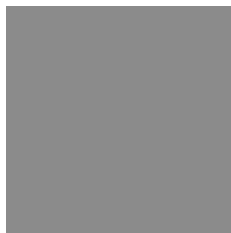




ANNUAL REPORT 2017-2018

LOUISIANA CHILDREN'S TRUST FUND

Prepared By:
Social Research and Evaluation Center (SREC)
College of Human Sciences and Education (CHSE)
Louisiana State University (LSU)
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LSU

Social Research &
Evaluation Center

AUTHORS

Elizabeth Winchester, PhD
Jonathan Lomotey, PhD
Marmar Orooji, MES (ITE)
Jada Thomas-Smith, MSW, LMSW
Aimee Moles, PhD, LCSW
Kandra Colomb, MBA
Judith Rhodes, PhD, LMSW

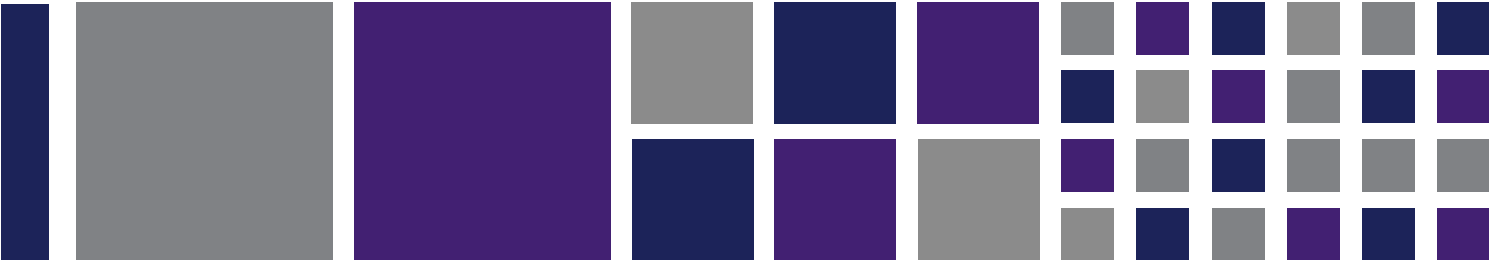
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The LSU Social Research & Evaluation Center is a unit within the College of Human Sciences and Education that fosters healthy social systems by facilitating the development, implementation and evaluation of social programs; conducting research, and providing consultation and expertise to higher education institutions, communities, policy makers, and partners.

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EXECUTIVE SUMMARY

The Louisiana Children's Trust Fund (LCTF) has as its most important objective to aid in the prevention of abuse and neglect in Louisiana. To support this objective, LCTF provides financial support to a variety of prevention efforts to protect children, strengthen family well-being, and educate the public about children's safety.

LCTF makes annual grant awards to aid in the prevention of child abuse and neglect in the state. In 2017-2018, LCTF provided \$847,300 to 30 agencies through 46 grant awards. All 46 awarded projects completed the end of year data collection survey.

Programs and conferences were implemented in five LCTF-identified areas of intervention, namely, 1) *Teaching children personal safety and life skills*, 2) *Education and support services for parents*, 3) *Hospital and/or home visitation and support services to families*, 4) *Public awareness and education programs for adults*, and 5) *Training and education of teachers, professionals and volunteers*.

The annual review assessed grantees' project descriptions, implementation, and evaluations to ensure accountability of the grant awards.

The findings and recommendations are summarized below.

