ADCANP Performance Measurement and Evaluation Training

August 1-2, 2016

AUBURN UNIVERSITY

children's trust fund of alabama
preventing child abuse and neglect

Prevent Child Abuse Alabama™

Alabama Department of Human Resources

Welcome

Dr. Francesca Adler-Baeder

- Ami Landers, Project Manager
- Rachel Odomes, Research Assistant
- Graduate Research Assistants

Partnership

- CTF and Auburn University have a collaborative history
- We are your partner
- We deliver “news you can use”

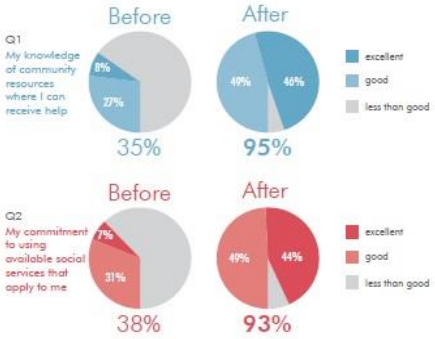
Trust

The Alabama Department of Child Abuse Prevention

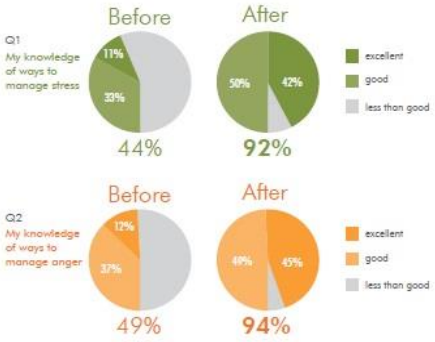
The Children's Trust Fund

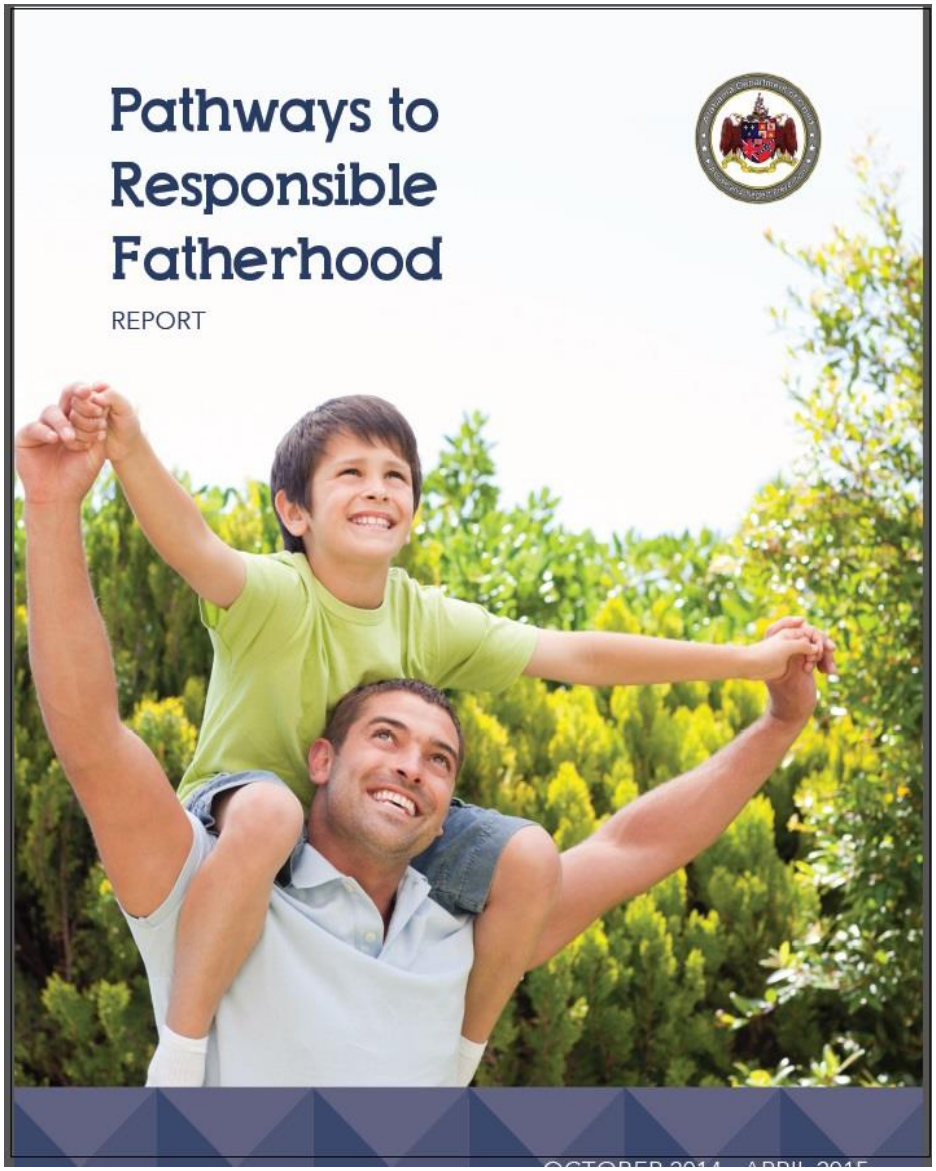
2007-2008
Evaluation Report

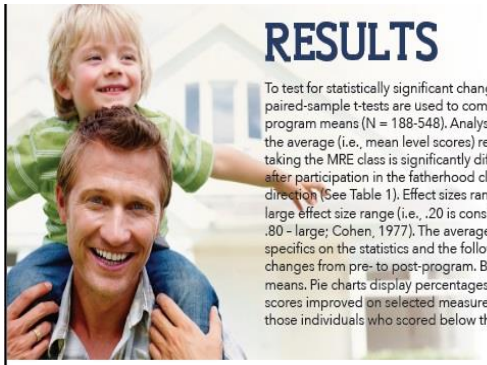
Parent Education and Home Visiting
Knowledge of and Use of Support Services



