



DIGITAL DIALOGUE

FAMILY & COMMUNITY ENGAGEMENT



Making it Add Up

***Using a Common Framework to Aggregate
Impact Across Prevention Programs***



Speakers

*Join the National
Conversation
on Child Abuse
and Neglect*



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Department of Child Abuse & Neglect Prevention

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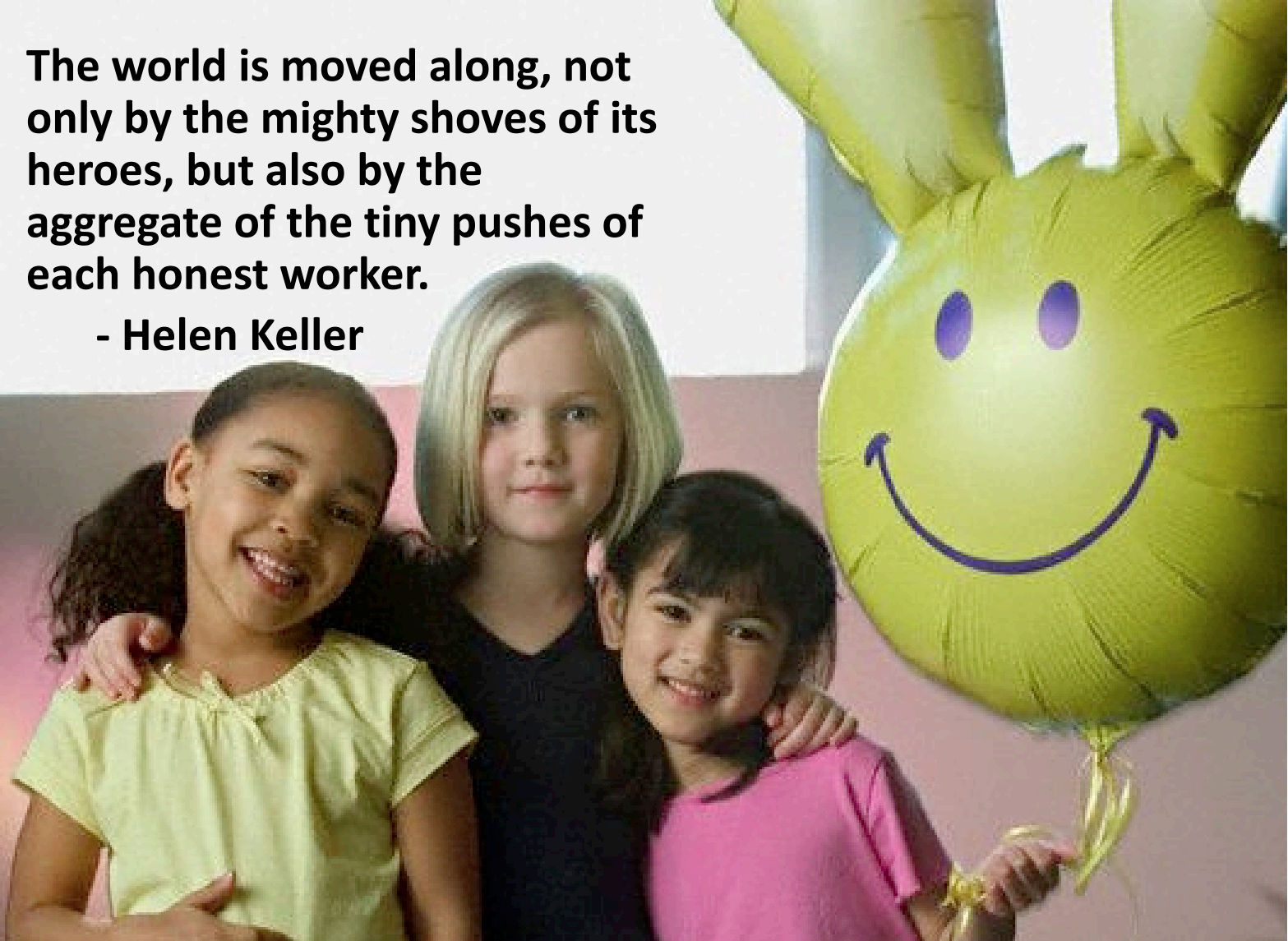
History and Mission of the Alabama Department of Child Abuse and Neglect Prevention (ADCANP) & Prevent Child Abuse Alabama (PCAA)