- The Louisiana Children's Trust Fund (LCTF) awarded 46 grants in 2017-2018 to 30 agencies. These grants included 40 program and 6 conferences.
- Many of the grants (n=37 projects) served specific regions to serve in the state and nine grants were available state-wide.
- The total amount awarded was \$847,300. The grant awards ranged from \$2,500 to \$49,368. The average award was \$18,420.
- Grantees selected funding areas covered by their programs. The most commonly reported funding area was Teaching Children Personal Safety and Life Skills which was reported by 24 programs (60.0%).
- The majority of grantees (69.6%) reported supplementary support for their program or conference in addition to the financial award from LCTF. Many projects received funding in multiple areas such as monetary, in-kind, or volunteer support.
- The protective factors most frequently addressed by programs and conferences included Social Connections (80.4%), Parenting Resilience (65.2%), Nurturing and Attachment (63.0%), and Knowledge of Parenting and Child Development (52.5%).
- Over 900 people were served through conferences and over 2,000,000 individuals were reached through programs providing direct services and public awareness campaigns. Two programs specifically targeted individuals with disabilities with 6 children served and 34 adults served.
- The majority of the grantees (38 out of 46, 82.6%) reported an evaluation of their project was conducted to assess its effectiveness. The most commonly used evaluation design was pre-test/post-test (n=18).
- Barriers to implementation were reported. The most commonly reported barrier reported concerned recruitment, implementation, and retention issues (n=27, 58.7%).
- Almost all of the grantees (n=44) reported participating in child abuse and neglect public awareness activities during the year. These activities included PR campaigns, outreach, presentations, handouts, and special events.

Based on these findings, the following are recommended:

1

ADDRESS RECRUITMENT AND RETENTION CHALLENGES

by providing specific strategies that lessen the burden associated with participation in services. Some examples may include providing childcare, food, and transportation; delivering shorter, modified programs; hosting programs at convenient locations and times; and presenting information in a manner that is culturally sensitive, strength based, interactive, and engaging.

2

ENHANCE EVALUATION CAPACITY AND REINFORCE

the need to conduct program evaluations. LCTF should continue to offer technical support through the university partner. The partner can assist with identifying data collection instruments, evaluation designs, and performance measures.

3

INCREASE CAPACITY TO COLLECT DEMOGRAPHIC

INFORMATION among the grantees. Agencies should create efficient and accurate ways to capture demographic data creating/using appropriate data collection instruments at the earliest stages of project implementation such as direct service intake forms or event registration.

4

ENCOURAGE THE CREATION AND USE OF ACTIVITY TIMELINES TO ENSURE TIMELY IMPLEMENTATION.

Activity timelines can ensure timeliness and effectiveness of programming by tracking specific tasks and ensuring deliverables are not delayed. Activity timelines also offer an opportunity for clear understanding and expectations among partners to reduce and resolve unexpected barriers.

INTRODUCTION

The safety and well-being of our children remains a pressing concern across the United States and is particularly imperative for the state of Louisiana. Louisiana had the nation's highest rate of childhood death for children ages 1 through 14, and the third highest rate of child mortality for ages 10 through 14. According to the Child Death Review Report, there were 2,223 child deaths in Louisiana between 2013 and 2015, about 50% of which were due to preventable injuries (Bureau of Family Health, 2017).

Child abuse and neglect is a leading factor in the staggeringly high rates of child mortality in Louisiana. In 2015, as many as 12,631 children were victims of child abuse and neglect. Across the state, there

were 13,338 substantiated child abuse cases, with 85% categorized as neglect, 15% physical abuse, 5% sexual abuse, and less than 1% psychological maltreatment or unknown (U.S. DHHS, 2017).

Child abuse and neglect can have multiple detrimental effects on a child's physical, psychological, and behavioral health. Effective prevention efforts are critical to ensuring the immediate and long-term safety and well-being of children in Louisiana. Each year, the Louisiana Children's Trust Fund (LCTF) selects high-quality proposals and funds a range of prevention efforts to protect children, strengthen family well-being, and educate the public about children's safety.

History of Louisiana Children's Trust Fund

The primary source of LCTF funding is derived from fees associated with requests from duplicate birth certificates. Additional funding is received through a Community-Based Child Abuse Prevention (CBCAP) grant.

The Louisiana Children's Trust Fund (LCTF) is a quasi-governmental organization, under the Louisiana Children's Cabinet within the Governor's Office. LCTF was established in 1983 by the Louisiana legislature to allocate funds to agencies addressing child abuse throughout the state. LCTF has operated for 35 years, making it one of the longest established Children's Trust Funds in the nation. LCTF is overseen by a Governor appointed Board of Directors and managed by an Executive Director. LCTF Board oversees the Louisiana State Plan for Child Abuse and Neglect, which proposes strategies for tackling child abuse and neglect through funding for prevention efforts.

The Mission of the LCTF:

“To prevent child abuse and neglect among Louisiana's children and families through building strong cross-sector partnerships and through increased child safety public awareness” (LCTF, 2017).

