PY 2006-2007
End of Year Evaluation Report

May, 2008

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The Alabama Department of Child Abuse and Neglect Prevention/The Children's Trust Fund is the *only* state agency focused on prevention programming in our State. While other state agencies provide much needed intervention services for child abuse and neglect, as well as related individual and family dysfunction, the Children's Trust Fund is focused on strengthening families and preventing problems *before* they occur. A recent study by the University of Alabama revealed that child abuse and neglect costs taxpayers $520,800,290 every year. For 25 years, the Children's Trust Fund has been involved in supporting prevention programs around the State that have the potential to reduce both the significant human and economic expense that result from child abuse and neglect .

In Project Year 2006-2007, the Children's Trust Fund was provided $6,869,600 in federal and state dollars from four main funding streams. Through a competitive process, 187 community based prevention programs were provided grant awards. Research indicates that key target areas for prevention of child maltreatment include public awareness, parenting education, parenting support of children, 2-parent involvement, healthy relationships and marriages, and child and youth awareness, knowledge, and support. Therefore, the types of programs funded included:

Parent Education and Support

Home Visitation

Fatherhood

Respite Care

School-Based,
Non School-Based/ After-School, and
Mentoring programs

Community Awareness

Although each program differs in approach 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.

In 2006, CTF, together with the Human Development and Family Studies department at Auburn University, launched a systematic evaluation of its funded programs in an

effort to document combined outreach and effect of program offerings. The evaluation assessed the extent to which program objectives were met, indicating the effect that program participation had on youth and parents around the state who took part in a CTF-funded program.

The primary means for gathering this impact data from all grantee programs was the use of a demographic survey and a *retrospective pre/post questionnaire* given at the conclusion of participation in a grantee's program. The retrospective pre/post questionnaires allowed participants the opportunity to judge simultaneously their level of knowledge and skill in specific areas prior to participation in the program and again following participation in the program. Previous research has supported the use of a retrospective pre/post program evaluation questionnaire as providing efficient data collection and meaningful empirical documentation of the extent to which specific program objectives have been met. Research has shown that this may be an even more valid assessment of change than true pre-program and post-program measures since participants may overestimate their levels of knowledge and skill before they have been exposed to the program content.

While prevention programs often are assessed using outcome reporting methods (e.g., 85% of participants can name 3 positive parenting practices), retrospective pre-program and post-program assessments are comparatively more meaningful. Outcome reporting does not provide any evidence that the information provided is attributable to participation in the program. That is, it is not known whether the participants had the knowledge and/or ability reported *prior t*o participation in the program. With the retrospective pre/post method, participants are reporting on their levels of knowledge, abilities, and commitment *in relation to* their participation in the program. This method provides a better indicator of change and relative gain, and recognizes that participants come into programs with some knowledge and skills already.

Retrospective pre/post program data were aggregated across programs within each program type. Paired-sample t-test statistical procedures were used in order to identify statistically significant changes from pre-program mean levels to post-program mean levels.

At a 2nd level of evaluation study, a selected sample of programs in each programmatic area used more extensive questionnaires comprised of valid social science measures of factors that the programs were hypothesized to positively impact (e.g., parental involvement, use of positive parenting practices, distress level, self-esteem). Multi-item indicators of these factors were used in *questionnaires given prior to participation in the program and again at the conclusion of participation in the program*. Data were matched by participant and aggregated across programs within each program type. Data were analyzed using both descriptive and inferential statistics. Statistically significant changes over time for group means were examined using paired-sample t-tests.

At the 3rd level of the evaluation study, ethnographic methods were used to collect qualitative data from participants and facilitators on their experiences with the program. Field notes from multiple research assistants were subjected to content analyses and themes were extracted. In addition, a sampling of facilitators and participants in each program area were video-taped. Qualitative data can be used to inform program design (i.e., assist CTF staff and program directors with implementing changes that serve to enhance program impact) and can be used to "tell the stories" of program impact. Qualitative data put a human face on the quantitative results.

Participant Numbers and Demographics

Numbers of participants in CTF-funded programs were documented through the use of Master Lists of individuals who spent time in a program, through demographic reports that most participants provided, and through Master Output Report Lists that documented the numbers of individuals who participated in Community Awareness activities provided by grantees in the Community Awareness category, as well as in the Child/Youth, Parent Education and Home Visitation, Respite, and Fatherhood program areas (i.e., many programs provided services through both program offerings and community awareness activities).

COMMUNITY AWARENESS

To date, programs have provided documentation evidence indicating:

43,623 Adults/Parents and 75,690 Youth

participated in Community Awareness Activities.

PROGRAM PARTICIPANTS

To date, programs have provided documentation evidence indicating that in addition to these participants in community awareness activities,

9,998 Adults/Parents and 75,888 Youth

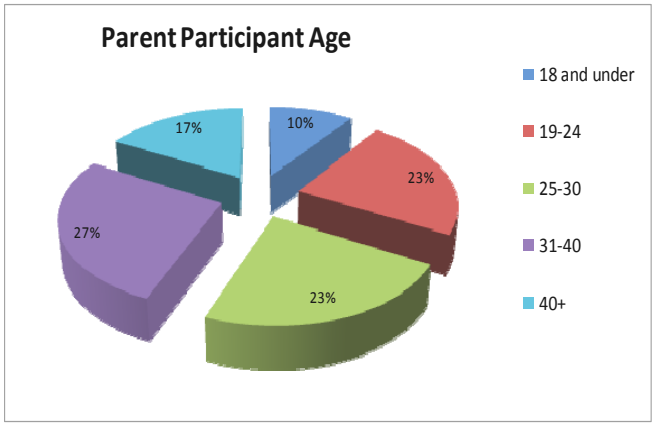
participated in program offerings (typically multi-session programs).

DEMOGRAPHICS

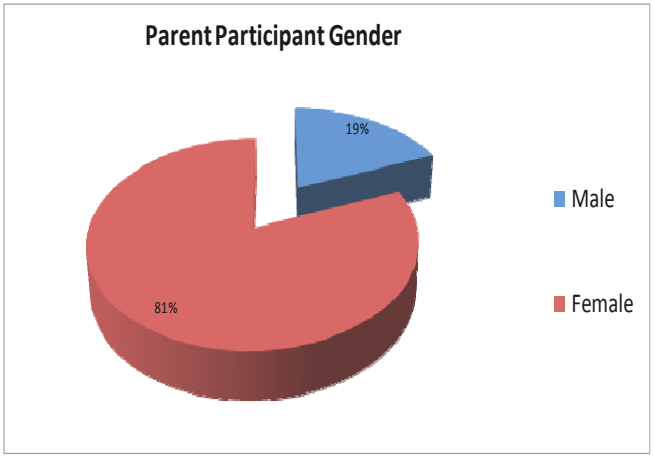
A sample of youth and adults served through program offerings completed demographic questionnaires.

Adult/Parent Demographics.

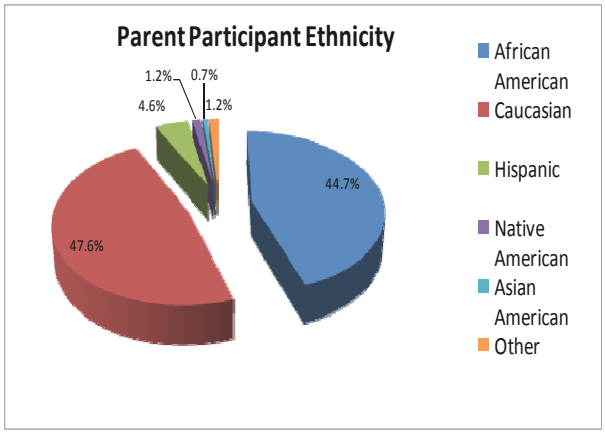
Age. Parent participants across program types (i.e., parent education, home visitation, fatherhood, and respite) had a modal age of 26. Ten percent were 18 and younger; 23% were 19-24; 23% were 25-30; 27% were 31-40; and 17% were over 40.



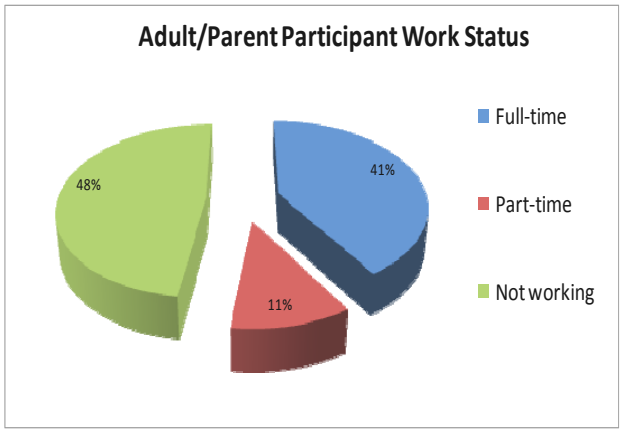
Gender. 19% percent of parent program participants were male and 81% were female.



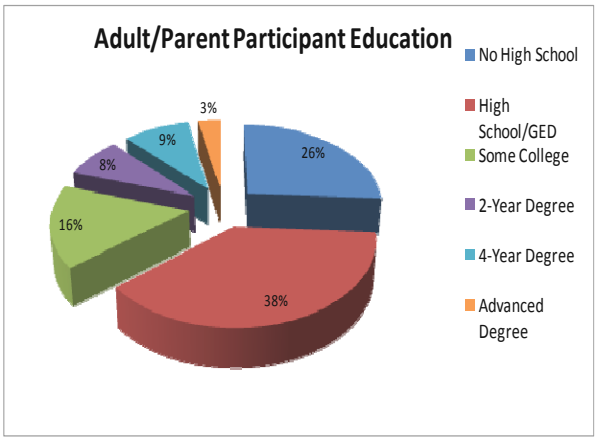
Ethnicity. Parent participants were 47.6% Caucasian; 44.7% African American; 4.6% Hispanic; 1.2% Native American; .7% Asian American; and 1.2% selected "other" when asked ethnic background.



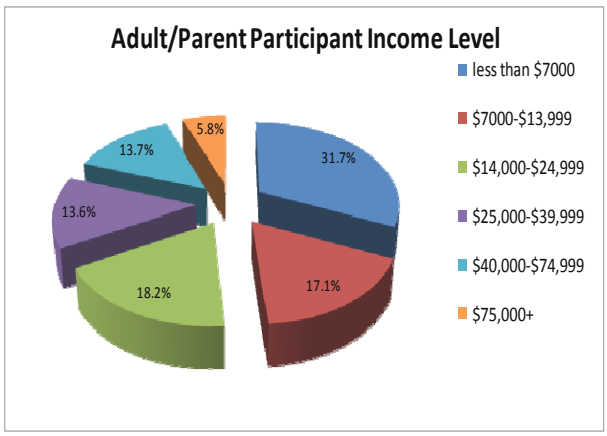
Work Status. For Parent participants (excluding students) over the age of 18, 41% reported working full-time, 11% reported working part-time, and 48% reported not working for pay.