- Public Policy Advocacy
- Public Education and Awareness
- Community-Based Prevention Programs
- Network of Grantees (140-160 annually)–
 - Annually awarded competitive grants
 - 4 program categories + Community Awareness:
 - Parenting and Home Visitation
 - Fatherhood
 - Respite Care
 - Youth Programs



**The world is moved along, not
only by the mighty shoves of its
heroes, but also by the
aggregate of the tiny pushes of
each honest worker.**

- Helen Keller



Evaluation Key Elements

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- Earn buy-in and empower grantees to “tell their story” through valid documentation of numbers served and outcomes
- Co-create assessment items
- Allow for variation/autonomy in program delivery models but assess common objectives centered on CSSP Protective Factor Framework
- Aggregate data allows us to analyze change across programs
- Conduct basic statistical analyses of reported change
- Feature user-friendly infographics and descriptions of changes in reports
- Turn-around information quickly: in hand 2-3 months after PY close



Concrete Support in
Times of Need



Parental
Resilience



Social & Emotional
Competence of Children



Social
Connections



Knowledge of Parenting &
Child Development

Efficient and Valid Assessment

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Home Visitation / Parent Education Programs

1. My knowledge of community resources...
BEFORE THIS PROGRAM, I would have rated...
TODAY, my answer is...

2. My commitment to using available social services...
BEFORE THIS PROGRAM, I would have rated...
TODAY, my answer is...

3. My knowledge of children's development...
BEFORE THIS PROGRAM, I would have rated...
TODAY, my answer is...

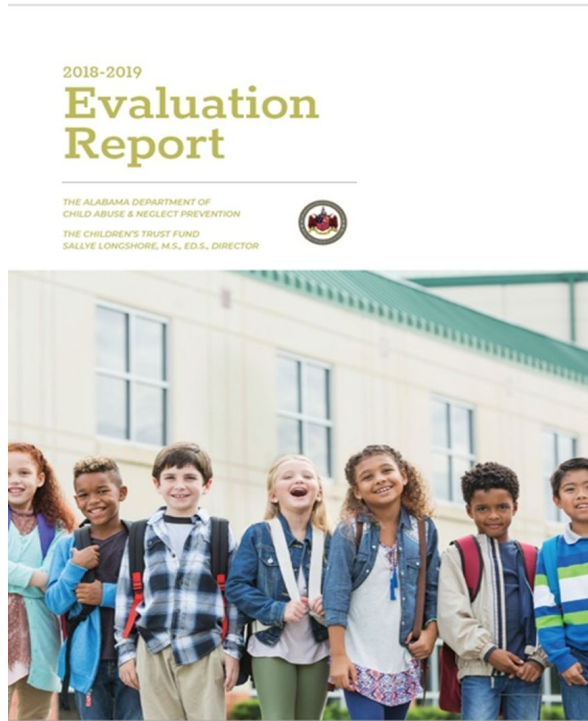
4. My knowledge of what parenting resources are best...
BEFORE THIS PROGRAM, I would have rated...
TODAY, my answer is...

5. My knowledge of ways to manage anger...
BEFORE THIS PROGRAM, I would have rated...
TODAY, my answer is...

- Explicitly assess participants' view of change and benefit – due to the program
- Given at conclusion of program to assess retrospective pre-program ratings and post-program ratings
- Matched data without the task of matching separate pre/post surveys
- This design has been validated (e.g., Pratt et al., 2000)
 - effective and efficient strategy
 - less susceptible to response bias and social desirability than traditional methods of baseline and post-program assessments
- Data sent to central evaluation team for processing
 - Labor reduction for agencies

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**Point phone camera at QR
Code and click on link to full
report!**

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

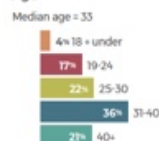
- 320,892 individuals (youth and adults) participated in a community awareness event or presentation and learned more about prevention of child maltreatment.
- Helpful information also was provided through media and social media.
- Approximately 2,478,381 exposures/impressions were generated.
- Programs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



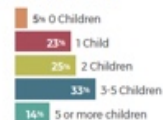
Adult Demographics

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



Number of children*



* Includes biological, step, adopted and foster children.

