



Queen Anne's County Youth Strategies FY2004 Evaluation

by
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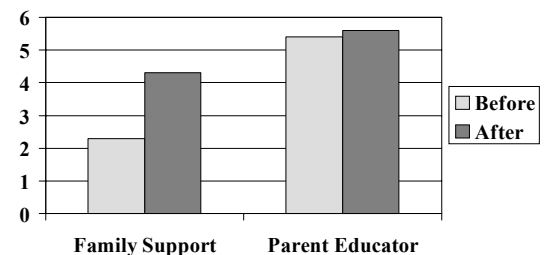
Summary of Findings

The Queen Anne's County Community Partnership for Children had six programs in its Youth Strategies Five Year Consolidated Grant initiative for FY2004: Parents as Teachers, Home Based Support Team, Collaborative Problems Solving Approach, CASASTART, Character Counts, and CommUNITY.

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 for high risk first-time parents and the second involved a Parent Educator serving other families:

- The Family Support Worker served 25 families, twelve of whom continued from the previous year. The Parent Educator served eight families, five of whom continued from the previous year.
- The Family Support Worker averaged 2.1 visits to each family per month in the program, with 14 families still in the program at the end of the year. The Parent Educator visited families an average of 1.5 times per month in the program, with five families still in the program at the end of the year.
- 6% of the homes were rated as unsafe.
- Families seen by the Family Support Worker answered 66% of the Knowledge of Infant Development Inventory (KIDI) items correctly and had an average Parenting Skills Assessment (PSA) score of 78; Parent Educator's families answered 75% of KIDI correctly with an average PSA of 80
- Families seen by the Family Support Worker reported a greater increase in knowledge through the PAT program than did Parent Educator families.

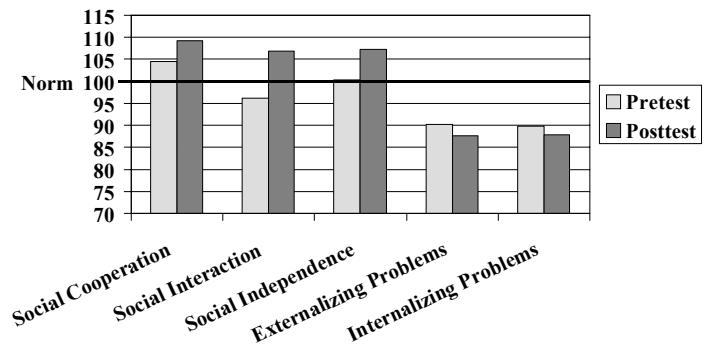
PAT: Amount of Reading



Home Based Support Team –The program evaluated young children’s needs. It then worked with parents, teachers and others involved with the children to coordinate efforts to solve problems. It used the Parents As Teachers curriculum and, when appropriate, the Collaborative Problem Solving Approach:

- The Team provided services to parents and professionals of 143 children, primarily ages three, four and five, in individual and group settings.
- Queen Anne’s children had about the same level of social skills as the national average and fewer problems than the national average
- 62% of the children selected for intensive services had pretest scores indicating risk of developing social problems and 57% of these children tested at risk of developing behavioral problems
- Children’s social cooperation, social interactions and social independence skills improved significantly during the months of HBST instruction
- Children’s externalizing and internalizing problems declined significantly during the months of HBST instruction
- Children with the fewest social skills and the most problems at the pretest made the greatest gains from the HBST program
- Children receiving intensive services and children in the Grasonville Elementary School kindergarten benefitted from the HBST program; Even Start children did not benefit

PKBS-2 Pre- & Post-test Scores

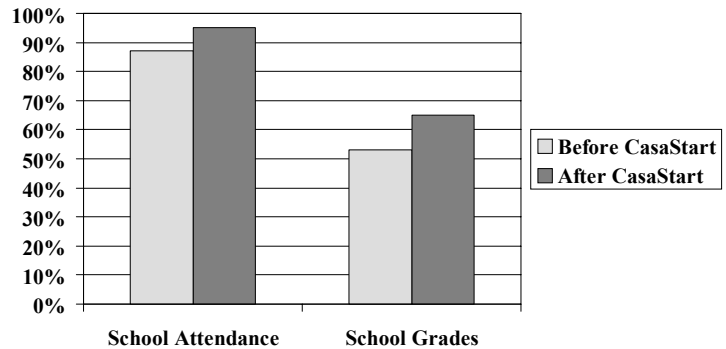


Collaborative Problem Solving Approach –The program providing training to parents and professionals on how to work with young children with special needs. The program had weekly Parent Support with up to 18 parents and 21 children. It collaborated on parent education and training programs with the Home Based Support Team, Character Counts, and the school-sponsored support for families with children in special education.

