

2018-2019

Evaluation Report

THE ALABAMA DEPARTMENT OF
CHILD ABUSE & NEGLECT PREVENTION

THE CHILDREN'S TRUST FUND
SALLYE LONGSHORE, M.S., ED.S., DIRECTOR



2018-2019 Evaluation Report

Prevention programs funded by ADCANP/CTF have documented important positive effects for 86,959 adults and youth in Alabama. Support for these programs serves to enhance protective factors and reduce the significant human and economic cost of child abuse and neglect in our state.

The Alabama Department of Child Abuse and Neglect Prevention – The Children’s Trust Fund (ADCANP/CTF) is at the forefront in the nation for supporting and evaluating prevention and family strengthening programs. As the only state agency designated to prevent child abuse and neglect, we are explicitly focused on educating our communities in the **Strengthening Families™ framework – an evidence-based approach that emphasizes protective factors for preventing child maltreatment**. As a member of the National Alliance of Children’s Trust and Prevention Funds, as well as Prevent Child Abuse America, ADCANP works to strengthen ALL families in Alabama and to surround them with supportive services and community systems.

We have a multi-year record for investing in prevention programs for youth, mothers, fathers, and families throughout the state, and for investing in the documentation and evaluation of our community partners’ efforts. We receive multiple invitations to national conferences and forums each year to present our results and to share our best practices model for community-based research. Most recently, our results have been featured at:

- National Community-Based Child Abuse Prevention (CBCAP) Conference – July 2018
- National Council on Family Relations Annual Conference – November 2018
- 21st Annual National Conference on Child Abuse and Neglect – April 2019
- National Child Welfare Evaluation Summit – August 2019
- Prevent Child Abuse America National Conference – September 2019

HISTORY: The Alabama Department of Child Abuse and Neglect Prevention- The Children’s Trust Fund was established in 1983 to address the state’s problem of child neglect and maltreatment. While several state agencies existed to address the important interventions needed when children are abused or neglected, none specifically focused on combatting the issue, raising awareness, and educating communities – professionals and families themselves - before it occurred. **ADCANP/CTF remains the only state agency actively engaged in providing community-based prevention programs focused on promoting protective factors in individuals and families that reduce the risk of child maltreatment.** Throughout its 36 year history, ADCANP/CTF has provided direct funding support to hundreds of local agencies through a competitive grant process. These local organizations carry out the important work of building family strengths.

ADCANP/CTF believes that by investing upfront, we can ensure that children in our state grow up in a nurturing and supportive home. Research supports this prevention approach. A 2015 study by the University of Alabama College of Human Environmental Science and Center for Business and Economic Research – Culverhouse College of Commerce reveals the high costs of intervention. They estimated services associated with child abuse and neglect incidents costs taxpayers \$2.3 billion dollars every year. Child maltreatment prevention is, therefore, both a social justice and an economic issue for Alabama.

This report highlights the evaluation results of ADCANP/CTF-funded programs’ efforts to promote protective factors among the families and youth served throughout the state during the period of August 2018–July 2019.

The Five Protective Factors:

The Foundation of the Strengthening Families™ Framework

What are the Five Protective Factors?

The Five Protective Factors are the foundation of the Strengthening Families™ approach. Extensive evidence supports the common sense notion that when these Protective Factors are present and robust in a family, the likelihood of abuse and neglect diminishes. Research also shows that these are the factors that create healthy environments for the optimal development of all children.

Parental Resilience

No one can eliminate stress from parenting, but building parental resilience can affect how a parent deals with stress. Parental resilience is the ability to constructively cope with and bounce back from all types of challenges. It is about creatively solving problems, building trusting relationships, maintaining a positive attitude, and seeking help when it is needed.

Knowledge of Parenting & Child Development

Having accurate information about raising young children and appropriate expectations for their behavior will help parents better understand and care for children. It is important that information is available when parents need it, that is, when it is relevant to their life and their child. Parents whose own families used harsh discipline techniques, parents of children with developmental or behavioral challenges, and parents of special needs children require extra support in building this Protective Factor.

Social and Emotional Competence of Children

A child's ability to interact positively with others, to self-regulate, and to effectively communicate his or her emotions has a great impact on the parent-child relationship. Children with challenging behaviors are more likely to be abused, so early identification and working with them helps keep their development on track and keeps them safe. Also, children who have experienced or witnessed violence need a safe environment that offers opportunities to develop normally.

Social Connections

Friends, family members, neighbors, and other members of a community provide emotional support and concrete assistance to parents. Social connections help parents build networks of support that serve multiple purposes: they can help parents develop and reinforce community norms around childrearing, provide assistance in times of need, and serve as a resource for parenting information or help solving problems. Because isolation is a common risk factor for abuse and neglect, parents who are isolated need support in building positive friendships.

Concrete Support in Times of Need

Parents need access to the types of concrete support and services that can minimize the stress of difficult situations, such as a family crisis, a condition such as substance abuse, or stress associated with lack of resources. Building this Protective Factor is about helping to ensure the basic needs of a family, such as food, clothing, and shelter, are met and connecting parents and children to services; especially those that have a stigma associated with them, like domestic violence shelter or substance abuse counseling, in times of crisis.

In Project Year 2018-2019, ADCANP/CTF awarded grants from four primary federal and state funding streams to support two statewide initiatives and 149 community-based prevention programs provided by local agencies in Alabama that applied for program grants.

Records indicate these funded programs provided multi-session services to 86,959 adults and children. In addition, 320,892 individuals attended community awareness programs/presentations.

In total, 407,851 Alabama citizens were impacted by ADCANP/CTF-funded programs during the one year period.

In this report we feature evaluation results from the 149 community-based programs funded by Community Based Child Abuse Prevention (CBCAP), Children First Trust Fund (CFTF), Education Trust Fund (ETF), and Department of Human Resources/Temporary Assistance for Needy Families (DHR/TANF) funds. Research suggests several key activities as useful for the prevention of child maltreatment: raising public awareness, providing education and support for parents – particularly those facing special challenges (e.g., low resources, special needs children), facilitating positive father involvement, and promoting youth's own awareness, knowledge, and skills related to resilience. **Therefore, the types of programs ADCANP/CTF funds include:**

- Parent Education and Support Programs
- Home Visiting Parent Programs
- Fatherhood Programs
- Respite Care Programs
- Youth School-Based, Non School-Based/ After-School, & Mentoring Programs
- Community Awareness Programs

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 and promoting protective factors outlined at the beginning of this report.

From August 2018 to July 2019, ADCANP/CTF worked with an independent research team in Auburn University's Human Development and Family Studies Department to conduct a systematic evaluation of its funded programs. All funded agencies invest time and effort in the collection of data from program participants throughout the year, using uniform

surveys within each program type. This allows for the aggregation of data within program categories and results in meaningful information regarding the experiences of the average participant in each program area. **This systematic empirical assessment of prevention programs throughout the state is one of few such efforts in the U.S.**

Survey research methods are utilized and program participants respond to questions regarding their background and demographics, as well as their understanding, knowledge, and skills in many different areas relevant to healthy families and communities.

The questionnaire uses a validated method of gathering information at baseline and post-program levels of each measure in order to assess for changes. At program completion, participants report their level of knowledge and skill in specific areas before and after their participation in the program.

Previous research has supported the use of this retrospective-pre and post-program evaluation design as efficient and meaningful documentation of participants' perceptions of benefit from the program and the extent to which specific program objectives have been met. Research indicates this method may be a more accurate strategy for documenting change. Participants tend to answer more honestly when taking a retrospective pre/post as compared to separate pre- and post-program surveys since participants may respond in a more socially desirable way prior to program start. They also tend to have better knowledge on which to assess pre-program levels after they have received information and skills training in the program (see the authors of this report for more information on this survey research method).

For analyses, data were aggregated across programs within each program type. Paired sample t-tests were conducted on each measure (some are global; some are multi-item) to identify statistically significant changes from pre-program mean levels to post-program mean levels. Effect sizes for documented changes were calculated using the appropriate formula for paired data.