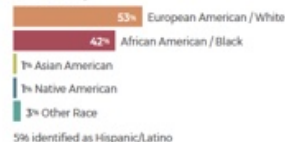
Gender



Work Status Pre-Program**



Race & Ethnicity



Education Level Pre-Program**



Relationship Status

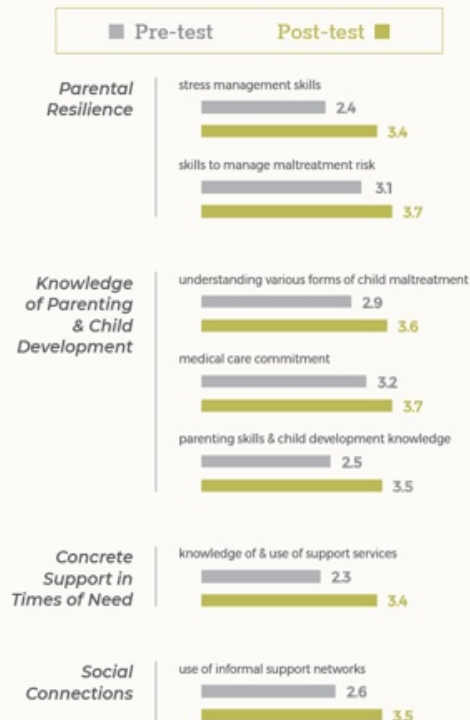


Income Level Pre-Program**



** 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 .76-1.18. 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 56 in the appendix.

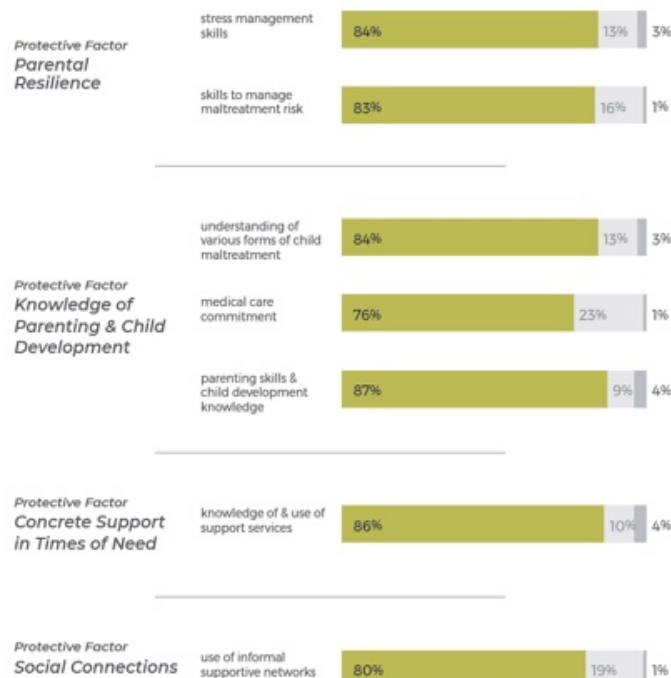
Key Changes

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



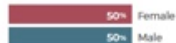
Youth Demographics

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.