Parent Education and Home Visiting
Stress Management




Pathways to
Responsible
Fatherhood
REPORT



RESULTS

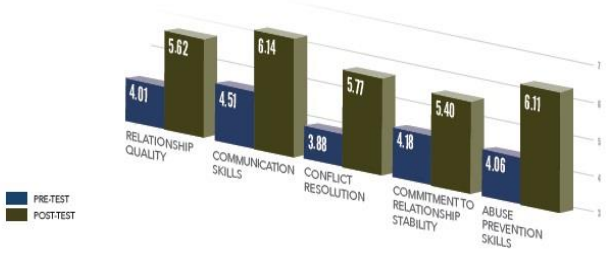
To test for statistically significant changes from pre-test to post-test, paired-sample t-tests are used to compare pre-program and post-program means (N = 188-548). Analyses revealed that in multiple areas, the average (i.e., mean level scores) reported by participants before taking the MRE class is significantly different than their reported scores after participation in the fatherhood class; changes are in the desired direction (See Table 1). Effect sizes range from .89 to 1.44, and are in the large effect size range (i.e., .20 is considered small, .50 – moderate, and .80 – large; Cohen, 1977). The average effect size is 1.11. Table provides specifics on the statistics and the following charts provide a visual of the changes from pre- to post-program. Bar graphs display changes in group means. Pie charts display percentages of individuals whose post-program scores improved on selected measures. Calculations are based on only those individuals who scored below the maximum at pre-test.

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

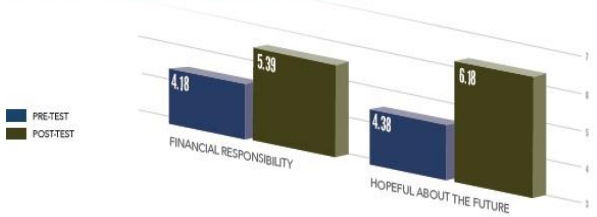
	Pre-Test *M*	*SD*	Post-Test *M*	*SD*	*df*	*t*	Cohen's d
Relational Skills							
Relationship Quality	4.01	1.55	5.62	1.47	206	-15.73***	1.09
Communication	4.51	1.45	6.14	.90	246	-18.47***	1.17
Conflict Resolution	3.88	1.41	5.77	.94	256	-21.49***	1.34
Commitment to Relationship Stability	4.18	1.47	5.40	1.54	231	-13.57***	.89
Abuse Prevention Skills	4.06	1.46	6.11	.97	187	-17.12***	1.25
Individual Strengths							
Financial Responsibility	4.18	1.23	5.39	.94	414	-19.06***	.94
Hopeful About Future	4.38	1.40	6.18	.94	547	-28.74***	1.22
Parenting							
Cooperation with Child Support Personnel	3.62	1.46	5.13	1.80	360	-16.93***	.89
Positive Parenting Behavior	4.84	1.33	6.20	1.01	485	-24.15***	1.09
Commitment to Pay Full Child Support	3.51	1.54	5.11	1.92	325	-16.90***	.94
Commitment to Fatherhood	4.88	1.21	6.62	.76	376	-28.12***	1.44

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

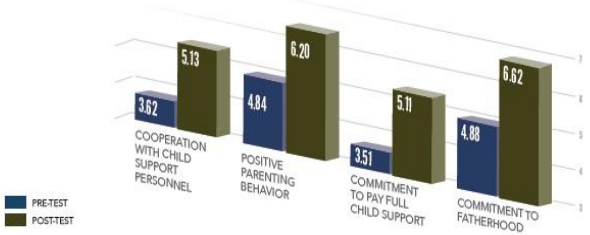
Relational Outcomes for Participants



Individual Outcomes for Participants



Parenting Outcomes for Participants



What stays the same this year?

- Program implementation
- Support and technical assistance
- Regular reporting of program participation
- Universal reporting forms online

What is different?

- No PRF!
- Streamlined TDSS
- SMART Report form (quarterly)
  - Q1:July-Sept (due Oct 5)
  - Q2: Oct-Dec (due Jan 5)
  - Q3: Jan-Mar (due Apr 5)
  - Q4: Apr-Jun (due July 5)

Reporting Forms

Participant Tracking Forms

- PRF (Participant Record Form)
- TDSS (Target Data Spread Sheet)
- MCL (Master Code List)- this list contains all participants in all programs
- SMART Report form (quarterly)

Target Data Spread Sheet

Stored in your program's Dropbox

- Two target numbers
  - Enrollment
  - Surveys – 80%
- Monthly updates
  - Newly enrolled
  - Completed datasets
  - By the 5th

2017 ADCANP/CTF TDSS - Target Data Spread Sheet				
PROGRAM NAME: Aid To Inmate Mothers (AIM)				
REPORTING MONTH	# of **NEWLY** Served Participants		TARGET # (per CTF)	# of **Paired** Surveys (Intake + Post) (GOAL: 80% of Target #)
	Surveyed Participants	**Presentation Report Participants**		
August				
September				
October				
November				
December				
January				
February				
March				
April				
May				
June				
July				
TOTAL:	0	0		0
***If no new participants were served, PLEASE mark column with a "0" for that month.				