The Purpose of the LCTF is three-fold:

- To support community-based efforts to develop, operate, expand, enhance, and coordinate initiatives, programs, and activities to prevent child abuse and neglect.
- To support the coordination of resources and activities to better strengthen and support families to reduce the likelihood of child abuse and neglect.
- To foster understanding, appreciation, and knowledge of diverse populations to effectively prevent and treat child abuse and neglect.

LCTF Funding Categories

LCTF has dedicated funding and support to provide children and families with a wide range of resources including direct social services, conferences, trainings, and public campaign events. Grants are awarded across five funding or program areas:

1. Teaching children personal safety and life skills
2. Education and support services for parents
3. Hospital and/or home visitation and support services for families
4. Public awareness and education programs for adults
5. Training and education for teachers, professionals, and volunteers.

Grant Review Process

All grants are reviewed annually to assess program planning, implementation and evaluation. Through the annual review, LCTF aims to ensure accountability and efficiency of its grants. The annual review involves analyses of grantee reports collected at two points: mid-term and end of year.

This report is a review of the 2017-2018 LCTF grant period. The Louisiana State University's Social Research and Evaluation Center (LSU-SREC) analyzed the data provided by LCTF and grantee's end of year reports. This report includes information about the grantee's project implementation, outcomes, and a description of individuals served.

Protective Factors

All programs funded by LCTF are expected to address protective factors as described in the Strengthening Families' model. Focusing on these strategies is effective in reducing maladaptive behaviors that contribute to child abuse and neglect. Protective factors are evidence-based characteristics demonstrated by families as described below:

1. **KNOWLEDGE OF PARENTING** – Obtaining proper knowledge related to child development in the social, emotional, and physical domains
2. **CONCRETE SUPPORTS** – Meeting the basic needs of the family and having access to community resources that provide those needs
3. **RESILIENCY**– Coping with adverse life events or activities in an appropriate, effective manner.
4. **SOCIAL SUPPORT** – Having positive relationships with friends, neighbors, and other community members that provide assistance and support
5. **NURTURING AND ATTACHMENT** – Providing children with a loving and caring environment can help them grow and develop strong self-esteem and confidence in themselves.
6. **CHILDREN'S SOCIAL AND EMOTIONAL COMPETENCE** – Teaching children to socialize with others and adequately regulate emotions through modeling positive behavior.

APPROACH & METHODOLOGY

LSU-SREC employed a collaborative, utilization-focused approach. The goal of this report is to provide LCTF with useful information to demonstrate accountability and review project activities. The analyses examined the distribution of grants, geographical reach, and program implementation and effectiveness. The following six main evaluation questions are addressed.

Evaluation Questions

1. Who are the 2017-2018 LCTF grantees? What are their programs, conferences and services?
2. How much funding do grantees receive from LCTF? What other, non-LCTF sources of funding do grantees have?
3. What is the geographical distribution of LCTF grants?
4. Who are the beneficiaries of program services?
5. How are grantees assessing the effectiveness of their programs?
6. What are the impacts of programs as reported by LCTF grantees?

Data Analysis

The findings presented in this report were drawn from grant awards data provided by LCTF and end of year data provided by grantees. Data was collected through an online data reporting system. A data user guide was developed to assist grantees with the submission of the requested data.

All 46 grantees completed the LCTF end of year data survey in June of 2018. Multiple methods were used to analyze data, including statistical analysis of quantitative data, thematic coding and content analysis of qualitative data.