Education Level. For Parent participants (excluding students) over the age of 18, 26% reported not completing high school; 38% reported completing high school or GED; 16% reported completing some college; 8% reported obtaining 2-year college/technical school degree; 9% reported completing a 4-year college degree; and 3% reported completing an advanced degree.

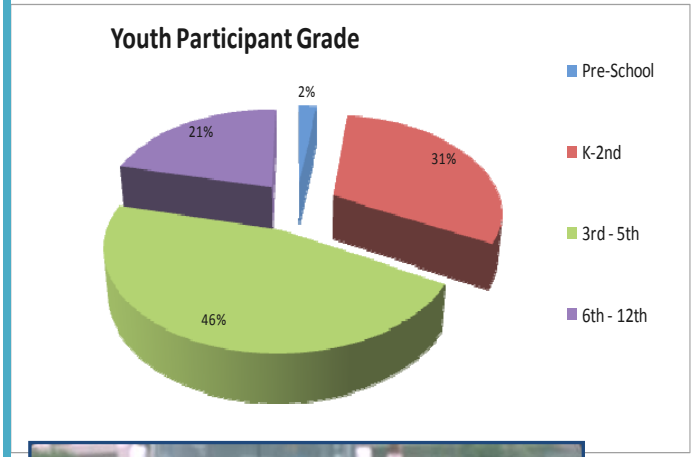


Income Level. For Parent participants (excluding students) over the age of 18, 67% reported a gross household income of less than $25,000 a year. Specifically, 31.7% reported less than $7000; 17.1% reported between $7000 and $13,999; 18.2% reported between $14,000 and $24,999; 13.6% reported between $25,000 and $39,999; 13.7% reported between $40,000 and $74,999; and 5.8% reported more than $75,000 gross household income.

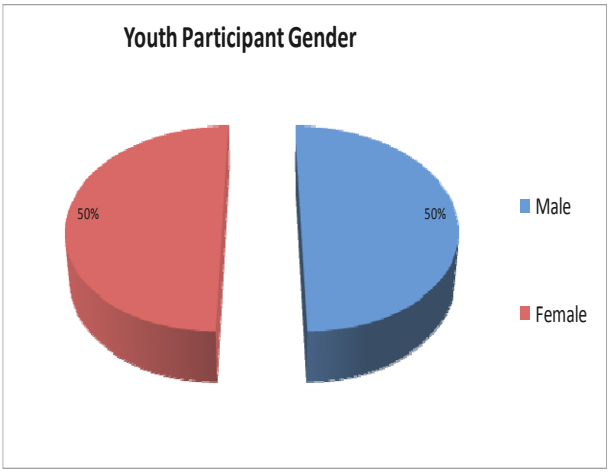


Youth Demographics.

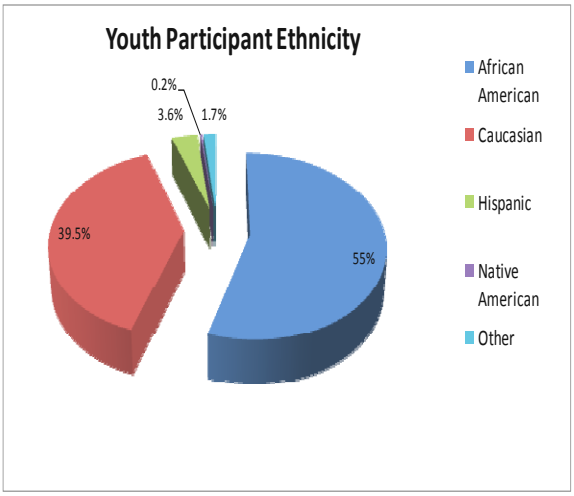
Grade. Demographic reports from youth across program types (i.e., school-based, non school-based, and mentoring) indicated that 2% were pre-school age; 31% were in grades K-2; 46% were in grades 3-5; and 21% were in grades 6-12. Note: Youth who participated in community awareness programs did not provide demographic information.



Gender. 50% of youth program participants were male and 50% were female.



Ethnicity. Youth program participants were 55% African American; 39.5% Caucasian; 3.6% Hispanic; 0.2% Native American; and 1.7% selected "other" when asked ethnic background.



PARENT EDUCATION AND HOME VISITATION PROGRAMS

Eighty-six programs provide parent education/home visitation through hospital visits, group education, and home visits. Program objectives focus on several key areas that research has shown can serve as protective factors and reduce the risk of child maltreatment: *use of support services, positive parenting skills and child development knowledge, positive view and knowledge of child, stress and anger management skills, understanding of and knowledge of ways to respond to various forms of child maltreatment, use of informal supportive social networks, and medical care commitment.* A sample of participants responded to an assessment of 24 learning objectives. Analysis of paired-sample t-tests revealed **statistically significant (p < .001)** **improvements on the average level of commitment, skill, and knowledge in ALL targeted areas**. Closer examination of responses from the sample of program participants (n = 3,294) shows that the percentages of participants who indicated that their level of knowledge, ability, or commitment was "good" or "excellent" in key areas of family support and individual and family functioning increased by a minimum of 27%, ***doubled*** on many items, and in some cases***, nearly tripled*** from pre-program to post-program (i.e., 100% and 200% improvements). Absolute percentage increases for parents' reporting skills, knowledge, and commitment in the "good" and "excellent" categories ranged from 20% to 57%.

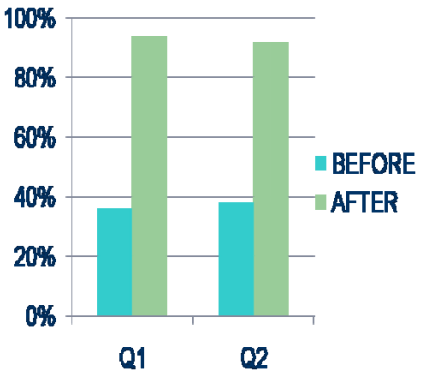
KNOWLEDGE AND USE OF SUPPORT SERVICES

Q1 My knowledge of community resources where I can receive help

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	913	28.2		is good	1610	49.8	
WAS excellent	286	8.8	**37.0**	is excellent	1416	43.8	**93.6**

Q2 My commitment to using available social services that apply to me

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	835	30.8		is good	1435	52.6	
WAS excellent	173	6.4	**37.2**	is excellent	1063	39.0	**91.6**



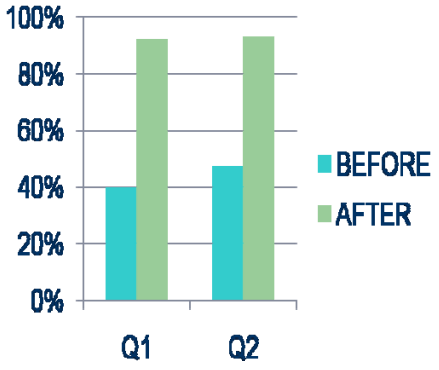
STRESS MANAGEMENT

Q1 My knowledge of ways to manage stress

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	985	31.2		is good	1638	51.8	
WAS excellent	305	9.6	**40.8**	is excellent	1264	40.0	**91.8**

Q2 My knowledge of ways to manage anger

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	1111	35.5		is good	1574	50.3	
WAS excellent	356	11.4	**46.9**	is excellent	1351	43.2	**93.5**



Q1 My knowledge of children's development at different ages

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	1326	41.4		is good	1595	49.8	
WAS excellent	381	11.9	**53.3**	is excellent	1462	45.7	**95.5**

Q2 My knowledge of the best activities for my child based on his/her age

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	1090	40.7		is good	1354	50.2	
WAS excellent	211	7.9	**48.6**	is excellent	1209	44.9	**95.1**

Q3 My knowledge of what parenting responses are best to use when my child is not behaving

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	970	36.0		is good	1416	52.5	
WAS excellent	154	5.7	**41.7**	is excellent	1121	41.6	**94.1**

Q4 My knowledge of what positive parenting involves

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	1141	43.5		is good	1144	43.3	
WAS excellent	312	11.9	**55.4**	is excellent	1414	53.5	**96.8**

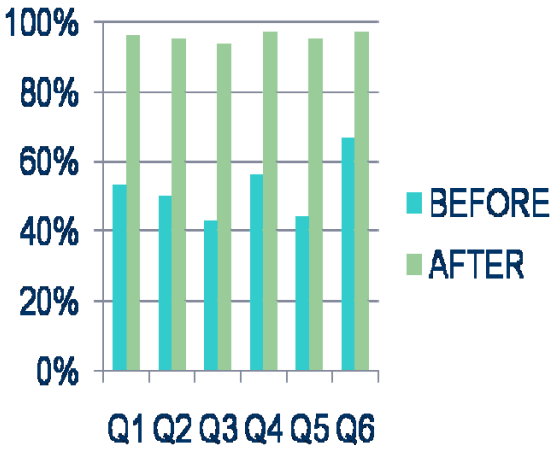
Q5 My ability to use several forms of positive discipline

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	964	35.7		is good	1410	52.0	
WAS excellent	196	7.3	**43.0**	is excellent	1159	42.8	**94.8**

Q6 My knowledge of nurturing behaviors

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	1339	43.6		is good	1265	40.9	
WAS excellent	714	23.3	**66.9**	is excellent	1732	56.0	**96.9**

PARENTING SKILLS AND CHILD DEVELOPMENT KNOWLEDGE



Q1 My knowledge of what sexual abuse of a child involves

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	1123	44.0		is good	1180	46.1	
WAS excellent	525	20.5	**64.5**	is excellent	1241	48.5	**94.6**

Q2 My knowledge of how to respond to sexual abuse situations

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	1026	40.0		is good	1168	45.4	
WAS excellent	449	17.5	**57.5**	is excellent	1218	47.3	**92.7**

Q3 My knowledge of what physical abuse of a child involves

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	1317	43.0		is good	1295	42.5	
WAS excellent	711	23.2	**66.2**	is excellent	1606	52.7	**95.2**

Q4 My knowledge of how to respond to physical abuse situations

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	1212	40.5		is good	1327	44.2	
WAS excellent	641	21.4	**61.9**	is excellent	1533	51.1	**95.3**

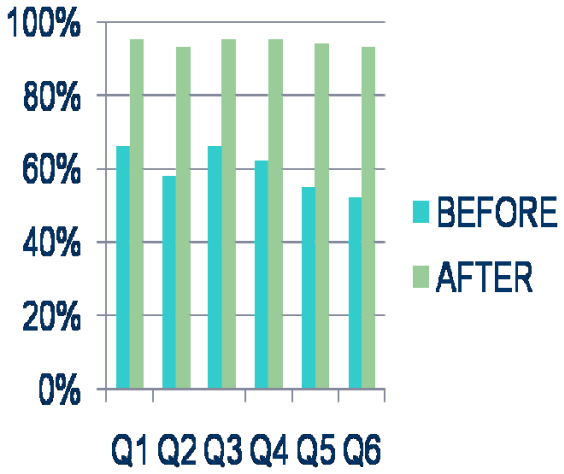
Q5 My knowledge of what emotional abuse of a child involves