Smart Report

S.M.A.R.T. REPORT NUMBERS

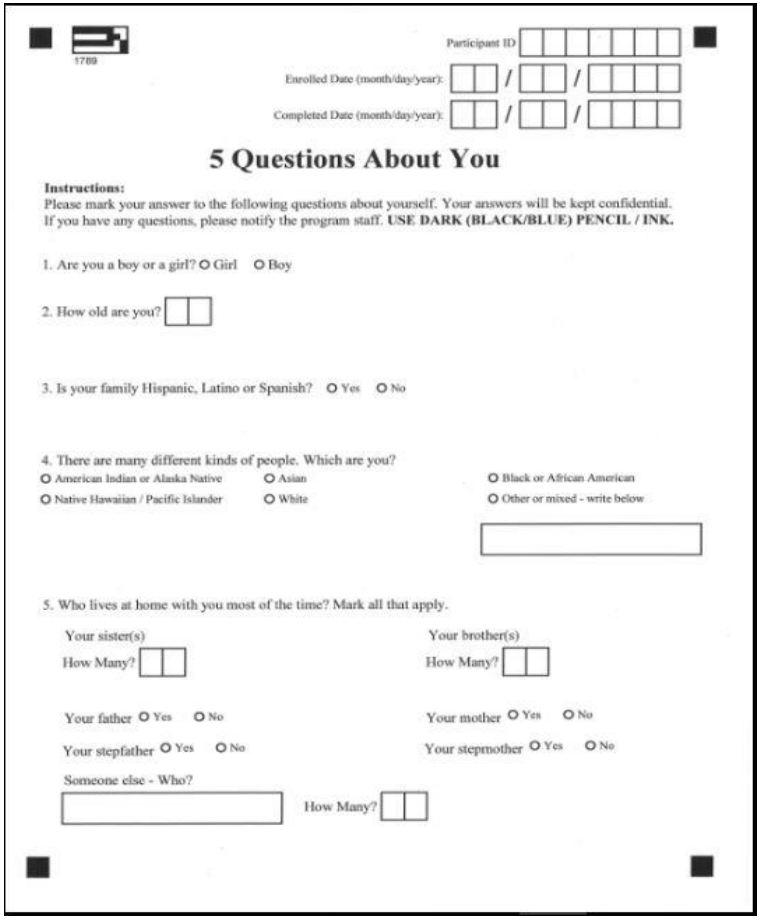
"Served" is defined as anyone you provided services to through your CTF funded program. We ask that you return this chart to us by the deadline provided in the e-mail. This report ***only*** pertains to participants that "walked through your door" during the time frame specified in the chart. This number is *program* specific, not agency specific.

S.M.A.R.T. Report- QTR 3 (April 1 – June 30)	
AU Program Code:	
Program Name:	
# of families served:	
# of children served:	

Master Code List

2016-2017 ADCANP Master List of Participants Your Agency Name: Your Program Name: August 1, 2016 - July 31, 2017			
PARTICIPANT ID NUMBER (7 digits)	**FIRST NAME**	**LAST NAME**	**AGE** **This column is OPTIONAL; to serve as an identifier in the case you encouter a participant with the same first and last name**

3rd -5th Grade Intake



1789

Participant ID

Enrolled Date (month/day/year): / /

Completed Date (month/day/year): / /

5 Questions About You

Instructions:
Please mark your answer to the following questions about yourself. Your answers will be kept confidential.
If you have any questions, please notify the program staff. **USE DARK (BLACK/BLUE) PENCIL / INK.**

1. Are you a boy or a girl? O Girl O Boy

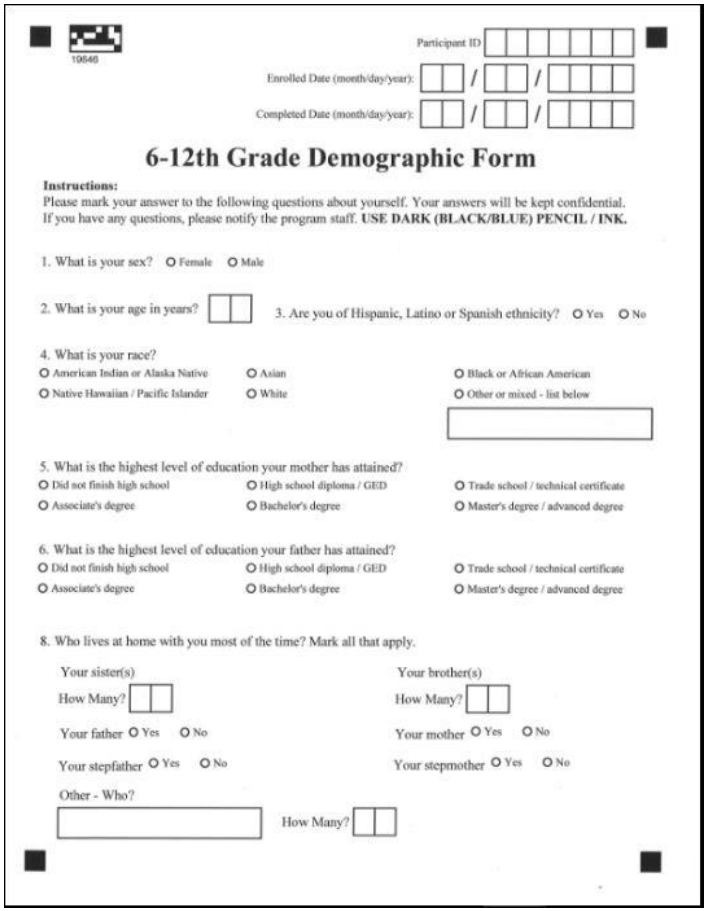
2. How old are you?

