calculated.



Numbers of participants in ADCANP/CTF funded programs were documented through the use of master lists of individuals who spent time in a program, through demographic reports that most participants provided, and through presentation reports that documented the numbers of individuals who participated in community awareness activities provided by grantees in all program areas, including the Community Awareness program area.

Community Awareness

110,429 individuals (youth and adults) participated in a community awareness event or presentation and learned more about prevention of child maltreatment. Helpful information also was provided through media and social media. Approximately **15,215,637 exposures/ impressions** were generated.

Program Participants

Funded programs provided multi-session services to adults and children in all 7 congressional districts in Alabama during the one year period.

Demographics

Data on adult demographics indicate that participants were ethnically diverse and a majority were lower-resource.

Participant Numbers & Demographics

Adult Demographics

Age

- Adult participants across program types (i.e., parent education, home visiting, fatherhood, and respite) had a modal age of 27.
- 6% were 18 and younger; 17% were 19-24; 23% were 25-30; 31% were 31-40; and 23% were over 40

Gender

- 66% of adult program participants were female
- 34% were male

Race & Ethnicity

Adult participants were :

- 51% European American
- 44% African American
- 1% Asian American
- 1% Native American
- 3% identify as some other ethnicity
- Of all participants, 6% identified as Hispanic or Latino

Work Status

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

- 55% reported not working for pay
- 31% reported working full-time
- 14% reported working part-time

Education Level

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

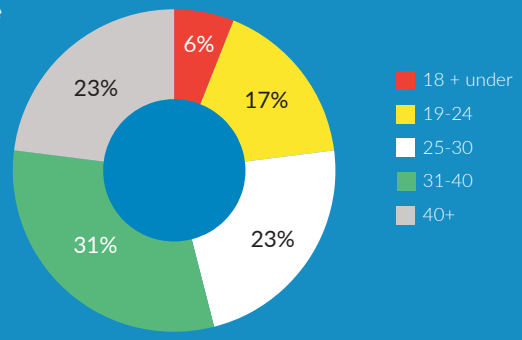
- 23% reported not completing high school;
- 52% reported completing high school or GED
- 7% reported completing some college/Associate Degree
- 8% reported obtaining trade/technical school degree
- 7% reported completing a 4-year college degree
- 3% reported completing an advanced degree

Income Level

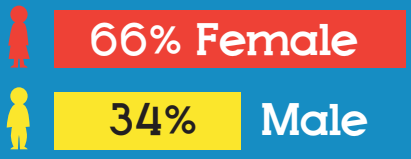
For participants (excluding students) over the age of 18:

- 58% reported a gross household income of less than $10,000 a year.
- 16% reported earning $10,000 - $19,999
- 10% reported earning $20,000 - $29,999
- 16% reported earning more than $30,000 per year

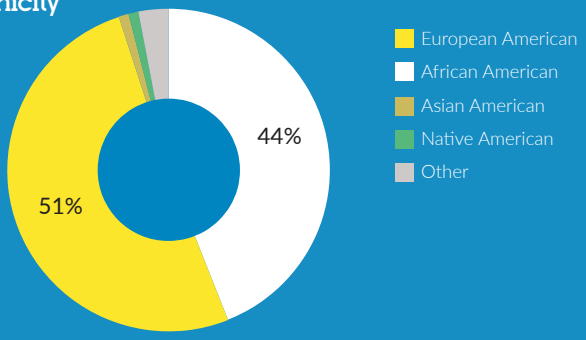
Age



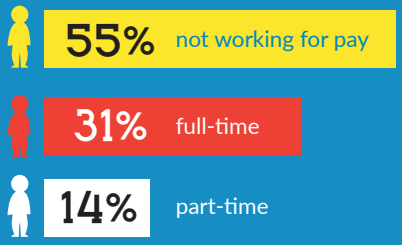
Gender



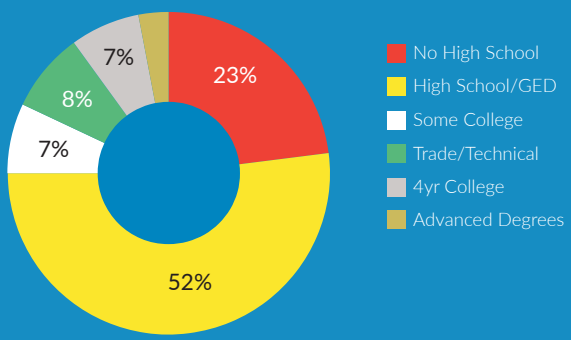
Ethnicity



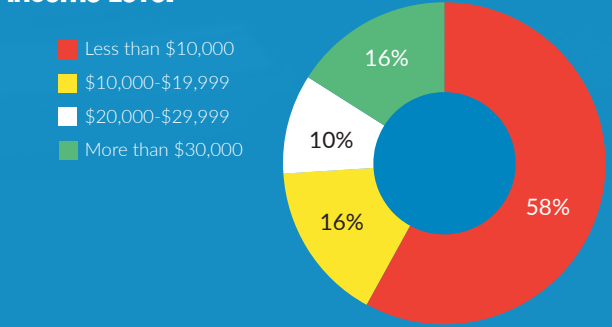
Work Status



Education Level



Income Level



Participant Numbers and Demographics

Youth Demographics

Data on youth demographics from school-based, non-school-based/after school, and mentoring programs indicate that participants were diverse in age, race, and gender. Note: Youth who participated in community awareness programs did not provide demographic information.

Grade

- 68% were in grades 3-5
- 32% were in grades 6-12

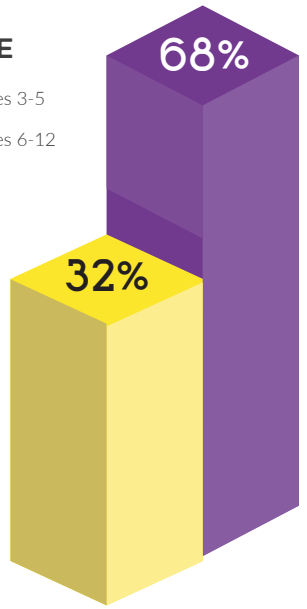
Gender

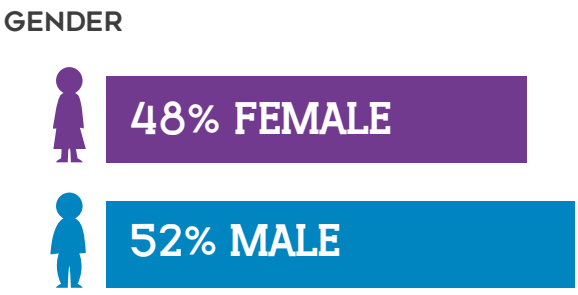
- 52% of youth program participants were male
- 48% were female

