

The Alabama Department of Child Abuse and Neglect
Prevention: The Children's Trust Fund
2017-2018 Report



2017-2018
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 2017-2018 Report



Participant Demographics

In CBCAP funded programs, 1,129 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

- Average age was 34
- 3% were 18 and younger; 14% were 19-24; 26% were 25-30; 34% were 31-40; and 23% were over 40

Gender

- 90% female
- 10% male

Race & Ethnicity

- 53% European American
- 43% African American
- 4% 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:

- 58% reported not working for pay
- 13% reported working part-time
- 29% reported working full-time

Education Level

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

- 17% reported not completing high school
- 51% reported completing high school or GED

- 9% reported obtaining 2-year college/associate school degree
- 8% reported obtaining a trade/technical school degree
- 12% reported completing a 4-year college degree
- 3% reported completing an advanced degree

Income Level

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

- 51% reported a gross yearly income of less than \$10,000 a year
- 29% reported earning \$10,000-29,999
- 15% reported earning \$30,000-59,999
- 5% reported earning more than \$60,000 per year

Youth Demographics

In CBCAP funded programs, 12,880 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

- 92% were in grades 3-5
- 8% were in grades 6-12

Gender

- 49% female
- 51% male

Race & Ethnicity

Youth program participants were:

- 55% African American
- 29% European American
- 2% Native American
- 14% identify as some other ethnicity
- Of all participants, 9% 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 an average age of 34.
- 3% were 18 and younger; 16% were 19-24; 27% were 25-30; 30% were 31-40; and 24% were over 40

Gender

- 90% female
- 10% male

Race & Ethnicity

- 50% European American
- 46% African American
- 4% identify as some other ethnicity
- Of all participants, 6% identified as Hispanic or Latino

Work Status

Parents (excluding students) over the age of 18:

- 59% reported not working for pay
- 11% reported working part-time
- 30% reported working full-time

Education Level

Parents (excluding students) over the age of 18:

- 19% reported not completing high school
- 54% reported completing high school or GED
- 8% reported obtaining 2-year college/associate school degree
- 8% reported obtaining a trade/technical school degree
- 9% reported completing a 4-year college degree
- 2% reported completing an advanced degree

Income Level:

Parents (excluding students) over the age of 18:

- 54% reported a gross yearly income of less than \$10,000 a year
- 28% reported earning \$10,000-29,999
- 14% reported earning \$30,000-59,999
- 4% reported earning more than \$60,000 per year

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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 = 650) responded to an assessment of 7 goals. Analyses of measures (some using multi-items; Chronbach's α ranges from .67-.91) using paired sample t-tests revealed statistically significant ($p < .001$) improvements for participants, on average, in ALL targeted areas. The effect sizes ranged from .90-1.43. The average magnitude of the effect sizes for these improvements was 1.24 and can be considered large (i.e. .25 small effect; .50 moderate effect; .75 large effect).

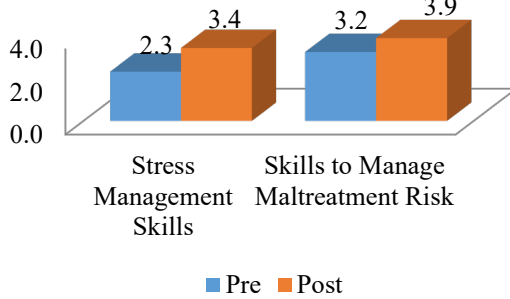
	Pre-Test		Post-Test		df	t	Cohen's d
	M	SD	M	SD			
PARENT RESILIENCE							
Stress Management Skills	2.30	.83	3.41	.58	647	-32.37***	1.31
Skills to Manage Maltreatment Risk	3.22	.68	3.87	.35	644	-24.23***	1.01
KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT							
Understanding of Various Forms of Child Maltreatment	2.89	.75	3.77	.43	647	-30.25***	1.26
Medical Care Commitment	3.21	.78	3.82	.42	646	-20.98***	.90
Parenting Skills & Child Development Knowledge	2.39	.73	3.56	.54	646	-34.65***	1.39
CONCRETE SUPPORT IN TIMES OF NEED							
Knowledge of & Use of Support Services	2.32	.77	3.50	.52	649	-35.28***	1.43
SOCIAL CONNECTIONS							
Use of Informal Supportive Networks	2.45	.88	3.41	.67	644	-28.99***	1.17

