



THE ALABAMA DEPARTMENT OF CHILD ABUSE AND NEGLECT PREVENTION: THE CHILDREN'S TRUST FUND

2018-2019 REPORT



2018-2019 End of Year Evaluation Report

Community Based Child Abuse Prevention CBCAP



THE ALABAMA DEPARTMENT OF CHILD ABUSE AND NEGLECT PREVENTION: THE CHILDREN'S TRUST FUND

2018-2019 REPORT

Adult Participant Demographics

In CBCAP funded programs, 1,001 adults were served through program offerings across program types: parent education, home visiting, fatherhood, and respite). Parents are racially diverse and predominantly of lower socio-economic status, based on work status, education level, and income reported. Note: Adults who participated only in community awareness programs did not provide demographic information.

Age

Median age = 34

- 1% were 18 and younger; 13% were 19-24; 22% were 25-30; 38% were 31-40; and 26% were over 40

Gender

- 84% female
- 16% male

Race & Ethnicity

- 56% European American/White
- 36% African American/Black
- 1% Asian American
- 1% Native American
- 6% Other race

**Of all participants, 7% identified as Hispanic or Latino*

Relationship Status

- 32% Single, never married
- 12% Committed relationship (not married)
- 33% Married
- 7% Separated, not currently in a relationship
- 13% Divorced, not currently in a relationship
- 3% Widowed, not currently in a relationship

Number of Children*

- 1% 0 Children
- 24% 1 child
- 30% 2 children
- 25% 3-5 children
- 20% 5 or more children

**Includes biological, step, adopted, and foster children*

Work Status Pre-Program**

- 61% reported not working for pay
- 13% reported working part-time
- 26% reported working full-time

Education Level Pre-Program **

- 17% reported not completing high school
- 52% reported completing high school or GED
- 8% reported obtaining 2-year college/associate school degree
- 9% reported obtaining a trade/technical school degree
- 11% reported completing a 4-year college degree
- 3% reported completing an advanced degree

Income Level Pre-Program**

- 43% reported a gross yearly income of less than \$10,000 a year
- 29% reported earning \$10,000-29,999
- 19% reported earning \$30,000-59,999
- 9% reported earning more than \$60,000 per year

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



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Youth Participant Demographics

In CBCAP funded programs, 13,815 youth were served through school-based, non-school based/after school, and mentoring programs and indicate that participants were diverse. Note: Youth who participated only in community awareness programs did not provide demographic information.

Grade

- 93% were in grades 3-5
- 7% were in grades 6-12

Gender

- 49% female
- 51% male

Race & Ethnicity

Youth program participants were:

- 53% European American/White
- 30% African American/Black
- 1% Native American
- 1% Asian American
- 15% Other race

**Of all participants, 11% identified as Hispanic or Latino*



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Parent Education and Home Visiting Demographics

Parents who participated in Parent Education classes and Home Visiting programs are racially diverse and predominantly of lower socio-economic status, based on work status, education level, and income reported. Participants were predominantly women.

Age

- Parents in Parent Education/Home Visiting programs had a median age of 34.
- 1% were 18 and younger; 14% were 19-24; 23% were 25-30; 37% were 31-40; and 25% were over 40

Gender

- 86% female
- 14% male

Race & Ethnicity

- 52% European American/White
 - 40% African American/Black
 - 1% Asian American
 - 7% Other race
- *Of all participants, 8% identified as Hispanic or Latino*

Relationship Status

- 34% Single, never married
- 12% Committed relationship (not married)
- 31% Married
- 7% Separated, not currently in a relationship
- 13% Divorced, not currently in a relationship
- 3% Widowed, not currently in a relationship

Number of Children*

- 1% 0 Children
 - 25% 1 child
 - 29% 2 children
 - 16% 3-4 children
 - 29% 5 or more children
- *Includes biological, step, adopted, and foster children*

Work Status Pre-Program**

- 62% reported not working for pay
- 12% reported working part-time
- 26% reported working full-time

Education Level Pre-Program **

- 18% reported not completing high school
- 55% reported completing high school or GED
- 8% reported obtaining 2-year college/associate school degree
- 9% reported obtaining a trade/technical school degree
- 8% reported completing a 4-year college degree
- 2% reported completing an advanced degree

Income Level Pre-Program**

- 46% reported a gross yearly income of less than \$10,000 a year
- 30% reported earning \$10,000-29,999
- 17% reported earning \$30,000-59,999
- 7% reported earning more than \$60,000 per year