3. Is your family Hispanic, Latino or Spanish? O Yes O No

4. There are many different kinds of people. Which are you?
O American Indian or Alaska Native O Asian O Black or African American
O Native Hawaiian / Pacific Islander O White O Other or mixed - write below

5. Who lives at home with you most of the time? Mark all that apply.
Your sister(s) How Many? Your brother(s) How Many?
Your father O Yes O No Your mother O Yes O No
Your stepfather O Yes O No Your stepmother O Yes O No
Someone else - Who? How Many?

6th -12th Grade Intake



10646

Participant ID

Enrolled Date (month/day/year): / /

Completed Date (month/day/year): / /

6-12th Grade Demographic Form

Instructions:
Please mark your answer to the following questions about yourself. Your answers will be kept confidential.
If you have any questions, please notify the program staff. **USE DARK (BLACK/BLUE) PENCIL / INK.**

1. What is your sex? O Female O Male

2. What is your age in years?

3. Are you of Hispanic, Latino or Spanish ethnicity? O Yes O No

4. What is your race?
O American Indian or Alaska Native O Asian O Black or African American
O Native Hawaiian / Pacific Islander O White O Other or mixed - list below

5. What is the highest level of education your mother has attained?
O Did not finish high school O High school diploma / GED O Trade school / technical certificate
O Associate's degree O Bachelor's degree O Master's degree / advanced degree

6. What is the highest level of education your father has attained?
O Did not finish high school O High school diploma / GED O Trade school / technical certificate
O Associate's degree O Bachelor's degree O Master's degree / advanced degree

8. Who lives at home with you most of the time? Mark all that apply.

Your sister(s)
How Many?

Your brother(s)
How Many?

Your father O Yes O No

Your mother O Yes O No

Your stepfather O Yes O No

Your stepmother O Yes O No

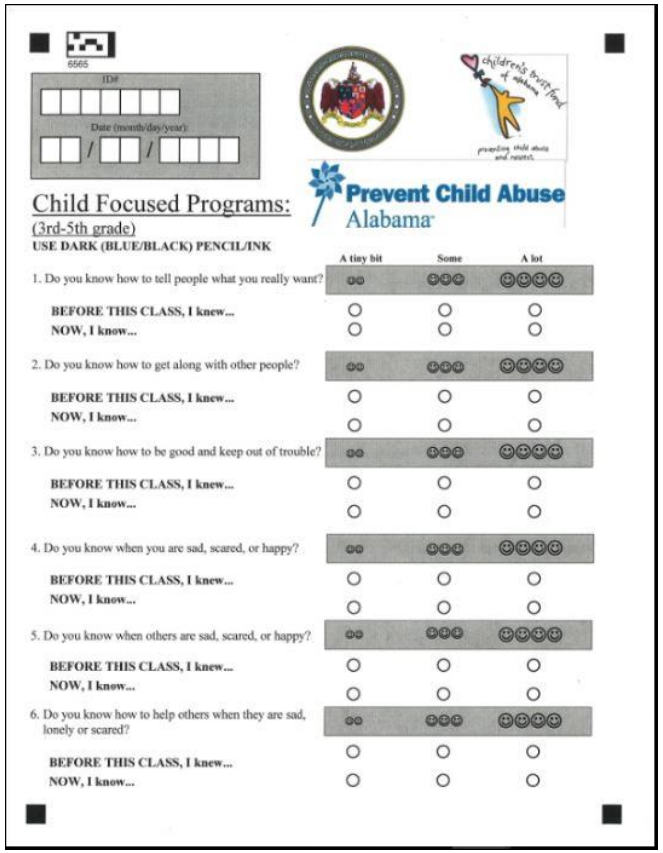
Other - Who?

How Many?

Post Tests are Retrospective

- Participants' opinions of how much the program has changed their skills / attitudes
  - First response → think of pre-program skills / attitudes
  - Second response → think about current skills / attitudes

3rd- 5th Grade Post-Test



6565

ID#

Date (month/day/year):

/ /

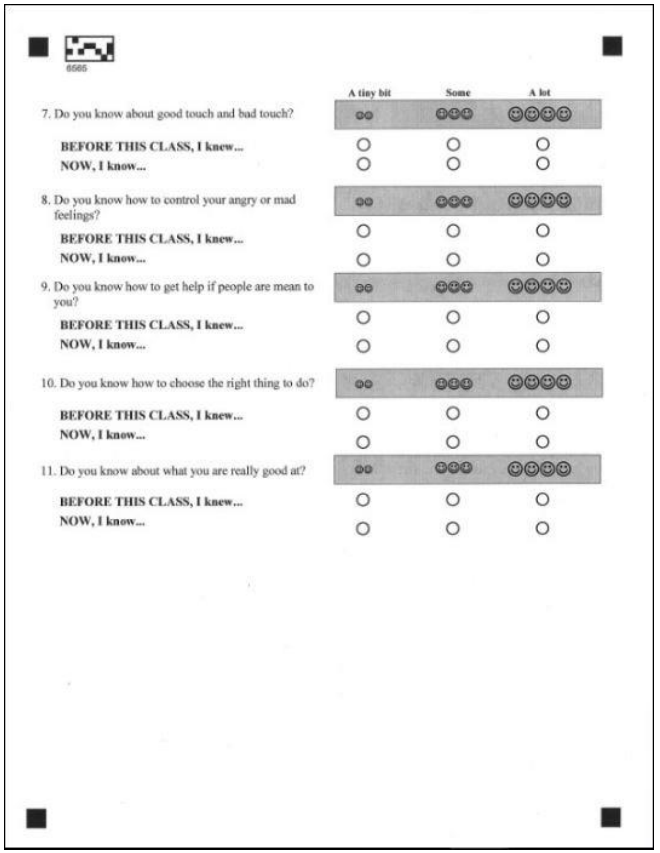
Child Focused Programs:

(3rd-5th grade)

USE DARK (BLUE/BLACK) PENCIL/INK

Prevent Child Abuse Alabama

	A tiny bit	Some	A lot
1. Do you know how to tell people what you really want?			
BEFORE THIS CLASS, I knew...	○	○	○
NOW, I know...	○	○	○
2. Do you know how to get along with other people?			
BEFORE THIS CLASS, I knew...	○	○	○
NOW, I know...	○	○	○
3. Do you know how to be good and keep out of trouble?			
BEFORE THIS CLASS, I knew...	○	○	○
NOW, I know...	○	○	○
4. Do you know when you are sad, scared, or happy?			
BEFORE THIS CLASS, I knew...	○	○	○
NOW, I know...	○	○	○
5. Do you know when others are sad, scared, or happy?			
BEFORE THIS CLASS, I knew...	○	○	○
NOW, I know...	○	○	○
6. Do you know how to help others when they are sad, lonely or scared?			
BEFORE THIS CLASS, I knew...	○	○	○
NOW, I know...	○	○	○



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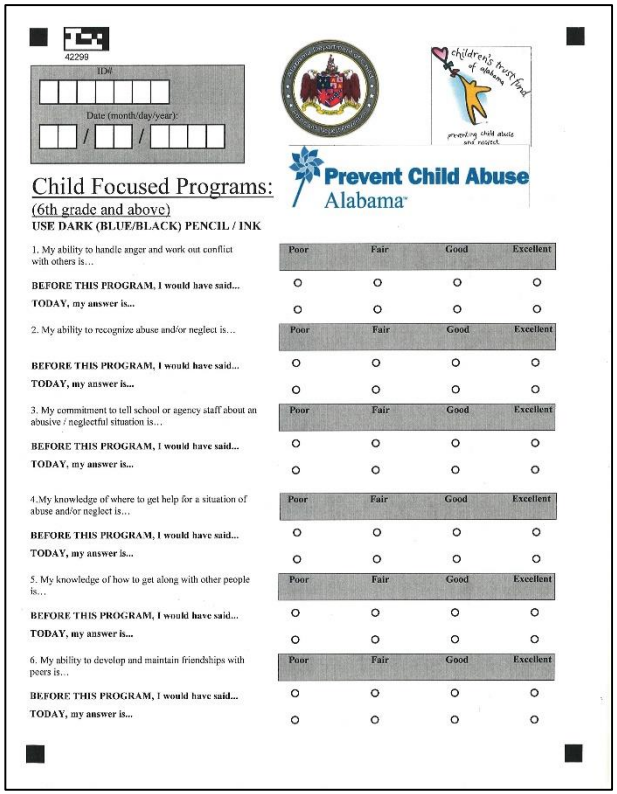
	A tiny bit	Some	A lot
7. Do you know about good touch and bad touch?			
BEFORE THIS CLASS, I knew...	○	○	○
NOW, I know...	○	○	○
8. Do you know how to control your angry or mad feelings?			
BEFORE THIS CLASS, I knew...	○	○	○
NOW, I know...	○	○	○
9. Do you know how to get help if people are mean to you?			
BEFORE THIS CLASS, I knew...	○	○	○
NOW, I know...	○	○	○
10. Do you know how to choose the right thing to do?			
BEFORE THIS CLASS, I knew...	○	○	○
NOW, I know...	○	○	○
11. Do you know about what you are really good at?			
BEFORE THIS CLASS, I knew...	○	○	○
NOW, I know...	○	○	○

6th-12th Post-Test



42299

ID#

Date (month/day/year):

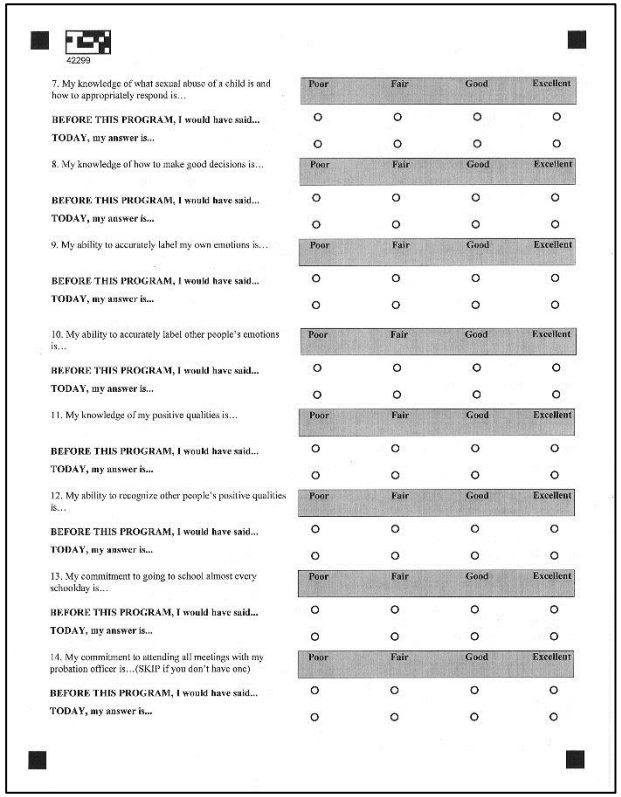
Child Focused Programs:

(6th grade and above)