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

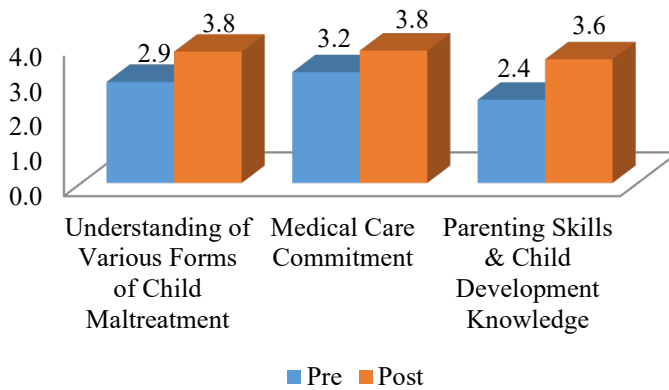
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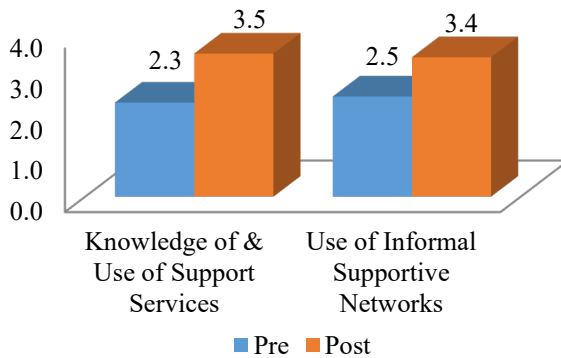
Parent Resilience



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 2017-2018 Report



Respite Care Demographics

Parents who participated in Respite Care programs are predominantly of lower socio-economic status, based on work status, education level, and income reported. Participants were predominantly women.

Age

- Parents in Respite programs had an average age of 41.
- 0% were 18 and younger; 4% were 19-24; 13% were 25-30; 45% were 31-40; and 38% were over 40

Gender

- 93% female
- 7% male

Race & Ethnicity

- 79% European American
- 16% African American
- 2% Asian American
- 3% identify as some other ethnicity
- Of all participants, 3% identified as Hispanic or Latino

Work Status

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

- 55% reported not working for pay
- 23% reported working part-time
- 22% reported working full-time

Education Level

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

- 3% reported not completing high school
- 27% reported completing high school or GED
- 13% reported obtaining 2-year college/associate school degree
- 11% reported obtaining a trade/technical school degree
- 36% reported completing a 4-year college degree
- 10% reported completing an advanced degree

Income Level

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

- 28% reported a gross yearly income of less than \$10,000 a year
- 31% reported earning \$10,000-29,999
- 25% reported earning \$30,000-59,999
- 16% reported earning more than \$60,000 per year

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Respite Care Programs

Two 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 = 99) responded to an assessment of 4 goals. Analyses of measures (some using multi-items; Chronbach's α ranges from .82 - .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 1.05-1.59. The average magnitude of the effect sizes for these improvements was 1.37 and can be considered large (i.e. .25 small effect; .50 moderate effect; .75 large effect).