Participant Numbers & Demographics

Data on numbers of participants in ADCANP/CTF funded programs were taken from master lists of individuals who spent time in a program, demographic reports that most participants provided, and from presentation reports that documented the numbers of individuals who participated in community awareness activities provided by grantees in all program areas, including the Community Awareness program area. **34,321 adults and 52,638 youth were served in participating programs.**

Community Awareness

- 320,892 individuals (youth and adults) participated in a community awareness event or presentation and learned more about prevention of child maltreatment.
- Helpful information also was provided through media and social media.
- Approximately 2,478,381 exposures/ impressions were generated.
- Programs provided multi-session services to adults and children in all 7 congressional districts in Alabama during the one year period.

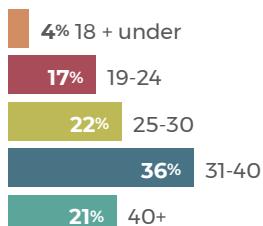


Adult Demographics

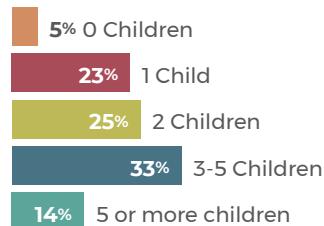
Data on adult demographics come from across the program types: parent education, home visiting, fatherhood, and respite. Parents are racially diverse and predominantly of lower socio-economic status, based on work status, education level, and income reported. Note: Adults who participated only in community awareness programs did not provide demographic information.

Age

Median age = 33



Number of children*

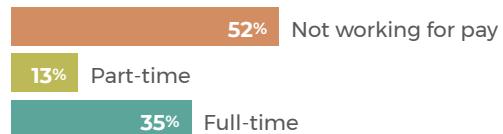


* Includes biological, step, adopted and foster children.

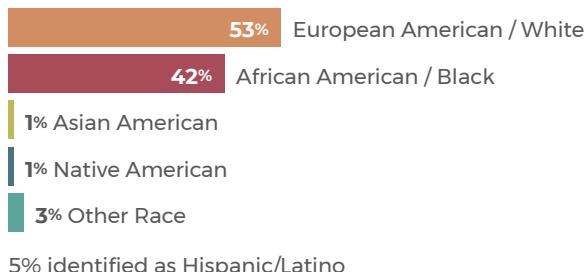
Gender



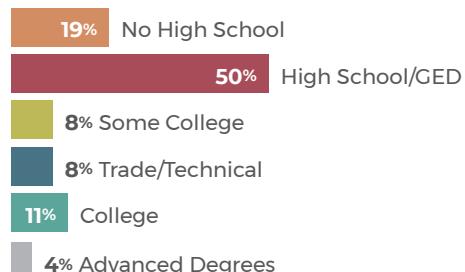
Work Status Pre-Program**



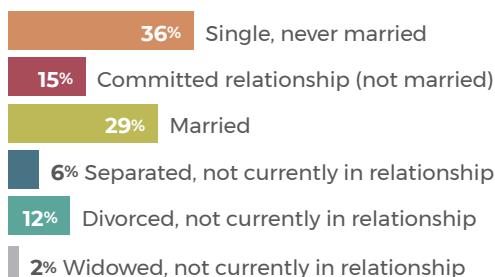
Race & Ethnicity



Education Level Pre-Program**



Relationship Status



Income Level Pre-Program**



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

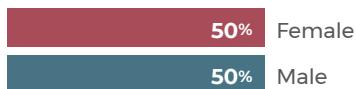
Youth Demographics

Data on youth demographics come from school-based, non-school based/after school, and mentoring programs and indicate that participants were diverse in age, race, and gender. Note: Youth who participated only in community awareness programs did not provide demographic information.

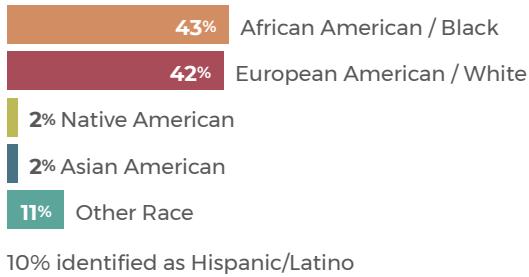
Grade



Gender



Race & Ethnicity





Parent Education & Home Visiting Programs

57 programs provided parent education/home visiting through hospital visits, group education, and home visits. Goals of home visiting/parent education programs center on participant improvement in:

- stress management skills
- skills to manage maltreatment risk
- understanding various forms of child maltreatment

- medical care commitment
- positive parenting skills and child development knowledge
- knowledge and use of support services
- use of informal support networks

These goals promote several protective factors emphasized by the “Strengthening Families™” framework.

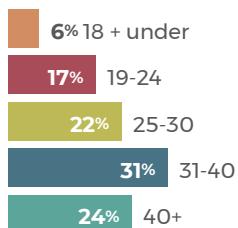


Parent Education & Home Visiting Program Demographics

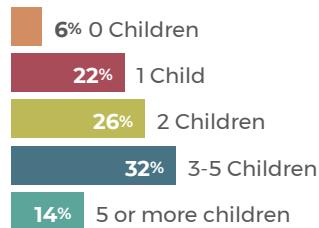
Parents in Parent Education classes and Home Visiting programs are racially diverse and predominantly of lower socio-economic status, based on work status, education level, and income reported. Participants are predominantly women.

Age

Median age = 33



Number of children*



* Includes biological, step, adopted and foster children.

