



The Children's Trust Fund
Salllye R. Longshore,
M.S., ED.S., Director

2024-2025
Alabama Department
of Child Abuse &
Neglect Prevention

Program Evaluation Report

A young boy with curly hair and a young girl with blonde pigtails are smiling and looking off to the side. The boy is wearing a blue sweater and the girl is wearing a red dress over a striped shirt. They are outdoors with a blurred background of trees and a blue sky.

2024-2025

By the Numbers

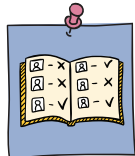
The Alabama Department of Child Abuse and Neglect Prevention under the leadership of Sallye R. Longshore, Director, has documented a broad distribution of resources and outreach to the citizens of Alabama through a large number of community-based agencies and organizations. These efforts have enhanced protective factors that are associated with the reduction of child maltreatment risks and the significant economic and human costs of child abuse and neglect in our state.

2024-2025 By the Numbers

The numbers reflected below include TANF programs. A separate, distinct TANF program evaluation report further reflects outcome results.



ADCANP has a **42 year history** of collaborating with community-based agencies and organizations that serve children and families in Alabama.



536,816 adults served
158,751 youth served

Served = received a resource or program.



\$13,489,000**

was awarded to programs serving parents.

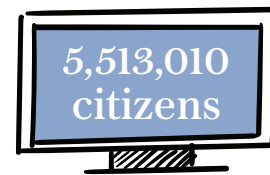
\$4,660,000***

was awarded to programs serving youth.



Over \$18 million

has been awarded through a competitive grant process to community-based agencies to support prevention programs.



5,513,010
citizens

viewed prevention information through various media outlets.

678,000 individuals

were impacted by public awareness activities.

215 prevention programs

for youth and parents were provided across the state of Alabama

All 7 districts

and 100% of counties in Alabama were directly impacted by prevention program resources provided by ADCANP.

Over 17,500 surveys

were submitted by CTF-funded programs.

Over 150 different agencies

around the state were funded to provide prevention programs in their communities.

Over 300 grantee agency jobs

are supported annually around the state through prevention program funding.



4 Primary funding streams

1. Community Based Child Abuse Prevention (CBCAP)
2. Children First Trust Fund (CFTF)
3. Education Trust Fund (ETF)
4. Department of Human Resources /Temporary Assistance for Needy Families (DHR/TANF)

Potential Costs vs. Investment in Prevention

\$368,416*

Average taxpayer cost of services in Alabama per child abused or neglected.*

* Report from the University of Alabama released 2021. aub.ie/uastudy

\$25

Average cost of **prevention** program per ADULT. **

**Based on amount of grants awarded and number of adults served

\$29

Average cost of **prevention** program per YOUTH. ***

***Based on amount of grants awarded and number of youth served

The 5 Protective Factors

The Foundation of the Strengthening Families™ Framework

ADCANP/CTF is explicitly focused on educating Alabama communities in the Strengthening Families™ framework – a vital component in preventing child maltreatment. The Protective Factors Framework emphasizes key, research-based factors for strengthening families and reducing risks for children and prescribes prevention program target outcomes and objectives.

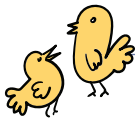
What are the Five Protective Factors?

The Five Protective Factors are the foundation of the Strengthening Families™ approach. Extensive evidence supports the commonsense 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.



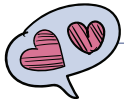
Parental Resilience

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.



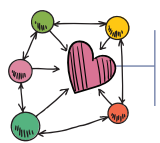
Knowledge of Parenting & Child Development

Having accurate information about raising young children and appropriate expectations for their behavior helps 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 & Emotional Competence of Children

A child's ability to interact positively with others, to self-regulate, and to effectively communicate his or her emotions have 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 Support 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.

2024-2025 Program Evaluation Report

History:

The Alabama Department of Child Abuse and Neglect Prevention – The Children’s Trust Fund – was established in 1983 to address the state’s problem of child neglect and maltreatment. While several state agencies addressed the consequences of child abuse, none focused on combatting the issue, raising awareness, and educating communities before it occurred.

