



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

2018-2019 REPORT



2018-2019
End of Year Evaluation Report

Education Trust Fund

ETF



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

2018-2019 REPORT

Adult Participant Demographics

In Education Trust Fund (ETF) funded programs, 3,177 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 =

- 1% were 18 and younger; 22% were 19-24; 18% were 25-30; 21% were 31-40; and 38% were over 40

Gender

- 81% female
- 19% male

Race & Ethnicity

- 59% European American/White
 - 36% African American/Black
 - 1% Asian American
 - 1% Native American
 - 3% Other race
- *Of all participants, 4% identified as Hispanic or Latino*

Relationship Status

- 25% Single, never married
- 13% Committed relationship (not married)
- 47% Married
- 3% Separated, not currently in a relationship
- 10% Divorced, not currently in a relationship
- 2% Widowed, not currently in a relationship

Number of Children*

- 16% 0 Children
- 17% 1 child
- 22% 2 children
- 24% 3-4 children
- 21% 5 or more children

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

Work Status Pre-Program**

- 29% reported not working for pay
- 21% reported working part-time
- 50% reported working full-time

Education Level Pre-Program **

- 4% reported not completing high school
- 38% reported completing high school or GED
- 13% reported obtaining 2-year college/associate school degree
- 6% reported obtaining a trade/technical school degree
- 24% reported completing a 4-year college degree
- 15% reported completing an advanced degree

Income Level Pre-Program**

- 20% reported a gross yearly income of less than \$10,000 a year
- 32% reported earning \$10,000-29,999
- 30% reported earning \$30,000-59,999
- 18% reported earning more than \$60,000 per year

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



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

2018-2019 REPORT

Youth Participant Demographics

In ETF funded programs, 24,617 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

- 31% were in grades 3-5
- 69% were in grades 6-12

Gender

- 51% female
- 49% male

Race & Ethnicity

Youth program participants were:

- 45% African American/Black
- 39% European American/White
- 2% Native American
- 2% Asian American
- 12% Other race

**Of all participants, 10% identified as Hispanic or Latino*



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

2018-2019 REPORT

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 35.
- 2% were 18 and younger; 17% were 19-24; 21% were 25-30; 23% were 31-40; and 37% were over 40

Gender

- 94% female
- 6% male

Race & Ethnicity

- 40% European American/White
 - 55% African American/Black
 - 1% Asian American
 - 1% Native American
 - 3% Other race
- *Of all participants, 6% identified as Hispanic or Latino*

Relationship Status

- 33% Single, never married
- 13% Committed relationship (not married)
- 29% Married
- 8% Separated, not currently in a relationship
- 14% Divorced, not currently in a relationship
- 3% Widowed, not currently in a relationship

Number of Children*

- 8% 0 Children
 - 17% 1 child
 - 22% 2 children
 - 23% 3-5 children
 - 30% 5 or more children
- *Includes biological, step, adopted, and foster children*

Work Status Pre-Program**

- 38% reported not working for pay
- 14% reported working part-time
- 47% reported working full-time

Education Level Pre-Program **

- 10% reported not completing high school
- 63% reported completing high school or GED
- 13% reported obtaining 2-year college/associate school degree
- 9% reported obtaining a trade/technical school degree
- 3% reported completing a 4-year college degree
- 2% reported completing an advanced degree

Income Level Pre-Program**

- 33% reported a gross yearly income of less than \$10,000 a year
- 39% reported earning \$10,000-29,999
- 24% reported earning \$30,000-59,999
- 4% reported earning more than \$60,000 per year

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



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

2018-2019 REPORT

Parent Education and Home Visiting Programs

Five 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; Cronbach’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	2.65	.84	3.46	.60	499	-22.55	1.04
Skills to Manage Maltreatment Risk	3.26	.72	3.73	.46	495	-16.54	.78
Understanding of Various Forms of Child Maltreatment	3.00	.79	3.6	.52	499	-19.26	.93
Medical Care Commitment	3.23	.82	3.66	.54	496	-13.80	.67
Parenting Skills & Child Development Knowledge	2.79	.71	3.58	.52	500	-22.93	1.05
Knowledge of & Use of Support Services	2.56	.78	3.44	.56	499	-22.84	1.04
Use of Informal Supportive Networks	2.84	.86	3.56	.60	495	-20.26	.95