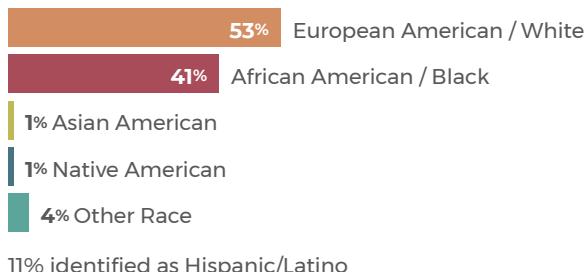
Gender



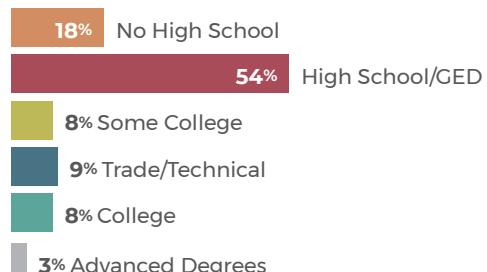
Work Status Pre-Program**



Race & Ethnicity



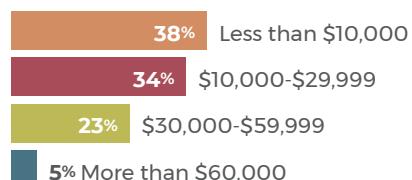
Education Level Pre-Program**



Relationship Status

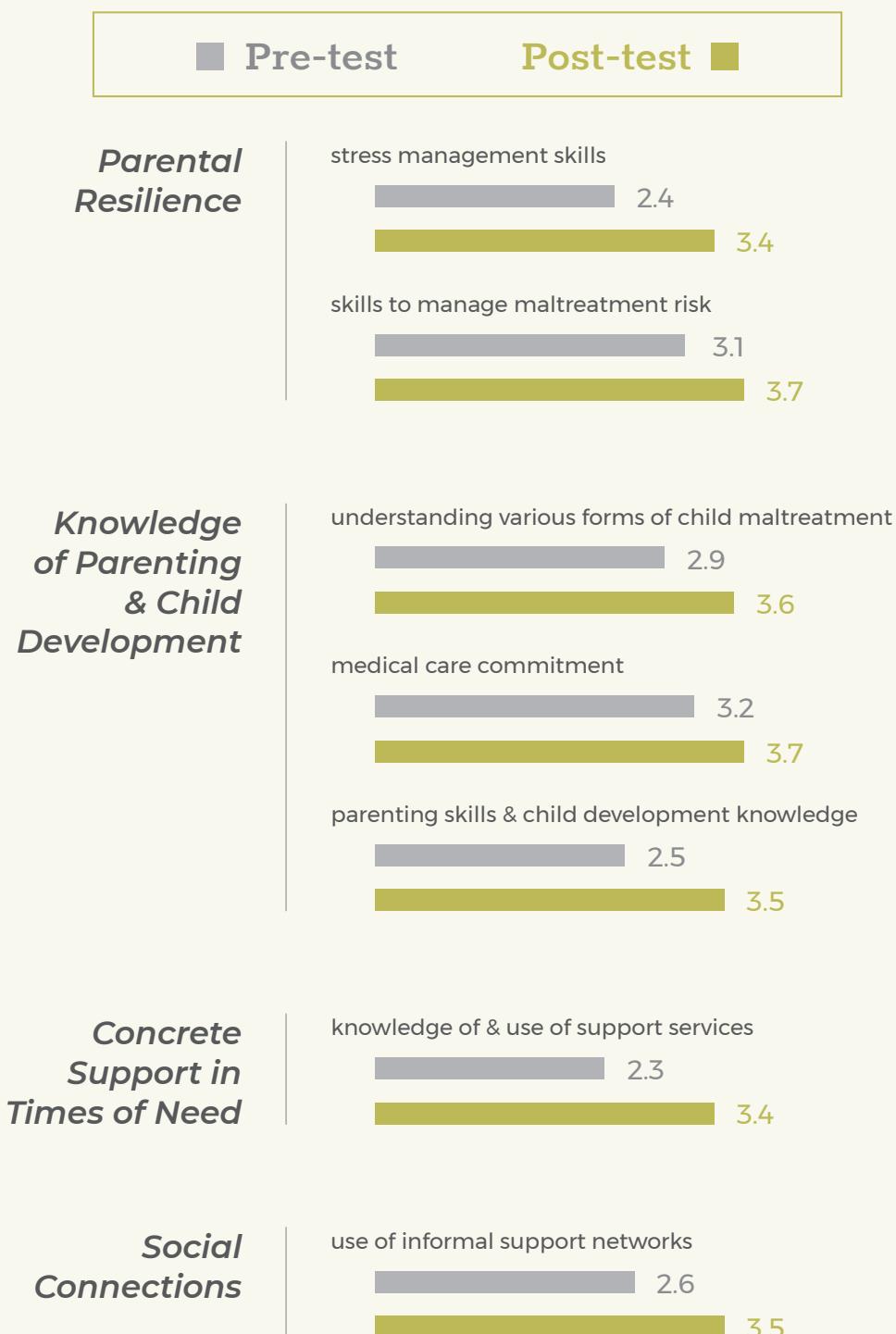


Income Level Pre-Program**



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

A sample of Parenting participants (n=3,360) responded to an assessment of 7 goals using a scale of 1 - 4. Analyses of measures (some using multi-items; [Cronbach's α] range from .76 - .91) using paired sample t -tests revealed statistically significant ($p<.001$) improvements for participants, on average, in ALL targeted areas. The effect sizes ranged from .76-.18. The average magnitude of the effect sizes for these improvements was 1.00 and can be considered large (i.e. .25 small effect, .50 moderate effect, .75 large effect).



* Paired-sample t -test tables with results for testing mean score differences from pre-program to post-program are located on page 36 in the appendix.

Key Changes

While the pre/post average score comparisons are required to test for statistically significant change, we also descriptively examined what percentage of participants showed improvement in their individual scores from pre-program to post-program. We found a majority of parents rated themselves as improved in each area assessed.

% who **changed in the desired direction**

% who **maintained** pre-program level

% who reported a **lower** score

Protective Factor
Parental Resilience

stress management skills

84%

13%

3%

skills to manage maltreatment risk

83%

16%

1%

Protective Factor
Knowledge of Parenting & Child Development

understanding of various forms of child maltreatment

84%

13%

3%

medical care commitment

76%

23%

1%

parenting skills & child development knowledge

87%

9%

4%

Protective Factor
Concrete Support in Times of Need

knowledge of & use of support services

86%

10%

4%

Protective Factor
Social Connections

use of informal supportive networks

80%

19%

1%

Facilitator asked a participant to use two sentences to describe how important the home visiting program was to her.

**She said
“I can do it
in two words:
LIFE SAVER.”**

- Home visiting participant raising 4 grandchildren

“Small Wonders Parenting Program helped me get the information needed to help raise my son. Being a single dad, I learned a lot of things I would have looked over.”
- father in Parent Education program

“Participating in this program helped me have better communication with my kids. As a parent it helped give me hope again, before I felt defeated and unheard. Now I know that my voice matters. *Since I know that my voice matters, I’ll use it more now...but in a more positive, correct way.*”
- Parent Education participant



"These classes have taught me a lot about how to give my children better choices, to find productive ways to discipline and just be a better parent, and not take my anger out on my kids by screaming and yelling. That is not a good parenting habit."

- Parent Education participant

"This parenting program has impacted my life tremendously since my first day. Those 12 weeks has changed my life and also my perspective on making my children my top priority. I was able to spend more quality time with all 6 of my children after completing the program. I was helped with finding employment and I was granted unsupervised visitation with my children on the weekend. This program has made me a much better father and also pushed me to be a better person so I can be an outstanding dad."

- Parent Education participant



Respite Care Programs

7 programs provided respite care services and parent information for parents of children with special needs. Goals of respite programs center on participant improvement in:

- stress level
- positive view of child
- knowledge and use of support services
- use of informal supportive social networks

These goals promote several protective factors emphasized by the “Strengthening Families™” framework.

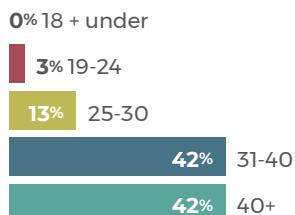


Respite Care Program Demographics

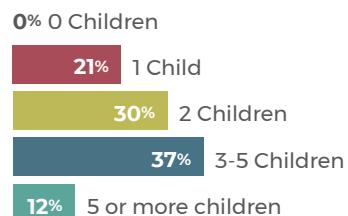
Parents in Respite Care programs are racially diverse and predominantly of lower socio-economic status, based on work status, education level, and income reported. Participants are predominantly women.

Age

Median age = 39



Number of children*



* Includes biological, step, adopted and foster children.