ADCANP/CTF remains the only state agency actively engaged in providing community-based prevention programs focused on promoting protective factors in families. As a member of the National Alliance of Children’s Trust and Prevention Funds, as well as Prevent Child Abuse America, the ADCANP/CTF works to strengthen ALL families and to surround them with supportive communities, services, and systems. ADCANP/CTF is the only state agency designated to prevent child maltreatment by building family strengths.

Outreach and Impact:

As evidenced through hard work, strong collaboration, and effective leadership, the ADCANP/CTF continues to be at the forefront in the nation for supporting and evaluating prevention and family strengthening programs.

ADCANP/CTF is consistently recognized for its partnerships, outreach, and evaluation efforts by federal partners. In the last project year, Director Longshore, ADCANP/CTF staff, and the evaluation team have presented at the following national conferences and webinars:

- Youth-serving groups, Atlanta GA – October 2024
- Strengthening Families Introduction to Social Workers - Auburn University - October 2024
- Strengthening Families Introduction to Poarch Creek Indians Boys & Girls Club – December 2024
- Doing What Matters for Alabama’s Children – January 2025
- AL Human Trafficking Task Force Summit – January 2025
- Alabama Community Education Association (ACEA) Conference – February 2025
- Presented Overview of CTF/Prevention to Family Guidance Center in Montgomery – May 2025
- APSAC Conference Safe and Sound – June 2025
- MEGA Conference – July 2025
- Presenting on SF at Children’s Policy Conference – September 2025
- Ross Bridge Safe and Sound – September 2025







Evaluation Methods

Research suggests several key activities as useful for the prevention of child maltreatment: raising public awareness, providing education and supports for parents – particularly those facing special challenges (e.g., low resources, special needs children), facilitating positive parent involvement, and promoting youth’s own awareness, knowledge, and skills related to resilience.

Therefore, the types of programs ADCANP/CTF funded include:

- Parent Education and Support
- Home Visiting
- Respite Care
- Youth School-Based
- Youth Non School-Based/After-School Mentoring
- Public Awareness and Training

Although each program varies in approach, curriculum, 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.

Data were collected between October 2024 and September 2025 from program participants, using uniform surveys within each program type. This allows for the aggregation of data within program categories and results in meaningful information regarding the experiences of the average participant

in each program area. This systematic empirical assessment of prevention programs throughout the state is one of few such efforts in the United States.

Because of the large number of citizens served, survey research methods were utilized for those participating in multi-session programs. Upon program completion, adult and youth participants responded to questions regarding their background and demographics. Participants also responded to a survey list of perceived benefits that program grantees target for impact. These potential benefits are grouped within the protective factors of the Strengthening Families™ Protective Factor Framework.





Parent Education & Home Visiting Programs

During project year 2024-2025, a total of 79 programs provided parent education/home visiting through hospital visits, group education, and home visits.

Common goals of these education programs noted in their proposals center on participant improvement in:

- stress management skills
- skills to manage maltreatment risk
- understanding various forms of child maltreatment
- medical care commitment
- parenting skills and child development knowledge
- knowledge of & commitment to use support services
- use of informal support networks

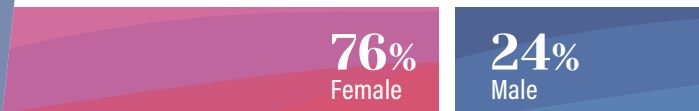
These goals promote elements of several protective factors emphasized by the Strengthening Families™ framework (*see results for this information*).

Parent Education & Home Visiting Programs Demographics

Parents ($n=5,683$) in Parent Education classes and Home Visiting programs are predominantly European American/White or African American/Black and predominantly of lower socio-economic status, based on work status, education level, and income reported. Participants are predominantly women.