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



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Parent Education and Home Visiting Programs

Eight programs provided parent education/home visiting through hospital visits, group education, and home visits. Goals of the 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
- 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 Parenting participants (n = 595) responded to an assessment of 7 goals. Analyses of measures (some using multi-items; Cronbach’s α ranges from .68-.87) using paired sample t-tests revealed statistically significant ($p < .001$) improvements for participants, on average, in ALL targeted areas. The effect sizes ranged from .78-1.27. The average magnitude of the effect sizes for these improvements was 1.08 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	2.33	.72	3.34	.58	587	-28.72***	1.18
Skills to Manage Maltreatment Risk	3.20	.67	3.81	.39	581	-21.84***	.97
KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT							
Understanding of Various Forms of Child Maltreatment	2.90	.68	3.71	.45	583	-26.65***	1.15
Medical Care Commitment	3.21	.69	3.76	.47	574	-18.16***	.78
Parenting Skills & Child Development Knowledge	2.40	.65	3.44	.56	589	-29.84***	1.22
CONCRETE SUPPORT IN TIMES OF NEED							
Knowledge of & Use of Support Services	2.26	.75	3.39	.58	589	-30.64***	1.27
SOCIAL CONNECTIONS							
Use of Informal Supportive Networks	2.51	.80	3.32	.67	577	-23.55***	.99

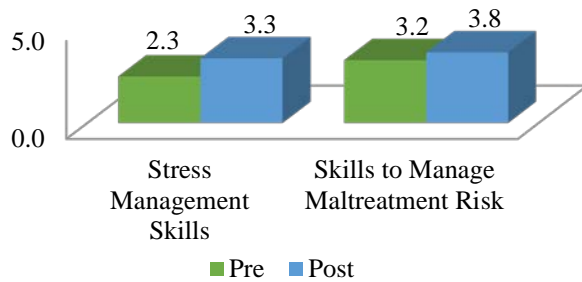
***p < .001. Cohen’s d reported in absolute values.



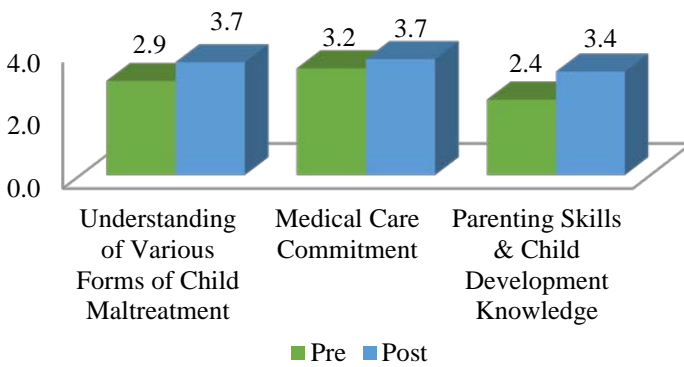
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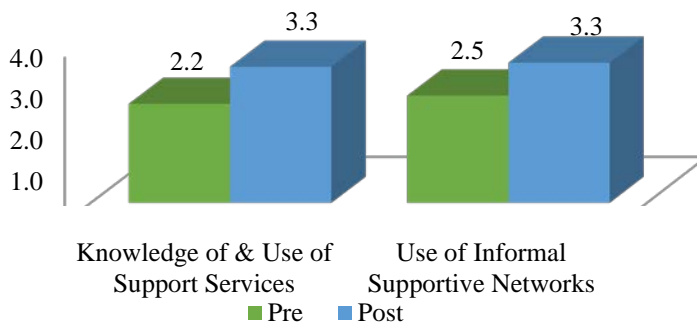
Parental Resilience



Knowledge of Parenting and Child Development



Concrete Support in Times of Need & Social Connections





THE ALABAMA DEPARTMENT OF CHILD ABUSE AND NEGLECT PREVENTION: THE CHILDREN'S TRUST FUND

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Respite Care Demographics

Age

- Parents in Respite Care programs had a median age of 39.
- 10% were 25-30; 45% were 31-40; and 45% were over 40

Gender

- 94% female
- 6% male

Race & Ethnicity

- 82% European American/White
- 16% African American/Black
- 1% Asian American
- 1% Native American