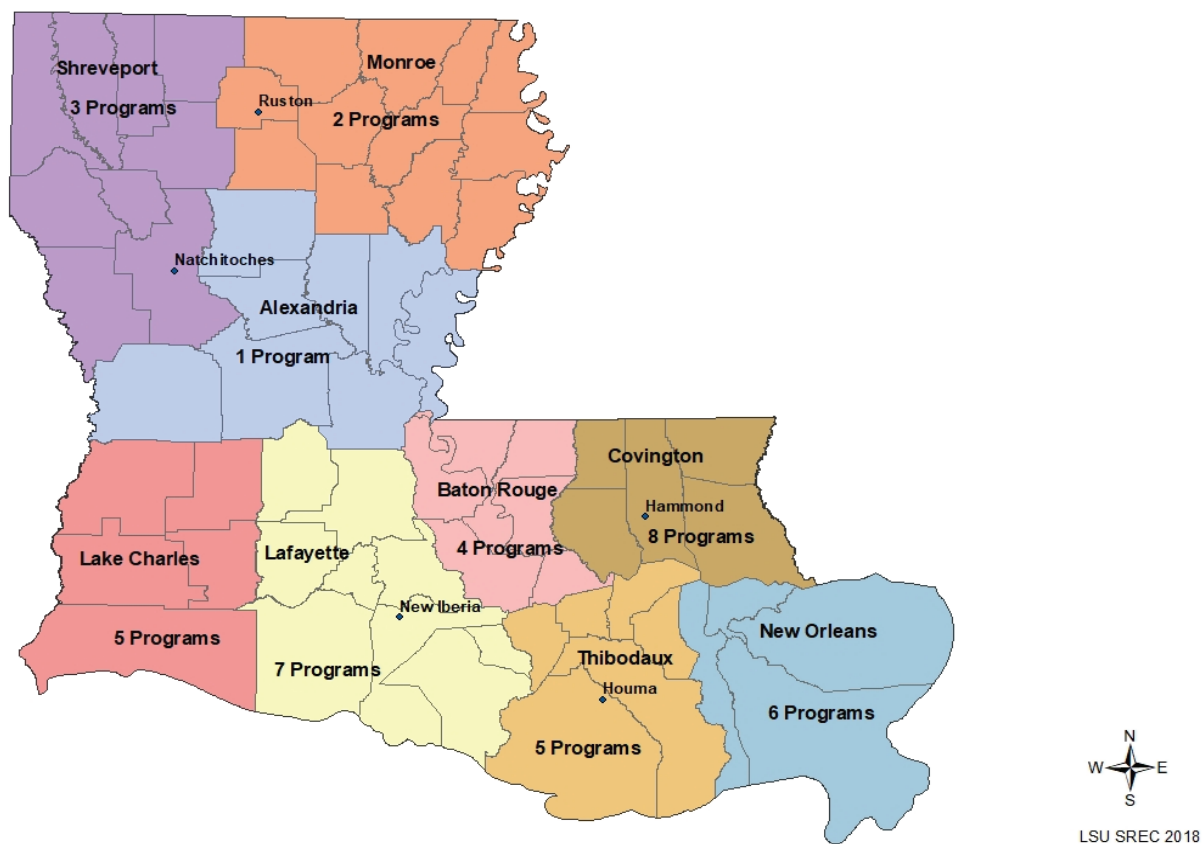
DESCRIPTION OF LCTF GRANTS

LCTF awarded 46 grants for the 2017-2018 funding year. The 46 funded projects included 40 programs and 6 conferences from 30 agencies. Programs are usually delivered using a specified curriculum, for a specified period of time. Conferences are one-time trainings or meetings offered to a particular group. Of the 40 programs, 2 programs targeted children or adults with disabilities. Appendix A has a complete list of the grant recipients.

Geographical Reach of Funded Projects

The review of projects showed that LCTF funded programs across all nine regions of the state. About 20% (n=9) of projects had state-wide reach. The remaining 37 (80%) projects served specific regions.

The map in Figure 1 illustrates the number of funded projects per region or multiple regions in some cases where children and families were served. Projects that serve children and families in more than one region are counted in each region served.



Notes:

1. Nine additional projects are operated statewide.
2. Projects serving children and families in more than one region are counted in each region served.

Figure 1: Number of programs funded by region

Program Areas

Programs are categorized by five funding areas. The number of funding areas covered by LCTF program activities is listed in Table 1. Programs were able to select more than one funding category.

| FUNDING AREAS | NUMBER OF PROGRAMS |
|---|--------------------|
| Teaching children personal safety and life skills | 24 |
| Educational and support services for parents | 20 |
| Public awareness and education programs for adults | 19 |
| Training and education of professional and volunteers | 9 |
| Hospital and / or visitation and support services to families | 2 |

Table 1: Number of programs by funding category

Grant Awards and Expenditures

The total amount of money awarded was \$847,300. The largest grant award was \$49,368 and the smallest grant award was \$2,500. The average grant award was \$18,420. The distribution of grant awards is presented in Figure 2.