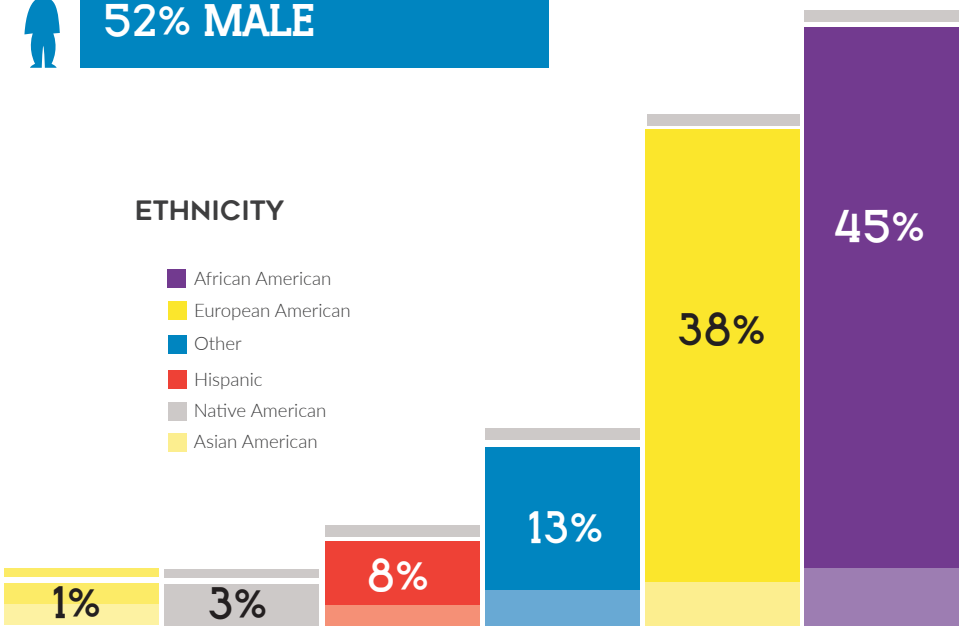
Race & Ethnicity

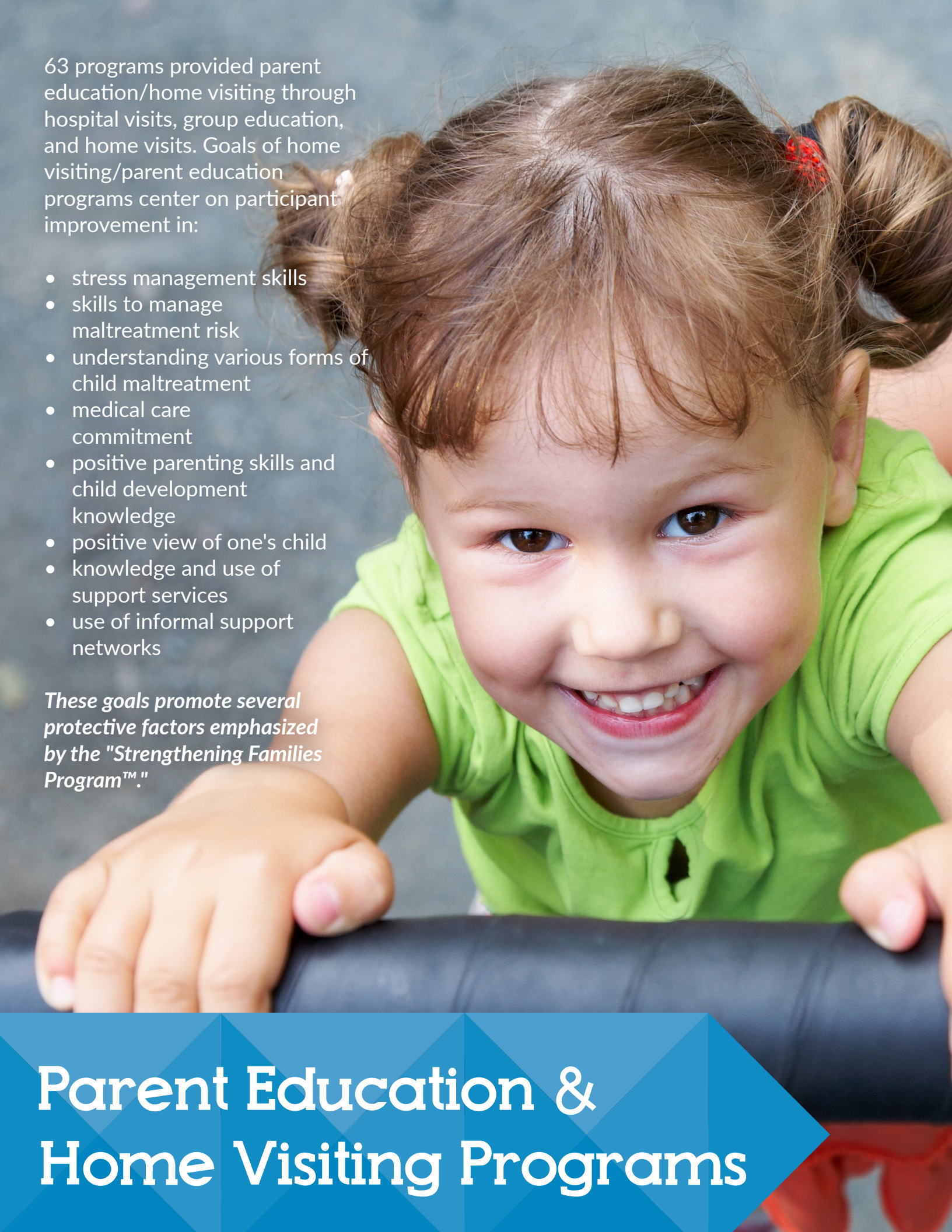
Youth program participants were:

- 45% African American
- 38% European American
- 3% Native American
- 1% Asian American
- 13% selected "other" when asked ethnic background
- Of all participants, 8% identified as Hispanic or Latino









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

- stress management skills
- skills to manage maltreatment risk
- understanding various forms of child maltreatment
- medical care commitment
- positive parenting skills and child development knowledge
- 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™."

Parent Education & Home Visiting Programs

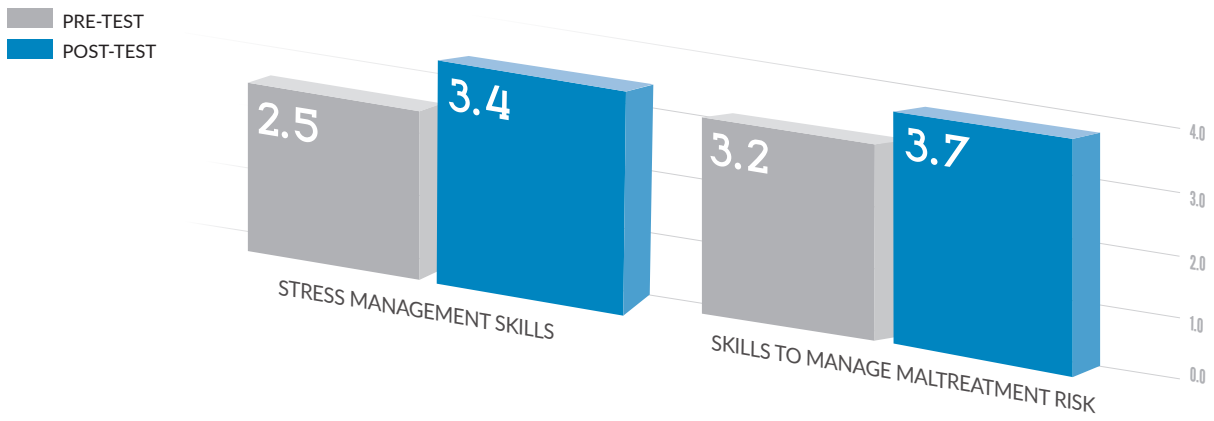
A sample of participants (n = 3,532) responded to an assessment of 8 goals. Analyses of multi-item measures using paired sample t-tests revealed statistically significant ($p < .001$) improvements in ALL targeted areas. The effect sizes ranged from .65-.1.01. The average magnitude of the effect sizes for these improvements was .87 and can be considered large (i.e. .25 small effect; .50 moderate effect; .75 large effect).

Table 1. Paired Sample T-test for mean change over time.