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	1033	40.5		is good	1226	48.2	
WAS excellent	355	13.9	**54.4**	is excellent	1176	46.2	**94.4**

Q6 My knowledge of how to respond to emotional abuse situations

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	962	38.5		is good	1223	48.7	
WAS excellent	311	12.5	**51.0**	is excellent	1126	44.8	**93.5**

UNDERSTANDING OF VARIOUS FORMS OF CHILD MALTREATMENT



Q1 My ability to recognize when I am at risk for harming my child

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	1265	42.5		is good	960	32.2	
WAS excellent	935	31.4	**73.9**	is excellent	1945	65.2	**97.4**

Q2 My ability to stop myself when I am at risk for harming my child

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	1194	40.1		is good	859	28.8	
WAS excellent	1088	36.5	**76.6**	is excellent	2054	68.9	**97.7**

INDIVIDUAL RISK OF MALTREATMENT

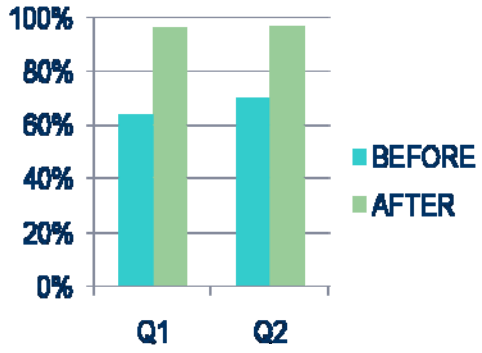
POSITIVE VIEW AND KNOWLEDGE OF CHILD

Q1 My knowledge of my child's positive qualities

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	1227	46.3		is good	1134	42.5	
WAS excellent	454	17.1	63.4	is excellent	1434	53.7	96.2

Q2 My knowledge of how to respond to my child's needs

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	1392	46.1		is good	1140	37.7	
WAS excellent	738	24.4	70.5	is excellent	1810	59.8	97.5



USE OF INFORMAL SUPPORTIVE SOCIAL NETWORKS

Q1 My commitment to seek informal support (e.g., from friends, family) regularly

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	1184	38.8		is good	1275	41.8	
WAS excellent	577	18.9	57.7	is excellent	1605	52.6	94.4

Q2 My knowledge of who to turn to in times of trouble

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	1150	37.3		is good	1262	40.8	
WAS excellent	649	21.1	58.4	is excellent	1680	54.3	95.1

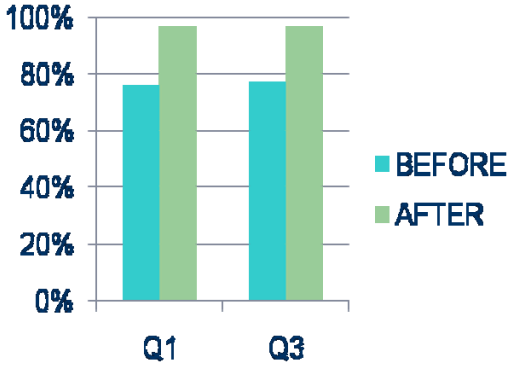
MEDICAL CARE COMMITMENT

Q1 My commitment to keeping my child up-to-date on required shots

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	889	34.9		is good	774	30.5	
WAS excellent	1044	41.0	75.9	is excellent	1690	66.6	97.1

Q2 My commitment to keeping my child current on well-baby check-ups

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	892	36.2		is good	766	30.9	
WAS excellent	999	40.5	76.7	is excellent	1644	66.3	97.2



PARENT EDUCATION/HOME VISITATION PRE-PROGRAM AND POST-PROGRAM IN-DEPTH ASSESMENTS

Twelve programs participated in an in-depth evaluation that utilized a more detailed questionnaire focused on participants' knowledge and skills ***prior*** to participation in parent education/home visitation programs and their knowledge and skills ***after*** participation in the program.

Although there are a multitude of predictors of child maltreatment, research tells us that some of the most potent predictors for children's decreased risk for maltreatment by a parent are lower levels of personal distress, greater feelings of parental efficacy (i.e., feel sure of themselves as a parent), higher levels of involvement with their child, and the use of more positive (nonpunitive) parenting practices. We, therefore, hypothesized that participating in an effective parenting prevention program would result in ***decreases*** in the ***parent's level of stress***; and ***increases*** in their level of ***parental involvement,*** their ***positive (nonpunitive) parenting practices,*** and ***their feelings of parental efficacy.*** Questions were taken from standard, valid social science measures. Each measure is composed of between two and sixteen questions. The average length of time to complete each questionnaire was 15 minutes.

RESULTS

Paired sample t-tests revealed statistically **significant increases** in level of:

Parental Involvement

Positive Parenting Practice

Parental Efficacy

and statistically **significant decrease** in level of:

Parental Distress Level

Specifically, when the participants who responded "often" or "daily" at pre-test to all questions on **Parental Involvement** are excluded, we see a meaningful gain moving from an average score of "sometimes" at pre-test to an average score closer to "often" at post-test (Scale= 0-never, 1-rarely, 2-sometimes, 3-often, 4-daily). *Example items are: hold child affectionately; read or sing to child.* Pre<3 (n=163); M =2.20 at pre-test; M=2.80 at post-test (p<.001). Similarly, we see a meaningful gain in **Positive Parenting**, moving from an average of "sometimes" to an average score closer to "often." *Example items are: give child reasons why rules should be obeyed; praise child.* Pre<3 (n=177); M=2.43 at pre-test and M=2.86 at post-test (p<.001).

Parental Efficacy *example items are: I feel sure of myself as a parent; I feel capable and on top of things and ready to parent my child.* Parents respond on a 1-5 scale (Scale = 1-strongly disagree to 5-strongly agree). When the respondents who had an average score at pre-test of "4" or "5" are excluded, we see a meaningful improvement from an average score of 3.2 to an average score of almost 4 at post-test for the group. Pre <4 (n=165); M=3.22 vs. M=3.93 (p<.001). The assessment of **Parental Distress** contains items such as: *In the past month, I have felt very frustrated; I have felt worthless*. Parents respond from "never" to "daily" (Scale= 0-never, 1-rarely, 2-sometimes, 3-often, 4-daily). When the parents who responded never to sometimes at pre-test are excluded, we see the average pre-test score at close to "often feeling distress," but dropping slightly below "sometimes feeling distress" at post-test. Pre >2 (n=124); M= 2.84 at pre-test vs. M= 1.96 at post-test (p<.001). Thus, respondents who started off in higher distress made considerable movement toward less distress at the end of program participation.

PARENT EDUCATION/HOME VISITATION QUALITATIVE INTERVIEWS

Parents who participated in a parent education or home visitation program explained that the program made a difference in their lives by improving the relationships with their children. One parent reported:

"I take more time to cool off and communicate better with my kids."

Others reported:

"We have better days than before…I know how to handle situations better."

"[This program] helped me learn how to listen to my children instead of overpowering them."

Parents said the program gave them a better understanding of the importance of being "an example or role model" to their children. One parent noted that:

"…kids get into trouble at school by mimicking parents' bad behavior!"

Participants stated that they have "…stopped hollering at their children" and report that they plan **more family activities** in order to spend more time with their children and have fun.

Because some of the parents experienced hurtful parenting themselves, programs provided the opportunity to learn about nurturing parenting.

"I learned things about being a parent …I didn't know how to be a parent originally."

Parents appreciate the **one-on-one time** offered through home visitation programs. This allowed them to "take care of my family while doing the program."

Several parenting programs also provide information on skills for **healthy couple functioning**, since research shows that the quality of the couple relationship impacts the individual parent's sense of well-being and their parenting. Parents participating in these types of programs noted that they learned a great deal about **how to better manage their conflicts.** They felt the program had helped them to improve their relationship and they felt *"more comfortable telling each other that we love each other."*

RESPITE CARE PROGRAMS

Seven programs fund respite care services and provide parenting information for parents of special needs children. Program objectives focus on several key areas that can serve as protective factors and reduce the risk of child maltreatment: *use of support services, positive parenting skills and child development knowledge, positive view of child, stress and anger management skills, understanding of and knowledge of ways to respond to various forms of child maltreatment, use of informal supportive social networks, and medical care commitment.* A sample of participants (n = 212) responded to an assessment of 20 learning objectives. Analysis of paired-sample t-tests revealed **statistically significant (p < .001) improvements on the average level of commitment, skill, and knowledge in ALL targeted areas**. Closer examination of responses shows that the percentages of participants who indicated that their level of commitment, knowledge, or ability was "good" or "excellent" in key areas of family support and individual and family functioning increased by a minimum of 11%, ***doubled*** for many items, and in some cases***, nearly tripled*** from pre-program to post-program (i.e., 100% and 200% improvements). On a few questions pertaining to commitment to medical care, not surprisingly, proportions of participants indicating their commitment level was "good" or "excellent" were at relatively high levels pre-program. However, it should be noted that, at post-program, levels were at or close to 100%, and this change in proportion was statistically and meaningfully significant. Absolute percentage increases for parents reporting skills, knowledge, and commitment in the "good" and "excellent" categories ranged from 9.8% to 58%.

Q1 My knowledge of community resources where I can receive help

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	54	25.7		is good	120	57.1	
WAS excellent	9	4.3	**30.0**	is excellent	65	31.0	**88.1**

Q2 My commitment to using available social services that apply to me

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	73	35.1		is good	114	53.8	
WAS excellent	13	6.3	**41.4**	is excellent	82	38.7	**92.5**

Q1 My commitment to seek informal support (e.g., from friends, family) regularly

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	83	40.7		is good	100	48.3	
WAS excellent	30	14.7	**55.4**	is excellent	84	40.6	**88.9**

Q2 My knowledge of who to turn to in times of trouble

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	89	43.2		is good	111	53.1	
WAS excellent	32	15.5	**58.7**	is excellent	83	39.7	**92.8**

KNOWLEDGE AND USE OF SUPPORT SERVICES

USE OF INFORMAL SUPPORTIVE SOCIAL NETWORKS

Q1 My knowledge of children's development at different ages

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	83	39.9		is good	99	47.1	
WAS excellent	29	13.9	**53.8**	is excellent	94	44.8	**91.9**

Q2 My knowledge of the best activities for my child based on age

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	91	44.8		is good	107	51.9	
WAS excellent	19	9.4	**54.2**	is excellent	83	40.3	**92.2**

Q3 My knowledge of what parenting responses are best to use when my child is not behaving

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	94	46.5		is good	121	58.7	
WAS excellent	23	11.4	**57.9**	is excellent	70	34.0	**92.7**

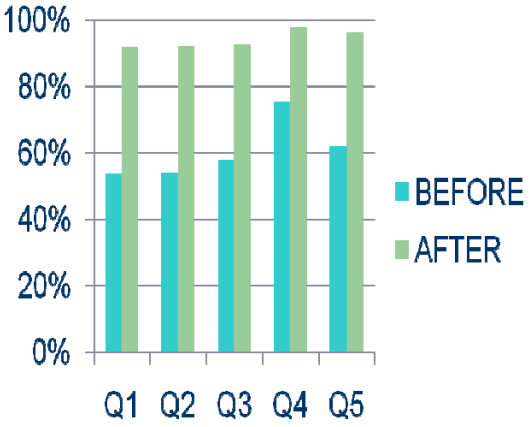
Q4 My knowledge of what positive parenting involves