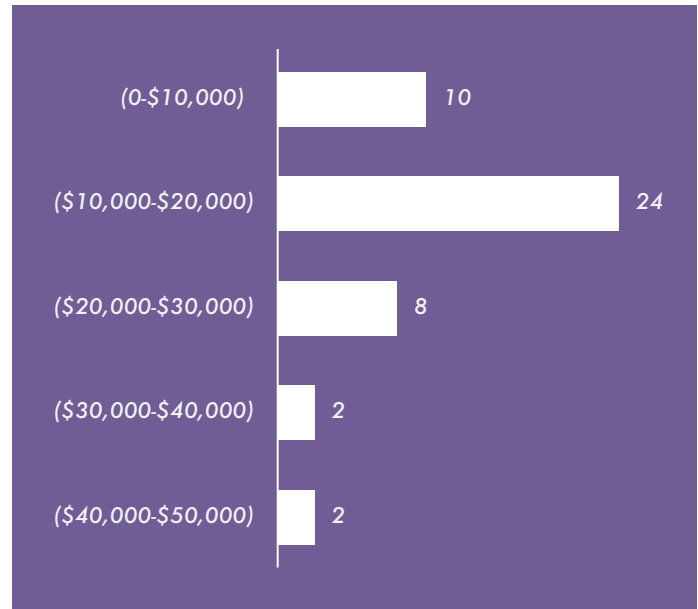


Figure 2: Distribution of LCTF Grants by Agency

Of the \$847,300 awarded, \$730,020 was expended leaving a balance of \$117,280. Twenty grantees used all of their grant awards, 23 grantees had less than \$10,000 to spend and 3 grantees reported over \$15,000 left unexpended (see Table 2).

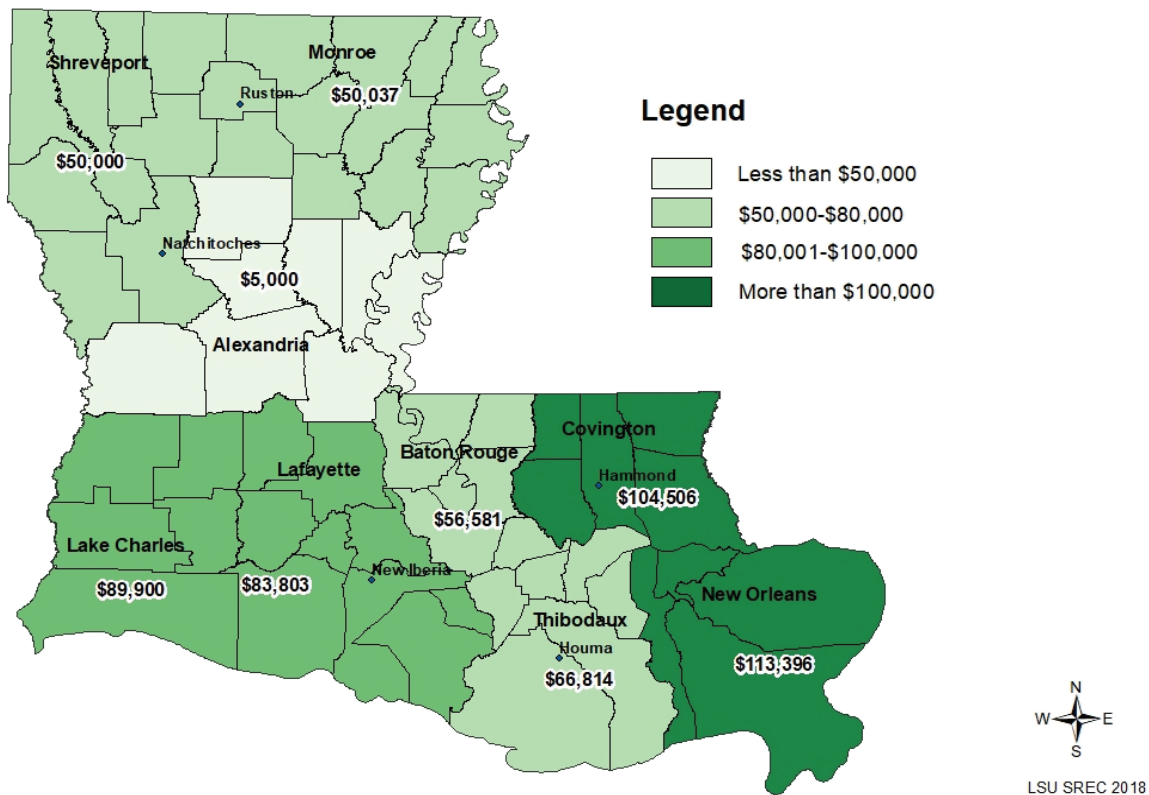
| TOTAL GRANT AWARDED | TOTAL GRANT EXPENDED | DIFFERENCE |
|---------------------|----------------------|------------|
| \$847,300 | \$730,020 | \$117,280 |