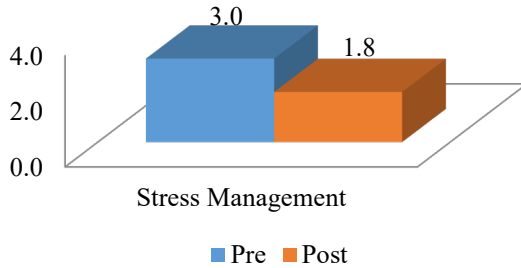
	Pre-Test		Post-Test		df	t	Cohen's d
	M	SD	M	SD			
PARENT RESILIENCE							
Stress Level	3.00	.80	1.84	.53	98	15.11***	1.59
KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT							
Positive View of Child	2.87	.77	3.76	.48	98	-10.19***	1.05
CONCRETE SUPPORT IN TIMES OF NEED							
Knowledge of & Use of Support Services	1.97	.75	3.41	.63	98	-14.20***	1.44
SOCIAL CONNECTIONS							
Use of Informal Supportive Networks	1.96	.82	3.37	.69	98	-13.93***	1.41

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

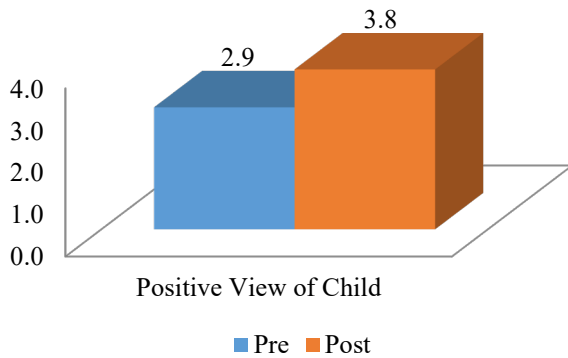
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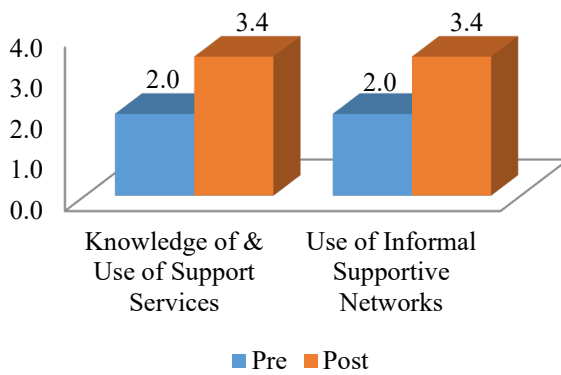
Parent Resilience



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 an average age of 35.
- 0% were 18 and younger; 10% were 19-24; 33% were 25-30; 31% were 31-40; and 26% were over 40

Gender

- 12% female
- 88% male

Race & Ethnicity

- 68% European American
- 17% Native American
- 12% African American
- 3% identify as some other ethnicity
- Of all participants, 3% identified as Hispanic or Latino

Work Status

Parents in Fatherhood programs (excluding students) over the age of 18:

- 51% reported not working for pay
- 10% reported working part-time
- 39% reported working full-time

Education Level

Parents in Fatherhood programs (excluding students) over the age of 18:

- 21% reported not completing high school
- 62% reported completing high school or GED
- 2% reported completing some college/Associate degree
- 10% reported obtaining trade/technical school degree
- 5% reported completing a 4-year college degree
- 0% reported completing an advanced degree

Income Level

Parents in Fatherhood programs (excluding students) over the age of 18:

- 62% reported a gross yearly income of less than \$10,000 a year.
- 23% reported earning \$10,000-\$29,999
- 10% reported earning \$30,000-\$59,999
- 5% reported earning more than \$60,000 per year

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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:

- 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 Fatherhood participants (n = 42) responded to an assessment of 14 goals. Analyses of measures (some using multi-items; Chronbach’s α ranges from .78-.89) using paired sample t-tests revealed statistically significant ($p < .001$) improvements in all but two targeted areas. The effect sizes ranged from .25 – 1.25. The average magnitude of the effect sizes for these improvements was .63 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 CONNECTIONS							
Commitment to Relationship Stability	5.89	1.58	6.30	1.18	32	-2.50*	.48
Conflict Management Skills	5.16	1.35	6.11	.90	39	-6.94***	1.25
Communication Skills	5.70	1.21	6.54	.60	40	-5.31***	.98
Coparenting Conflict	2.85	1.64	2.59	1.67	32	2.02+	.37
Dating Abuse Prevention Skills	5.61	1.76	6.51	.78	40	-3.74**	.69

+ $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$. Cohen’s d reported in absolute values.