Average Age **34**

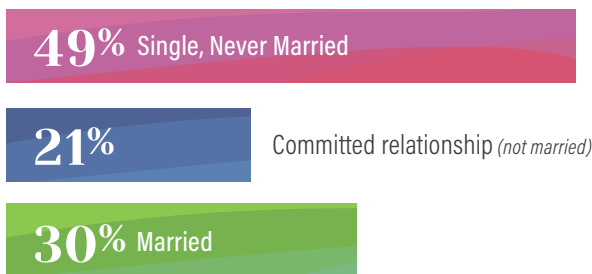
Gender



Incarceration



Relationship Status

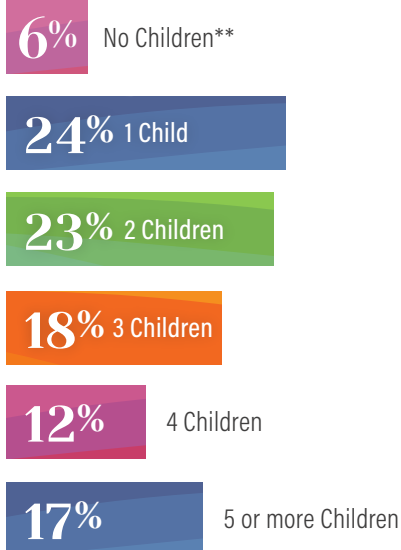


Additionally: 27% have been divorced

Work Status^{***}



Number of Children*

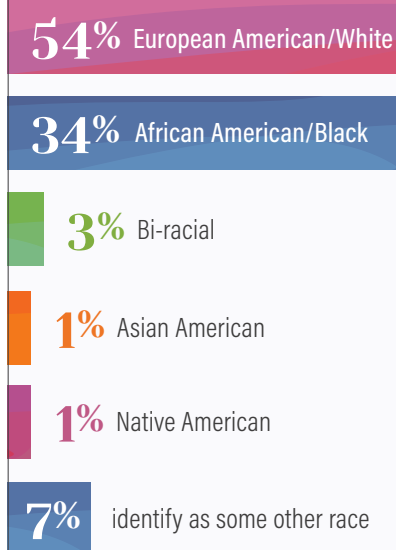


Of those who reported having children, 20% indicated having at least one child with special needs. In addition, 15% reported having stepchildren • 3% reported having adopted children • Less than 1% reported having foster children • 11% reported having grandchildren

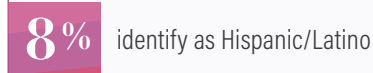
* Participants responded as the primary caregiver of biological, step, adopted, foster, and grandchildren.

** Includes prenatal

Race



Ethnicity



Education Level***



Post-Program Annual Income***



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

Parent Education & Home Visiting Programs

Results

After program completion, participants were asked to select from a list of possible benefits received from the program. These were then grouped into the protective factors.

Participants' Perceived Benefits:

Parental Resilience

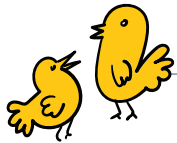


96% had better stress management skills.

95% had better anger management skills.

96% were better able to recognize when at risk of using harsh, ineffective parenting.

Knowledge of Parenting & Child Development



94% had more knowledge about what child sexual abuse is.

96% had more knowledge about what child physical abuse is.

97% had more knowledge about what child emotional abuse is.

98% were more committed to getting their child appropriate medical care when needed.

99% had better parenting skills.

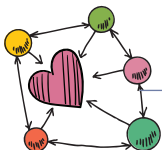
99% used more positive parenting skills that teach and guide their children in a loving way rather than harshly.



Concrete Support in Times of Need

96% knew more about how to get help in their community.

92% used community resources more consistently.



Social Connections

93% sought support from friends, family, or others more often.



“I wouldn’t have made it through this pregnancy if it wasn’t for this program. It was a blessing that God had in place and I’m so grateful. I still struggle after 2 years, and they are what keeps me getting through my days. They are mentors, advocates, and phenomenal listeners. They teach so much that impacts and helps me grow to be a better mother. They give nutritious meals that the prison doesn’t provide, and it’s a blessing that helps with my health.

Thanks for your generosity, love, care, and respect for us. Thanks for seeing us as humans and not inmates.”

- Parent Education
Program Participant

“When I showed up to my first meeting, I was unsure of what to expect. Little did I know that I would be forming lifelong friendships with other parents and their families. They welcomed me with open arms! Being able to have other parents to bounce ideas off of, and to hear their testimonials, has helped me realize that I am not alone.

Being in this group makes me feel that what I’m going through is normal and that it is okay. When one of us celebrates a child’s accomplishment, all of us celebrate that accomplishment!”

- Parent Education
Program Participant





Respite Care Programs

During project year 2024-2025, a total of 7 programs provided respite care services and parent information for parents and children with special needs.