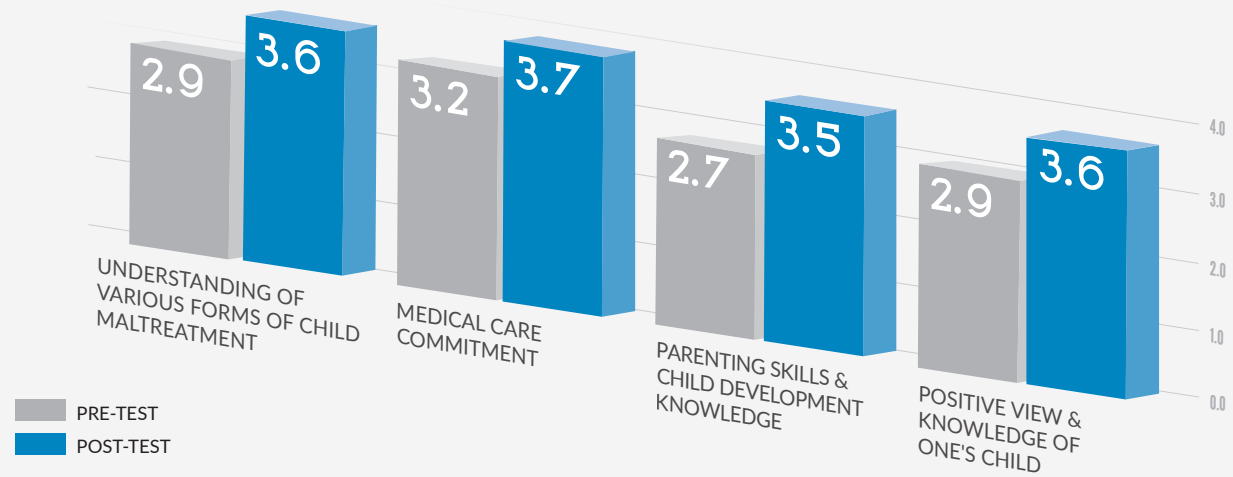
	Pre-Test M	Pre-Test SD	Post-Test M	Post-Test SD	df	t	Cohen's d
Protective Factor: Parent Resilience							
Stress Management Skills	2.45	.82	3.36	.66	3459	-54.29***	.94
Skills to Manage Maltreatment Risk	3.15	.80	3.74	.50	3432	-41.42***	.75
Protective Factor: Knowledge of Parenting and Child Development							
Understanding of Various Forms of Child Maltreatment	2.88	.81	3.59	.56	3437	-48.79***	.85
Medical Care Commitment	3.17	.84	3.68	.56	3419	-36.57***	.65
Parenting Skills & Child Development Knowledge	2.65	.70	3.50	.55	3479	-58.95***	1.00
Positive View & Knowledge of One's Child	2.90	.73	3.62	.52	3453	-51.45***	.89
Protective Factor: Concrete Supports in Times of Need							
Knowledge of & Use of Support Services	2.35	.81	3.37	.67	3462	-59.45***	1.01
Protective Factor: Social Connections							
Use of Informal Supportive Networks	2.59	.90	3.41	.70	3431	-49.85***	.85

α Mean level scores differed in the expected, desired direction and were statistically significant; *** $p < .001$. Cohen's d reported in absolute values.

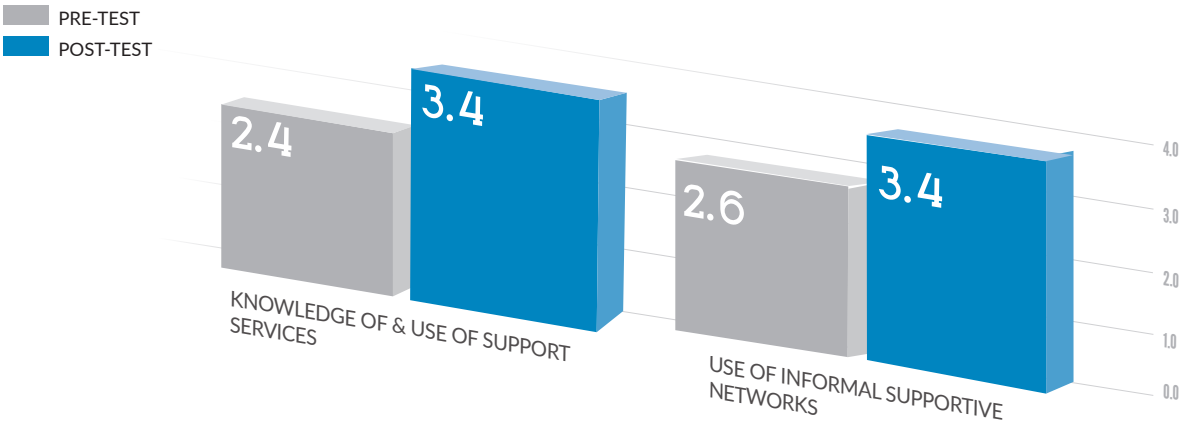
Parent Resilience



Knowledge of Parenting and Child Development



Concrete Supports in Times of Need & Social Connections



Key Changes

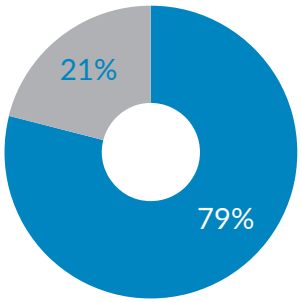
We also examined the number of participants who showed improvement and found the majority rated themselves as improved in each area assessed.

% who ***changed*** in the desired direction

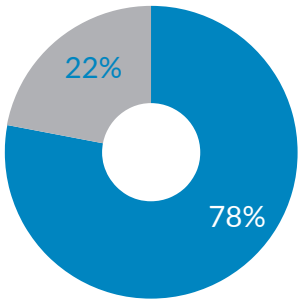
% who didn't change in the desired direction or maintained pre-program level

Protective Factor: Parent Resilience

Stress Management Skills

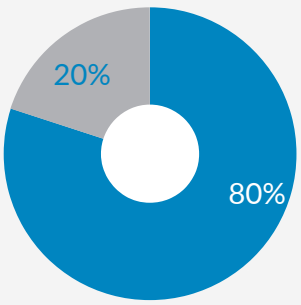


Skills to Manage Maltreatment Risk

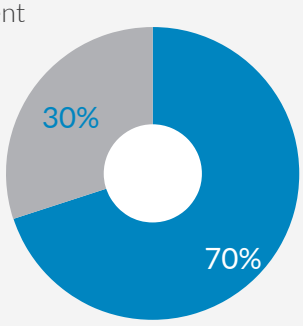


Protective Factor: Knowledge of Parenting & Child Development

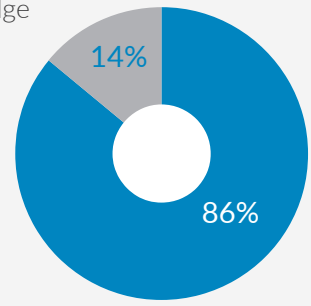
Understanding of Various Forms of Child Maltreatment



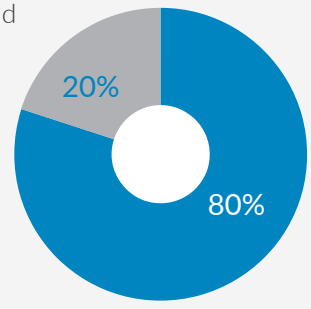
Medical Care Commitment



Parenting Skills & Child Development Knowledge



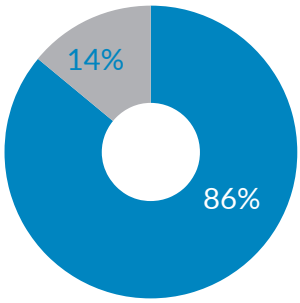
Positive View & Knowledge of One's Child



Protective Factor:

Concrete Supports in Times of Need

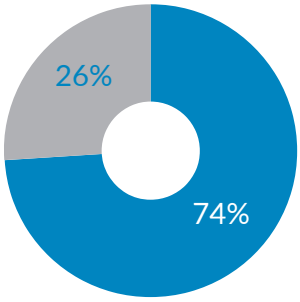
Knowledge of & Use of Support Services



Protective Factor:

Social Connections

Use of Informal Supportive Newtworks



7 funded 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 child
- knowledge and use of support services
- use of informal supportive social networks

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

Respite Care Programs

A sample of participants (n = 377) responded to an assessment of 4 goals. Analyses of multi-item measures using paired sample t-tests revealed statistically significant ($p < .001$) improvements in ALL targeted areas. The effect sizes ranged from .66-.95. The average magnitude of the effect sizes for these improvements was .82 and can be considered large (i.e. .25 small effect, .50 moderate effect, .75 large effect).