Table 2: Summary of Expended Funding

Funding Distribution by Region

Funding by region is determined by the number of confirmed child abuse and neglect cases by region reported to the Louisiana Department of Children and Families Services (DCFS). LCTF makes every effort to match funding to areas of the state with the most need as evidenced by the number of claims. About a quarter (26.8%) of the funding went to state-wide projects. The remaining funds went to projects working in one or

more regions throughout the state. A map of funding awarded by region is presented in Figure 3. The New Orleans region received the largest amount of funding (\$113,396), followed by the Covington (\$104,506) region. The Alexandria region had the lowest amount of funding with \$5,000. The amounts and percentages of LCTF funding in the nine regions and state-wide are presented in Table 3.



Note: Additional funding for statewide projects = \$227,263

Figure 3: Louisiana Children's Trust Fund 2017-2018 Funding Awarded by Region

| REGION | TOTAL AMOUNT OF LCTF FUNDING RECEIVED | PERCENT OF TOTAL FUNDING |
|--------------------|---------------------------------------|--------------------------|
| 1. New Orleans | \$113,396 | 13.4% |
| 2. Baton Rouge | \$56,581 | 6.7% |
| 3. Covington | \$104,506 | 12.3% |
| 4. Thibodaux | \$66,814 | 7.9% |
| 5. Lafayette | \$83,803 | 9.9% |
| 6. Lake Charles | \$89,900 | 10.6% |
| 7. Alexandria | \$5,000 | 0.6% |
| 8. Shreveport | \$50,000 | 5.9% |
| 9. Monroe | \$50,037 | 5.9% |
| Statewide Projects | \$227,263 | 26.8% |

Note: If a grantee served more than one region, the funding amount was divided by regions served.

Table 3: Percentage of LCTF Funding by Each Region

Additional Sources of Support

The majority of the grantees (n=32 or 69.6%) reported additional support for their program or conference which included monetary, in-kind or volunteer support. Many projects received funding in multiple non-LCTF support areas.

| NON-LCTF SUPPORT | NUMBER OF PROJECTS |
|------------------|--------------------|
| Monetary | 22 |
| In-Kind | 19 |
| Volunteer | 15 |

Table 4: Distribution of non-LCTF support

About half of the grantees reported additional monetary funding from other sources. In all, 22 of 46 projects indicated that they received monetary support from sources such as government agencies, schools, court costs and fines, private funding/donations, insurance/Medicaid payments, community organizations and other grants. The sum of additional funding to all projects was about \$3,371,009 with a minimum donation of \$105 and a maximum of \$1,000,000. The median reported monetary support reported was \$28,000.

One-third of the projects received volunteer support with over 1,400 volunteers reported. Less than half (n=19) of the projects also benefited from in-kind support. Projects received in-kind support in different forms such as:

- Use of a facility/space
- Free speakers/presenters
- Food/ other supplies
- Media/promotion donated

Protective Factors

An important element of each LCTF program or conference is the ability to strengthen protective factors. Programs and conferences may address multiple protective factors concurrently. The most frequently addressed protective factor was Social Connections (n=37 or 80.4%), followed by Parental Resilience (n=30 or 65.2%), Nurturing and Attachment (n=29 or 63.0%) and Knowledge of Parenting and Child Development (n=24 or 52.2%). The number of projects that addressed each protective factor is presented in Figure 4.