Common goals of respite programs noted in their proposals center on participant improvement in:

- stress level
- positive view of the child
- knowledge of & commitment to use support services
- use of informal support networks

These goals promote elements of several protective factors emphasized by the Strengthening Families™ framework (*see results for this information*).

Respite Care Programs

Demographics

Parents ($n=646$) in Respite Care programs are predominantly European American/White or African American/Black and predominantly of lower socio-economic status, based on work status, education level, and income reported. Participants are predominantly women.

Average Age **38**

Gender

85%
Female

15%
Male

Incarceration

<1%

are currently incarcerated

Relationship Status

42% Single, Never Married

8% Committed relationship (*not married*)

50% Married

Additionally: 21% have been divorced

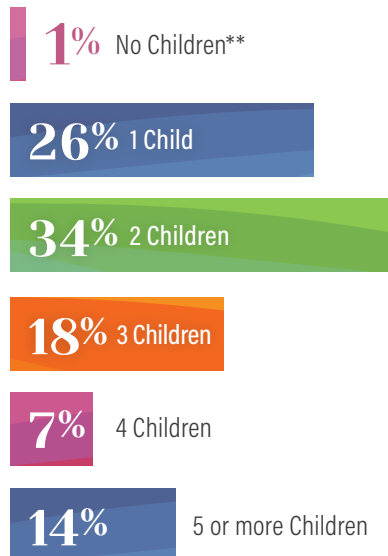
Work Status^{***}

33% Not working for pay

22% Part-time

45% Full-time

Number of Children*

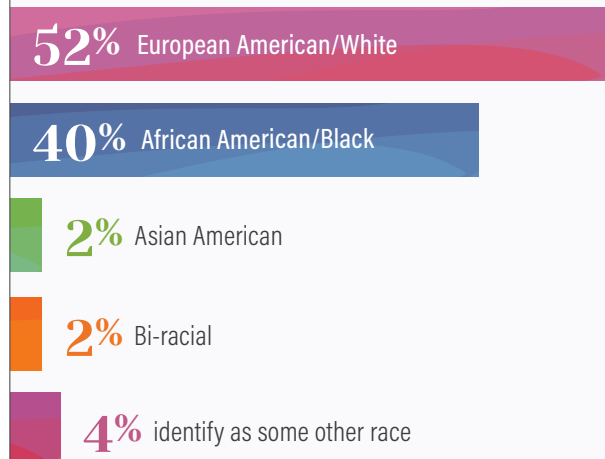


Of those who reported having children, 96% indicated having at least one child with special needs. In addition, 7% reported having stepchildren • 8% reported having adopted children • 3% reported having foster children • 11% reported having grandchildren

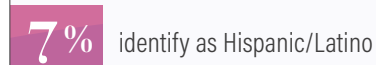
* Participants responded as the primary caregiver of biological, step, adopted, foster, and grandchildren.

** Includes prenatal

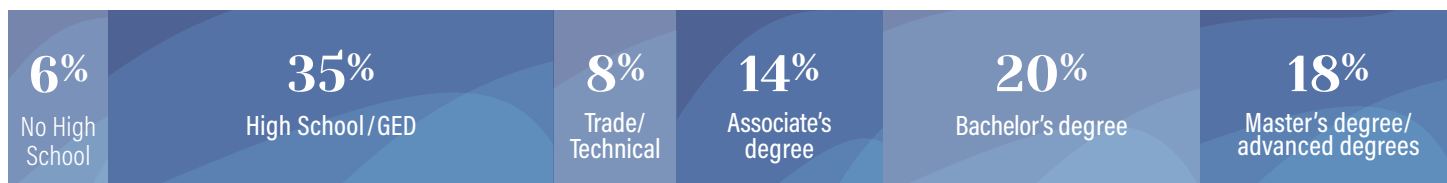
Race



Ethnicity



Education Level***



Post-Program Annual Income***



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

Respite Care Programs

Results

After program completion, participants were asked to select from a list of possible benefits received from the program. These were then grouped into the protective factors.

Participants' Perceived Benefits:

Parental Resilience



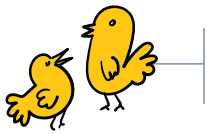
97% had better stress management skills.

96% were better able to control important things in their life.