Table 2. Paired Sample T-test for mean change over time.

	Pre-Test M	Pre-Test SD	Post-Test M	Post-Test SD	df	t	Cohen's d
Protective Factor: Parent Resilience							
Stress Level	2.99	.79	2.28	.63	374	18.17***	.95
Protective Factor: Knowledge of Parenting and Child Development							
Positive View of Child	3.02	.79	3.53	.60	366	-12.58***	.66
Protective Factor: Concrete Supports in Times of Need							
Knowledge of & Use of Support Services	2.24	.80	3.11	.73	372	-15.87***	.83
Protective Factor: Social Connections							
Use of Informal Supportive Networks	2.30	.89	3.12	.78	364	15.74***	.82

α Mean level scores differed in the expected, desired direction and were statistically significant; *** $p < .001$. Cohen's d reported in absolute values.

Key Changes

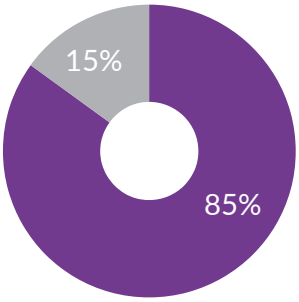
We also examined the number of participants who showed improvement and found the majority rated themselves as improved in each area assessed.

% who ***changed*** in the desired direction

% who didn't change in the desired direction or maintained pre-program level

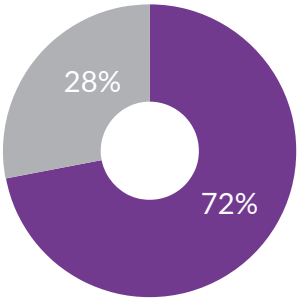
Protective Factor: Parent Resilience

Stress Level



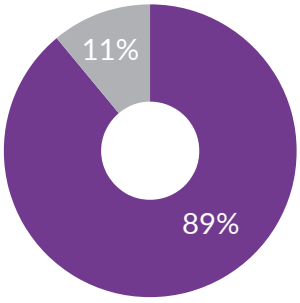
Protective Factor: Knowledge of Parenting & Child Development

Positive View of Child



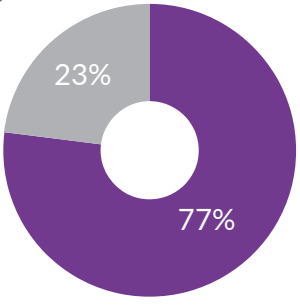
Protective Factor: Concrete Supports in Time of Need

Knowledge of & Use of Support Services



Protective Factor: Social Connections

Use of Informal Supportive Networks



21 programs funded by DHR/TANF (Alabama Department of Human Resources and Temporary Assistance for Needy Families), 2 programs funded by Community Based Child Abuse Prevention (CBCAP) and 2 programs funded by Children First Trust Fund (CFTF) 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 and other fathers, and they were involved in educational sessions that included family activities that promote better father-child relationships.

Goals of fatherhood programs are:

- 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™."

Fatherhood Programs

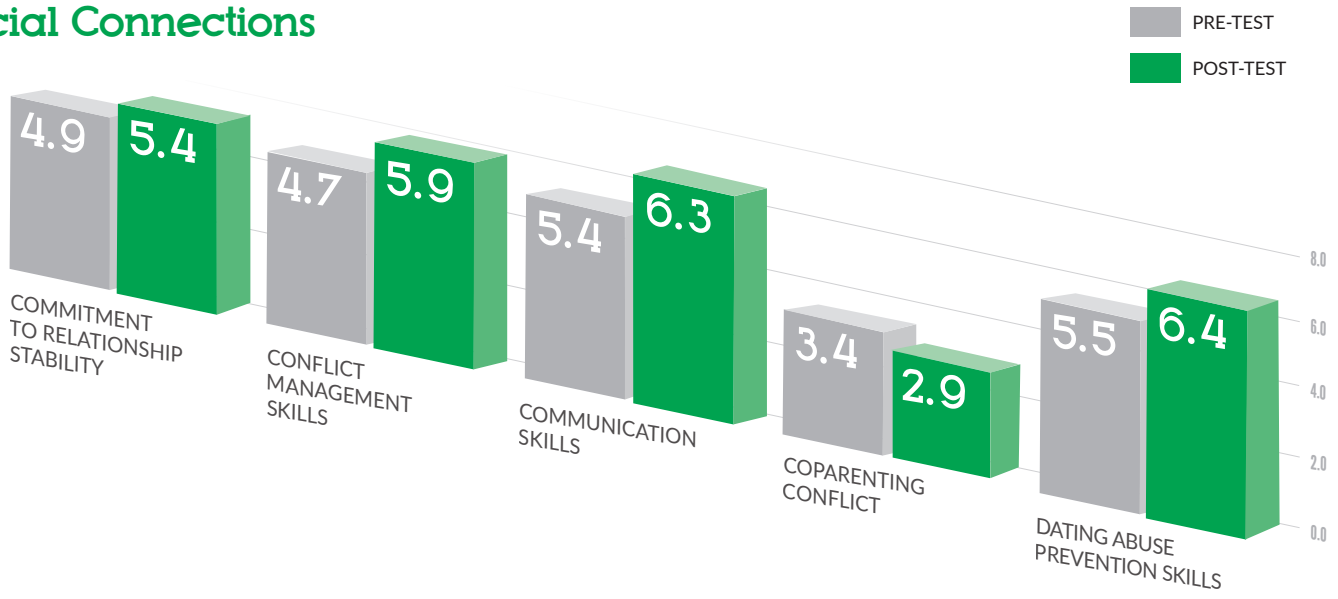
A sample of participants (n = 2,452) responded to an assessment of 14 goals. Analyses of multi-item measures using paired sample t-tests revealed statistically significant ($p < .001$) improvements in ALL targeted areas. The effect sizes ranged from .31-.69. The average magnitude of the effect sizes for these improvements was .48 and can be considered small to moderate (i.e. .25 small effect, .50 moderate effect, .75 large effect).

Table 3.1 Paired Sample T-test for mean change over time.