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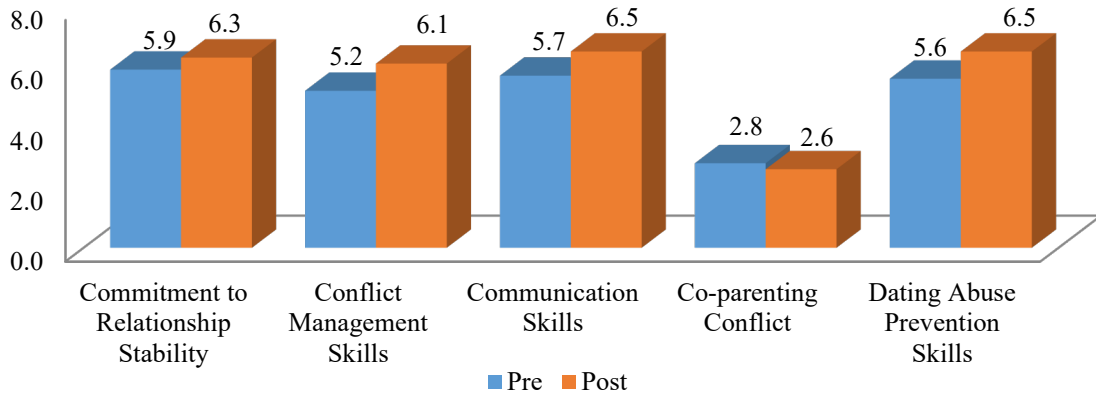
	Pre-Test		Post-Test		df	t	Cohen's d
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
CONCRETE SUPPORT IN TIMES OF NEED							
Hopeful About Future	5.13	1.57	6.01	1.19	40	-4.85***	.80
Financial Responsibility	6.10	1.31	6.75	.60	41	-3.49**	.61
Economic Stability	4.56	2.03	4.88	2.17	40	-1.59	.25
Cooperation with Child Support Personnel	6.14	1.10	6.29	1.07	13	-1.47	.40
Commitment to Pay Full Child Support	5.61	1.75	5.78	1.67	17	-1.84+	.50
KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT							
Positive Parenting Behavior	5.85	.95	6.23	1.10	35	-3.73**	.64
Parent Involvement	5.69	1.22	5.93	1.20	34	-2.93**	.50
Parent Child Relationship Quality	6.23	1.16	6.54	1.16	36	-4.46***	.74
SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN							
Child Academic Adjustment	6.34	.90	6.62	.68	28	-2.82**	.57

+ $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$. Cohen's d reported in absolute values.