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	104	49.8		is good	107	51.0	
WAS excellent	53	25.4	**75.2**	is excellent	99	47.1	**98.1**

Q5 My ability to use several forms of positive discipline

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	98	48.5		is good	110	52.9	
WAS excellent	27	13.4	**61.9**	is excellent	90	43.3	**96.2**

PARENTING SKILLS AND CHILD DEVELOPMENT KNOWLEDGE



Q1 My knowledge of my child's positive qualities

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	90	43.5		is good	82	39.2	
WAS excellent	68	32.9	**76.4**	is excellent	122	58.4	**97.6**

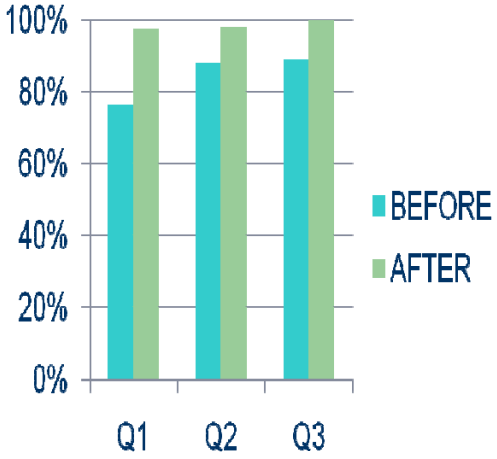
Q2 My commitment to keeping my child up-to-date on required shots

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	56	27.3		is good	55	26.3	
WAS excellent	125	61.0	**88.3**	is excellent	150	71.8	**98.1**

Q3 My commitment to keeping my child current on well-baby check-ups

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	58	28.2		is good	55	26.4	
WAS excellent	125	60.7	**88.9**	is excellent	153	73.6	**100**

POSITIVE VIEW OF CHILD AND MEDICAL CARE COMMITMENT



Q1 My knowledge of what sexual abuse of a child involves

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	88	42.5		is good	91	43.3	
WAS excellent	59	28.5	**71.0**	is excellent	110	52.4	**95.7**

Q2 My knowledge of how to respond to sexual abuse situations

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	77	37.9		is good	93	45.1	
WAS excellent	51	25.1	**63.0**	is excellent	97	47.1	**92.2**

Q3 My knowledge of what physical abuse of a child involves

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	97	46.6		is good	103	49.0	
WAS excellent	54	26.0	**72.6**	is excellent	100	47.6	**96.6**

Q4 My knowledge of how to respond to physical abuse situations

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	83	40.3		is good	98	47.6	
WAS excellent	51	24.8	**65.1**	is excellent	96	46.6	**94.2**

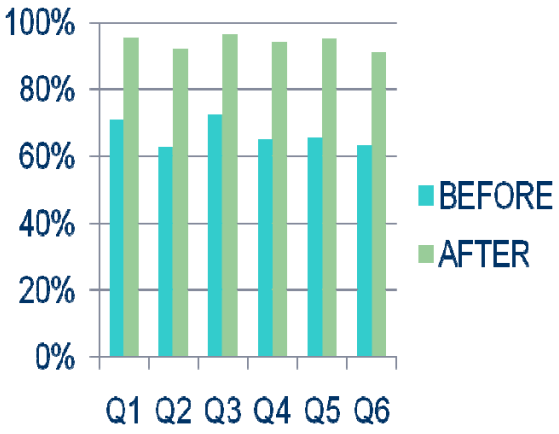
Q5 My knowledge of what emotional abuse of a child involves

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	85	41.1		is good	95	45.5	
WAS excellent	51	24.6	**65.7**	is excellent	104	49.8	**95.3**

Q6 My knowledge of how to respond to emotional abuse situations

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	86	42.0		is good	98	47.6	
WAS excellent	44	21.5	**63.5**	is excellent	90	43.7	**91.3**

UNDERSTANDING OF VARIOUS FORMS OF CHILD MALTREATMENT



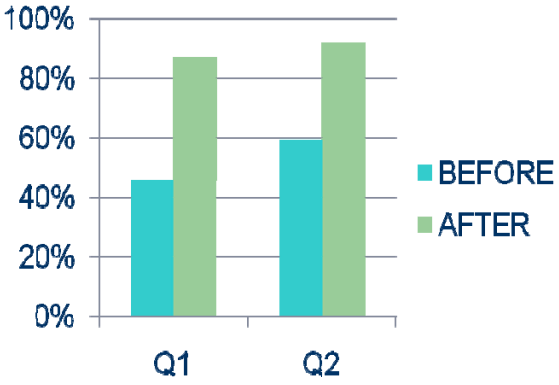
STRESS AND ANGER MANAGEMENT

Q1 My knowledge of ways to manage stress

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	74	35.6		is good	119	56.7	
WAS excellent	21	10.1	**45.7**	is excellent	64	30.5	**87.2**

Q2 My knowledge of ways to manage anger

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	93	44.5		is good	125	59.8	
WAS excellent	31	14.8	**59.3**	is excellent	68	32.5	**92.3**



RESPITE CARE QUALITATIVE INTERVIEWS

The group of parents who participated in the Respite Care focus group provided responses that clearly show how important it is to fund respite care services. A major benefit noted by the whole group was the ability to pick their own care provider to pay with the respite reimbursement money received from the program. One parent said that it was important to know that their child with special needs was with someone they could trust. Another benefit discussed by the parents involved was the simple process for receipt of childcare money from the program. They also noted the very accessible and helpful program staff.

While these benefits exist, many parents interviewed noted that services provided are still inadequate to meet the current needs for these services. The program tends to run out of money very quickly each quarter due to the high demand of parents with special needs children seeking assistance. Many eligible parents are not able to access the services. The assistance is helping a small percentage of parents who need it. One parent also noted that funds provided to childcare providers, although welcomed, may be inadequate due to the demands and the special skills needed by the caregiver:

"You would not want to pay the provider the same amount as a babysitter [of a typically developing child] due to the needs of the child. What we are giving them is not enough."

It was obvious from their responses that these services provide a great deal of support and relief, even if they are not as extensive as desired. It allows for time with the parent's other children, as well as their spouse and other members of their support system. It not only helps the parents to cope, but it also helps the children with special needs, as they look forward to spending time with their care providers. One parent summarizes the experience of participating in the Respite Care program:

"Respite has allowed us to accept change and understand the need for adjustments. The program helps us to navigate."

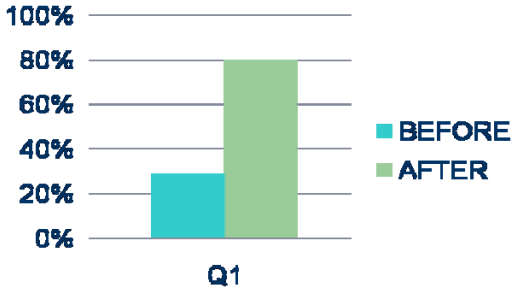
FATHERHOOD PROGRAMS

Twenty-two programs provide support to noncustodial fathers and encourage fathers to enhance their job skills, education, parenting knowledge, and involvement with their children, as well as to comply with child support obligations. Fathers meet with facilitators or case workers and other fathers and are involved in educational sessions that involve family activities that promote better father-child relationships. Program objectives focus on several key areas that facilitate father involvement and child support compliance and that promote child well-being: *cooperativeness with CSE and with the child's other parent, goals for work and education commitment, use of support services, positive parenting skills and child development knowledge, positive view and knowledge of child, stress and anger management skills, understanding of and knowledge of ways to respond to various forms of child maltreatment, use of informal supportive social networks, and medical care commitment.* A sample of fathers (n= 414) responded to an assessment of 24 learning objectives. Analyses of paired-sample t-tests revealed **statistically significant (p < .001) improvements on the average level of commitment, skill, and knowledge in ALL targeted areas**. Closer examination of responses shows that the percentages of participants who indicated that their level of commitment, knowledge, ability, or relationship quality was "good" or "excellent" in key areas of family support and individual and family functioning increased by a minimum of 45%, ***doubled*** on many items, and, in some cases, ***nearly tripled*** from pre-program to post-program (i.e., 100% and 200% improvements). Absolute percentage increases for parents reporting skills, knowledge, commitment, and relationship quality in the "good" and "excellent" categories ranged from 25% to 55%.

COOPERATION WITH CHILD SUPPORT ENFORCEMENT

Q1 My commitment to maintain civil interactions with child support enforcement personnel

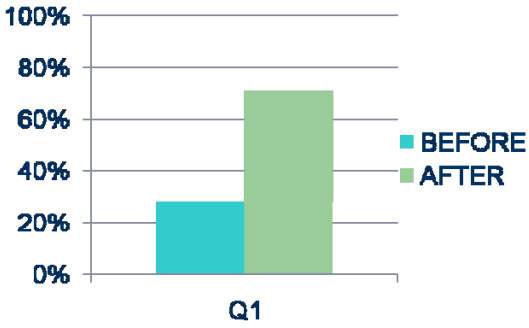
BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	82	23.5		is good	181	51.7	
WAS excellent	26	7.4	**30.9**	is excellent	99	28.3	**80.0**



KNOWLEDGE AND USE OF SUPPORT SERVICES

Q1 My knowledge of community resources where I can receive help

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	76	23.1		is good	115	38.1	
WAS excellent	18	5.5	**28.6**	is excellent	102	33.8	**71.9**



Q1 My commitment to making full child support payments each month

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	63	16.2		is good	184	47.4	
WAS excellent	31	8.0	**24.2**	is excellent	122	31.4	**78.8**

Q2 My intention of finishing high school

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	56	17.4		is good	104	33.7	
WAS excellent	71	22.0	**39.4**	is excellent	110	35.6	**69.3**

Q3 My intention of going to vocational training and/or college

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	90	24.7		is good	135	37.4	
WAS excellent	45	12.4	**37.1**	is excellent	113	31.3	**68.7**

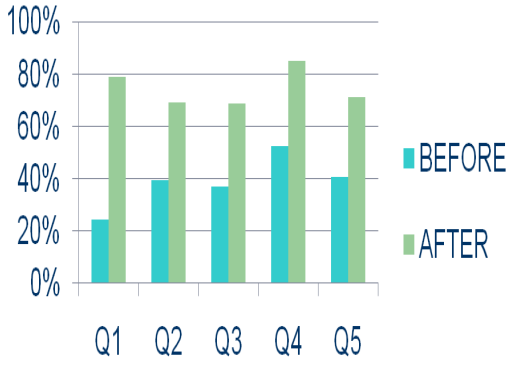
Q4 My intention of working at least 20 hours in a week for three months in a row

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	112	28.1		is good	149	37.9	
WAS excellent	97	24.3	**52.4**	is excellent	185	47.1	**85.0**