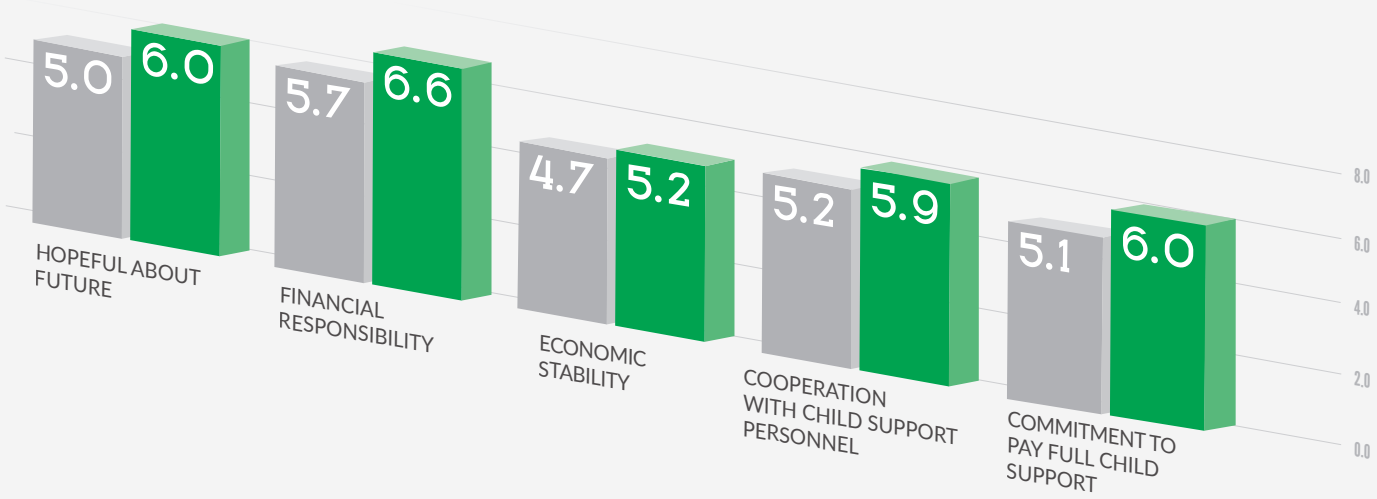
	Pre-Test M	Pre-Test SD	Post-Test M	Post-Test SD	df	t	Cohen's d
Protective Factor: Social Connections							
Commitment to Relationship Stability	4.90	1.93	5.43	1.85	1643	-12.83***	.31
Conflict Management Skills	4.68	1.79	5.93	1.29	1874	-29.09***	.69
Communication Skills	5.39	1.60	6.33	1.01	1899	-26.33***	.63
Coparenting Conflict	3.40	1.98	2.89	1.68	885	9.56***	.52
Dating Abuse Prevention Skills	5.49	1.88	6.36	1.30	1857	-20.96***	.51
Protective Factor: Concrete Supports in Times of Need							
Hopeful About Future	4.97	1.71	6.01	1.25	1914	-27.24***	.64
Financial Responsibility	5.66	1.78	6.55	1.02	1902	-21.72***	.53
Economic Stability	4.72	1.54	5.22	1.43	1865	-18.91***	.53
Cooperation with Child Support Personnel	5.18	2.02	5.94	1.65	1137	-14.92***	.45
Commitment to Pay Full Child Support	5.13	2.07	5.95	1.71	1107	-14.80***	.45
Protective Factor: Knowledge of Parenting and Child Development							
Positive Parenting Behavior	5.60	1.43	6.27	1.19	1744	-20.62***	.50
Parent Involvement	5.66	1.23	6.01	1.03	1805	-15.57***	.37
Parent Child Relationship Quality	5.90	1.57	6.33	1.16	1792	-13.99***	.50
Protective Factor: Social and Emotional Competence of Children							
Child Academic Adjusment	5.93	1.53	6.30	1.22	1491	-12.27***	.33

α Mean level scores differed in the expected, desired direction and were statistically significant; *** $p < .001$. Cohen's d reported in absolute values.

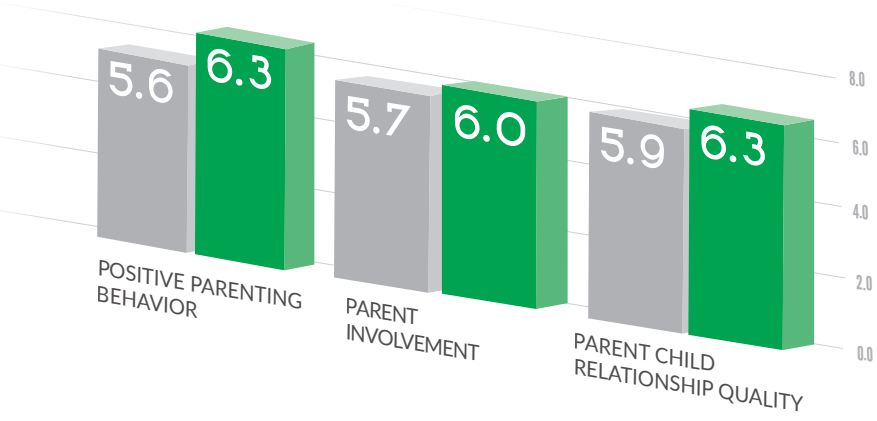
Protective Factor:
Social Connections



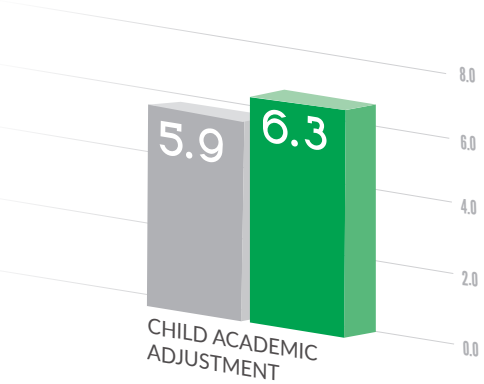
Protective Factor:
Concrete Supports in Times of Need



Protective Factor:
Knowledge of Parenting & Child Development



Protective Factor:
Social and Emotional Competence of Children



Key Changes

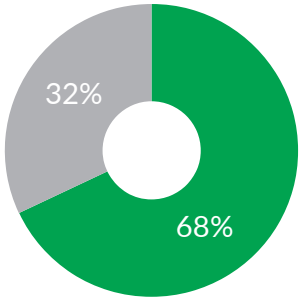
We also examined the number of participants who showed improvement and found the majority rated themselves as improved in each area assessed.

% who ***changed*** in the desired direction

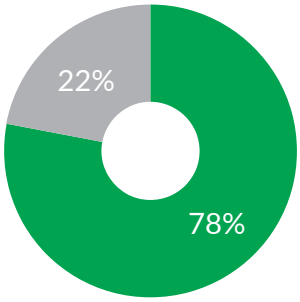
% who didn't change in the desired direction or maintained pre-program level

Protective Factor: Social Connections

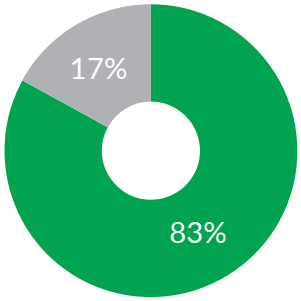
Commitment to Relationship Stability



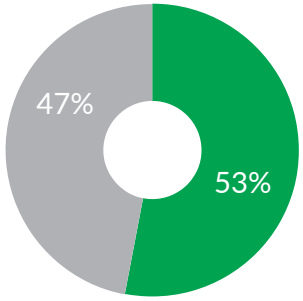
Conflict Management Skills



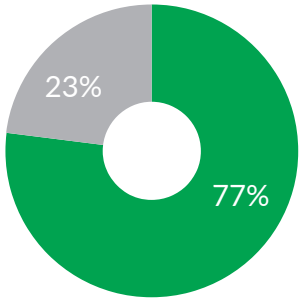
Communication Skills



Coparenting Conflict

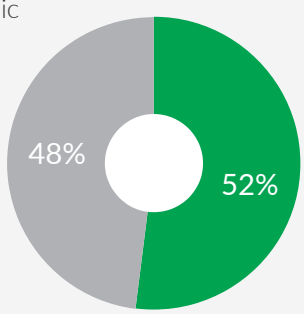


Dating Abuse Prevention Skills



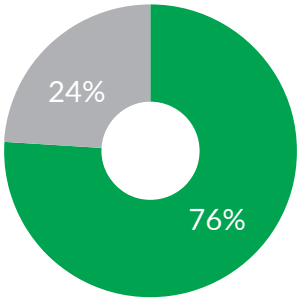
Protective Factor: Social and Emotional Competence of Children