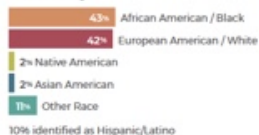
Grade



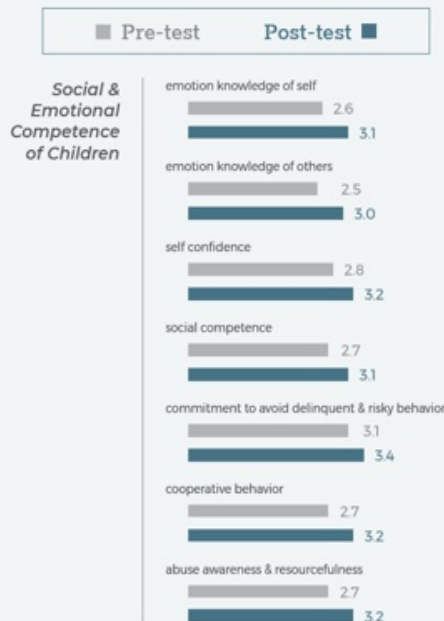
Gender



Race & Ethnicity



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).



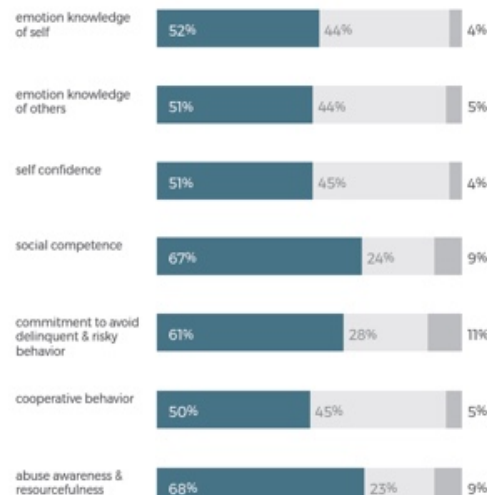
* Paired-sample t-test tables with results for testing mean score differences from pre-program to post-program are located on page 39 in the appendix.

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.

■ % who **changed in the desired direction**
 ■ % who **maintained** pre-program level
 ■ % who reported a **lower** score

Protective Factor Social & Emotional Competence of Children



"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

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ALABAMA DEPARTMENT OF CHILD ABUSE & NEGLECT PREVENTION

ADCANP — MAKING A DIFFERENCE — 2018-2019 EXECUTIVE SUMMARY



IMPACT ON ADULT PARTICIPANTS

34,321 adults in Alabama received services through four types of ADCANP/CTF-funded programs: Parent Education, Home Visiting, Respite Care, and Fatherhood. The population served were primarily low-resource parents. An additional 66,743 parents and professionals participated in Community Awareness programs.

Four funding sources provide support: The Community Based Child Abuse Prevention Program (CBCAP), The Children First Trust Fund (CTFF), The Education Trust Fund (ETF) and Temporary Assistance for Needy Families (TANF).

An outside Evaluation Team from Auburn University's Human Development and Family Studies Department documented the effort and effectiveness of these programs.

- 46% reported a gross income of less than \$10,000
- 33% was the median age of the adult participants
- 65% of the participants were female
- 53% were European American/White
- 42% were African American/Black
- 52% reported not working for pay
- 19% reported not completing high school
- 50% reported a high school degree/GED as their highest level of education

PARENT EDUCATION & HOME VISITING

57 Parent Education and Home Visiting programs provided parent education. An assessment of 7 targeted outcomes with 3,360 participants revealed statistically significant improvements in:

- Stress Management Skills
- Skills to Manage Maltreatment Risk
- Understanding of Various Forms of Maltreatment
- Medical Care Commitment
- Parenting Skills & Child Development Knowledge
- Knowledge & Use of Support Services
- Use of Informal Supportive Networks

RESPITE CARE

7 Respite Care programs provided respite services and parent education. An assessment of 4 targeted outcomes with 334 participants revealed statistically significant improvements in:

- Stress Level
- Positive View of Child
- Knowledge & Use of Support Services
- Use of Informal Supportive Networks