*Of all participants, 1% identified as Hispanic or Latino

Relationship Status

- 13% Single, never married
- 2% Committed relationship (not married)
- 62% Married
- 6% Separated, not currently in a relationship
- 14% Divorced, not currently in a relationship
- 3% Widowed, not currently in a relationship

Number of Children*

- 17% 1 child
- 36% 2 children
- 25% 3-4 children
- 22% 5 or more children

*Includes biological, step, adopted, and foster children

Work Status Pre-Program**

- 52% reported not working for pay
- 25% reported working part-time
- 23% reported working full-time

Education Level Pre-Program **

- 4% reported not completing high school
- 27% reported completing high school or GED
- 15% reported obtaining 2-year college/associate school degree
- 11% reported obtaining a trade/technical school degree
- 34% reported completing a 4-year college degree
- 9% reported completing an advanced degree

Income Level Pre-Program**

- 12% reported a gross yearly income of less than \$10,000 a year
- 25% reported earning \$10,000-29,999
- 35% reported earning \$30,000-59,999
- 28% reported earning more than \$60,000 per year

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



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Respite Care Programs

Three 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 Respite Care participants (n = 83) responded to an assessment of 4 goals. Analyses of measures (some using multi-items; Cronbach’s α ranges from .66 -.90) using paired sample t-tests **revealed statistically significant ($p < .001$) improvements for participants, on average, in ALL targeted areas. The effect sizes ranged from 1.07-1.53. The average magnitude of the effect sizes for these improvements was 1.25 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			
PARENTAL RESILIENCE							
Stress Level [^]	2.95	.82	2.01	.61	82	10.89***	1.22
KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT							
Positive View of Child	2.85	.76	3.67	.50	81	-9.39***	1.07
CONCRETE SUPPORT IN TIMES OF NEED							
Knowledge of & Use of Support Services	2.07	.72	3.41	.57	82	-12.76***	1.53
SOCIAL CONNECTIONS							
Use of Informal Supportive Networks	2.10	.84	3.24	.64	82	-10.81***	1.19

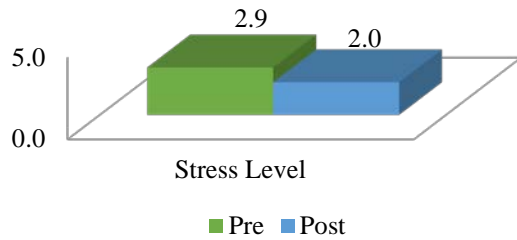
*** $p < .001$. Cohen’s d reported in absolute values. [^]Reductions are desired for these measures.



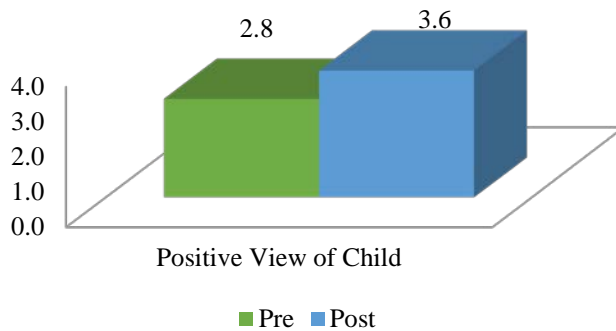
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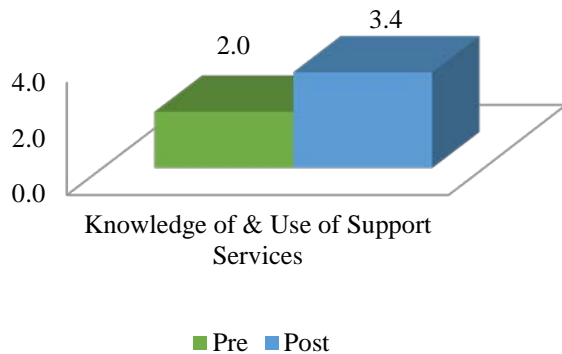
Parental Resilience



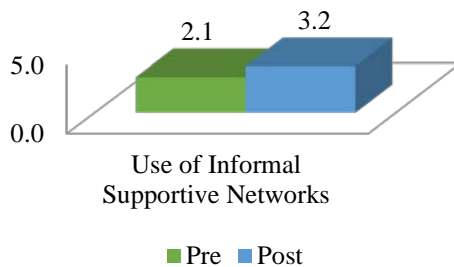
Knowledge of Parenting and Child Development



Concrete Support in Times of Need



Social Connections





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Fatherhood Program Demographics

Parents who participated in Fatherhood programs are racially diverse and predominantly of lower socio-economic status, based on work status, education level, and income reported. Participants were predominantly men.