Child Academic Adjustment

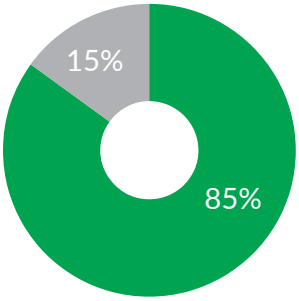


Protective Factor:
Concrete Supports in Times of Need

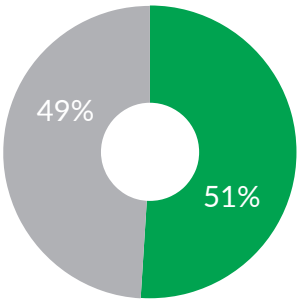
Hopeful About Future



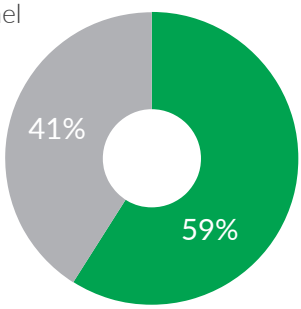
Financial Responsibility



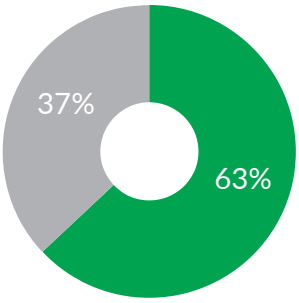
Economic Stability



Cooperation with Child Support Personnel

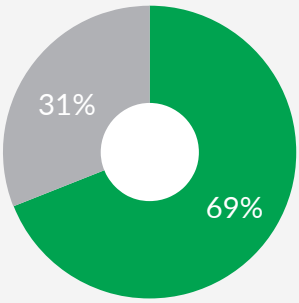


Commitment to Pay Full Child Support

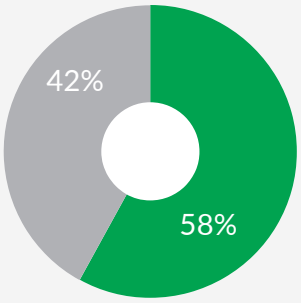


Protective Factor:
Knowledge of Parenting and Child Development

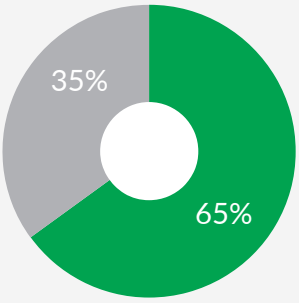
Positive Parenting Behavior



Parent Involvement



Parent Child Relationship Quality



Fatherhood Challenges

Fathers rated a list of areas on the level of challenge on a scale of 1 - 4, with 1 indicating no challenge and 4 indicating a major challenge. Analyses using paired sample t-tests revealed statistically significant ($p < .05$) improvements in several key challenge areas. The effect sizes ranged from .05-.10. The average magnitude of the effect sizes for these improvements was .08 and can be considered small (i.e. .25 small effect, .50 moderate effect, .75 large effect).

Table 3.2 Paired Sample T-test for mean change over time.

	Pre-Test M	Pre-Test SD	Post-Test M	Post-Test SD	df	t	Cohen's d
Fatherhood Challenges							
Unemployment	2.19	1.19	2.07	1.15	1571	4.27***	.10
Not having a steady place to live	1.68	1.05	1.63	1.01	1592	1.85*	.05
Drug/Alcohol Abuse	1.76	1.07	1.68	1.02	1585	3.32**	.08
Incarceration	1.82	1.08	1.77	1.07	1544	2.15*	.05
Child Support	1.67	1.08	1.58	.98	1572	3.70***	.10
Bills	1.92	1.06	1.83	.99	1568	3.70***	.09
Not Enough Money	1.89	1.09	1.81	1.04	1593	2.85**	.07
Money for Food	1.50	.89	1.42	.80	1597	3.62***	.09
Insurance	1.80	1.15	1.71	1.08	1574	3.07**	.08

α Mean level scores differed in the expected, desired direction and were statistically significant; *p < .05, **p < .01, ***p < .001. Cohen's d reported in absolute values.

Those that did not show significant change: problems with the law, physical health problems, violent toward partner, abusing children, overcrowded home, repairs to home, living situation, anger, children in foster care, live far from children, working too many hours, protective order, keeping a job, family court, lack of court support, mom's new partner, transportation, trouble with child's mother, trouble with child's mother's family, and immigration.

Youth in 3rd-12th grade around the state were served through 31 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 and regulation
- enhanced assertiveness
- cooperative behavior

Youth Programs 3rd-5th Grade

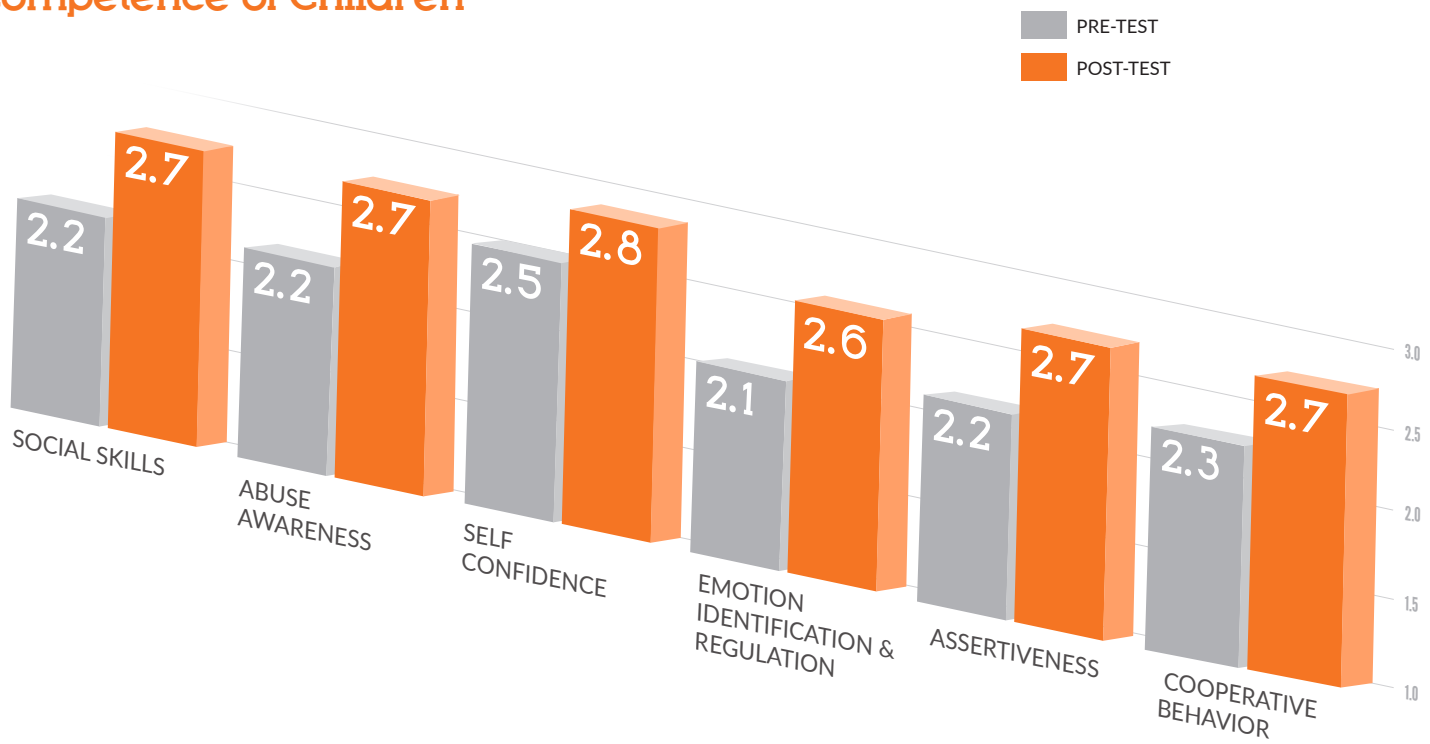
A sample of participants (n = 6,924) responded to an assessment of 6 goals. Analyses of multi-item measures using paired sample t-tests revealed statistically significant (p < .001) improvements in ALL targeted areas. The effect sizes ranged from .46-.86. The average magnitude of the effect sizes for these improvements was .66 and can be considered moderate to large (i.e. .25 small effect, .50 moderate effect, .75 large effect).