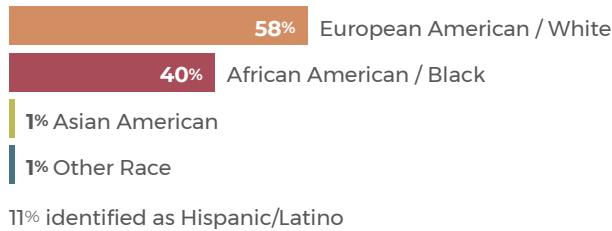
Gender



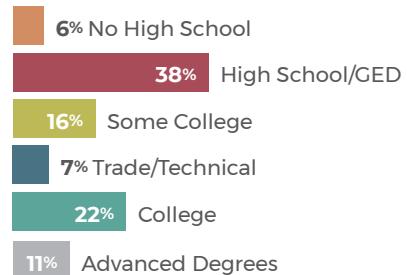
Work Status Pre-Program**



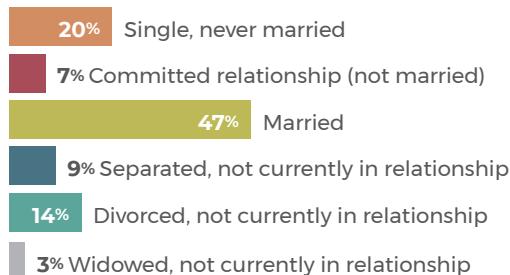
Race & Ethnicity



Education Level Pre-Program**



Relationship Status

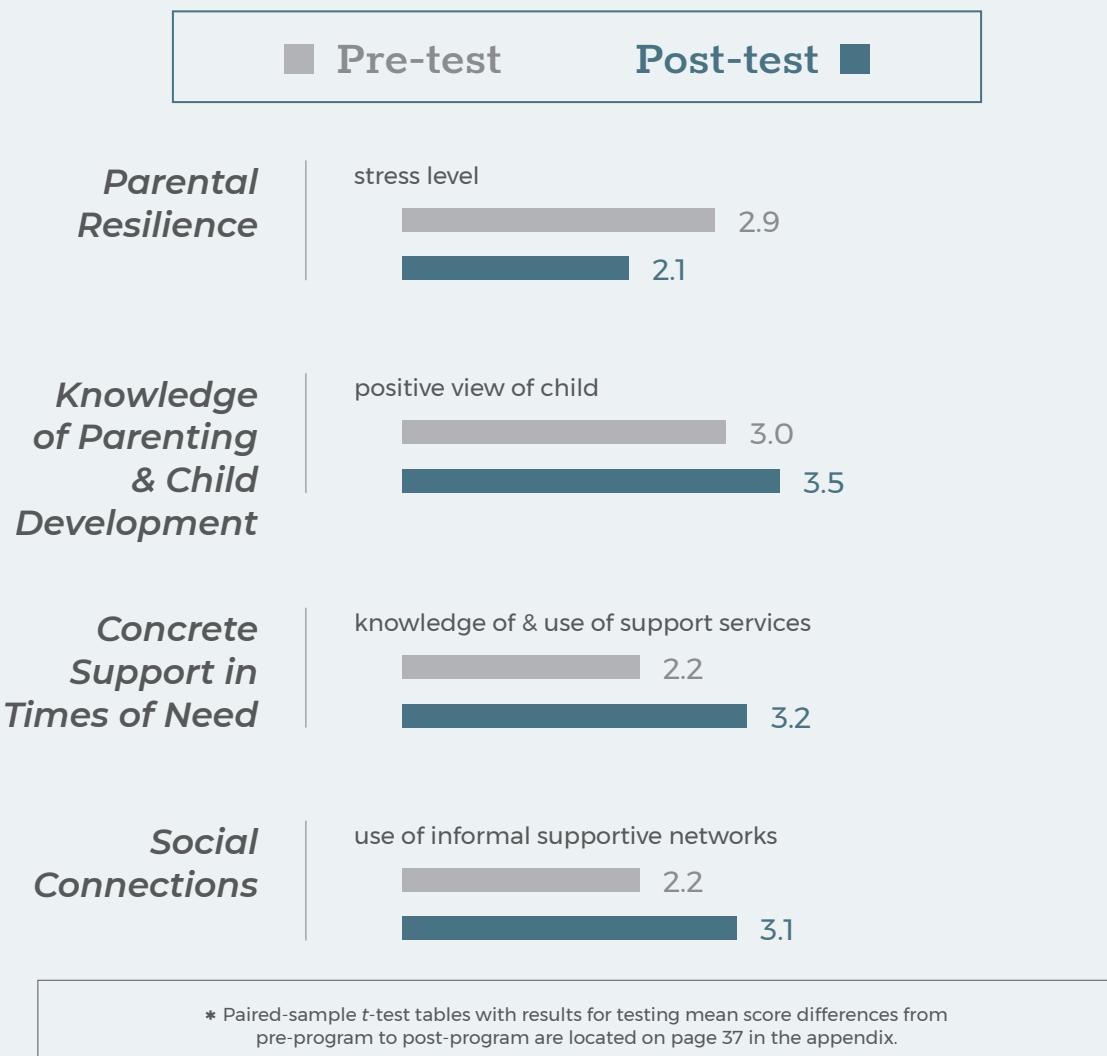


Income Level Pre-Program**



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

A sample of Respite Care program participants (n=334) responded to an assessment of 4 goals using a scale of 1 - 4. Analyses of measures (some using multi-items; [Cronbach's α] range from .76 -.88) using paired sample t -tests revealed statistically significant ($p < .001$) improvements for participants, on average, in ALL targeted areas. The effect sizes ranged from .72-.12. The average magnitude of the effect sizes for these improvements was .98 and can be considered large (i.e. .25 small effect, .50 moderate effect, .75 large effect).



“We were so excited to hear about a program that would assist our family. Due to my daughter’s medical needs, we cannot just leave her with just any childcare worker. So you can imagine how often we ever get a ‘date night’ or even a chance to run errands without her in-tow. Before the respite program, it was never done as all our funds go toward her medical needs and care.”

- Respite Care Program participant

Key Changes

While the pre/post average score comparisons are required to test for statistically significant change, we also descriptively examined what percentage of participants showed improvement in their individual scores from pre-program to post-program. We found a majority of parents rated themselves as improved in each area assessed.



Protective Factor

Parental Resilience

stress level

74%

18%

8%

Protective Factor

Knowledge of Parenting & Child Development

positive view of child

73%

25%

2%

Protective Factor

Concrete Support in Times of Need

knowledge of & use of support services

85%

9%

6%

Protective Factor

Social Connections

use of informal supportive networks

75%

22%

3%

"I HAVE THREE CHILDREN WITH AUTISM."

This program allows me the respite I need to be a good mom."

- Respite Care program participant

Fatherhood Programs

DHR/TANF (Alabama Department of Human Resources and Temporary Assistance for Needy Families) provided funding for 20 Fatherhood programs; Community Based Child Abuse Prevention (CBCAP) funded 1 additional program; and the Children First Trust Fund (CFTF) provided funding for an additional 7 programs. Fatherhood programs provide case management and classes. They focus on enhancing employability through education and job skills training. They also provide educational information on child development and positive parenting strategies and emphasize the value of positive involvement with children and child support obligation compliance. Mothers are invited to participate in classes as well.

Goals of fatherhood programs are:

- positive relationship skills
- enhanced coparenting quality
- dating abuse prevention skills
- cooperation with child support enforcement (CSE) & commitment to pay child support
- greater work and education commitment
- greater use of support services
- positive parenting skills
- enhanced parent involvement & relationship quality with child
- enhanced child adjustment

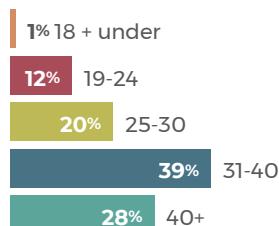
These goals promote several protective factors emphasized by the “Strengthening Families™” framework.

Fatherhood Program Demographics

Parents who participated in Fatherhood programs are racially diverse and predominantly of lower socio-economic status, based on work status, education level, and income reported. Participants were predominantly men.

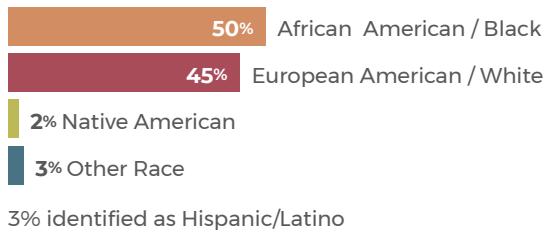
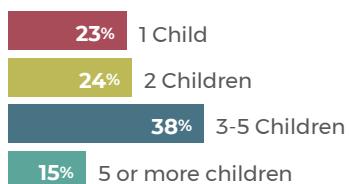
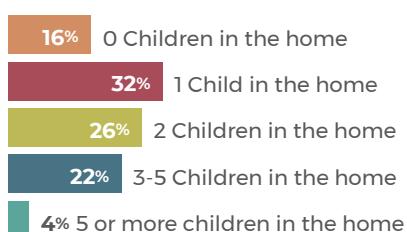
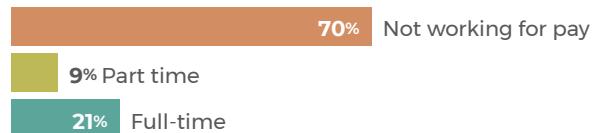
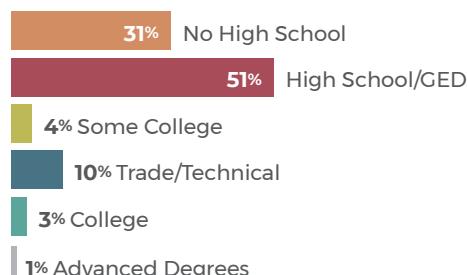
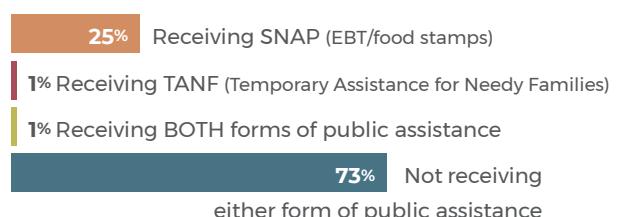
Age