Age

- Parents in Fatherhood programs had a median age of 33.
- 27% were 19-24; 17% were 25-30; 36% were 31-40; and 20% were over 40

Gender

- 100% male

Race & Ethnicity

- 73% European American/White
 - 17% African American/Black
 - 3% Native American
 - 7% Other race
- *Of all participants, none identified as Hispanic or Latino

Relationship Status

- 31% Single, never married
- 28% Committed relationship (not married)
- 17% Married
- 14% Separated, not currently in a relationship
- 10% Divorced, not currently in a relationship

Number of Children*

- 32% 1 child
- 16% 2 children
- 28% 3-4 children
- 24% 5 or more children

Number of Children living in the home some or all of the time*

- 11% 0 Children
 - 32% 1 child
 - 37% 2 children
 - 20% 3-4 children
- *Includes biological, step, adopted, and foster children*

Work Status Pre-Program**

- 69% reported not working for pay
- 10% reported working part-time
- 21% reported working full-time

Longevity of Current Employment**

- 20% Employed for less than 1 month
- 20% Employed 6-12 months
- 60% Employed for 1 year or more

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



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Fatherhood Program Demographics (continued)

Education Level Pre-Program **

- 23% reported not completing high school
- 53% reported completing high school or GED
- 10% reported obtaining 2-year college/associate school degree
- 10% reported obtaining a trade/technical school degree
- 4% reported completing an advanced degree

Income Level Pre-Program**

- 76% reported a gross yearly income of less than \$10,000 a year
- 16% reported earning \$10,000-29,999
- 8% reported earning \$30,000-59,999

Public Assistance**

- 38% reported receiving SNAP (EBT/food stamps)
- 27% reported not receiving either form of public assistance

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



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Fatherhood Programs

Community Based Child Abuse Prevention (CBCAP) provided funding for 1 Fatherhood program. Fatherhood programs provide case management and classes. They focus on enhancing employability through education and job skills training. They also provide educational information on child development and positive parenting strategies and emphasize the value of positive involvement with children and child support obligation compliance. Mothers are invited to participate in classes as well.

Goals of fatherhood programs are:

- commitment to couple relationship stability
- conflict management skills
- communication
- coparenting conflict^
- dating abuse prevention skills
- positive parenting behavior
- parent involvement
- parent-child relationship quality
- hopeful about future

- financial responsibility
- perception of economic stability
- cooperation with child support personnel
- commitment to pay full child support
- child academic adjustment

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

*A sample of Fatherhood participants (n = 28) responded to an assessment of 14 goals. Analyses of measures (some using multi-items; Cronbach’s α ranges from .51-.99) using paired sample t-tests revealed statistically significant ($p < .001$) improvements in all but two targeted areas. The effect sizes ranged from .07 – .99). **The average magnitude of the effect sizes for these improvements was .57 and can be considered moderate (i.e. .25 small effect; .50 moderate effect; .75 large effect)***

	Pre-Test		Post-Test		df	t	Cohen's d
	M	SD	M	SD			
SOCIAL CONNECTIONS.75							
Commitment to Couple Relationship Stability	5.16	1.83	5.96	1.55	16	-2.99***	.75
Conflict Management Skills	5.02	1.53	6.15	.80	21	-3.55	.82
Communication Skills	5.68	1.21	6.54	.59	22	-4.00***	.99
Coparenting Conflict^	3.44	1.53	3.19	1.47	21	1.88***	.39
Dating Abuse Prevention Skills	6.08	1.18	6.54	.93	23	-3.41***	.75

p<.05, *p<.001. Cohen’s d reported in absolute values.



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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	5.62	1.10	6.13	1.20	20	-3.87***	.87
Parent Involvement	5.99	1.10	6.17	1.04	20	-1.43***	.31
Parent Child Relationship Quality	6.03	.93	6.29	.98	21	-3.15***	.68
CONCRETE SUPPORT IN TIMES OF NEED							
Hopeful About Future	5.00	1.56	5.64	1.25	25	-2.89***	.59
Financial Responsibility	5.88	1.57	6.65	.52	23	-2.43	.58
Perception of Economic Stability	4.52	2.23	4.62	2.46	20	-.30**	.07
Cooperation With Child Support Personnel	4.92	2.40	5.31	2.59	12	-1.16**	.33
Commitment to Pay Full Child Support	5.46	2.26	5.92	2.22	12	-1.48***	.40
SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN							
Child Academic Adjustment	6.61	.61	6.78	.43	17	-1.84***	.49