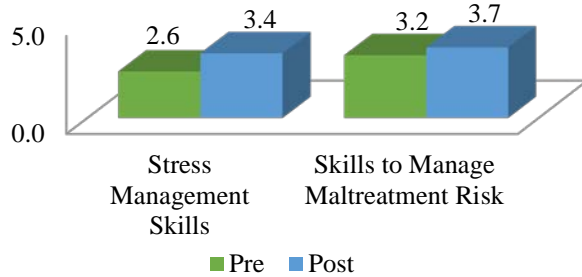
*** $p < .001$. Cohen’s *d* reported in absolute values.



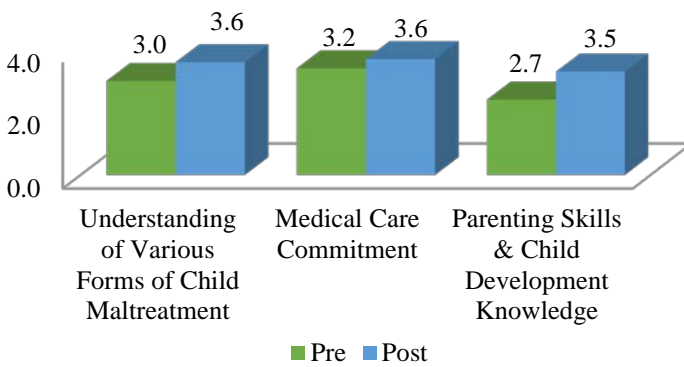
THE ALABAMA DEPARTMENT OF CHILD ABUSE AND NEGLECT PREVENTION: THE CHILDREN'S TRUST FUND

2018-2019 REPORT

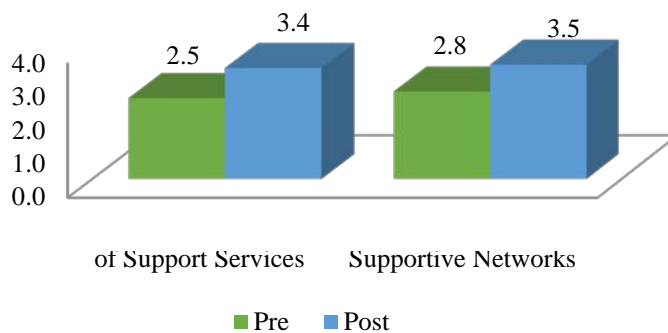
Parental Resilience



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

2018-2019 REPORT

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

- 51% female
- 49% male

Race & Ethnicity

Youth program participants were:

- 47% African American/Black
- 31% European American/White
- 3% Native American
- 5% Asian American
- 14% Other race

**Of all participants, 9% identified as Hispanic or Latino*



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

2018-2019 REPORT

Youth Programs 3rd-5th Grade

Youth in 3rd-12th grade around the state were served through nineteen 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= 1147) responded to an assessment of 6 goals. Analyses of measures (some using multi-items; Cronbach'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 EMOTIONAL COMPETENCE OF CHILDREN							
Social Skills	2.24	.77	2.68	.55	2500	-30.24	.62
Abuse Awareness	2.31	1.01	2.80	.47	2451	-24.98	.56
Self Confidence	2.32	.76	2.74	.53	2450	-29.20	.60
Emotion Identification & Regulation	2.09	.56	2.59	.42	2567	-44.15	.89
Assertiveness	2.00	.75	2.66	.56	2512	-43.44	.89
Cooperative Behavior	2.29	.65	2.73	.44	2549	-35.20	.74