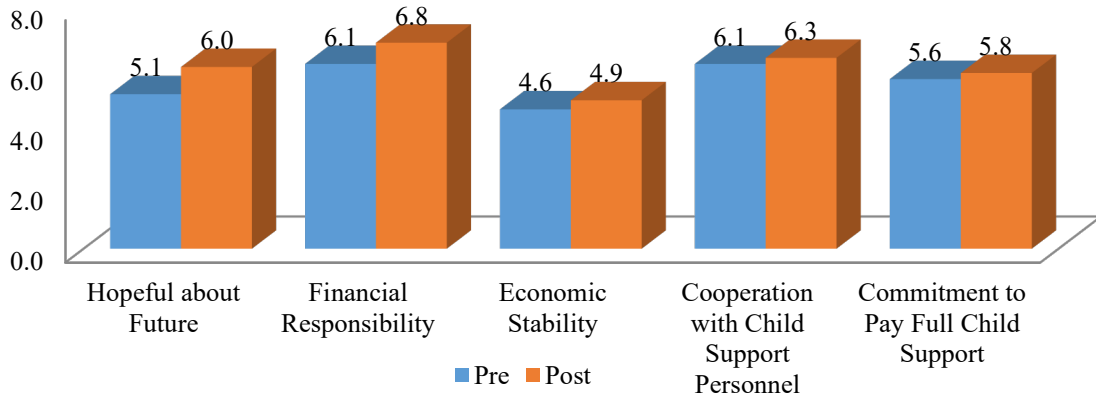
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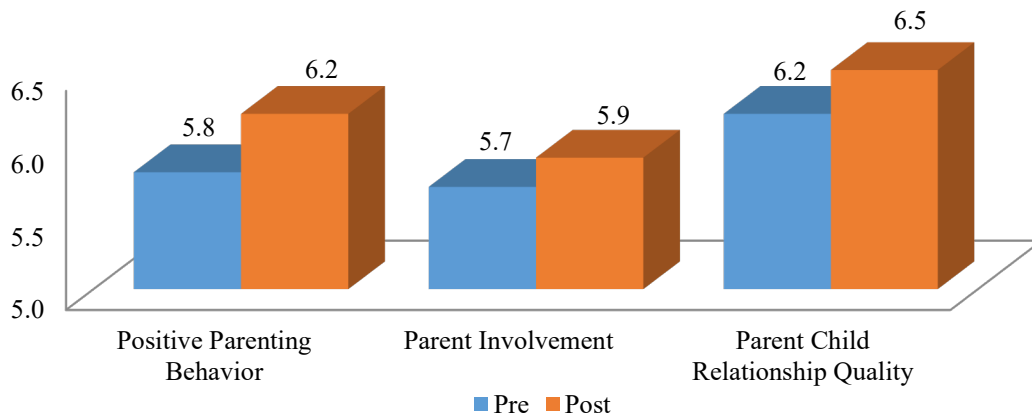
Social Connections



Concrete Support in Times of Need



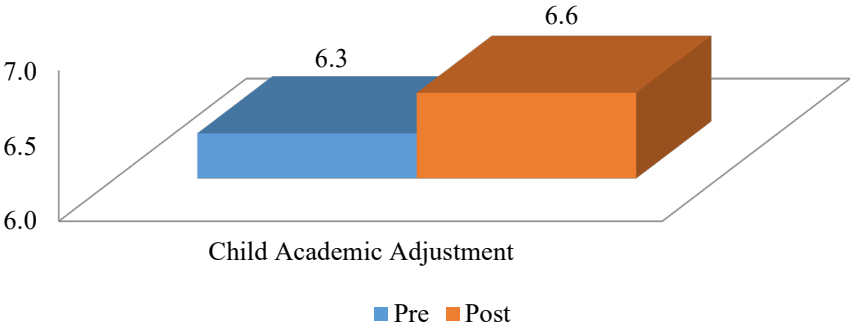
Knowledge of Parenting and Child Development



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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

- 52% European American
- 31% Black American
- 2% Native American
- 15% identify as some other ethnicity
- Of all participants, 9% identified as Hispanic or Latino

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3rd-5th Grade Youth-Focused Programs

Youth in 3rd-12th grade around the state were served through four 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 3rd-5th grade participants (n= 1147) responded to an assessment of 6 goals. Analyses of measures (some using multi-items; Chronbach's α ranges from .65 -.66) using paired sample t-tests revealed statistically significant ($p<.001$) **improvements for participants, on average, in ALL targeted areas.** The effect sizes ranged from .67-1.20. **The average magnitude of the effect sizes for these improvements was .94 and can be considered large (i.e. .25 small effect; .50 moderate effect; .75 large effect).***