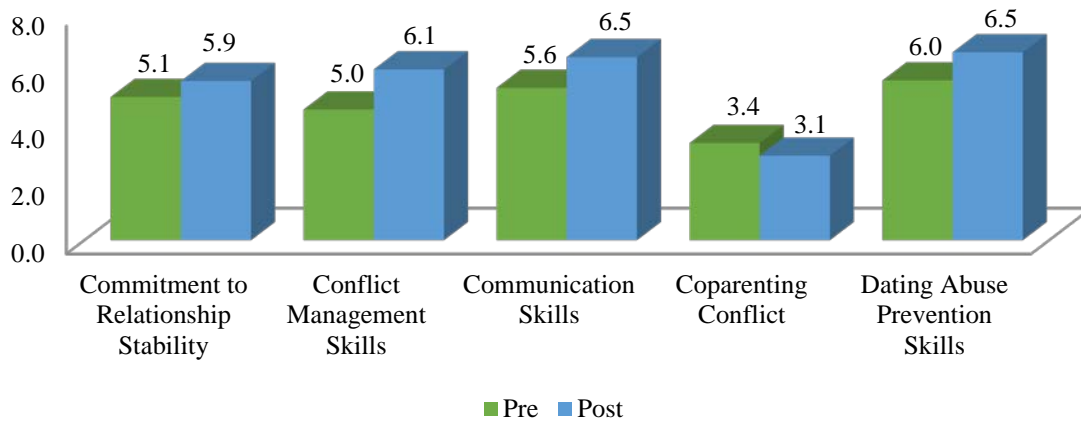
p<.05, *p<.001. Cohen's d reported in absolute values. ^Reductions are desired for these measures.



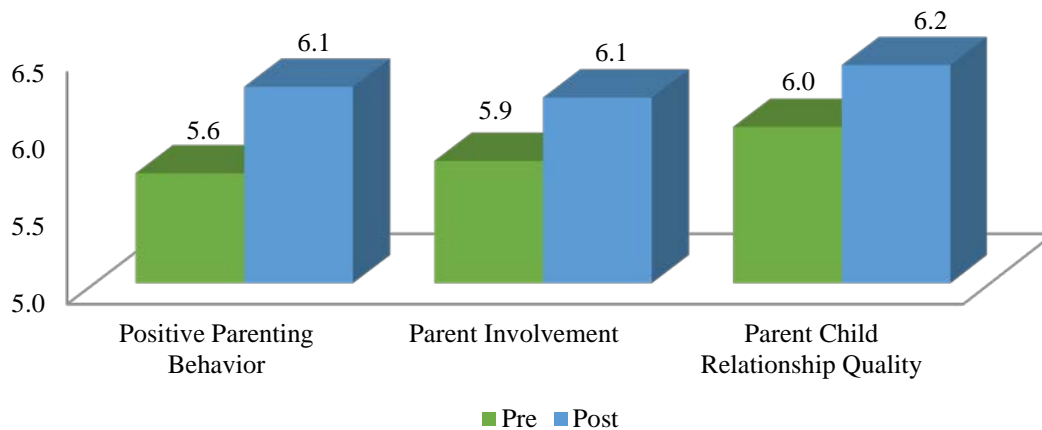
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2018-2019 REPORT