Median age = 34



Gender

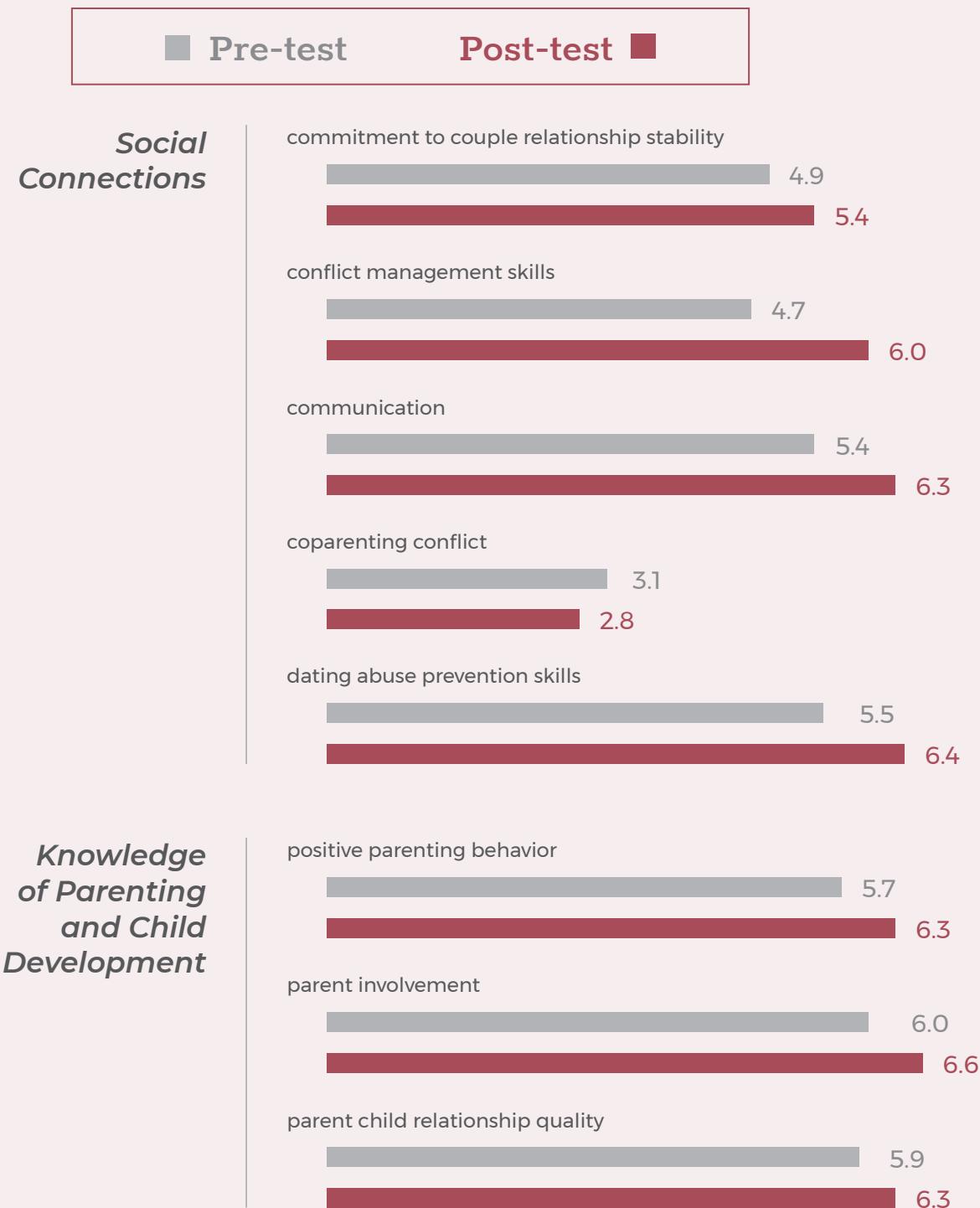


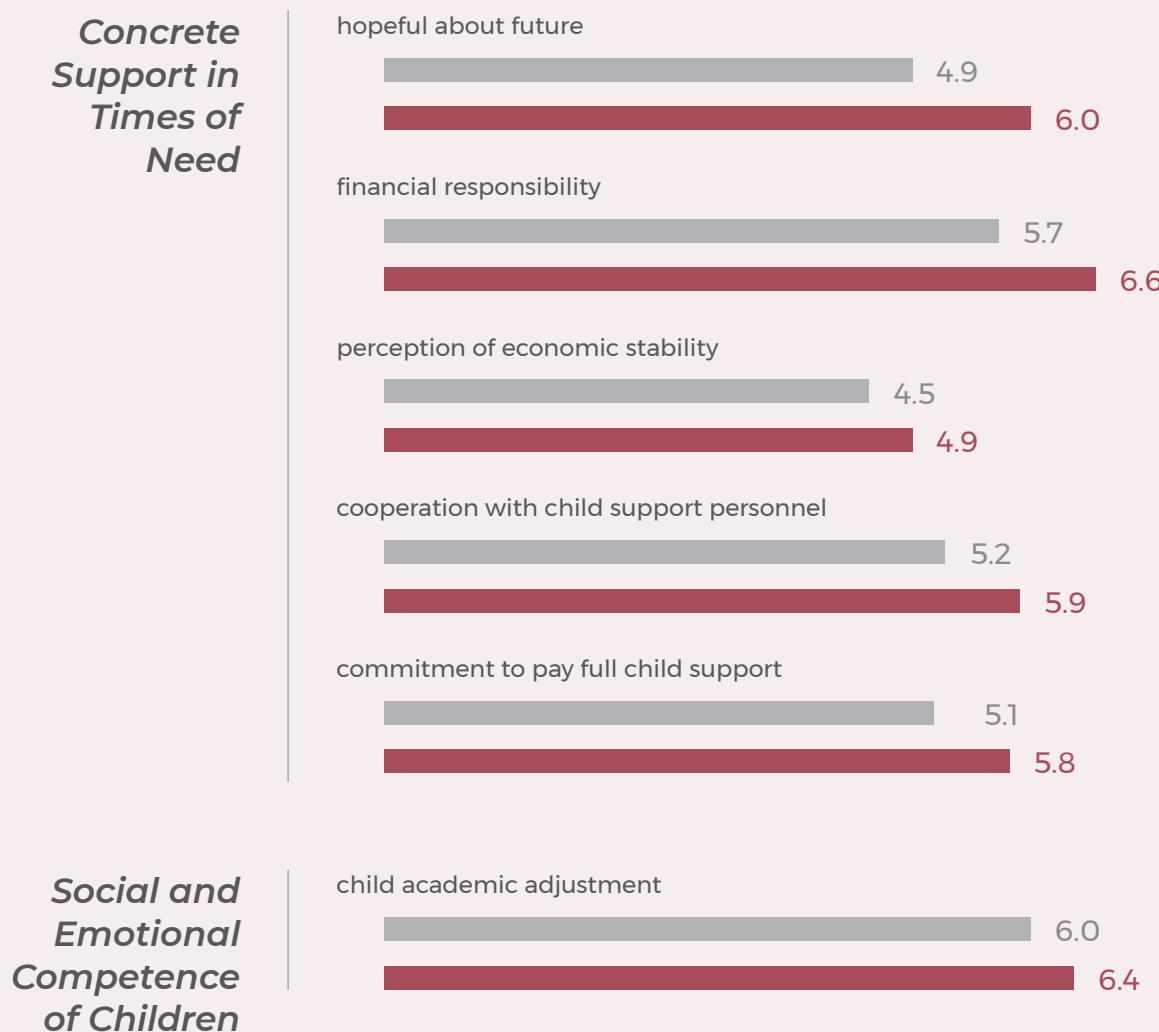
Race & Ethnicity**Relationship Status****Number of children*****Number of children living in the home some or all the time *****Work Status Pre-Program******Longevity of Current Employment******Education Level Pre-Program******Income Level Pre-Program******Public Assistance****

* Includes biological, step, adopted and foster children.