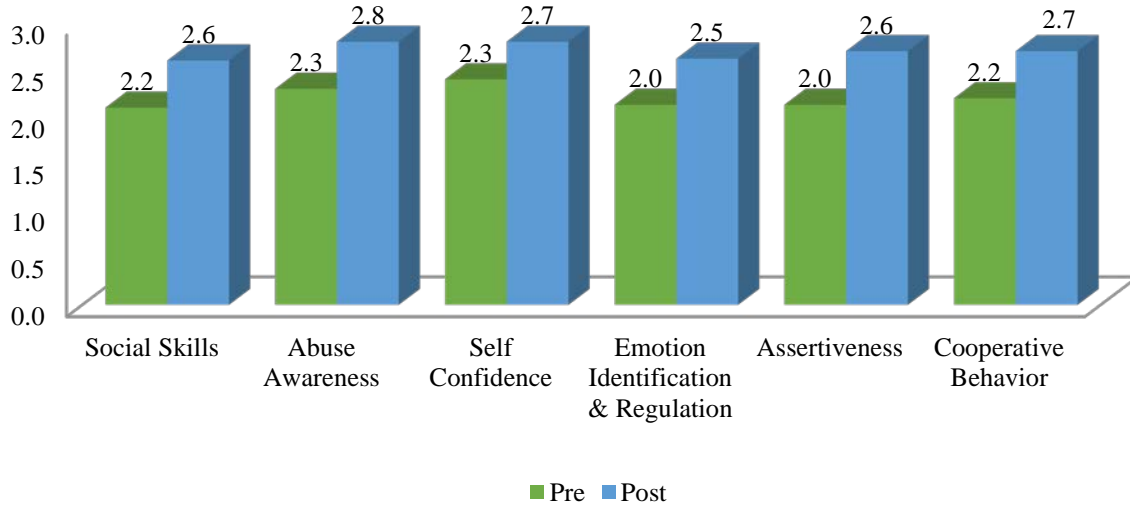
*** $p < .001$. Cohen's d reported in absolute values.



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

2018-2019 REPORT

Social and Emotional Competence of Children





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

2018-2019 REPORT

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

- 51% female
- 49% male

Race & Ethnicity

Youth program participants were:

- 44% African American/Black
- 43% European American/White
- 2% Native American
- 1% Asian American
- 10% Other race

**Of all participants, 9% identified as Hispanic or Latino*



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

2018-2019 REPORT

Youth Programs 6th-12th Grade

Youth in 3rd-12th grade around the state were served through nineteen 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=1147) responded to an assessment of 7 goals. Analyses of measures (some using multi-items; Cronbach'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 EMOTIONAL COMPETENCE OF CHILDREN							
Emotion Knowledge of Self	2.71	.93	3.06	.86	2363	-22.96	.47
Emotion Knowledge of Others	2.63	.89	3.00	.83	2361	-24.28	.50
Self Confidence	2.87	.86	3.21	.80	2366	-23.28	.49
Social Competence	2.80	.61	3.13	.58	2446	-30.66	.61
Commitment to Avoid Risky & Delinquent Behavior	3.28	.69	3.46	.61	2412	-18.70	.38
Cooperative Behavior	2.87	.89	3.17	.83	2397	-19.58	.40
Abuse Awareness & Resourcefulness	2.83	.72	3.24	.65	2433	-30.88	.63