Social Connections



Knowledge of Parenting and Child Development

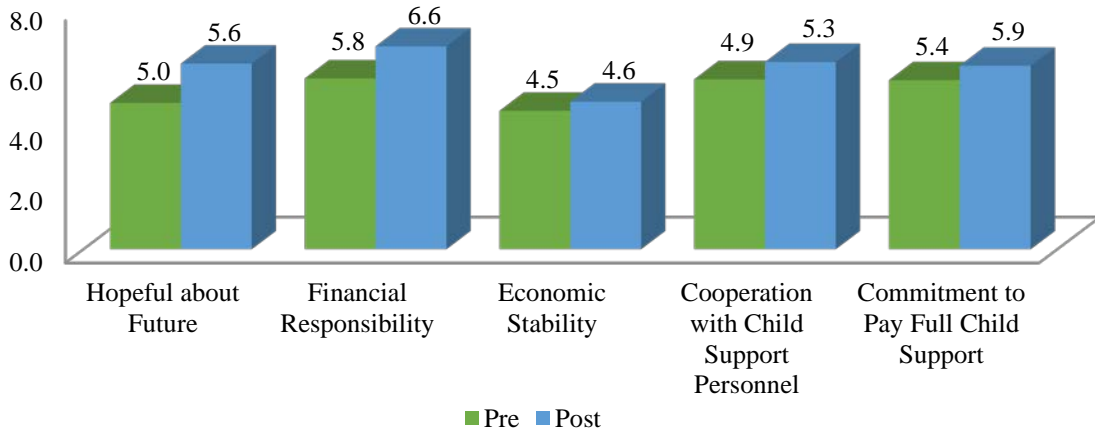




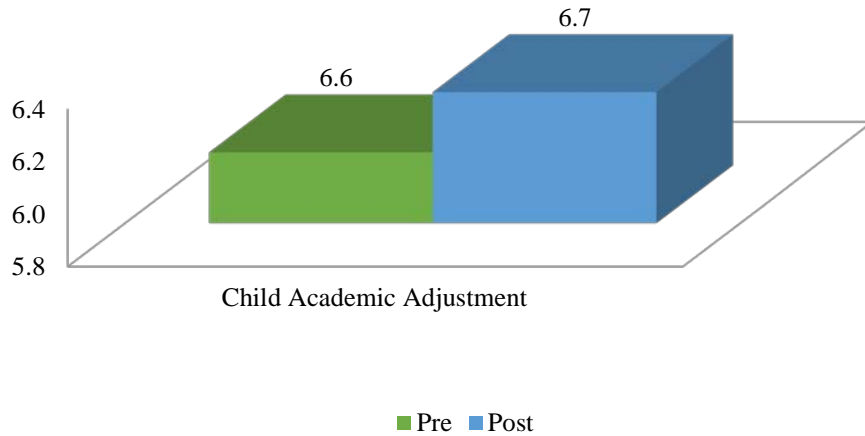
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2018-2019 REPORT

Concrete Support in Times of Need



Social and Emotional Competence of Children





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Youth Programs 3rd-5th Grade Demographics

Data on youth demographics from school-based, non-school based/after school, and mentoring programs offered to children in 3rd – 5th grade indicate that participants were diverse. Note: Youth who participated only in community awareness programs did not provide demographic information.

Gender

- 49% female
- 51% male

Race & Ethnicity

Youth program participants were:

- 52% European American/White
- 31% African American/Black
- 1% Native American
- 1% Asian American
- 15% Other race

**Of all participants, 11% identified as
Hispanic or Latino*



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Youth Programs 3rd-5th Grade

Youth in 3rd-12th grade around the state were served through three 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 skills
- abuse awareness
- self confidence

- emotion identification & regulation
- assertiveness
- cooperative behavior

*A sample of 3rd-5th grade participants (n= 659) responded to an assessment of 6 goals. Analyses of measures (some using multi-items; Cronbach's α ranges from .49 - .57) using paired sample t-tests **revealed statistically significant ($p < .001$) improvements for participants, on average, in ALL targeted areas. The effect sizes ranged from .45-.93. The average magnitude of the effect sizes for these improvements was .67 and can be considered moderate to 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			
SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN							
Social Skills	2.36	.71	2.71	.55	638	-13.06***	.52
Abuse Awareness	2.52	.69	2.86	.42	638	-13.18***	.55
Self Confidence	2.49	.71	2.78	.50	636	-11.15***	.45
Emotion Identification & Regulation	2.16	.48	2.57	.45	655	-20.82***	.83
Assertiveness	2.00	.69	2.66	.59	638	-23.44***	.93
Cooperative Behavior	2.40	.59	2.78	.41	646	-18.29***	.75