USE DARK (BLUE/BLACK) PENCIL / INK

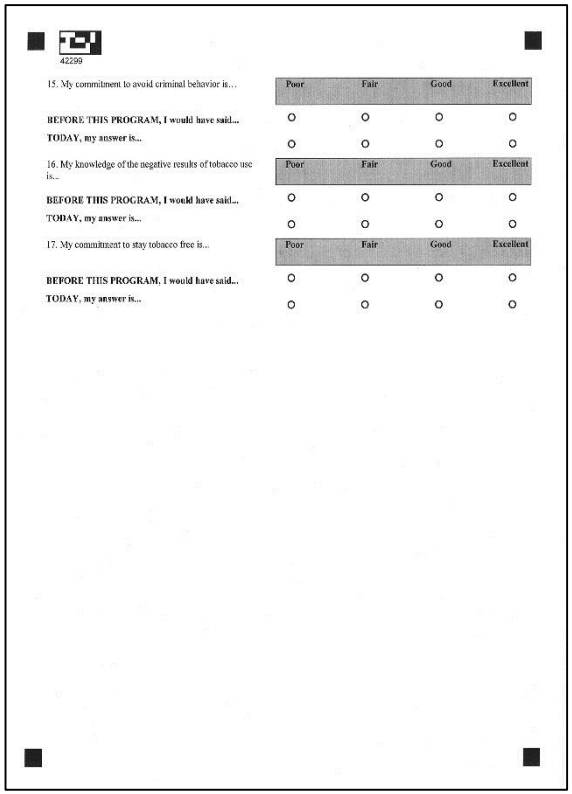
Prevent Child Abuse Alabama

	Poor	Fair	Good	Excellent
1. My ability to handle anger and work out conflict with others is…				
BEFORE THIS PROGRAM, I would have said...	O	O	O	O
TODAY, my answer is...	O	O	O	O
2. My ability to recognize abuse and/or neglect is…	Poor	Fair	Good	Excellent
BEFORE THIS PROGRAM, I would have said...	O	O	O	O
TODAY, my answer is...	O	O	O	O
3. My commitment to tell school or agency staff about an abusive / neglectful situation is…	Poor	Fair	Good	Excellent
BEFORE THIS PROGRAM, I would have said...	O	O	O	O
TODAY, my answer is...	O	O	O	O
4.My knowledge of where to get help for a situation of abuse and/or neglect is…	Poor	Fair	Good	Excellent
BEFORE THIS PROGRAM, I would have said...	O	O	O	O
TODAY, my answer is...	O	O	O	O
5. My knowledge of how to get along with other people is…	Poor	Fair	Good	Excellent
BEFORE THIS PROGRAM, I would have said...	O	O	O	O
TODAY, my answer is...	O	O	O	O
6. My ability to develop and maintain friendships with peers is…	Poor	Fair	Good	Excellent
BEFORE THIS PROGRAM, I would have said...	O	O	O	O
TODAY, my answer is...	O	O	O	O



42299

	Poor	Fair	Good	Excellent
7. My knowledge of what sexual abuse of a child is and how to appropriately respond is…				
BEFORE THIS PROGRAM, I would have said...	O	O	O	O
TODAY, my answer is...	O	O	O	O
8. My knowledge of how to make good decisions is…	Poor	Fair	Good	Excellent
BEFORE THIS PROGRAM, I would have said...	O	O	O	O
TODAY, my answer is...	O	O	O	O
9. My ability to accurately label my own emotions is…	Poor	Fair	Good	Excellent
BEFORE THIS PROGRAM, I would have said...	O	O	O	O
TODAY, my answer is...	O	O	O	O
10. My ability to accurately label other people's emotions is…	Poor	Fair	Good	Excellent
BEFORE THIS PROGRAM, I would have said...	O	O	O	O
TODAY, my answer is...	O	O	O	O
11. My knowledge of my positive qualities is…	Poor	Fair	Good	Excellent
BEFORE THIS PROGRAM, I would have said...	O	O	O	O
TODAY, my answer is...	O	O	O	O
12. My ability to recognize other people's positive qualities is…	Poor	Fair	Good	Excellent
BEFORE THIS PROGRAM, I would have said...	O	O	O	O
TODAY, my answer is...	O	O	O	O
13. My commitment to going to school almost every schoolday is…	Poor	Fair	Good	Excellent
BEFORE THIS PROGRAM, I would have said...	O	O	O	O
TODAY, my answer is...	O	O	O	O
14. My commitment to attending all meetings with my probation officer is…(SKIP if you don't have one)	Poor	Fair	Good	Excellent
BEFORE THIS PROGRAM, I would have said...	O	O	O	O
TODAY, my answer is...	O	O	O	O