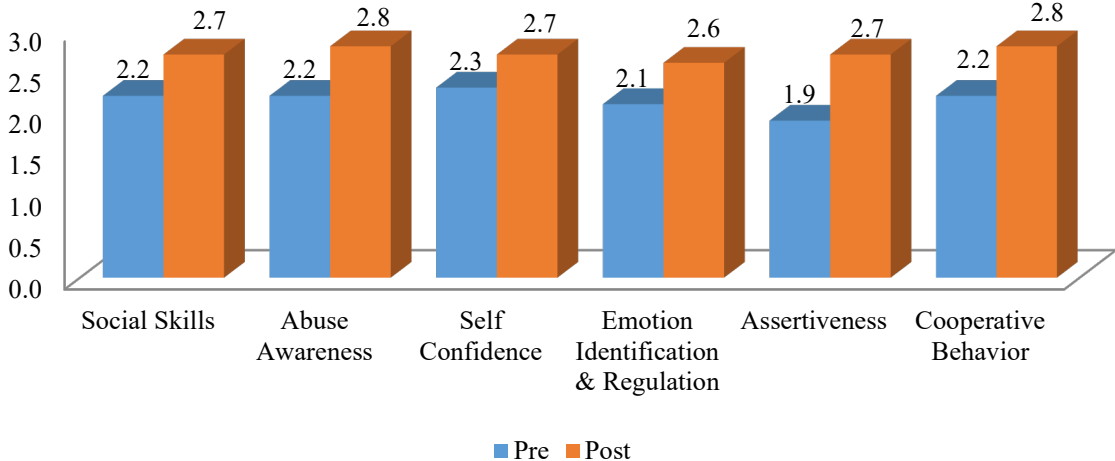
	Pre-Test		Post-Test		df	t	Cohen's d
	M	SD	M	SD			
SOCIAL AND EMPTIONAL COMPETENCE OF CHILDREN							
Social Skills	2.18	.73	2.70	.52	1120	-25.52***	.79
Abuse Awareness	2.24	.76	2.81	.48	1127	-25.56***	.79
Self Confidence	2.28	.75	2.74	.52	1126	-21.62***	.67
Emotion Identification & Regulation	2.07	.48	2.65	.37	1139	-38.28***	1.15
Assertiveness	1.91	.68	2.72	.51	1123	-40.10***	1.21
Cooperative Behavior	2.23	.60	2.76	.39	1133	-32.54***	1.02

*** $p<.001$. 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 students in 6th – 12th grade indicate that participants were diverse. Note: Youth who participated in community awareness programs did not provide demographic information.

Gender

- 49% female
- 51% male

Race & Ethnicity

- 81% European American
- 10% African American
- 9% identify as some other ethnicity
- Of all participants, 5% identified as Hispanic or Latino

The Alabama Department of Child Abuse and Neglect Prevention: The Children's Trust Fund 2017-2018 Report



6th -12th Grade Youth-Focused Programs

Youth in 3rd-12th grade around the state were served through four 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 6th-12th grade participants (n = 230) responded to an assessment of 6 goals. Analyses of measures (some using multi-items; Chronbach's α ranges from .66 -.69) using paired sample t-tests revealed statistically significant ($p < .001$) improvements for participants, on average, in ALL targeted areas. The effect sizes ranged from .30-.48. The average magnitude of the effect sizes for these improvements was .41 and can be considered small (i.e. .25 small effect; .50 moderate effect; .75 large effect).