Table 4. Paired Sample T-test for mean change over time.

	Pre-Test M	Pre-Test SD	Post-Test M	Post-Test SD	df	t	Cohen's d
Protective Factor: Social and Emotional Competence of Children							
Social Skills	2.23	.73	2.67	.57	6620	-48.04***	.59
Abuse Awareness	2.22	.87	2.71	.58	6580	-47.08***	.61
Self Confidence	2.46	.72	2.77	.51	6581	-36.70***	.46
Emotion Identification & Regulation	2.14	.54	2.60	.45	6825	-63.66***	.75
Assertiveness	2.15	.60	2.69	.46	6808	-70.38***	.86
Cooperative Behavior	2.31	.61	2.73	.45	6761	-54.80***	.68

α Mean level scores differed in the expected, desired direction and were statistically significant; *** p < .001. Cohen's d reported in absolute values.

Protective Factor:
Social and Emotional Competence of Children



Key Changes

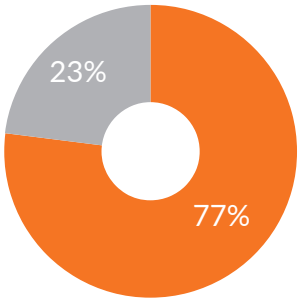
We also examined the number of participants who showed improvement and found the majority rated themselves as improved in each area assessed.

% who ***changed*** in the desired direction

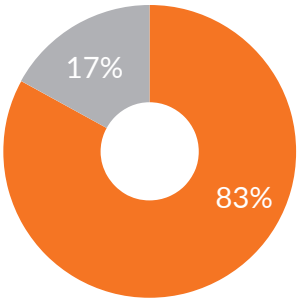
% who didn't change in the desired direction or maintained pre-program level

Protective Factor:
Social and Emotional Competence of Children

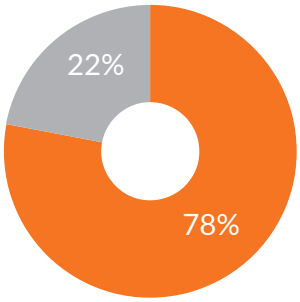
Social skills



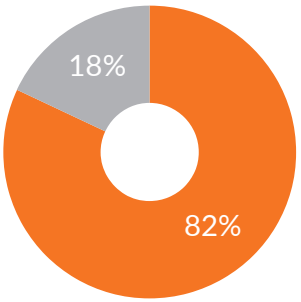
Abuse awareness



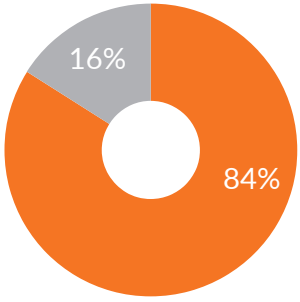
Self Confidence



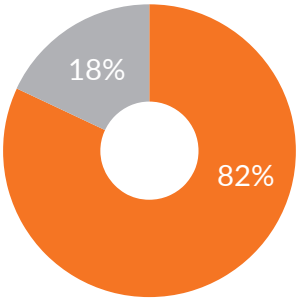
Emotion Identification & Regulation

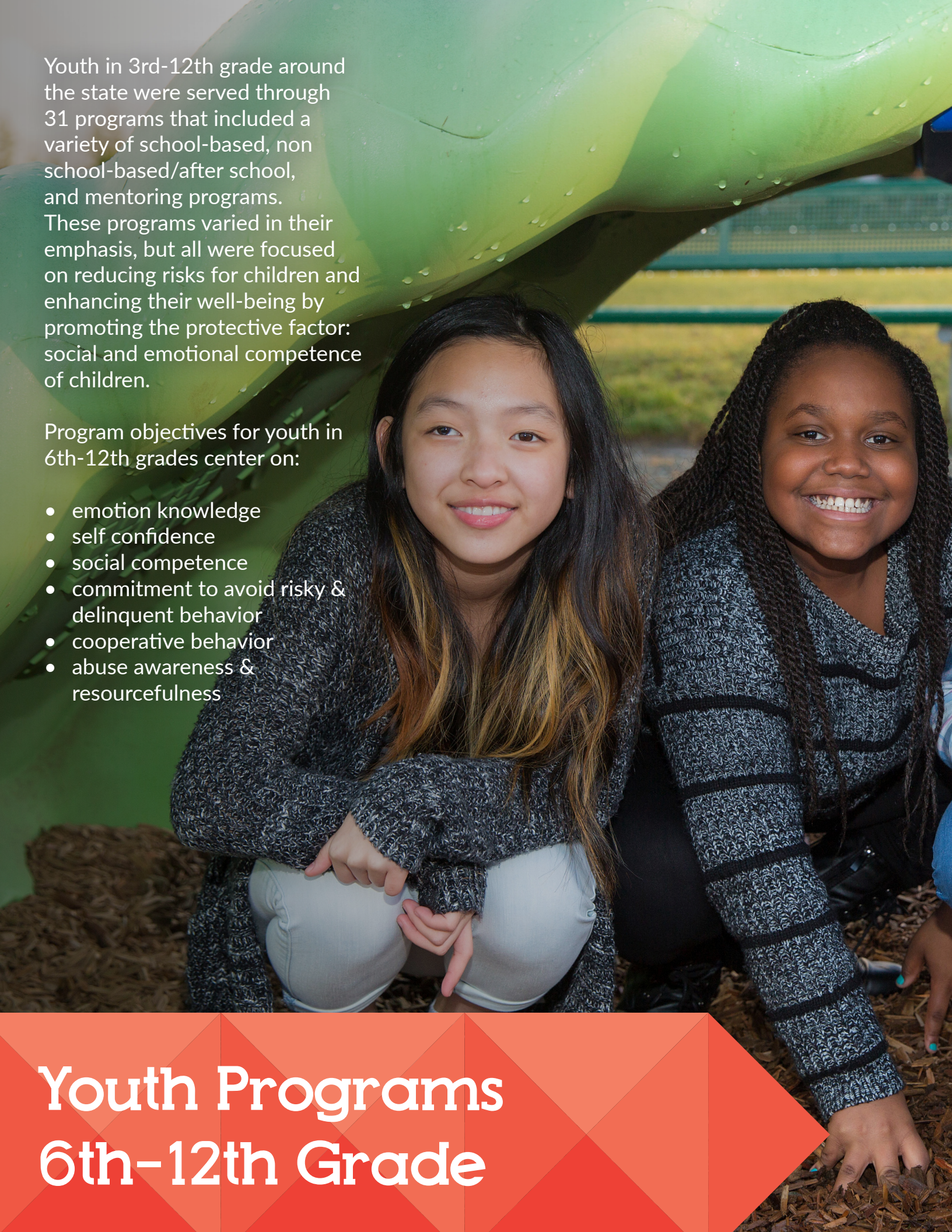


Assertiveness



Cooperative Behavior





Youth in 3rd-12th grade around the state were served through 31 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 6th-12th grades center on:

- emotion knowledge
- self confidence
- social competence
- commitment to avoid risky & delinquent behavior
- cooperative behavior
- abuse awareness & resourcefulness