Q5 My commitment to staying in school

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	68	20.9		is good	101	32.9	
WAS excellent	64	19.6	**40.5**	is excellent	117	38.1	**71.0**

WORK, EDUCATION, AND CHILD SUPPORT COMMITMENT



POSITIVE VIEW AND KNOWLEDGE OF CHILD

Q1 My knowledge of my child's positive qualities

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	121	30.9		is good	155	41.3	
WAS excellent	36	9.2	**40.1**	is excellent	113	30.1	**71.4**

Q2 My knowledge of how to respond to my child's needs

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	129	32.1		is good	154	40.5	
WAS excellent	48	11.9	**44.0**	is excellent	136	35.8	**76.3**

Q1 My knowledge of children's development at different ages

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	109	27.3		is good	165	43.1	
WAS excellent	41	10.3	**37.6**	is excellent	116	30.3	**73.4**

Q2 My knowledge of the best activities for my child based on his/her age

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	96	24.2		is good	154	41.1	
WAS excellent	47	11.8	**36.0**	is excellent	111	29.6	**70.7**

Q3 My knowledge of what parenting responses are best to use when my child is not behaving

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	102	25.6		is good	171	45.4	
WAS excellent	38	9.5	**35.1**	is excellent	111	29.4	**74.8**

Q4 My knowledge of what positive parenting involves

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	98	24.7		is good	163	43.7	
WAS excellent	26	6.5	**31.2**	is excellent	121	32.4	**76.1**

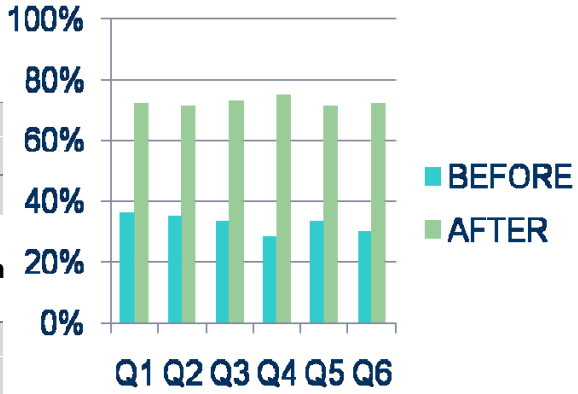
Q5 My ability to use several forms of positive discipline

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	96	27.4		is good	142	41.9	
WAS excellent	25	7.1	**34.5**	is excellent	99	29.2	**71.1**

Q6 My knowledge of nurturing behaviors

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	92	24.3		is good	149	41.5	
WAS excellent	31	8.2	**32.5**	is excellent	113	31.5	**73.0**

PARENTING SKILLS AND CHILD DEVELOPMENT KNOWLEDGE



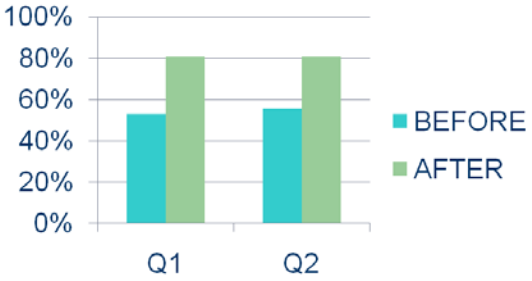
Q1 My ability to recognize when I am at risk for harming my child

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	110	34.5		is good	104	34.1	
WAS excellent	59	18.5	**53.0**	is excellent	142	46.6	**80.7**

Q2 My ability to stop myself when I am at risk for harming my child

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	105	32.9		is good	85	28.7	
WAS excellent	72	22.6	**55.8**	is excellent	154	52.0	**80.7**

INDIVIDUAL RISK OF MALTREATMENT



Q1 My commitment to being around my child at least a few times a week

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	93	26.6		is good	130	37.9	
WAS excellent	59	16.9	**43.5**	is excellent	133	38.8	**76.7**

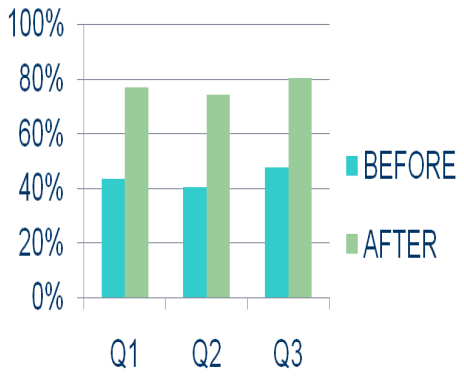
Q2 My commitment to spending at least 1 day a week doing a family activity

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	94	27.2		is good	129	39.6	
WAS excellent	45	13.0	**40.2**	is excellent	113	34.7	**74.3**

Q3 My ability to establish and maintain a relationship with my child

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	107	29.2		is good	123	35.4	
WAS excellent	68	18.5	**47.7**	is excellent	155	44.7	**80.1**

INVOLVEMENT WITH CHILD AND FAMILY



Q1 My commitment to working cooperatively with my child's other parent

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	81	21.5		is good	146	40.8	
WAS excellent	38	10.1	**31.6**	is excellent	99	27.7	**68.5**

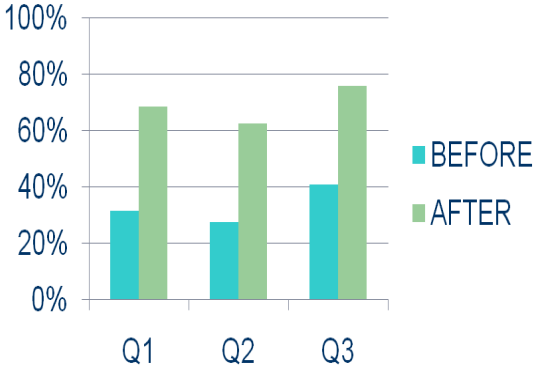
Q2 The quality of my relationship with my child's other parent

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	71	20.6		is good	141	42.9	
WAS excellent	24	7.0	**27.6**	is excellent	64	19.5	**62.4**

Q3 My commitment to avoid the occurrence of unplanned or repeat pregnancy

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	81	24.9		is good	103	33.4	
WAS excellent	52	16.0	**40.9**	is excellent	131	42.5	**75.9**

CO-PARENTING RELATIONSHIP



FATHERHOOD PRE-PROGRAM AND POST-PROGRAM IN-DEPTH ASSESMENTS

Seven programs participated in an in-depth evaluation that used a more detailed questionnaire addressing fathers' knowledge, skills and commitment levels ***prior*** to participation in the fatherhood program and their knowledge, skills, and commitment levels ***after*** their participation.

We hypothesized that participating in an effective fatherhood program would result in ***increases*** in their level of ***parental involvement,*** their ***beliefs about the importance of father involvement,*** and ***their feelings of parental efficacy*** (i.e., feeling sure of themselves as a parent)**.** Questions were taken from standard, valid social science measures. The average length of time to complete each questionnaire was 20 minutes.

RESULTS

Although the more standard method of assessing program impact, "true" pre/post assessments often do not demonstrate significant change due to (1) short time period (i.e., behavior change and relationship quality improvement may take longer), (2) a general tendency to overestimate abilities/knowledge before participating in a program, and (3) participant concerns over who will see the survey responses (i.e., greater tendency to give "socially desirable" answers).

Paired sample t-tests revealed statistically **significant increases** in level of:

Parental Involvement

Beliefs about Father Responsibilities

Parental Efficacy

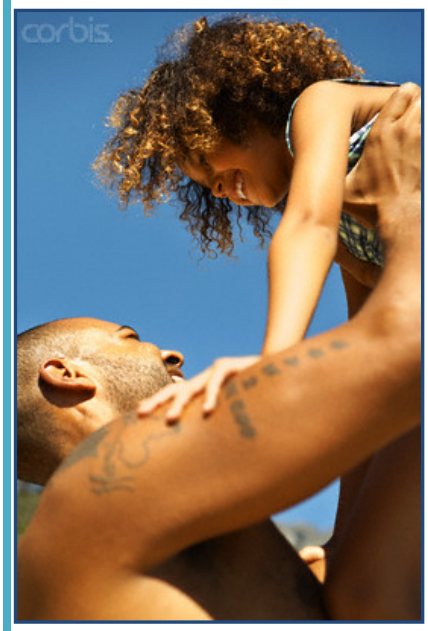
Specifically, when the participants who responded "often" or "daily" at pre-test to all questions on **Parental Involvement** are excluded, we see a meaningful gain moving from an average score of "rarely" at pre-test to an average score closer to "sometimes" at post-test (Scale= 0-never, 1-rarely, 2-sometimes, 3-often, 4-daily). *Example items are: play with your child, feed your child.* Pre<3 (n=121). It should be noted that many fathers did not have daily contact with their children and therefore were not able to perform many of these tasks on a regular basis. M =1.01 at pre-test; M=1.32 at post-test (p=.001). When only the least involved fathers (M < 2; n=88) are included in the analyses, movement from less than rarely to more than rarely is seen. M= .49 at pre-test; M=1.02 at post-test (p<.001).

Beliefs about Fatherhood Responsibilities was assessed with a 5-point scale (1-strongly disagree……5-strongly agree). Example items are: *Even when a child is very young, it is important for a father to set a good example for his child; Fathers should provide money to support their child.* When all fathers with pre and post data (n=81) are included, although the vast majority of the fathers start high in their agreement with these beliefs, their scores show a statistically significant increase from pre- to post-test. M=4.45 at pre-test; M=4.64 at post-test (p=.013).

Parental Efficacy e*xample items are: I feel sure of myself as a parent; I feel capable and on top of things and ready to parent my child.* Parents respond on a 1-5 scale (Scale = 1-strongly disagree to 5-strongly agree). When the respondents who had an average score at pre-test of "4" or "5" are excluded, we see a slight, but statistically significant improvement on the average scores for the group. Pre <5 (n=135); M=3.25 vs. M=3.46 (p<.001).

FATHERHOOD QUALITATIVE INTERVIEWS

Responses from Fatherhood program participants in attendance at the focus group reflected four main themes. First, the fathers said that the program improved and/or increased their family time and relationships with spouses/partners, their children's other parent, and their children. They related that the program had made a big difference in their lives. For example, one father stated,



"It [the program] has changed my outlook and how I look at my kids. I didn't used to spend time with them at all, but now I spend time with them playing games like basketball and also interacting with them in other ways."

Second, fathers felt that the program provided fellowship opportunities by allowing them to share similar experiences with other fathers and find a common ground. They learned to be open about their experiences and feelings and found that, when they do that, the facilitator and others can help guide them toward a better way for themselves and for their families. As one of the fathers pointed out,

"The program gives us a place to vent. After that, the instructor begins to show us our options. He helps us not to beat the system, but work within the system."

Third, participation in the program led to finding employment, meeting child support obligations, and being able to provide for themselves and their families. One father stated that,

"This program helps to prepare us to be self-reliant, self-confident, and self-sufficient."