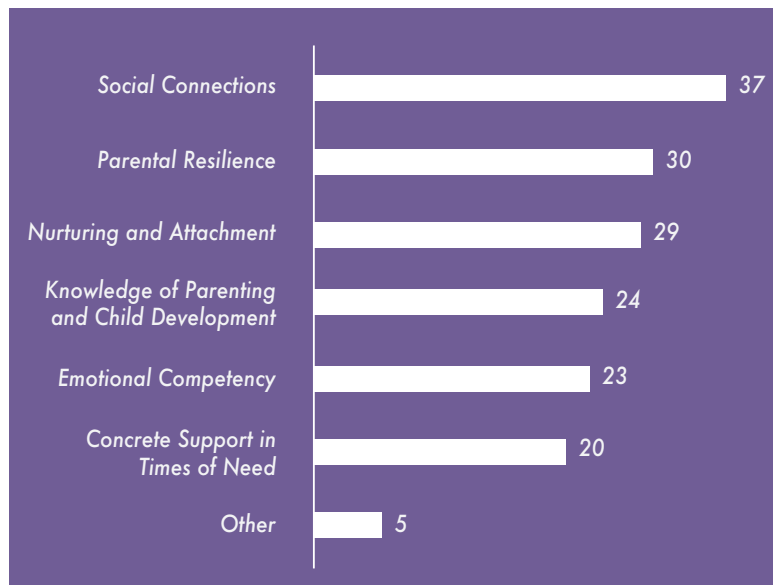


Figure 4: Number of Protective Factors Addressed

Evidence-based Programming or Interventions

As described by Community-Based Child Abuse Prevention (CBCAP) grantees are encouraged to adopt intervention programs that have established outcomes for similar populations. These types of interventions are referred to as evidenced-based programs. Programs, not conferences, were asked to identify the type of intervention used and the level of evidence. A total of 58 interventions were reported for 39 programs and 1 program did not report any intervention (see Table 5).

| LEVEL OF EVIDENCE REPORTED | NUMBER OF INTERVENTIONS |
|----------------------------|-------------------------|
| Well-Supported Practice | 31 |
| Supported Practice | 13 |
| Promising Program | 11 |
| Emerging Practice | 3 |

Table 5: Distribution of Level of Evidence-Based Interventions

Training in Intervention

Training on the selected model is an important element of implementation that ensures that the intervention is delivered with fidelity. Among the 40 programs, the majority of programs (n=36 or 90%) trained staff prior to implementation of the model. Only 4 programs indicated there was no training. Additional training can be helpful in reinforcing important elements of the model. The majority of programs (n=27 or 67.5%) reported that additional trainings were held during the delivery of the services to further support program fidelity. All programs responded.

| | NUMBER OF PROGRAMS | PERCENTAGE OF PROGRAMS |
|-----|--------------------|------------------------|
| Yes | 36 | 90.0% |
| No | 4 | 10.0% |

Table 6: Percentage of Programs Providing Training

Activities and Services

Programs were asked to describe the types of activities and services provided. The most common activities or services were in areas of Teaching Children Life Skills (n=20 or 50.0%), Class/Workshop for Parents or Family Members (n=18 or 45.0%), and Education Class/Training for Professionals/Volunteers (n=15 or 37.5%). A full list of activities provided by programs is presented in Figure 5.