Youth Programs 6th-12th Grade

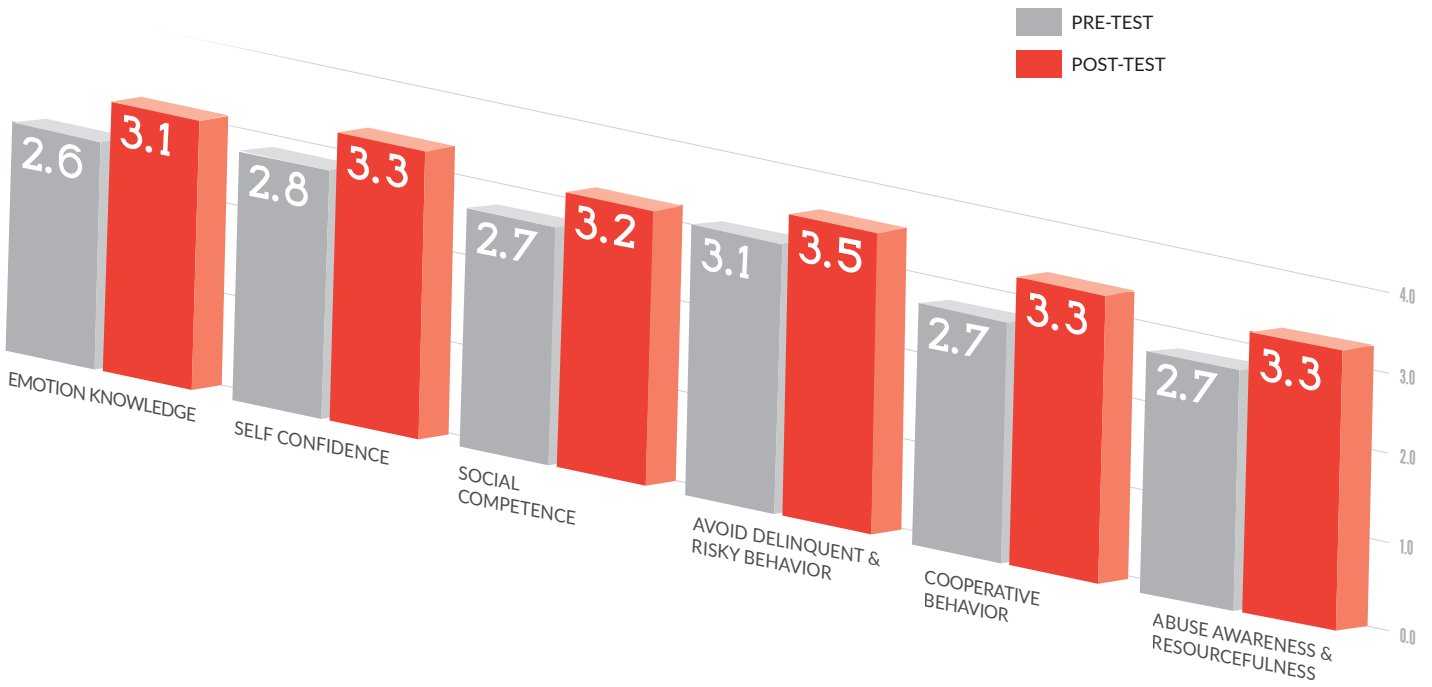
A sample of participants (n = 2,961) responded to an assessment of 6 goals. Analyses of multi-item measures using paired sample t-tests revealed statistically significant (p < .001) improvements in ALL targeted areas. The effect sizes ranged from .57-.82. The average magnitude of the effect sizes for these improvements was .69 and can be considered moderate to large (i.e. .25 small effect, .50 moderate effect, .75 large effect).

Table 5. Paired Sample T-test for mean change over time.

	Pre-Test M	Pre-Test SD	Post-Test M	Post-Test SD	df	t	Cohen's d
Social and Emotional Competence of Children							
Emotion Knowledge	2.57	.75	3.11	.70	2819	-38.76***	.73
Self Confidence	2.80	.87	3.29	.75	2797	-32.25***	.62
Social Competence	2.65	.65	3.20	.60	2913	-43.48***	.82
Avoid Delinquent & Risky Behavior	3.12	.74	3.45	.62	2895	-30.17***	.57
Cooperative Behavior	2.73	.89	3.25	.79	2850	-32.78***	.62
Abuse Awareness & Resourcefulness	2.70	.75	3.26	.64	2881	-41.08***	.78

α Mean level scores differed in the expected, desired direction and were statistically significant; *** p < .001. Cohen's d reported in absolute values.

Protective Factor:
Social and Emotional Competence of Children



Key Changes

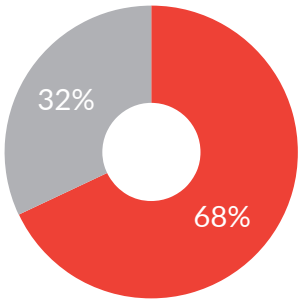
We also examined the number of participants who showed improvement and found the majority rated themselves as improved in each area assessed.

% who ***changed*** in the desired direction

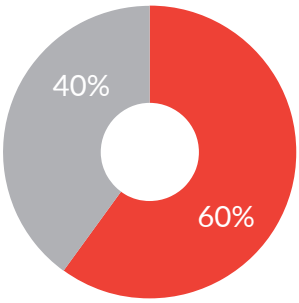
% who didn't change in the desired direction or maintained pre-program level

Protective Factor:
Social and Emotional Competence of Children

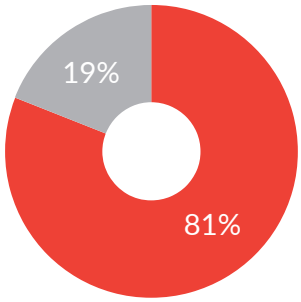
Emotion Knowledge



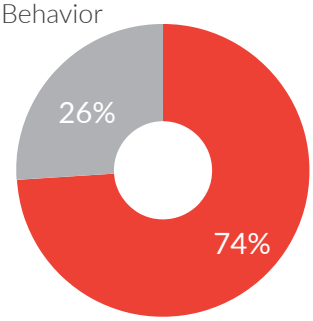
Self Confidence



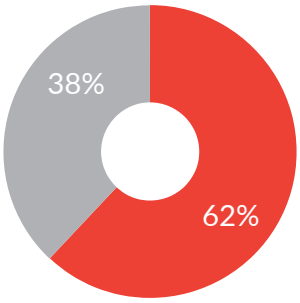
Social Competence



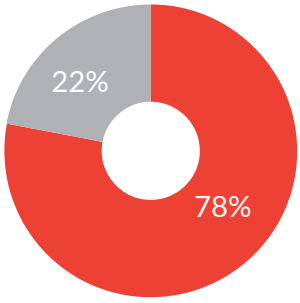
Avoid Delinquent & Risky Behavior



Cooperative Behavior



Abuse Awareness & Resourcefulness



Community Awareness Programs

9 community awareness programs provided information on child abuse and neglect in an effort to raise awareness and increase 1) the likelihood of reporting suspected child abuse and neglect and 2) the use of services provided for child abuse and neglect situations.

Additionally, Youth, Parent Education and Home Visiting, Respite, and Fatherhood programs also made efforts to raise community awareness about child abuse and neglect.

Due to the vast numbers community awareness programs serve, surveys were not administered to these participants. However, the number of face to face encounters, were tracked and reported monthly and quarterly.

- Community awareness programs/ presentations **directly served a total of 110,429 individuals.**

Funded programs also provided child maltreatment awareness within their community through various media outlets such as billboards, radio and newspaper ads, agency websites, as well as other means of media, including social media (Facebook, Instagram, and Snapchat).

- **15,215,637 exposures/impressions were documented.**

Making a Difference

Making a Difference

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 also would like to thank our friends and colleagues 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 their untiring support of our team. 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 2016-2017 REPORT

submitted in October by:

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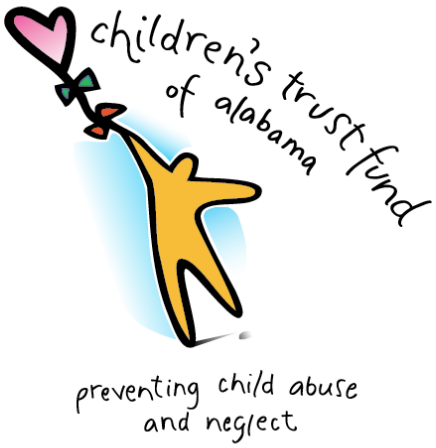

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