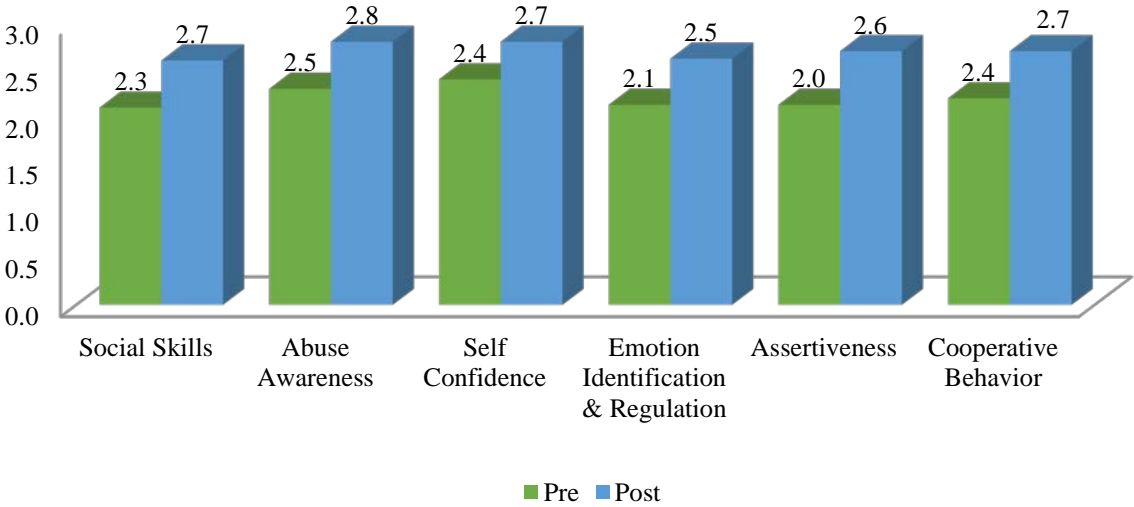
*** $p < .001$. Cohen's d reported in absolute values.



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Social and Emotional Competence of Children





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Youth Programs 6th-12th Grade Demographics

Data on youth demographics from school-based, non-school based/after school, and mentoring programs offered to children in 6th-12th grade indicate that participants were diverse. Note: Youth who participated only in community awareness programs did not provide demographic information.

Gender

- 52% female
- 48% male

Race & Ethnicity

Youth program participants were:

- 71% European American/White
- 12% African American/Black
- 4% Native American
- 2% Asian American
- 11% Other race

**Of all participants, 11% identified as Hispanic or Latino*



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Youth Programs 6th-12th Grade

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

- emotion knowledge of self
- emotion knowledge of others
- self confidence
- social competence

- commitment to avoid delinquent & risky behavior
- cooperative behavior
- abuse awareness & resourcefulness

*A sample of 6th-12th grade participants (n=222) responded to an assessment of 7 goals. Analyses of measures (some using multi-items; Cronbach's α ranges from .57 - .79) using paired sample t-tests **revealed statistically significant ($p < .001$) improvements for participants, on average, in ALL targeted areas.** The effect sizes ranged from .15-.32. **The average magnitude of the effect sizes for these improvements was .25 and can be considered small** (i.e. .25 small effect; .50 moderate effect; .75 large effect).*

	Pre-Test		Post-Test		df	t	Cohen's d
	M	SD	M	SD			
SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN							
Emotion Knowledge of Self	2.51	.94	2.70	.90	195	-4.27***	.30
Emotion Knowledge of Others	2.52	.87	2.71	.84	193	-4.03***	.30
Self Confidence	2.87	.78	2.97	.75	190	-2.72**	.19
Social Competence	2.83	.55	2.95	.55	205	-4.06***	.28
Commitment to Avoid Risky & Delinquent Behavior	3.27	.63	3.33	.61	214	-2.38**	.15
Cooperative Behavior	2.99	.82	3.12	.79	198	-3.06**	.23
Abuse Awareness & Resourcefulness	2.73	.66	2.92	.68	206	-4.61***	.32