99% were better able to cope effectively.

98% were better able to recognize when at risk of using harsh, ineffective parenting.

98% were better able to overcome difficulties.



Knowledge of Parenting & Child Development

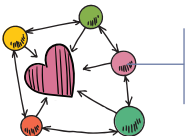
99% were better able to view their child in a positive light.



Concrete Support in Times of Need

94% knew more about resources in their community.

92% used community resources more consistently.



Social Connections

94% sought support from friends, family, or others more often.

97% took more time for personal self-care needs.

"This program has been a huge blessing for not just me, but for my family! Being a mom, especially with a special needs child, tends to make us lose time for ourselves. Having this program makes it where I can choose my caretaker for my child, and feel comfortable enough to leave my child in the care of that person."

- Respite Care
Program Participant

"My family was very thankful to have the opportunity to have respite care for our son. The respite care program allowed me to do something for myself. That is often something that is put on the back burner. It improved my mental health and allowed me time to relax!"

- Respite Care
Program Participant







Youth Programs

3rd-5th Grade

Youth in 3rd-12th grade around the state were served through 60 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. After program completion, participants were asked to select from a list of possible benefits received from the program. These were then grouped into the protective factors.

Common goals of programs noted in their proposals for youth in 3rd-5th grade center on participant improvement in:

- social skill development
- improved abuse awareness
- self confidence
- emotion identification and regulation
- enhanced assertiveness
- cooperative behavior

Youth Programs 3rd-5th Grade Demographics

Survey data on youth demographics from school-based, non-school based/after school, and mentoring programs offered to children in 3rd– 5th grade ($n=3,539$) indicate that participants are predominantly African American/Black or European American/White and balanced in gender.

Gender

54%
Female

46%
Male

Number of Siblings

35% 0 - 1 Siblings

52% 2 - 4 Siblings

13% 5 or More

Family Structure

29% Single-parent

46% Biological 2-parent

19% Step-family

5% Grandparent-headed

1% Other relative

Race

45% African American/Black

37% European American/White

6% Bi-racial

2% Native American

10% identify as some other race

Ethnicity

11% identify as Hispanic/Latino

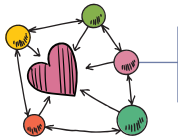
“This program has taught me so much like being responsible, how to be kind to people, about trust, bullying, child luring, saying no to drugs and alcohol, good and bad touch and how to make good decisions and they help me with my homework. I love coming to the program, the teachers are so nice and helpful. We have fun but also learn.”

- Youth Program Participant

Results

After program completion, participants were asked to select from a list of possible benefits received from the program. These were then grouped into the protective factors.

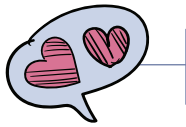
Participants' Perceived Benefits:



Social Connections

87% got along with people better.

Social & Emotional Competence



91% knew more about good touch and bad touch.

83% were better able to recognize own feelings.

69% were better able to control own feelings.

84% thought more before making decisions.

89% made better choices and kept out of trouble.



Concrete Support in Times of Need

92% were better able to name someone they trust for help.

77% were better able to tell people what they need.

"I will always remember this - Don't be afraid to show your true self, and be comfortable with who you are.

This is what this program is all about—giving girls space to grow, lead, and thrive. And with your support, that is possible every day."

- Youth Program Participant





Youth Programs

6th-12th Grade

Youth in 3rd-12th grade around the state were served through 60 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. After program completion, participants were asked to select from a list of possible benefits received from the program. These were then grouped into the protective factors.

Common goals of programs noted in their proposals for youth in 6th-12th grade center on participant improvement in:

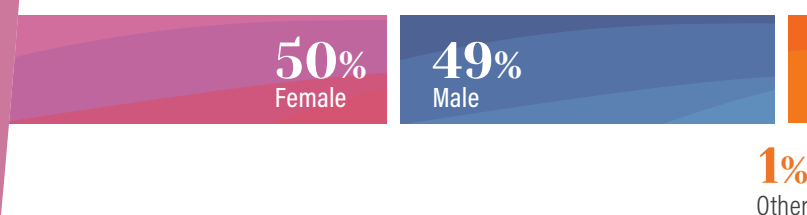
- emotion knowledge
- self confidence
- social competence
- commitment to avoid risky & delinquent behavior
- cooperative behavior
- abuse awareness & resourcefulness

Youth Programs 6th-12th Grade

Demographics

Youth demographics from school-based, non-school based/after school, and mentoring programs offered to children in 6th-12th grade ($n=5,472$) indicate that participants are predominantly African American/Black or European American/White and balanced in gender.