Fourth, the fathers indicated that not only did the program make a difference in their lives, but also it led them to want to make the same difference in the lives of others. Specifically, they were very enthusiastic about the need to reach out to other fatherless boys through community activities in order to "break the cycle" and prevent children from ending up in the situations they have faced in their lives as adults.

YOUTH PROGRAMS K-5th GRADE

Youth around the state were served through 70 programs that included a variety of school-based, non school-based/after school, and mentoring programs. These programs vary in their emphasis, but all are focused on reducing risks for children and enhancing their well-being. Program objectives include: *social skill development, emotion identification and regulation, improved abuse awareness, increased cooperative behavior, enhanced assertiveness, enhanced self-confidence.* A sample of participating youth in grades K-5 (n = 3,901) completed retrospective pre/post questionnaires to assess 13 learning objectives. Analyses of paired-sample t-tests revealed **statistically significant (p < .001) improvements on the average level of knowledge in ALL targeted areas**. Closer examination of responses shows that for most program objectives, percentages of youth who assessed their knowledge level as "a lot" increased by a minimum of 61%, and nearly ***doubled*** (i.e., increased by nearly 100%) in many areas from pre-program to post-program. Absolute percentage gains from pre-program to post-program ranged from 28% to 38%.

Q1 How much knowledge about how to get along with other people

BEFORE	Frequency	Percent	AFTER	Frequency	Percent
a tiny bit	579	16.9	a tiny bit	148	4.3
some	1394	40.8	some	704	20.4
a lot	1447	**42.3**	a lot	2599	**75.3**
Total	3420	100.0	Total	3451	100.0

Q2 How much knowledge about how to be a friend

BEFORE	Frequency	Percent	AFTER	Frequency	Percent
a tiny bit	471	14.4	a tiny bit	112	3.4
some	1053	32.3	some	422	12.8
a lot	1740	**53.3**	a lot	2765	**83.8**
Total	3264	100.0	Total	3299	100.0

Q3 How much knowledge about how to make friends

BEFORE	Frequency	Percent	AFTER	Frequency	Percent
a tiny bit	695	21.9	a tiny bit	157	4.9
some	1141	36.0	some	676	21.1
a lot	1335	**42.1**	a lot	2367	**74.0**
Total	3171	100.0	Total	3200	100.0

Q4 How much knowledge about good touch and bad touch

BEFORE	Frequency	Percent	AFTER	Frequency	Percent
a tiny bit	853	26.9	a tiny bit	191	6.0
some	1012	31.9	some	561	17.6
a lot	1310	**41.3**	a lot	2443	**76.5**
Total	3175	100.0	Total	3195	100.0

SOCIAL SKILLS

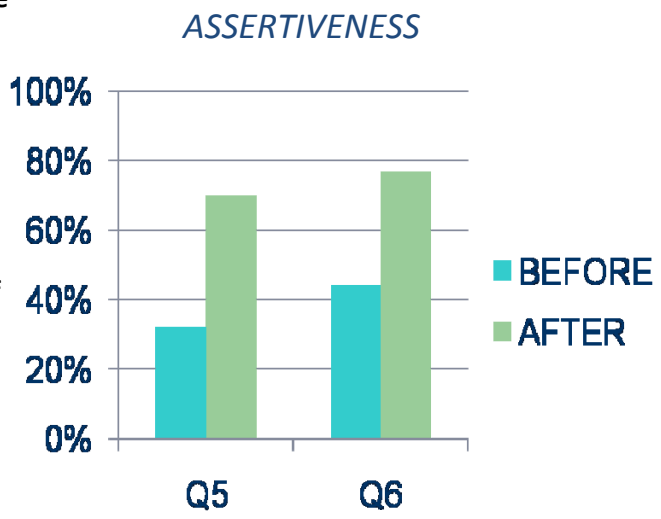
ABUSE AWARENESS

Q5 How much knowledge about how to tell people what I really want

BEFORE	Frequency	Percent	AFTER	Frequency	Percent
a tiny bit	772	27.4	a tiny bit	178	6.2
some	1150	40.8	some	679	23.8
a lot	897	**31.8**	a lot	1996	**70.0**
Total	2819	100.0	Total	2853	100.0

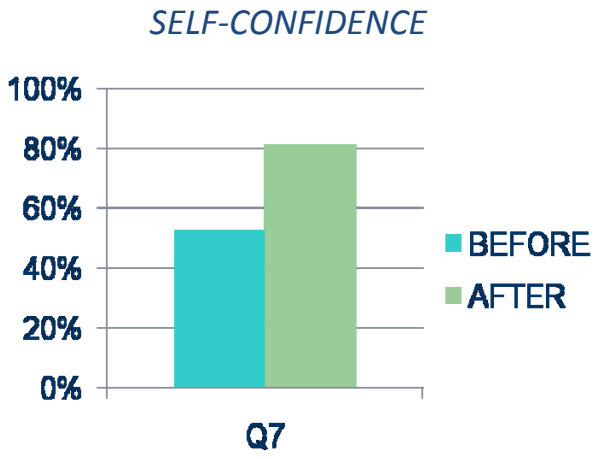
Q6 How much knowledge about how to get help if people are being mean to me

BEFORE	Frequency	Percent	AFTER	Frequency	Percent
a tiny bit	772	23.6	a tiny bit	191	5.8
some	1078	33.0	some	569	17.4
a lot	1421	**43.4**	a lot	2505	**76.7**
Total	3271	100.0	Total	3265	100.0



Q7 How much knowledge about what I am really good at.

BEFORE	Frequency	Percent	AFTER	Frequency	Percent
a tiny bit	565	18.4	a tiny bit	139	4.5
some	867	28.2	some	446	14.6
a lot	1638	**53.4**	a lot	2471	**80.9**
Total	3070	100.0	Total	3056	100.0

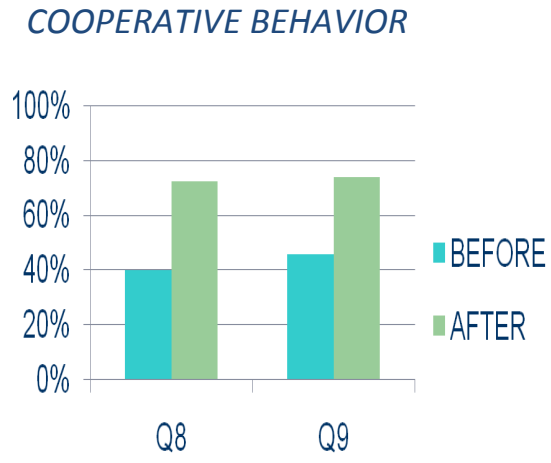


Q8 How much knowledge about how to be good and keep out of trouble

BEFORE	Frequency	Percent	AFTER	Frequency	Percent
a tiny bit	832	23.2	a tiny bit	198	5.5
some	1324	37.0	some	800	22.3
a lot	1426	**39.8**	a lot	2593	**72.2**
Total	3582	100.0	Total	3591	100.0

Q9 How much knowledge about how to choose the right thing to do

BEFORE	Frequency	Percent	AFTER	Frequency	Percent
a tiny bit	586	19.7	a tiny bit	149	5.0
some	1027	34.5	some	631	21.2
a lot	1364	**45.8**	a lot	2198	**73.8**
Total	2977	100.0	Total	2978	100.0



Q10 How much knowledge about how to know when I am sad, scared, or happy

BEFORE	Frequency	Percent	AFTER	Frequency	Percent
a tiny bit	662	19.5	a tiny bit	208	6.1
some	1167	34.3	some	646	19.1
a lot	1570	**46.2**	a lot	2536	**74.8**
Total	3399	100.0	Total	3390	100.0

Q11 How much knowledge about how to know when others are sad, scared, or happy

BEFORE	Frequency	Percent	AFTER	Frequency	Percent
a tiny bit	978	29.0	a tiny bit	266	7.9
some	1218	36.2	some	866	25.6
a lot	1172	**34.8**	a lot	2250	**66.5**
Total	3368	100.0	Total	3382	100.0

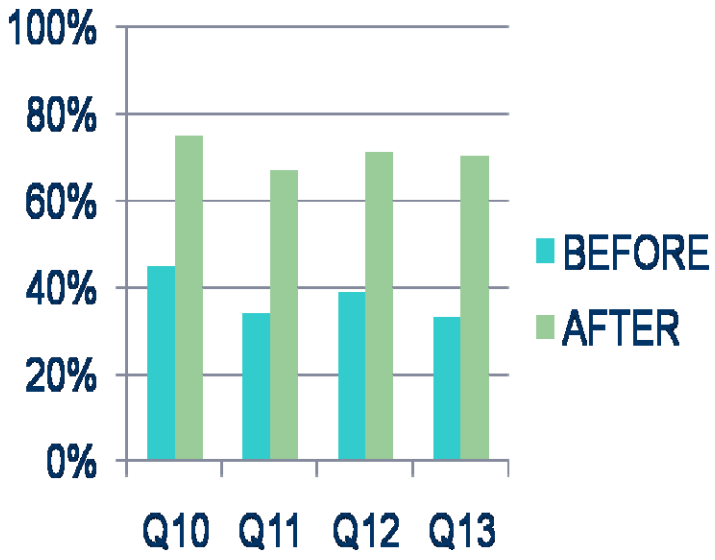
Q12 How much knowledge about how to help others when they are sad, lonely or scared

BEFORE	Frequency	Percent	AFTER	Frequency	Percent
a tiny bit	716	22.6	a tiny bit	218	6.9
some	1210	38.2	some	711	22.4
a lot	1240	**39.2**	a lot	2244	**70.7**
Total	3166	100.0	Total	3173	100.0

Q13 How much knowledge about how to control my angry or mad feelings

BEFORE	Frequency	Percent	AFTER	Frequency	Percent
a tiny bit	1143	31.8	a tiny bit	279	7.8
some	1266	35.2	some	816	22.7
a lot	1184	**33.0**	a lot	2499	**69.5**
Total	3593	100.0	Total	3594	100.0

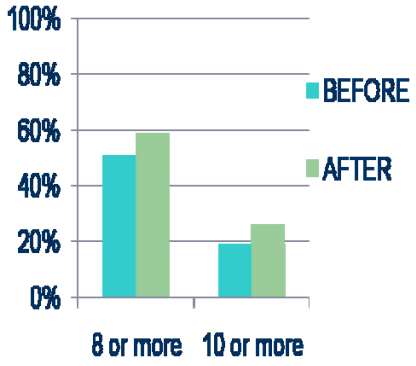
EMOTION IDENTIFICATION AND REGULATION



K-2nd Grade Pre-program/Post-program Tests

NUMBER CORRECT

As an alternative, some programs utilized a test of knowledge among a sample of children (n = 3,431) prior to participation in the program and again at the end of the program. The 13 questions were linked to the 13 learning objectives for youth K-2. Tests were scored and the mean number answered correctly at pre-program was compared to the mean number answered correctly at post-program. In practical terms, comparisons reveal that **at pre-program 51% of students answered 8 or more** of the 13 questions correctly **and 19% answered 10 or more correctly**. **At post-program, 59% of students answered 8 or more** of the 13 questions correctly, **and 26% answered 10 or more correctly**. Therefore, there was a **16% improvement on scores of 8 or higher** and **37% improvement on scores of 10 or higher.**



YOUTH PROGRAMS 6th-12th GRADE

Youth around the state, in grades 6 through 12, also were served through school-based, non school-based/after school, and mentoring programs. These programs vary in their emphasis, but all are focused on reducing risks for children and enhancing their well-being. Program objectives include: *improved social competence, improved emotion knowledge, improved abuse awareness and resourcefulness, increased cooperative behavior, enhanced commitment to educational goals, cooperation with authorities, and avoidance of delinquent and risky behaviors.* A sample of participating youth in grades 6-12 (n = 7,035) completed retrospective pre/post questionnaires to assess 24 learning objectives. Analyses of paired-sample t-tests revealed **statistically significant ($p < .001$) improvements on the average level of knowledge, ability, or commitment in ALL targeted areas**. Closer examination of responses shows that, for most program objectives, percentages of youth who assessed their knowledge, ability, or commitment level as "good" or "excellent" increased by a minimum of 10% (Note: These were areas of high commitment at pre-program; e.g., commitment to be tobacco-free, to be drug-free, to stay in or return to school) and by an average of 27% from pre-program to post-program. Absolute percentage gains from pre-program to post-program ranged from 8% to 30%.