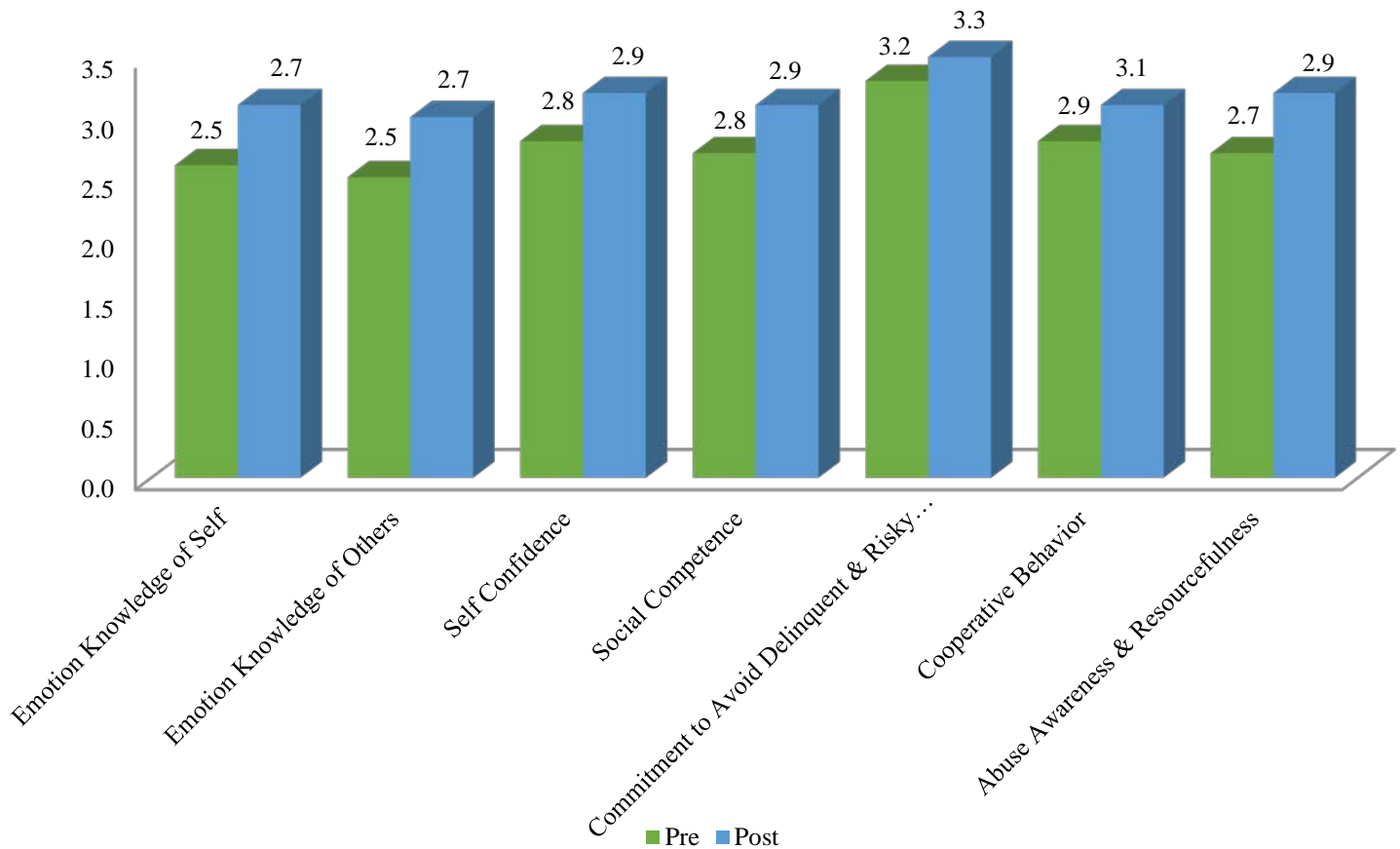
** $p < .05$; *** $p < .001$. Cohen's d reported in absolute values.



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Social and Emotional Competence of Children





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We are so appreciative of our long-time partnership with ADCANP's Director, the inspiring and devoted Sallye Longshore and Tracy Plummer, Deputy Director and their wonderful staff and Board of Directors. This is truly a great team effort and we cannot thank you enough for your unending support and investment in this initiative and in us, as a research team. You are visionaries and it is our privilege and pleasure to work for you and with you.

We also would like to acknowledge the hard work and dedication of the community agency staff all around the state reflected in this report. We are privileged to give voice to the citizens in our communities that benefit from these programs. While our job centers on reporting the numbers and analytic results of program effectiveness assessments, we never lose sight of the powerful, collective story we witness every day. It is truly awe-inspiring. Lives are changed every day – and the evidence continues to mount to validate the investments in these programs. Youth and adults in the programs are learning, growing, and feeling more connected and hopeful about ensuring a strong and loving family. As researchers in human development and family sciences, we have no doubt that the benefit we are seeing will have positive ripple effects for generations to come.

Last year, Jane Goodall visited Auburn's campus. She shared many stories and words of wisdom gained from her travels and interactions with people around the world. One quote that resonates and reflects the work of ADCANP and their partners is this:

“You cannot get through a single day without having an impact on the world around you. What you do makes a difference, and you have to decide what kind of difference you want to make.”

— Jane Goodall



PY 2018-2019 Report
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