Gender



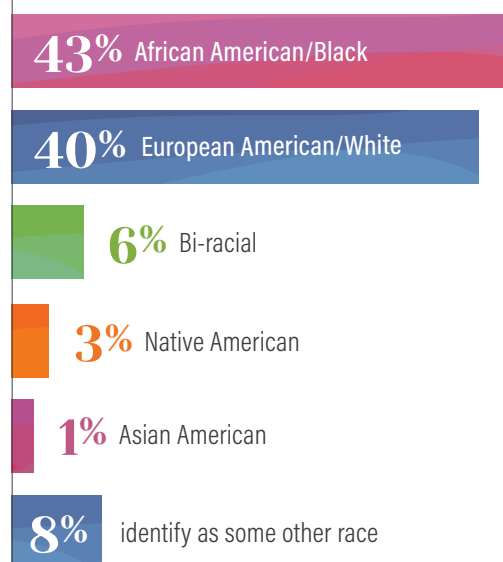
Number of Siblings

39% 0-1 Siblings
49% 2-4 Siblings
12% 5 or More

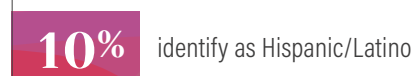
Family Structure

31% Single-parent
43% Biological 2-parent
19% Step-family
6% Grandparent-headed
1% Other relative

Race



Ethnicity



"This program didn't just give me a mentor - it gave me the belief that I could achieve anything. My mentor helped me realize that my past didn't define my future, and that there were people out there who truly cared. The impact of that bond will last a lifetime."

- Youth Program Participant

Results

After program completion, participants were asked to select from a list of possible benefits received from the program. These were then grouped into the protective factors.

Participants' Perceived Benefits:

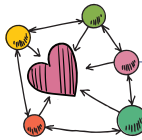
Youth Resilience



84% believed they would be okay when bad things happen.

86% were better at solving problems in a positive way.

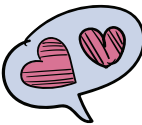
Social Connections



84% were better able to recognize positive qualities in others.

87% were better at developing friendships.

Social & Emotional Competence



84% were better at recognizing positive qualities in self.

83% thought more before making decisions.

92% made better choices and kept out of trouble.

92% were more committed to not using drugs, alcohol, and tobacco/vape.

91% were better able to recognize abuse and neglect.

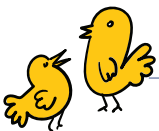
Concrete Support in Times of Need



90% were better able to name someone they trust for help.

80% were more committed to telling adults about abuse or neglect.

Knowledge of Adolescent Development



84% were better at admitting mistakes.

93% were more committed to doing their best in school.



Public Awareness & Training Programs

43 programs funded to specifically conduct Public Awareness activities

Public Awareness and Training programs provide information to professionals and community members on child abuse and neglect to raise awareness and increase:

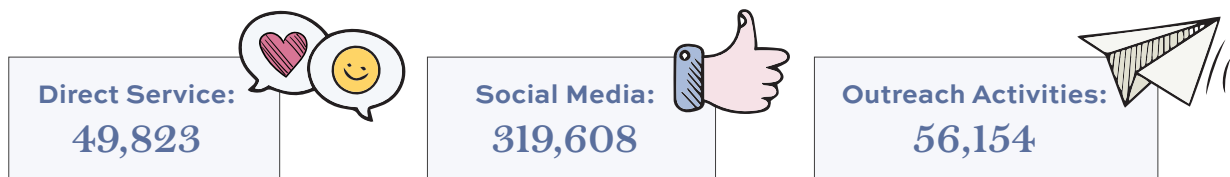
- 1) the likelihood of reporting suspected child abuse and neglect
- 2) the use of services provided for family support and child abuse and neglect situations.

These activities also address common risks identified as barriers to health and success (*i.e., preventing tobacco use and/or tobacco cessation for youth*).