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

A sample of Fatherhood program participants (n=1,850) responded to an assessment of 16 goals common across programs using a scale of 1-7. Analyses of measures (some using multi-items; reliabilities [Cronbach's α] range from .72 -.86) using paired sample t -tests revealed statistically significant ($p<.001$) improvements in ALL targeted areas. The effect sizes ranged from .13-.68. The average magnitude of the effect sizes for these improvements was .41 and can be considered small to moderate (i.e. .25 small effect, .50 moderate effect, .75 large effect). A separate follow-up study of a sample of fathers in fatherhood programs was conducted that indicates benefits extend to one year after program participation. For full details see: <https://www.frpn.org/asset/frpn-grantee-report-considering-contextual-influences-fatherhood-program-participants%E2%80%99>





* Paired-sample t-test tables with results for testing mean score differences from pre-program to post-program are located on page 38 in the appendix.

Key Changes

While the pre/post average score comparisons are required to test for statistically significant change, we also descriptively examined what percentage of participants showed improvement in their individual scores from pre-program to post-program. We found a large portion of parents rated themselves as improved in each area assessed.

Social Connections

commitment to couple relationship stability

% who **changed in the desired direction**

% who **maintained** pre-program level

% who reported a **worse** score



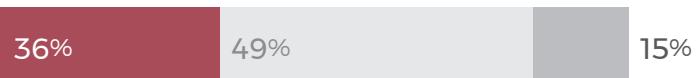
conflict management skills



communication



coparenting conflict



dating abuse prevention skills



Knowledge of Parenting and Child Development

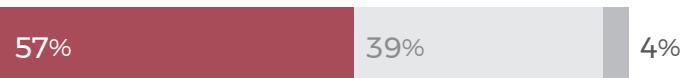
positive parenting behavior



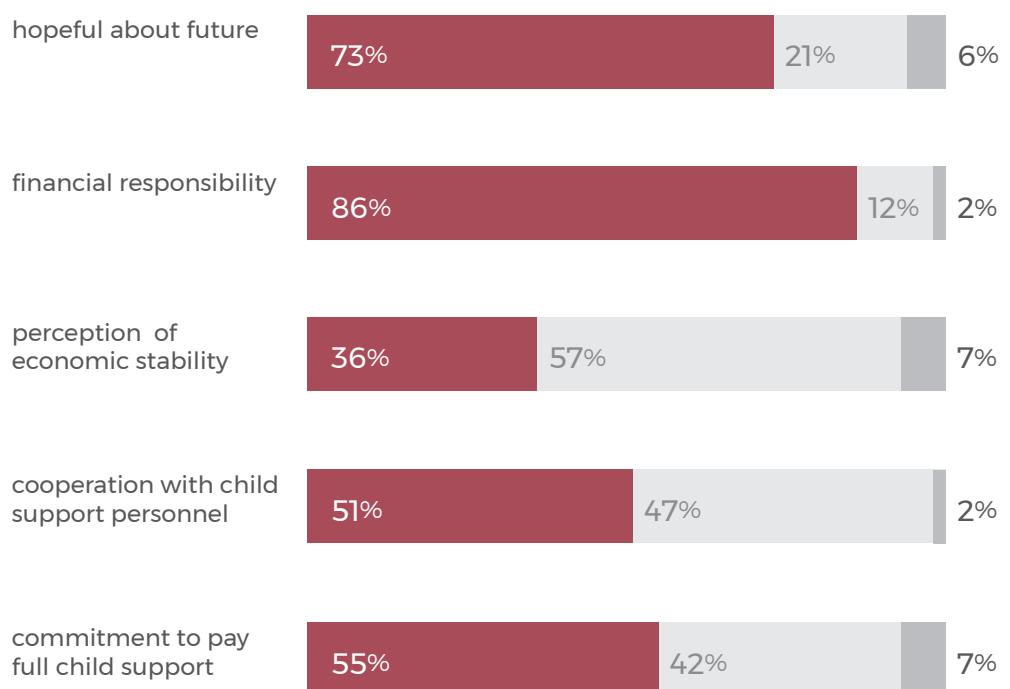
parent involvement



parent child relationship quality



Concrete Support in Times of Need



Social and Emotional Competence of Children



In the separate study focused on a subsample of fathers in fatherhood programs followed over one year, results indicate participants had significant movement to more part- or full-time employment one year after the baseline assessment. Specifically, 10% were in part-time work and 32% were in full-time work at the baseline assessment; and, 9% were in part-time work and 52% in full-time work at the one-year follow-up. Additionally, results indicate statistically significant growth over a one-year period in monthly income (Adler-Baeder et al., 2019). (<https://www.frpn.org/asset/frpn-grantee-report-considering-contextual-influences-fatherhood-program-participants%E2%80%99>)

Fatherhood Challenges

Fathers also rated a list of areas on the level of challenge using a scale of 1-4, with 1 indicating no challenge and 4 indicating a major challenge. We descriptively examined the percentage of participants who showed improvement in their individual ratings from pre-program to post-program. A large portion of fatherhood program participants reported improvements in each area of challenge.

Fatherhood Challenges

unemployment

 % who **changed in the desired direction**
 % who **maintained** pre-program level

 % who **reported a lower score**

not having a steady place to live

drug/alcohol use

physical health problems

living too far from your child(ren)

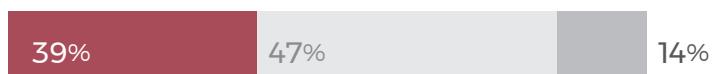
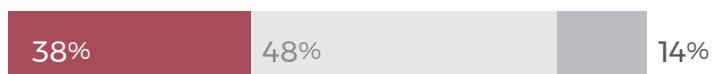
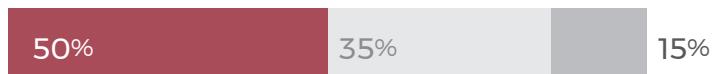
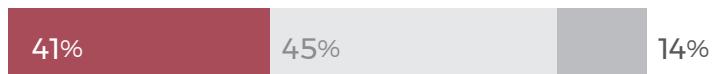
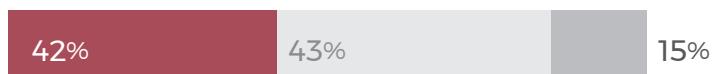
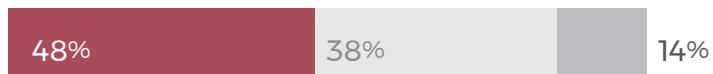
keeping a job when you have one

not knowing how to deal with family or civil court

transportation issues

not having health insurance for yourself

not having health insurance for your child(ren)





*"When I first came into the program, I didn't have a relationship with my child's grandmother who has custody of my child, and I didn't care. **Thanks to the program, I learned that the kids must come first and the adults must set their differences aside when it's hurting their kids.** I now have much better relationships and it has made all the difference in the world!"*

- Fatherhood Program Participant

"I learned about my relationship with my father. It opened my eyes to things I had either forgotten or just didn't want to deal with. This program gave me the tools to be a better parent."

- Fatherhood Program Participant

"I LEARNED HOW TO CONNECT AND BUILD A RELATIONSHIP TO MY KID FROM PRISON. I CAN'T WAIT UNTIL WE CAN BE CLOSE WHEN I GET OUT IN A FEW MONTHS."

- FATHERHOOD PROGRAM PARTICIPANT

Youth Programs

3rd-5th Grade

Youth in 3rd-12th grade around the state were served through 44 programs that included a variety of school-based, non school-based/after school, and mentoring programs. These programs varied in their emphasis, but all were focused on reducing risks for children and enhancing their well-being by promoting the protective factor: social and emotional competence of children.

Program objectives for youth in 3rd-5th grade center on:

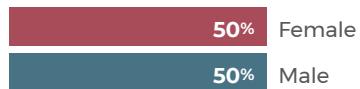
- social skill development
- improved abuse awareness
- self confidence
- emotion identification and regulation
- enhanced assertiveness
- cooperative behavior



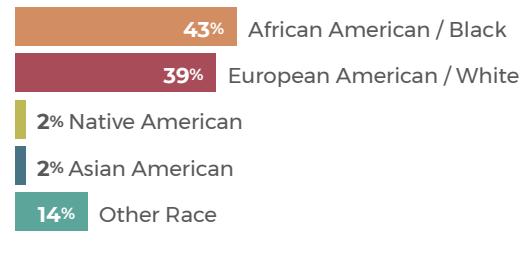
Youth Programs 3rd-5th Grade Demographics

Data on youth demographics from school-based, non-school based/after school, and mentoring programs offered to children in 3rd – 5th grade indicate that participants were diverse in race, and gender. Note: Youth who participated only in community awareness programs did not provide demographic information.