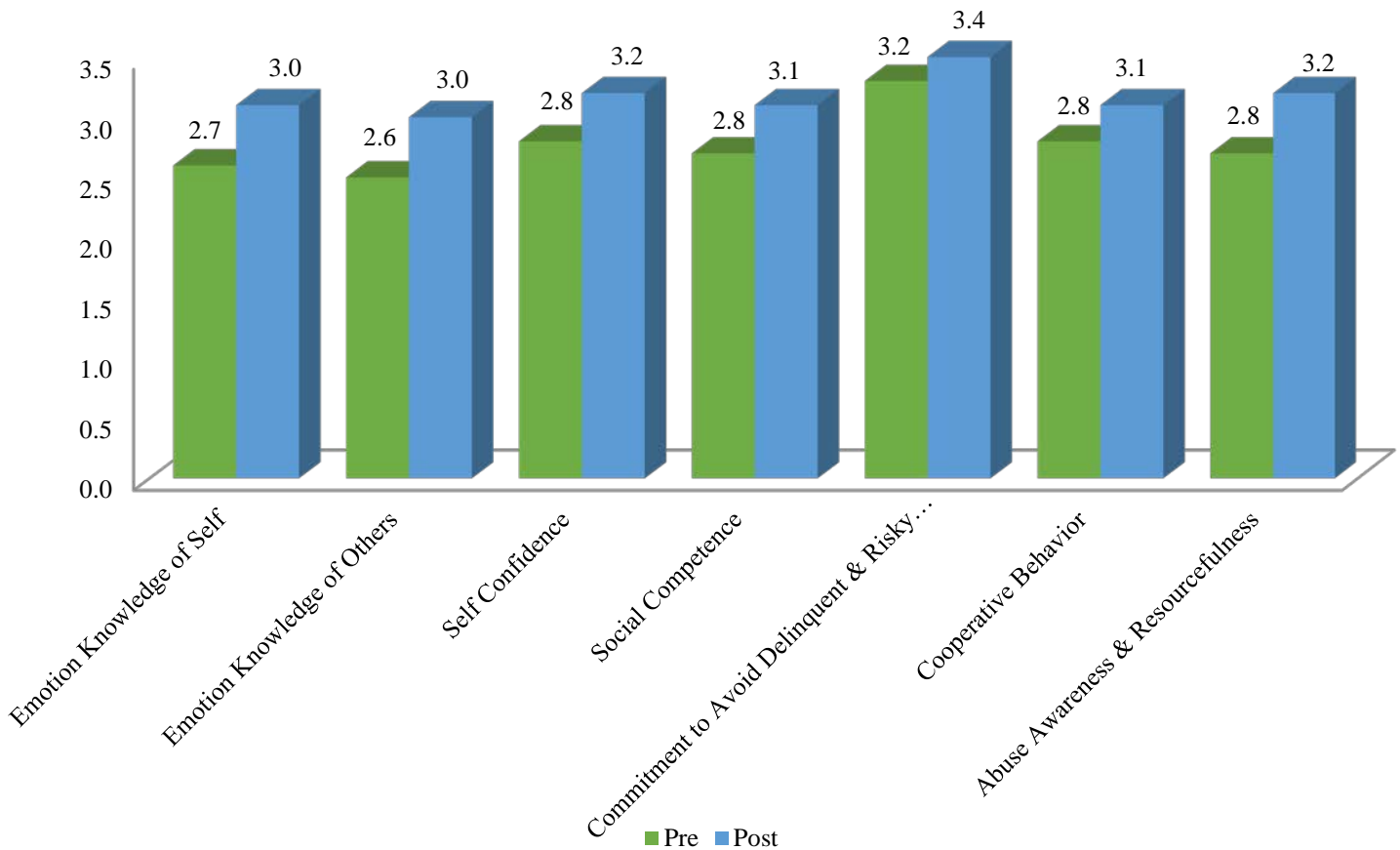
*** $p < .001$. Cohen's d reported in absolute values.



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

2018-2019 REPORT

Social and Emotional Competence of Children





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

2018-2019 REPORT

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
submitted in October by:

Project Director

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

Project Staff

Ami Landers, M.S., CFLE
Project Manager

Julianne McGill, Ph.D.
Research Assistant Professor

Rachel Odomes
Program Analyst

Donna Roland
Outreach Administrator III

Shelby Murtaugh
Graduate Research Assistant

Rhees Johnson
Graduate Research Assistant

***Undergraduate
Research Assistants***

Rebecca Stanley
Freddie Hodges
Brittany Wright
Kyra Smith
Casey Hamilton
Madison Strichik
Claire Suddarth
Zoey Davis
Lauren Portera