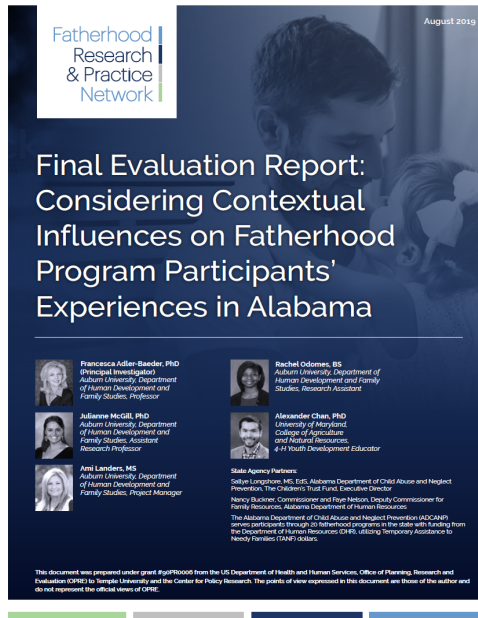
FATHERHOOD

28 Fatherhood programs provided educational sessions and support to non-residential fathers. An assessment of 14 targeted outcomes with 1,850 participants revealed statistically significant improvements in:

- Commitment to Couple Relationship Stability
- Conflict Management Skills
- Communication Skills
- Co-Parenting Conflict
- Dating Abuse Prevention Skills
- Hopeful About Future

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Point phone camera and download the RESULTS!



Also see:
[AU Press Release](#)



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Fatherhood Program Target Outcomes

Social Connections

- Commitment to couple relationship stability**
- Conflict management skills**
- Communication skills**
- Coparenting conflict**
- Dating abuse prevention skills**

Parental/Family Resilience

- Hopeful about future**

Social and Emotional Competence of Children

- Child academic adjustment**

Knowledge of Parenting and Child Development

- Positive parenting behaviors**
- Father involvement**
- Parent-Child relationship quality**

Concrete Support in Times of Need

- Financial responsibility**
- Perceived Economic stability*
- Commitment to cooperate with child support personnel**
- Commitment to pay full child support
- Monthly income**
- Job status**

Significant growth over the 6-month and 1-year post-program period

***Statistically significant improvement at 6 months and 1-year*

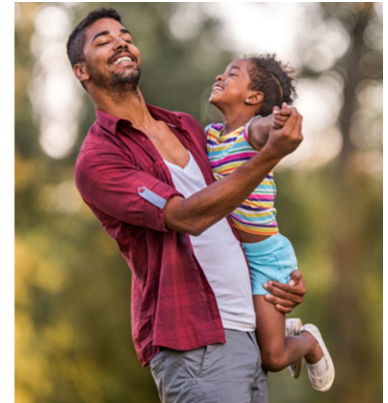
**Marginally significant improvement at 6 months*



Fatherhood Programs: Considering Contextual Influences

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- Rural fathers, particularly White rural fathers, may benefit from added attention to couple, coparenting, and parent-child relationships
- Urban fathers and Black/African American fathers may benefit from added attention to practical and economic/employment challenges.
 - Call for additional focus on institutional barriers to employment and economic self-sufficiency for these fathers
- Evidence that *offering case management prior to classes*:
 - Higher attendance and completion rates
 - Greater change in family-focused target outcome areas
 - For financial responsibilities, case management offered after classes increased the benefits



Summary and Implications

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- There is value in investing in some form of effectiveness evaluation for all programs
- Program evaluation can be conducted across programs that vary in design but are similar in outcome goals.
- Basic outreach numbers and outcome data can be collected efficiently and effectively using an evaluation team to minimize labor burden on program staff.
- Buy-in from community agencies and participants is critical for quality data; use an empowerment approach.
- Turning results quickly into easy-to-understand brief reports are key to informing stakeholders of the value of the programs.
- More in-depth assessment of specific programs can happen simultaneously
- Both quantitative and qualitative (testimonials) help “tell the story” of program experiences

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Resources

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- [ADCANP 2018-2019 Evaluation Report](#)
- [ACANP 2018-2019 Research Brief](#)
- [Fatherhood Research and Practice Network Evaluation Report](#)
- [Strengthening Families Protective Factor Framework](#)

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Discussion

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Q&A



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