



Queen Anne's County Youth Strategies FY2003 Evaluation

by

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Summary

The Queen Anne's County Community Partnership for Children had five programs in its Youth Strategies Five Year Consolidated Grant initiative. The Community Partnership for Children developed a preliminary evaluation matrix in April 2002 to specify the types of objectives and measurers planned for the programs. These were modified during the first six months of program implementation. The following summarizes the five programs during FY2003 (July 1, 2002 to June 30, 2003) in relation to the preliminary evaluation matrix, and identifies the modifications that occurred:

Parents As Teachers—The program in the Health Department had two models focused on early intervention, teaching and support in the home during pregnancy and early childhood. One model involved a Family Support Worker and the second involved a Parent Educator:

1. The Family Support Worker began serving 16 new families in FY2003 and continued serving one family that started during the prior fiscal year. The Parent Educator began serving 5 new families and continued serving 5 families that had started during prior fiscal years.
2. 58% of the homes were safe at the beginning of the program based upon parental knowledge and the home environment. A second measurement has not yet been made to document change that may have occurred as a result of participation in the program
3. No quantitative measure was found to determine if 85% of the participants demonstrated positive parenting
4. The families interviewed answered 60-79% of the statements correctly on the two measures of knowledge of child development, communication, and discipline. The Family Support Worker interviewed all ten families who had been enrolled for more than 90 days and the Parent Educator interviewed six of the nine families. Combined, this was less than the target of 90%. Three of the remaining Family Support Worker families dropped out in less than 90 day, and four had just started at the end of the fiscal year. The remaining Parent Educator family had also just started. No follow-up measures were

obtained during the year to see if the program increased knowledge.

Home Based Support Team –The program evaluated young children’s needs and worked with parents to coordinate those involved with their children, using Parents As Teachers curriculum and, when appropriate, the Collaborative Problem Solving Approach:

- The Team provided services to parents and professionals involved with 77 children, prenatal through age six, in individual and group settings
- 25% received a single screening service and 45% remained active at the end of the year
- The program objectives and measures changed substantially from the initial to the revised evaluation matrix. It measured initial parental knowledge for 25% of its participants and these parents had 90% correct knowledge as they started the program. The program had follow-up measurements for 8% of participants, at which time they had 100% knowledge
- No quantitative measures were used to establish a baseline of parents’ awareness and use of community resources, or to measure change due to the program.

Collaborative Problem Solving Approach –The program providing training to parents and professionals on working with young children with special needs:

- The program provided four training programs that involved 177 adult participants, and a number of individual or small group support sessions
- Clinicians reported an increase in knowledge from 1.12 before training to 1.94 after training and parents reported an increase from 0.85 to 1.65 on a scale of 0-2
- No quantitative measure was made of parents’ abilities to use the strategies they learned.

Character Counts –The program promoted the importance of six pillars of character in community life and developing these characters during elementary school years:

- The program provided five coaching sessions and events attended by 505 participants
- 101 people volunteered to be a part of the program
- The program is being taught and promoted in 10 public schools
- The School as a Caring Community Profile, completed in the spring of 2002, revealed that students differentiated five dimensions and teachers two, with adults more positive than students, and students becoming less positive as they moved through school
- The Six Pillars Personal Inventory, completed in February 2003, showed baseline scores on trustworthiness (2.37), respect (2.47), responsibility (2.36), fairness (2.39), caring (2.35) and citizenship (2.31) on a scale of 1 to 4
- The Sense of Community Index survey, conducted in November 2001, had an average score of 3.8 on a scale of 1 to 5, with younger adults having slightly lower scores than older adults
- The Community Resources Survey in the spring of 2001 found that people were most aware and used general public services and were least aware of those aligned with special populations

- Follow-up measures to evaluate changes in family and community character, sense of community and family, and awareness of community resources will occur in future years.

CASASTART –The program worked to reintegrate youth into the community after interventions by the juvenile justice system

- CASASTART started serving 13 youth during FY2003 and continued serving 2 youth who had started earlier
- 73% of the youth were age 16-17 and 27% became ineligible upon turning eighteen
- 20% remained actively participating by the end of the fiscal year
- No youth had been re-arrested during the year
- The program completed its intensive training at the end of FY2003 and will measure personal success in academic, job readiness, social skills and life skills in the following year.