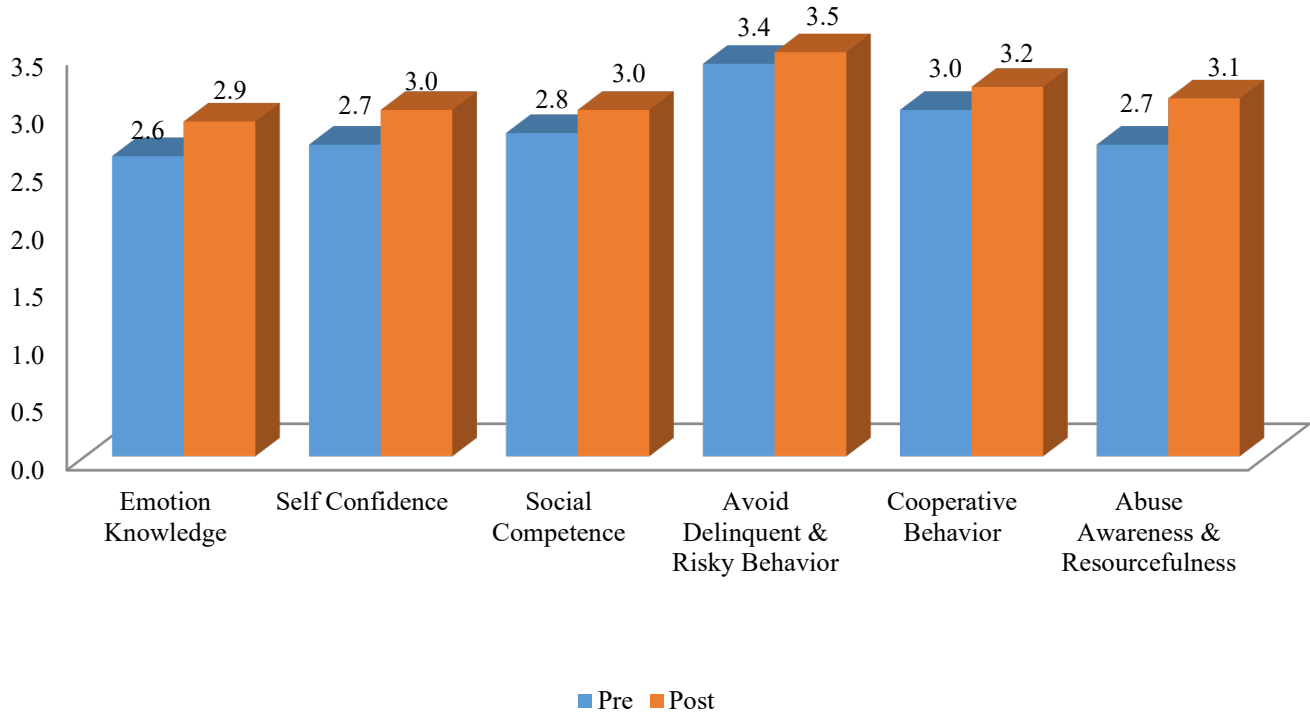
	Pre-Test		Post-Test		df	t	Cohen's d
	M	SD	M	SD			
SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN							
Emotion Knowledge	2.61	.71	2.89	.69	223	-7.21***	.48
Self Confidence	2.74	.84	2.95	.88	222	-4.41***	.30
Social Competence	2.82	.54	3.05	.57	226	-6.83***	.45
Commitment to Avoid Delinquent & Risky Behavior	3.37	.61	3.49	.57	228	-5.26***	.36
Cooperative Behavior	2.98	.85	3.19	.82	219	-4.58***	.31
Abuse Awareness & Resourcefulness	2.70	.66	3.06	.68	224	-7.97***	.53

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

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Social and Emotional Competence of Children



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Helen Keller noted: *"The world is moved along not only by the mighty shoves of its heroes, but also by the aggregate of the tiny pushes of each honest worker."* As we complete another year as the Auburn University Evaluation Team, we reflect on the hundreds of people throughout the State of Alabama who are working with the programs funded by the Alabama Department of Child Abuse and Neglect Prevention – the Children's Trust Fund. We value our partnership with them and continue to be so impressed with their selfless efforts to offer family-strengthening resources to youth and parents in our communities. Their work doesn't stop there - they also are invested in the process of collecting the important data that are critical to telling the participants' collective story. And it's a powerful story! While we are objective in our analyses of these data, we cannot help but be grateful when we see the results of their work. We have clear evidence that participants value these programs and are experiencing multiple benefits.

We continue to be invested in providing meaningful and useful information for grantees, the ADCANP/CTF staff and Board, and the ADCANP/CTF funding sources. It is our hope that 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.

We are so appreciative of this opportunity provided by the inspiring Sallye Longshore, Executive Director, Tracy Plummer, Deputy Director, and the Board. 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.

The dedication of ADCANP/CTF staff and Grantee Program staff to protecting and strengthening children and families is unparalleled in the State of Alabama. We commend you for the evidence provided in this report of the large numbers of citizens who face the future more informed and empowered. Together – these programs are making a difference for Alabama families.

PY 2017-2018 CBCAP Report submitted in October 2018 by:

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