CASASTART –The CASASTART After Care program carried over work from the previous year to reintegrate youth into the community after interventions by the juvenile justice system. The Early Intervention program began in October 2003 to work with middle school youth at high risk of becoming involved in the juvenile justice system.

- The After Care program supported 10 youth; the Early Intervention program supported 15 youth.
- Youth in the CASASTART After Care program increased their school attendance from 87% to 95% after they started the program. They also increased their grades from 53% to 65%.
- Youth in the Early Intervention program made lower grades in FY2004 than they did in FY2003, probably indicating why they were referred to the program.
- The number of middle school office referrals decreased from the 2002-03 school year to the 2003-04 school year after the CASASTART Early Intervention program was introduced.

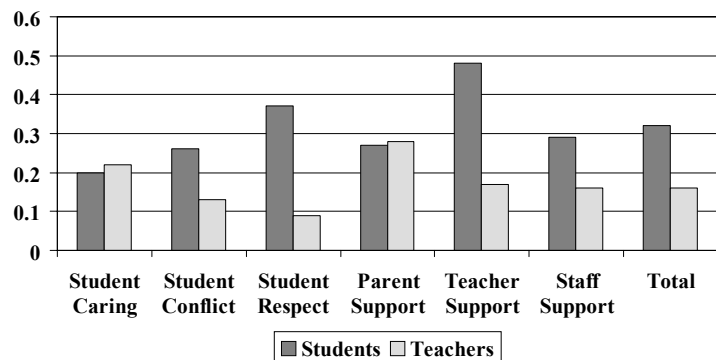
CASASTART After Care



Character Counts –The program promoted the importance of six pillars of character in community life, developing these characters early in life, and developing schools as caring communities. Students, teachers, staff and parents at elementary, middle and high schools completed *School as a Caring Community Profile* in the spring of 2002 and the spring of 2004. Two-year changes show:

- Both students and teachers at the elementary school level viewed the school as more caring in 2004 than in 2002, although the identified different areas with the most change;
- Middle school teachers saw significant improvement in caring while middle school students saw significant deterioration, especially in the support they felt from teachers;
- High school students and teachers saw increases in

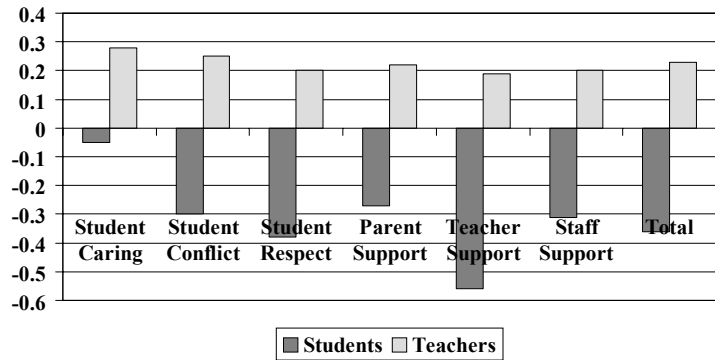
Elementary School Change



caring between 2002 and 2004, but students saw greater increases than did teachers, particularly in the dimensions of student conflict resolution and teacher support;

- Across all three school levels, teachers saw the most increase, students saw some, and parents and school staff saw declines in caring;
- Combining school levels and perspectives, the area of teacher support increased the most, with slight decreases in parent support and in student support for one another.

Middle School Change



CommUNITY—The program was designed to investigate, address, and develop solutions for the issue of disproportionate minority representation in Queen Anne’s County risk factors. The program hosted various community meetings and local summits with nationally known speakers. This program has a separate report, *An Assessment of Disproportionate Minority Youth Representation (DMR) in Queen Anne’s County, MD: Preliminary Report, September 2, 2004*.