Due to the large numbers attending Public Awareness and Training programs, individual surveys were not administered to these participants. Staff tracked the number of face-to-face encounters and reported these to the evaluation team monthly.

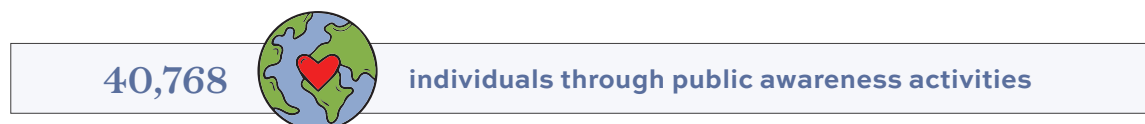
All Public Awareness and Training programs funded by CTF have a direct service component - each of the programs provides a direct service to some individuals in addition to their outreach and social media activities that impact communities.

These 43 funded Public Awareness & Training programs documented the following activities:



Additionally, many of the Youth, Parent Education and Home Visiting, Fatherhood, and Respite Care programs also made efforts to raise awareness about community resources and child abuse and neglect and documented their efforts.

Other program types directly served a total of:



Staff also tracked exposures to other community and public awareness efforts implemented within communities through various media outlets, such as billboards, radio and newspaper ads, agency websites, and social media (Facebook, Instagram, YouTube, etc.).





"Your kindness and support have brought relief and comfort during a challenging time. Thank you from the bottom of my heart for your compassion and generosity. It truly makes a difference in our lives, and we are incredibly grateful for your support."

- Public Awareness Program Participant



Reflections

With this report we, the Auburn University Evaluation Team, enter our second decade of documenting the outreach and evaluating the benefits for youth and parents participating in community - based programs funded and supported throughout the state by the Alabama Department of Child Abuse and Neglect Prevention - the Children's Trust Fund. Each year we are able to directly witness the significant growth and continued impact of this community work and reviewing the results never fails to inspire us.

ADCANP Director Sallye Longshore and her staff have worked tirelessly to secure resources and provide support to a multitude of community agencies who provide innovative and engaged programming in their communities that are centered on prevention and reducing the risks of child maltreatment. Through her leadership and emphasis on a strengths-based approach, these programs all work to promote protective factors for vulnerable children and families in our state. This network of primary prevention programs and this coordinated evaluation is unique among other states' efforts. Programs are designed for individual community needs, yet share common goals and objectives. Because of this, we are one of the few states that is able to combine and aggregate data to provide a more complete picture of the significant number of families affected and the consistent positive benefits experienced.

“What you do makes a difference, and you have to decide what kind of difference you want to make.” - Jane Goodall

We are so grateful to the ADCANP leadership and staff and the individual community agency staff who have all decided to make a difference in families' lives that empowers them, educates them, and gives them hope for a better future. While our approach to evaluation is objective, we nonetheless, rejoice along with them when we see the growth in outreach year to year and the growing list of positive benefits that children, youth, and families are experiencing.

The work is inspiring, and it is evident that the investments in these programs are validated. As family scientists, we believe that all families have strengths and that all individuals and families benefit from focused support and education. The ADCANP-funded programs promote access to critical resources that are strengthening individuals, healing relationships, and supporting family interactions that nurture children. Because of these efforts, it is clear that more and more citizens will be able to achieve the goals and dreams they have for themselves. It is our honor and privilege to be a part of the team of professionals that provides opportunities for a better future for children and families across Alabama.



2024-2025
**ADCANP Program
Evaluation Report**

submitted in January 2026 by:

Project Director

Francesca Adler-Baeder, Ph.D., CFLE
Professor, Human Development and Family Science

Project Staff

Ami Landers, Ph.D., CFLE
Project Manager

Donna Roland, B.S.
Outreach Administrator III

Addison Braddock, M.S., CFLE
Research Associate II

Student Research Assistants

Kyndall Crosslin
Miyah Hunter
Claire King
Michael Reuss
Seth Walker

Layout | Design

Laura Shine Lee



The Alabama Department
of Child Abuse and
Neglect Prevention

The Children's Trust Fund

Phone: (334) 262-2951
www.ctf.alabama.gov
www.ctfeval.com
445 Dexter Avenue, Suite 8040
Montgomery, AL 36104