Q1 My ability to handle anger

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	2240	33.7		is good	2960	44.7	
WAS excellent	836	12.6	**46.3**	is excellent	2098	31.7	**76.4**

Q2 My ability to work out conflict with others

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	2576	38.9		is good	3032	46.0	
WAS excellent	917	13.9	**52.8**	is excellent	2227	33.8	**79.8**

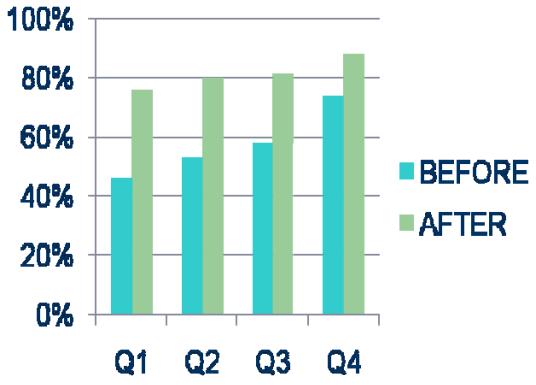
Q3 My ability to clearly communicate my ideas or intentions

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	2401	38.1		is good	2750	43.5	
WAS excellent	1233	19.6	**57.7**	is excellent	2383	37.7	**81.2**

Q4 My ability to develop and maintain friendships with peers

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	2577	39.5		is good	2361	36.4	
WAS excellent	2252	34.5	**74.0**	is excellent	3378	52.1	**88.5**

SOCIAL COMPETENCE



Q5 My ability to be supportive toward others

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	2681	42.3		is good	2480	39.3	
WAS excellent	1862	29.4	**71.7**	is excellent	3082	48.8	**88.1**

Q6 My knowledge of how to make good decisions

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	2699	41.4		is good	2521	38.6	
WAS excellent	1780	27.3	**68.7**	is excellent	3247	49.7	**88.3**

Q7 My ability to recognize other people's positive qualities

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	2531	40.9		is good	2552	41.4	
WAS excellent	1516	24.5	**65.4**	is excellent	2653	43.0	**84.4**

Q8 My knowledge of the best way to respond to another person's emotions and/or feelings

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	2605	40.2		is good	2488	38.5	
WAS excellent	1684	26.0	**66.2**	is excellent	3007	46.5	**85**

SOCIAL COMPETENCE

Q1 My ability to recognize abuse and/or neglect

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	2231	36.9		is good	2076	34.3	
WAS excellent	2055	34.0	**70.9**	is excellent	3264	54.0	**88.3**

Q2 My commitment to telling school and/or agency staff about abusive and/or neglectful situations

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	1965	32.6		is good	2137	35.4	
WAS excellent	1547	25.6	**58.2**	is excellent	2620	43.4	**78.8**

Q3 My knowledge of where to get help for a situation of abuse and/or neglect

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	2086	34.5		is good	2028	33.5	
WAS excellent	2002	33.1	**67.6**	is excellent	3259	53.9	**87.4**

ABUSE AWARENESS AND RESOURCEFULNESS

Q1 My ability to keep my behavior within acceptable limits, so that I do not get into trouble

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	1904	32.1		is good	2268	38.1	
WAS excellent	1546	26.1	**58.2**	is excellent	2596	43.7	**81.8**

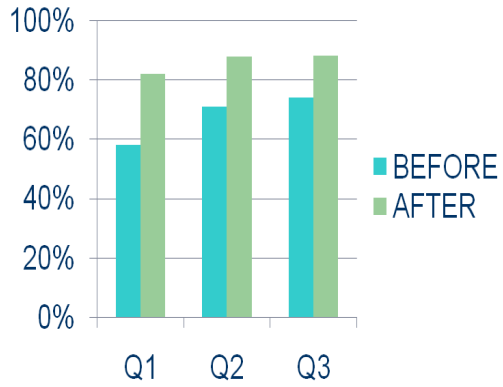
Q2 My knowledge of how to get along with other people

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	2605	40.1		is good	2422	37.2	
WAS excellent	1996	30.7	**70.8**	is excellent	3280	50.4	**87.6**

Q3 My ability to get along with other people

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	2443	40.2		is good	2350	38.7	
WAS excellent	2050	33.8	**74.0**	is excellent	2994	49.4	**88.1**

COOPERATIVE BEHAVIOR



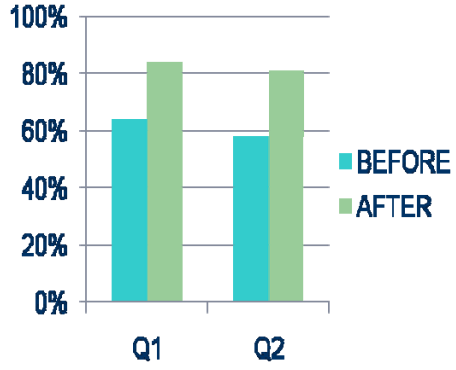
Q1 My ability to accurately label my own emotions

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	2521	39.0		is good	2685	41.6	
WAS excellent	1585	24.5	**63.5**	is excellent	2750	42.6	**84.2**

Q2 My ability to accurately label other people's emotions

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	2471	38.4		is good	2741	42.6	
WAS excellent	1296	20.1	**58.5**	is excellent	2446	38.0	**80.6**

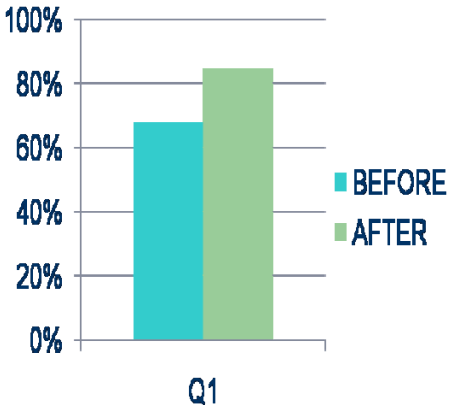
EMOTION KNOWLEDGE



Q1 My knowledge of my positive qualities

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	2532	40.5		is good	2499	39.9	
WAS excellent	1691	27.0	**67.5**	is excellent	2833	45.2	**85.1**

SELF-CONFIDENCE



Q1 My commitment to going to school almost every school day

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	1627	28.3		is good	1584	27.6	
WAS excellent	2661	46.3	**74.6**	is excellent	3400	59.3	**86.9**

Q2 My commitment to attending all meetings with my probation officer

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	1109	27.1		is good	1149	27.0	
WAS excellent	1668	40.8	**67.9**	is excellent	2346	55.1	**82.1**

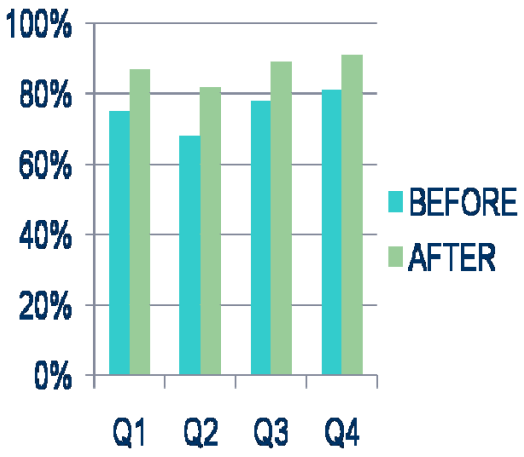
Q3 My commitment to avoiding criminal behavior

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	1492	26.3		is good	1333	23.6	
WAS excellent	2893	51.0	**77.3**	is excellent	3699	65.4	**89.0**

Q4 My commitment to staying in or returning to school

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	1407	24.8		is good	1295	22.7	
WAS excellent	3211	56.5	**81.3**	is excellent	3896	68.3	**91.0**

AVOID DELINQUENT AND RISKY BEHAVIOR



Q5 My knowledge of the negative results of drug abuse

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	1360	24.3		is good	1195	21.2	
WAS excellent	3155	56.3	**80.6**	is excellent	3928	69.8	**91.0**

Q6 My commitment to stay free of drug abuse

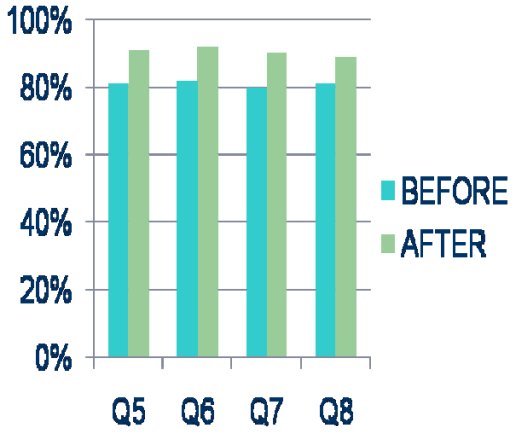
BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	1087	19.0		is good	1026	18.0	
WAS excellent	3596	63.0	**82.0**	is excellent	4214	73.8	**91.8**

Q7 My knowledge of the negative results of tobacco use

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	1326	23.4		is good	1180	20.8	
WAS excellent	3195	56.4	**79.8**	is excellent	3912	69.0	**89.8**

Q8 My commitment to stay tobacco free

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	1046	18.2		is good	912	15.8	
WAS excellent	3624	63.0	**81.2**	is excellent	4225	73.4	**89.2**



YOUTH GRADES 6-12 PRE-PROGRAM AND POST-PROGRAM IN-DEPTH ASSESSMENTS

Eleven programs, including school-based and non school-based/after school, participated in an in-depth evaluation that utilized a more detailed questionnaire focused on participants' self-assessments in several important life skills areas ***prior*** to participation in the program and again ***after*** participation in the program.