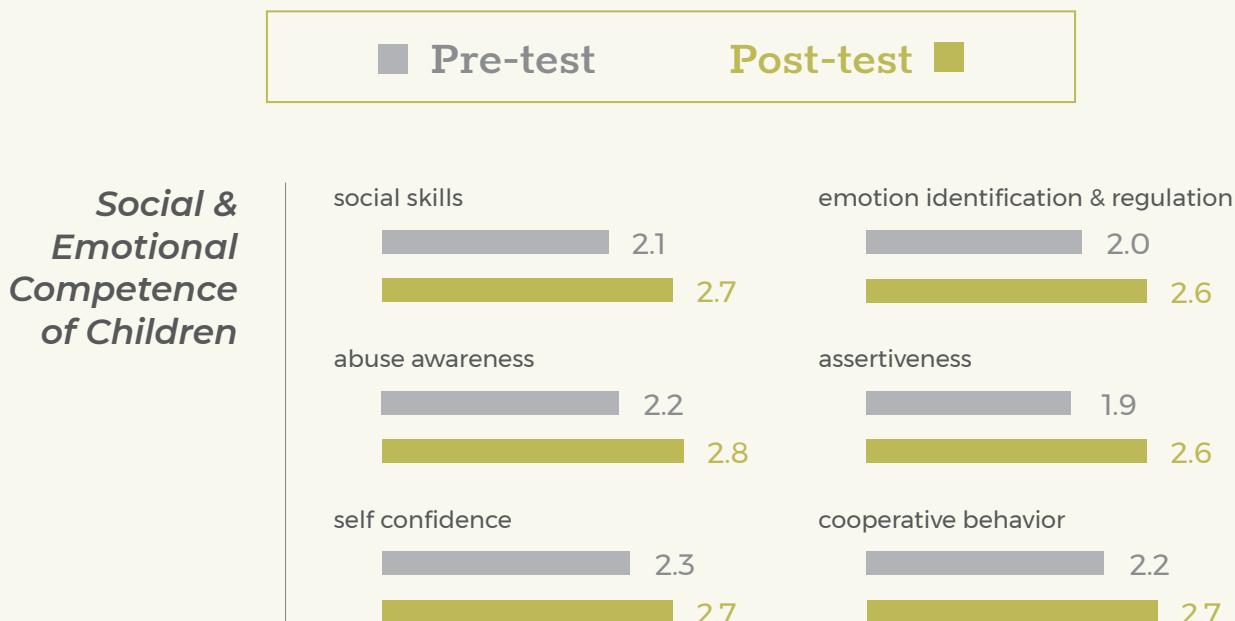
Gender



Race & Ethnicity



A sample of 3rd - 5th grade participants (n=4,633) responded to an assessment of 6 goals on a scale of 1 - 3. Analyses of measures (some using multi-items; [Cronbach's α] averaging .67) using paired sample t-tests revealed statistically significant ($p < .001$) improvements for participants, on average, in ALL targeted areas. The effect sizes ranged from .65-.94. The average magnitude of the effect sizes for these improvements is .75 and can be considered large (i.e. .25 small effect, .50 moderate effect, .75 large effect).



* Paired-sample t-test tables with results for testing mean score differences from pre-program to post-program are located on page 39 in the appendix.

*"THE SELF-RELIANCE: I'M SAFE AND SURE"
LANGUAGE GAVE POWER TO ME AS A TEACHER
TO TACKLE A VERY DIFFICULT SITUATION. I WAS
ABLE TO SPEAK TO A STUDENT ABOUT "UH-OH"
FEELINGS AND HOW THEIR ACTIONS HAD MADE
ANOTHER STUDENT FEEL UNCOMFORTABLE. THE
STUDENT WAS ABLE TO BETTER UNDERSTAND
BOUNDARIES AS A RESULT OF THE KEY WORDS
USED DURING THE SELF- RELIANCE PROGRAM."
- TEACHER IN SCHOOL- BASED PROGRAM*

Key Changes

While the pre/post average score comparisons are required to test for statistically significant change, we also descriptively examined what percentage of participants showed improvement in their individual scores from pre-program to post-program. We found a majority of youth in grades 3-5 rated themselves as improved in each area assessed.

 % who **changed in the desired direction**

 % who **maintained** pre-program level

 % who reported a **lower** score

Protective Factor

Social & Emotional Competence of Children

social skills

78%

20%

2%

abuse awareness

87%

12%

1%

self confidence

81%

18%

1%

emotion identification & regulation

81%

14%

5%

assertiveness

82%

16%

2%

cooperative behavior

83%

15%

2%

“My mentor talks to me about being a good person. He also helps me with my homework and wants me to be great! We talk a lot about making good choices and how it will affect my future.” - Youth Mentoring Program participant

Youth Programs

6th-12th Grade

Youth in 3rd-12th grade around the state were served through 44 programs that included a variety of school-based, non school-based/after school, and mentoring programs. These programs varied in their emphasis, but all were focused on reducing risks for children and enhancing their well-being by promoting the protective factor: social and emotional competence of children.

Program objectives for youth in 6th-12th grades center on:

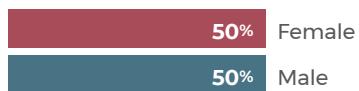
- emotion knowledge
- self confidence
- social competence
- commitment to avoid risky & delinquent behavior
- cooperative behavior
- abuse awareness & resourcefulness



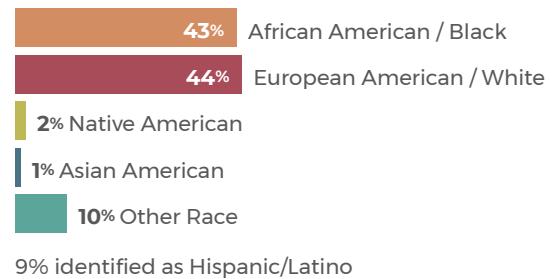
Youth Programs 6th-12th Grade Demographics

Data on youth demographics from school-based, non-school based/after school, and mentoring programs offered to youth in 6th-12th grade indicate that participants were diverse in race, and gender. Note: Youth who participated only in community awareness programs did not provide demographic information.

Gender



Race & Ethnicity



A sample of 6th – 12th grade participants (n=4,749) responded to an assessment of 7 goals on a scale of 1- 4. Analyses of measures (some using multi-items; [Cronbach's α] range from .68 -.74) using paired sample t -tests revealed statistically significant ($p<.001$) improvements for participants, on average, in ALL targeted areas. The effect sizes ranged from .50-.71. The average magnitude of the effect sizes for these improvements was .59 and can be considered moderate (i.e. .25 small effect, .50 moderate effect, .75 large effect).



* Paired-sample t -test tables with results for testing mean score differences from pre-program to post-program are located on page 39 in the appendix.

Key Changes

While the pre/post average score comparisons are required to test for statistically significant change, we also descriptively examined what percentage of participants showed improvement in their individual scores from pre-program to post-program. We found a majority of youth in grades 6-12 rated themselves as improved in each area assessed.

Protective Factor Social & Emotional Competence of Children

emotion knowledge of self

% who **changed in the desired direction**

emotion knowledge of others

% who **maintained** pre-program level

self confidence

52% 44% 4%

social competence

51% 44% 5%

commitment to avoid delinquent & risky behavior

51% 45% 4%

cooperative behavior

67% 24% 9%

abuse awareness & resourcefulness

61% 28% 11%

abuse awareness & resourcefulness

50% 45% 5%

abuse awareness & resourcefulness

68% 23% 9%

"Your program has helped me so much. You have taught me that it is ok to ask for help and it is ok to tell someone if something is going on with me or someone that I know and that I won't get in trouble. Thank you"
 - 7th grade student in a school-based program

Community Awareness Programs

“The [community awareness program] assists our district each year with the mandatory reporter training. Their experiences, knowledge, and partnership provide us with the resources we need to ensure that every child has an advocate in the school and community.”