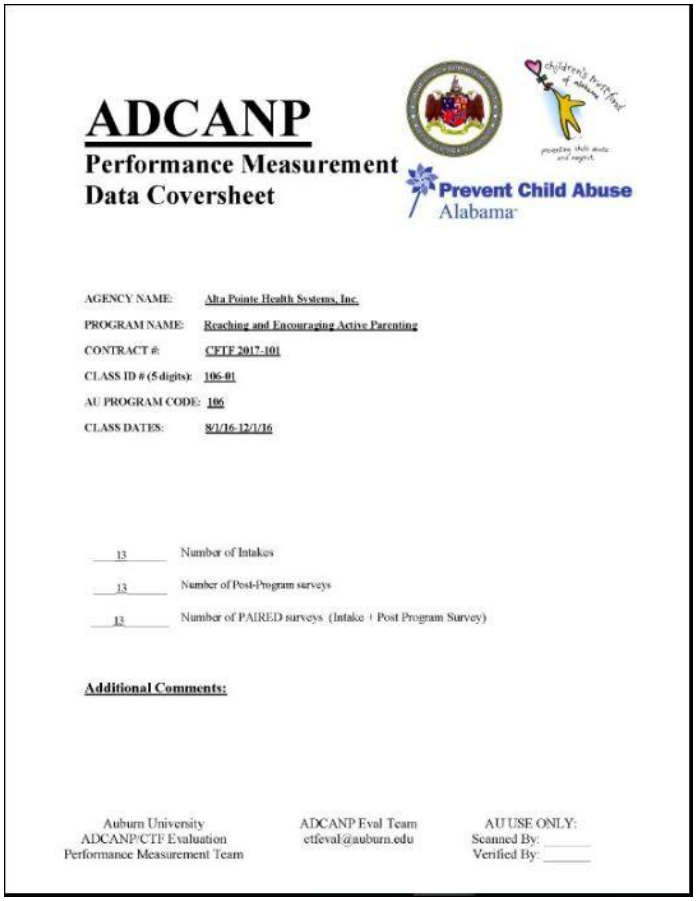
42299

	Poor	Fair	Good	Excellent
15. My commitment to avoid criminal behavior is…				
BEFORE THIS PROGRAM, I would have said...	O	O	O	O
TODAY, my answer is...	O	O	O	O
16. My knowledge of the negative results of tobacco use is...	Poor	Fair	Good	Excellent
BEFORE THIS PROGRAM, I would have said...	O	O	O	O
TODAY, my answer is...	O	O	O	O
17. My commitment to stay tobacco free is...	Poor	Fair	Good	Excellent
BEFORE THIS PROGRAM, I would have said...	O	O	O	O
TODAY, my answer is...	O	O	O	O

Survey Guidelines

- No staples
- Clean copy
- All 1-sided or all 2-sided
- No names

Data Cover Sheet



ADCANP

Performance Measurement Data Coversheet

Prevent Child Abuse Alabama

AGENCY NAME: Alta Pointe Health Systems, Inc.

PROGRAM NAME: Reaching and Encouraging Active Parenting

CONTRACT #: CETF 2017-101

CLASS ID # (5 digits): 106-01

AU PROGRAM CODE: 106

CLASS DATES: 8/1/16-12/1/16

13 Number of Intakes

13 Number of Post-Program surveys

13 Number of PAIRED surveys (Intake + Post Program Survey)

Additional Comments:

Auburn University
ADCANP/CTF Evaluation
Performance Measurement Team

ADCANP Eval Team
ctfeval@auburn.edu

AU USE ONLY:
Scanned By: _____
Verified By: _____

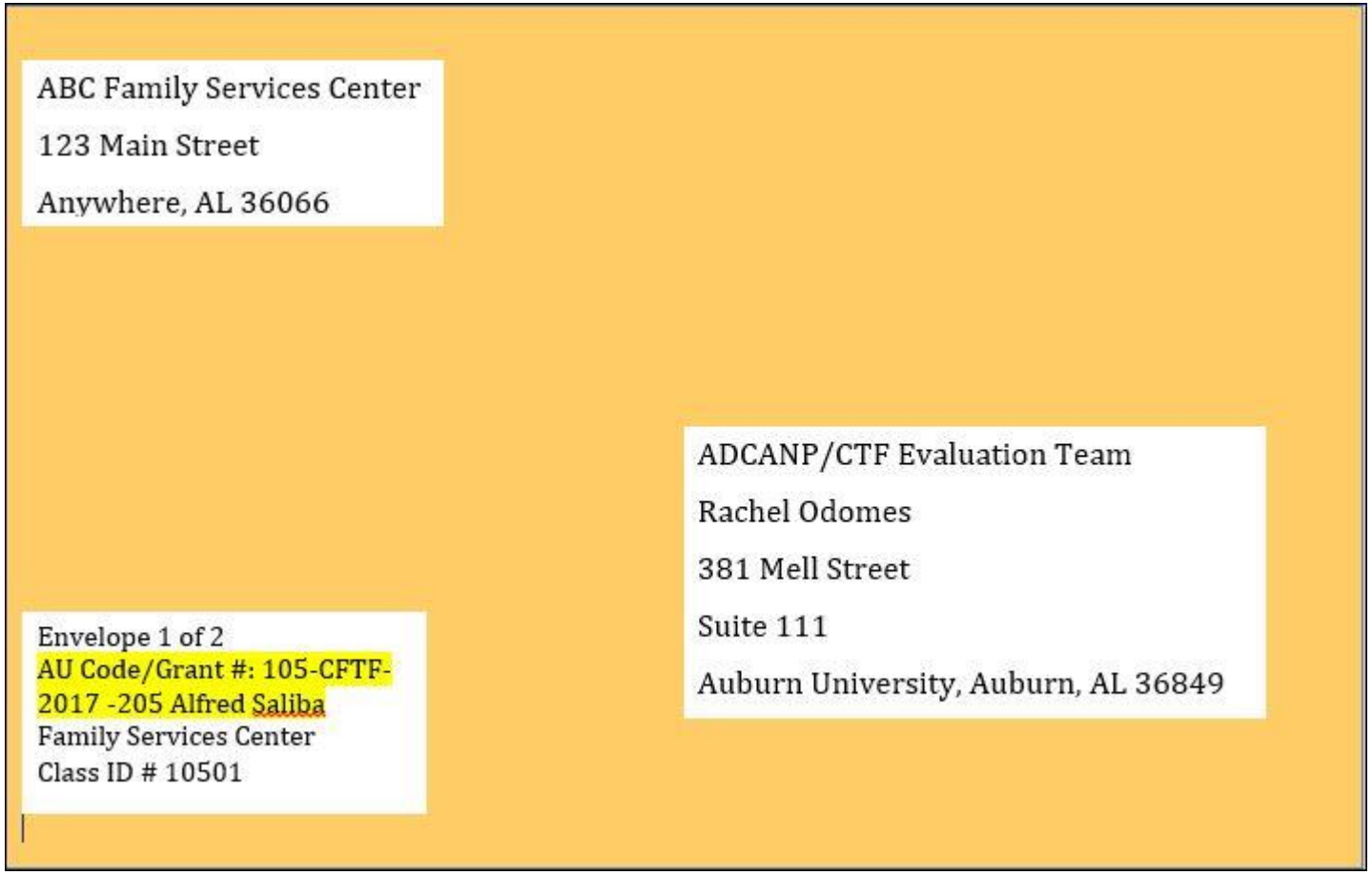
Submitting your data

Guidelines –

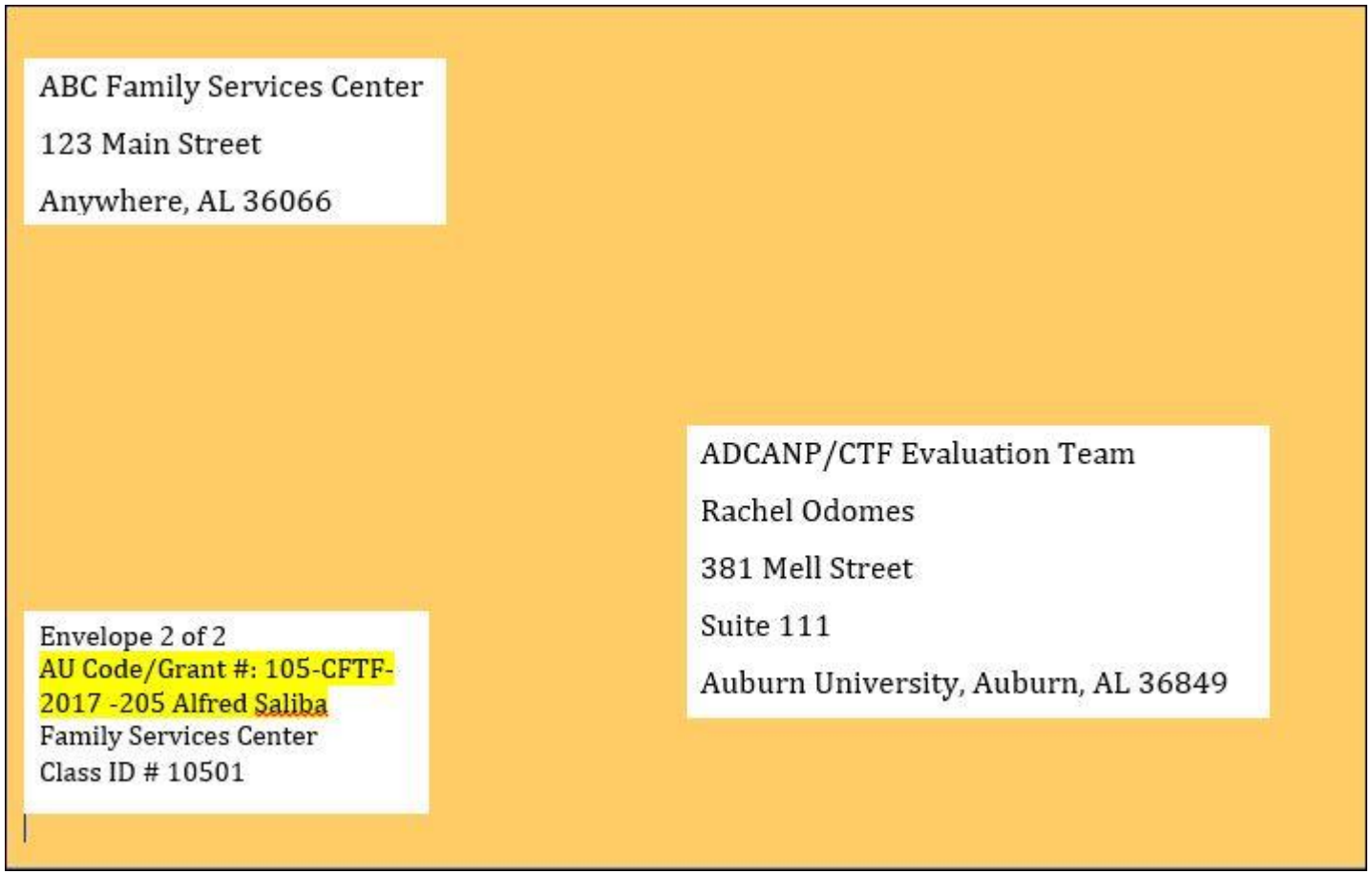
- Submit data to Auburn within 5 days of completing the class
- You will be notified when we receive each data packet

- **Please hold on to the intakes until you have collected the post-tests from your participants.**

ABC Family Service Center just finished a parenting class. The outside of the package should look like:



Should the data not fit into one envelope, make two. Be sure to label ***both*** correctly.



Questions:

- Can I change the wording or format of the intake or surveys?

Questions:

- A participant ID number can be used more than once:

True or False?

Questions:

- When should I start entering my numbers into the TDSS for my monthly report?

Questions:

- My program lasts an entire year, do I send the intakes right away and then the post-tests at the end of the year?

Q & A

- What is clear?
- What is confusing?

Help Hotline

Ami Landers: alanders@auburn.edu

Rachel Odomes: odomes@auburn.edu

CTF Evaluation: ctfeval@auburn.edu

Phone #’s: (334) 844- / (334) 201-4543

Closing Remarks

Thank you for your attention!