We hypothesized that participating in an effective youth program would result in ***increases*** in their **self-esteem, commitment to education, accountability for their actions,** and ***increases*** in their ability to **manage conflict** and **stand up for oneself.** Questions were taken from standard, valid social science measures. The average length of time to complete each questionnaire was 20 minutes.

RESULTS

Although the more standard method of assessing program impact, "true" pre/post assessments often do not demonstrate significant change due to (1) short time period (i.e., behavior change and relationship quality improvement may take longer), (2) a general tendency to overestimate abilities/knowledge before participating in a program, and (3) participant concerns over who will see the survey responses (i.e., greater tendency to give "socially desirable" answers).

Analyses utilizing paired sample t-tests revealed statistically **significant increases** in level of:

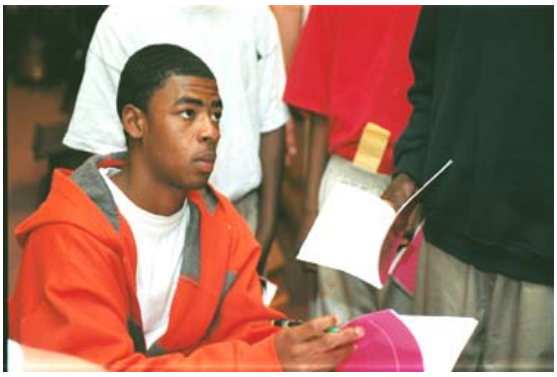
Self-Esteem
Commitment to Education
Accountability for Actions
Conflict Management Skills
Assertiveness Skills

Specifically, **Self-Esteem** was assessed with a 5-point scale (1-strongly disagree……5-strongly agree). Example items are: *I feel I have a number of positive qualities; I take a positive attitude toward myself.* For the majority of the adolescents, the pre-test self-esteem scores were at the top of the scale. When those reporting high self-esteem "4" or "5" at pre-test are excluded, we see considerable change where respondents (n=205) had an average pre-test score of neutral, but at post-test score closer to agree. M=2.95 at pretest; M=3.64 at post-test ($p < .001$).

Commitment to Education was assessed on a 4-point scale (1=low commitment; 4=high commitment). Example items are: *I am determined to complete my education; it is important to complete my educational goals.*

When those with the highest commitment at pre-test are excluded, we see the initially less committed group (Pre <4; n=519) moving toward greater commitment. M=3.25 at pretest; M=3.36 at post-test (p < .001).

Stand up for Self or **Assertiveness** was assessed on a 5-point scale (scale 1-poor at this, 2-fair at this, 3-okay at this, 4-good at this, 5-excellent at this). Example items are: *Calmly telling a person you don't like a certain way s/he has been treating you; Standing up for your rights when a person is being rude or inconsiderate.* When those who were good to excellent at standing up for themselves at pre-test are excluded, we see the **average pre-test score is slightly below okay at standing up for self, but at post-test is between okay and good** at this. Pre < 4 (n=420); M=2.84 at pre-test vs. M= 3.38 post-test (p<.001). When those who were excellent and good at standing up for themselves at pre-test are excluded, we see the remaining participants starting closer to "fair at standing up for themselves" at pre-test, but moving slightly past "okay at standing up for themselves" at post-test. Pre < 3 (n=202); M=2.20 at pre-test vs. M=3.11 post-test (p<.001).



Manage Conflict was also assessed on a 5-point scale(1=poor at this to 5=excellent at this). Example items are: *when having a conflict with a person, really trying to understand his/her point; getting over angry feelings when you've had a fight with someone.* When participants who responded that they were excellent at conflict management at pre-test are excluded, the remaining group started between "fair" and "okay" at conflict management at pre-test, but is clearly reporting that they are "okay" at conflict management at post-test. Pre < 5 (n=662); M=2.96 at pre-test vs. M=3.22 at post-test (p<.001). When participants who responded they were good or excellent at conflict management at pre-test are excluded, the group moves from "fair at this" at pre-test to "okay" at this at post-test. Pre < 4 (n=542); M=2.67 at pre-test vs. M=3.01 post-test (p<.001). When only those participants who said they were poor to fair at conflict management at pre-test are included, we see that this group **moved from an average pre-test score that was between "poor" and "fair" to an average post-test score that is between "fair" and "okay."** Pre < 3 (n=298); M=2.09 at pre-test vs. M=2.82 at post-test (p<.001).

Examinations of problem behavior reports revealed a **decrease from 21.4% at pre-program to 12.9% at post- program in youth reporting getting into fights "a lot."** Additionally, **a** decrease was seen from 23% at pre-program to 14% at post-program for **youth who reported receiving suspension or detention "a lot."**

Accountability for Actions was assessed on a 5-point scale (1-=not accountable to5=totally accountable). When those who said they were totally accountable for their actions at pre-test are excluded, there is greater pre to post movement toward more accountability. Pre < 5 (n=513); M=3.46 at pre-test vs. M=3.77 post-test (p<.001). When those included are only the respondents at pre-test who said they were either not accountable or moderately accountable for their actions, the greatest amount of movement from lower to higher accountability is seen. Pre < 4 (n=339); M=3.03 at pre-test vs. M=3.58 post-test (p<.001).

When examined for percentage increases, we found a **25% increase in youth** from pre-program to post-program whose **average score for accountability for actions was 4 or higher.**

YOUTH GRADES 6-12 QUALITATIVE INTERVIEWS

Youth who participated in school-based programs said that they learned a lot about appropriate anger management techniques, effective conflict resolution skills, and felt that they had an increase in self-esteem. Participants reported that they had a better understanding of

"…how not to argue….how to 'tune someone out' when getting into a conflict with them…. I can express myself better."

In after-school and mentoring programs, students learn essential life skills, such as anger and conflict management and how to recognize abuse and take action. They also receive assistance in their schoolwork and discuss possibilities for their future. Many of the students felt that, because of the programs, they were able to

"…complete my homework, perform better on tests, and improve my grades."

As a result of the assistance that they received, several participants mentioned that they now understand the importance of getting good grades in order to get a high school diploma and go to college. Students reported feeling good about themselves and their academic abilities.

Many, who before participation in the program had not thought about going to college, now express a greater interest in attending college and pursing dreams they might not otherwise have thought possible.

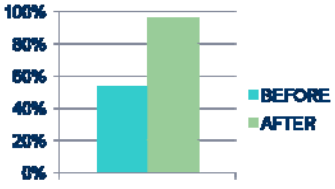
The students were clear that this new optimism for their future was because of participating in the program.

COMMUNITY AWARENESS PROGRAMS

Two community awareness programs provided information on child abuse and neglect in an effort to raise awareness and increase the likelihood of reporting suspected child abuse and neglect and the use of services provided for child abuse and neglect situations. A sample of participants (n = 501) completed surveys to assess 6 learning objectives. Analyses of paired-sample t-tests revealed **statistically significant (p < .001) improvements on the average level of knowledge, ability, or commitment in ALL targeted areas**. Closer examination of responses shows that the percentage of participants who assessed their awareness, knowledge, or ability as "good" or "excellent" ***nearly doubled*** (i.e., increased by nearly 100%) from pre-program to post-program in some areas. For some objectives, such as, "my commitment to reducing my likelihood of abusing/neglecting a child" and "my commitment to reporting child abuse/neglect to social services when I suspect it occurring," levels of good and excellent were already high pre-program (i.e., 84.2% and 73.6%, respectively); however, levels of good and excellent were **at nearly 100%** post-program (i.e., 98.7% and 98.5%, respectively). Absolute percentage gains from pre-program to post-program ranged from 14% to 45%.

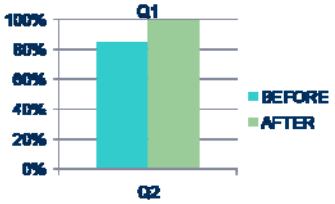
Q1 My ability to recognize abuse and/or neglect

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	230	46.6		is good	276	55.8	
WAS excellent	41	8.3	**54.9**	is excellent	202	40.8	**96.6**



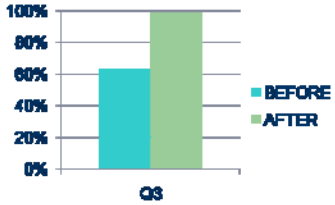
Q2 My commitment to reducing my likelihood of abusing/neglecting a child

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	187	38.9		is good	117	24.2	
WAS excellent	218	45.3	**84.2**	is excellent	360	74.5	**98.7**



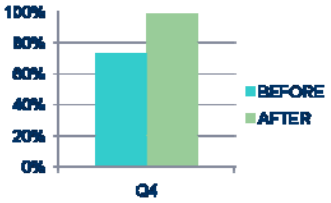
Q3 My awareness of child abuse and neglect

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	270	54.1		is good	239	48.3	
WAS excellent	47	9.4	**63.5**	is excellent	254	51.3	**99.6**



Q4 My commitment to reporting child abuse/neglect to social services when I suspect it is occurring

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	221	45.6		is good	129	26.4	
WAS excellent	136	28.0	**73.6**	is excellent	352	72.1	**98.5**

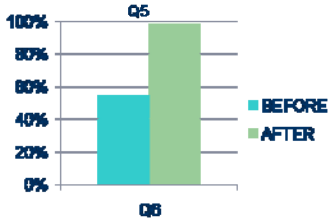


Q5 My knowledge of intervention strategies to use in the event of abuse and/or neglect

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	198	40.5		is good	250	50.7	
WAS excellent	40	8.2	**48.7**	is excellent	210	42.6	**93.3**

Q6 My knowledge of ways to prevent child abuse and/or neglect

BEFORE	Frequency	Percent	TOTAL	AFTER	Frequency	Percent	TOTAL
WAS good	228	46.6		is good	248	50.4	
WAS excellent	42	8.6	**55.2**	is excellent	215	43.7	**94.1**



The Auburn University Evaluation Team would like to express their sincere appreciation to all the CTF Grantee Program personnel for their dedication, cooperation, and conscientious efforts in gathering valid information and data that made possible this documentation of program impact in our communities and across the State. You have every reason to be proud of the difference you are making in the lives you touch. We are inspired by the work that you do!

We would also like to thank our colleagues at the Children's Trust Fund – all the administrative staff, field directors, and division directors - particularly, the incomparable Marian Loftin, Executive Director, Paul Smelley, Deputy Director, Vicki Cooper-Robinson, Division Director, and Stan Landers, Division Director - for their untiring support of our team in this "adventurous" first year of a systematic evaluation of nearly 200 unique community programs! It is our privilege and pleasure to work for you and with you. This has been collaboration at its best. We are invested in providing meaningful and useful information for grantees, the CTF staff and Board, and CTF funding sources that show the important benefits for participants in CTF-funded programs. It is our hope that the findings of this report will be helpful in your continued efforts to expand the outreach of CTF-funded programs in pursuit of your mission: To Prevent Child Abuse and Neglect in the State of Alabama. Your dedication to the work of strengthening our communities by strengthening our families is unparalleled.

PY 2006-2007 Report submitted in May, 2008 by:

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