– Mandatory Reporter Training Participant

There were 13 programs funded to specifically conduct Community Awareness activities. These programs provided information to professionals and community members on child abuse and neglect in an effort to raise awareness and increase 1) the likelihood of reporting suspected child abuse and neglect and 2) the use of services provided for child abuse and neglect situations.

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

Due to the large numbers attending community awareness programs, individual surveys were not administered to these participants. Staff tracked the number of face to face encounters and reported these to the evaluation team monthly and quarterly.

Community awareness programs/presentations directly served a total of 320,892 individuals.

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

2,478,381 exposures/impressions were documented.

*“I KNEW HUMAN TRAFFICKING EXISTED BUT NEVER DREAMED IT HAPPENED HERE.
Thank you for helping me keep my child safer”*
- Parent in Community Awareness Program



Parent Education & Home Visiting Programs

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

	Pre-Test <i>M</i>	<i>SD</i>	Post-Test <i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	Cohen's <i>d</i>
Protective Factor: Parental Resilience							
Stress Management Skills	2.43	.81	3.46	.62	3338	-64.42***	1.13
Skills to Manage Maltreatment Risk	3.14	.77	3.79	.43	3312	-47.76***	.89
Protective Factor: Knowledge of Parenting and Child Development							
Understanding of Various Forms of Child Maltreatment	2.93	.78	3.69	.50	3322	-55.38***	1.00
Medical Care Commitment	3.21	.79	3.76	.48	3288	-40.68***	.76
Parenting Skills & Child Development Knowledge	2.52	.73	3.55	.56	3337	-67.94***	1.18
Protective Factor: Concrete Support in Times of Need							
Knowledge of & Use of Support Services	2.34	.80	3.47	.61	3339	-67.57***	1.18
Protective Factor: Social Connections							
Use of Informal Supportive Networks	2.62	1.03	3.52	.65	3303	-48.48***	.87

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

Respite Care Programs

Table 2. Paired Sample *t*-test for mean change over time.

	Pre-Test <i>M</i>	<i>SD</i>	Post-Test <i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	Cohen's <i>d</i>
Protective Factor: Parental Resilience							
Stress Level	2.98	.78	2.16 [^]	.62	327	20.06***	1.12
Protective Factor: Knowledge of Parenting and Child Development							
Positive View of Child	3.02	.78	3.58	.59	323	-12.71***	.72
Protective Factor: Concrete Support in Times of Need							
Knowledge of & Use of Support Services	2.23	.79	3.26	.68	326	-18.50***	1.03
Protective Factor: Social Connections							
Use of Informal Supportive Networks	2.26	.90	3.18	.71	324	-17.72***	1.00

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

Fatherhood Programs

Table 3. Paired Sample *t*-test for mean change over time.

	Pre-Test <i>M</i>	<i>SD</i>	Post-Test <i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	Cohen's <i>d</i>
Protective Factor: Social Connections							
Commitment to Couple Relationship Stability	4.91	1.91	5.43	1.87	1498	-12.35***	.32
Conflict Management Skills	4.77	1.78	6.05	1.31	1755	-27.96***	.68
Communication	5.45	1.61	6.39	1.38	1782	-22.13***	.53
Coparenting Conflict ^	3.17	2.06	2.81	1.93	1609	8.63***	.22
Dating Abuse Prevention Skills	5.53	1.90	6.47	1.19	1743	-21.35***	.54
Protective Factor: Concrete Support in Times of Need							
Hopeful About Future	4.96	1.74	6.02	1.19	1790	-25.89***	.63
Financial Responsibility	5.75	1.75	6.68	1.19	1785	-20.08***	.49
Perception of Economic Stability	4.50	1.97	4.91	1.98	1677	-10.39***	.26
Cooperation with Child Support Personnel	5.24	2.05	5.92	1.75	963	-13.17***	.43
Commitment to Pay Full Child Support	5.10	2.11	5.83	1.86	937	-13.54***	.45
Income	1.77	1.33	1.99	1.53	1497	-7.42***	.18
Job Status ^	2.48	.83	2.39	.85	1533	5.40***	.13
Protective Factor: Knowledge of Parenting and Child Development							
Positive Parenting Behavior	5.76	1.36	6.34	1.01	1669	-21.76***	.55
Parent Involvement	6.03	1.42	6.60	1.17	1685	-16.24***	.40
Parent Child Relationship Quality	5.97	1.35	6.35	1.20	1696	-14.24***	.35
Protective Factor: Social and Emotional Competence of Children							
Child Academic Adjustment	6.04	1.50	6.40	1.15	1383	-12.04***	.33

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

3rd-5th Grade

Table 5. Paired Sample t-test for mean change over time.

	Pre-Test M	SD	Post-Test M	SD	df	t	Cohen's d
Protective Factor: Social and Emotional Competence of Children							
Social Skills	2.17	.77	2.70	.54	4439	-46.13***	.71
Abuse Awareness	2.27	.93	2.81	.46	4391	-39.26***	.65
Self Confidence	2.30	.77	2.78	.50	4388	-41.52***	.66
Emotion Identification & Regulation	2.06	.56	2.62	.72	4540	-62.83***	.71
Assertiveness	1.96	.74	2.68	.55	4463	-61.65***	.94
Cooperative Behavior	2.25	.66	2.75	.42	4515	-52.36***	.81

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

6th-12th Grade

Table 6. Paired Sample t-test for mean change over time.

	Pre-Test M	SD	Post-Test M	SD	df	t	Cohen's d
Protective Factor: Social and Emotional Competence of Children							
Emotion Knowledge of Self	2.68	.92	3.13	.85	4517	-37.68***	.57
Emotion Knowledge of Others	2.57	.87	3.05	.83	4523	-40.38***	.61
Self Confidence	2.83	.86	3.25	.78	4517	-36.95***	.55
Social Competence	2.72	.62	3.17	.61	4653	-46.92***	.69
Commitment to Avoid Delinquent & Risky Behavior	3.19	.70	3.45	.61	4627	-33.54***	.50
Cooperative Behavior	2.78	.90	3.20	.82	4571	-34.55***	.51
Abuse Awareness & Resourcefulness	2.76	.74	3.28	.65	4630	-47.33***	.71

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

REFLECTIONS

We are so appreciative of our long-time partnership with ADCANP's Director, the inspiring and devoted Sallye Longshore and Tracy Plummer, Deputy Director and their wonderful staff and Board of Directors. This is truly a great team effort and we cannot thank you enough for your unending support and investment in this initiative and in us, as a research team. You are visionaries and it is our privilege and pleasure to work for you and with you.

We also would like to acknowledge the hard work and dedication of the community agency staff all around the state reflected in this report. We are privileged to give voice to the citizens in our communities that benefit from these programs. While our job centers on reporting the numbers and analytic results of program effectiveness assessments, we never lose sight of the powerful, collective story we witness every day. It is truly awe-inspiring. Lives are changed every day – and the evidence continues to mount to validate the investments in these programs. Youth and adults in the programs are learning,

growing, and feeling more connected and hopeful about ensuring a strong and loving family. As researchers in human development and family sciences, we have no doubt that the benefits we are seeing will have positive ripple effects for generations to come.

Last year, Jane Goodall visited Auburn's campus. She shared many stories and words of wisdom gained from her travels and interactions with people around the world. One quote that resonates and reflects the work of ADCANP and their partners is this:

“You cannot get through a single day without having an impact on the world around you. What you do makes a difference, and you have to decide what kind of difference you want to make.”

— Jane Goodall



PY 2018-2019 Report
submitted in October by:

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

Project Staff
Ami Landers, M.S., CFLE
Project Manager

Julianne McGill, Ph.D.
Research Assistant Professor

Rachel Odomes
Program Analyst

Donna Roland
Outreach Administrator III

Shelby Murtaugh
Graduate Research Assistant

Rhees Johnson
Graduate Research Assistant

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

Layout/Design
Jayne Hart
Tashina Flowers



**THE ALABAMA DEPARTMENT OF CHILD ABUSE AND
NEGLECT PREVENTION | THE CHILDREN'S TRUST FUND**
60 COMMERCE STREET, SUITE 1000
MONTGOMERY, AL 36103

WWW.CTF.ALABAMA.GOV
PHONE: (334) 262-2951
FAX: (334) 265-1026