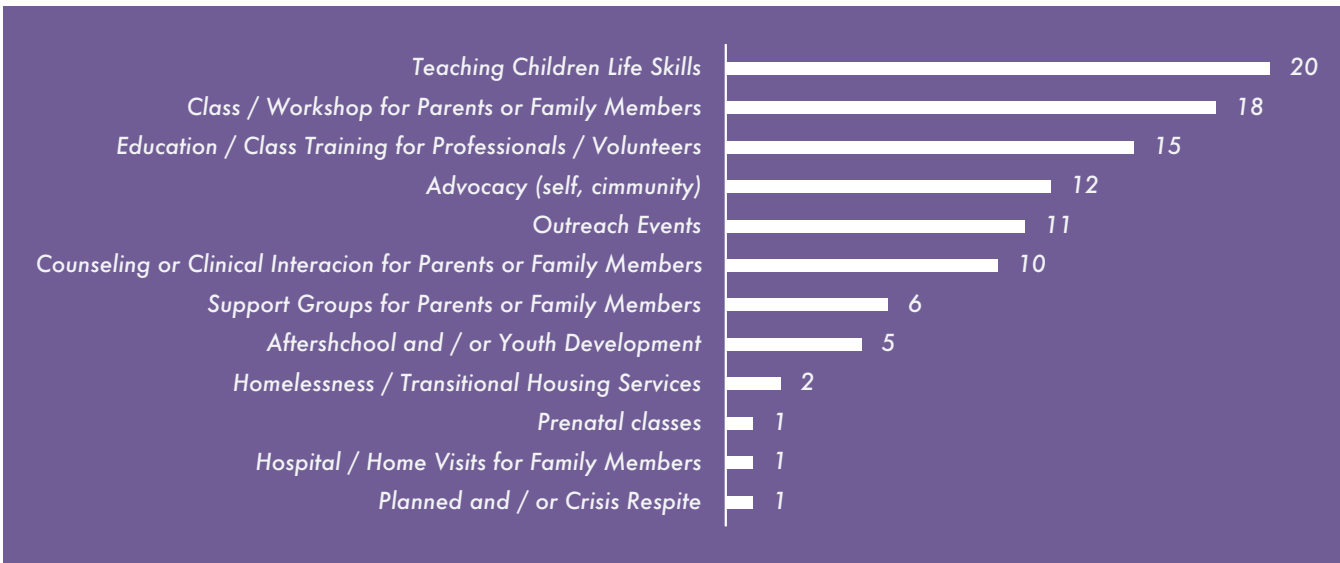


Figure 5: Number of Activities Provided by Programs

Other types of activities provided by programs were as follows:

- Food assistance
- Presentations
- Forensic interviews
- Tutoring
- Teaching parental strategies
- Newspaper articles
- Social media
- Printed materials
- Media campaign
- Child safety training to student

Conference Activities

Conference grantees (n=6) were asked what types of events were held. Results are presented in Table 7.

| TYPE OF EVENT | COUNT |
|--------------------|-------|
| Conference | 4 |
| Training | 1 |
| Workshop / Seminar | 1 |

Table 7: Types of Conferences

Public Awareness Activities

The majority of the grantees (44 out of 46 projects reported promoting child abuse and neglect prevention or other public awareness activities during the year. Grantees utilized many different methods to advocate for child abuse prevention. These methods have been grouped into categories and presented in Table 8.

| METHOD | RESPONSES |
|--|---|
| Public Awareness Activities / PR Campaign (n=28) | <ul style="list-style-type: none"> • Blue Pinwheels • Blue Ribbons • Participated in Public Awareness Campaigns • Art Contest • Essay Contest |
| Outreach (n=14) | <ul style="list-style-type: none"> • Implemented programs, workshops • Participated in task force • Provided services |
| Presentations (n=14) | <ul style="list-style-type: none"> • Presentations to community groups, partners, state conferences |
| Distribution of Materials, Handouts (n=12) | <ul style="list-style-type: none"> • Distributed handouts, brochures, literature & information to community such as parents, children and schools |
| Special Events (n=12) | <ul style="list-style-type: none"> • 17th Annual Light of Hope Event • Step Up for Children Gala • Participated in service provider fairs • Flag Football Tournaments |
| Legislative Activities (n=7) | <ul style="list-style-type: none"> • Day at the capitol • Legislative advocacy |
| Radio and TV (n=5) | <ul style="list-style-type: none"> • Television / radio appearances and interviews |
| Social Media / Web Presence (n=4) | <ul style="list-style-type: none"> • Increased social media presence • Revamped websites |

Table 8: Types of Public Awareness Activities

Demographics

Characteristics of program participants are reported below.

Total Number of Individuals and Families Served

Programs reported the number of individuals, children, adults and families served. Over 50% of demographic characteristics for children and over 95% for individuals with disabilities were reported. However, more than 99% of adult demographic characteristics were not reported so adult demographic information is not included.

| | NUMBERS SERVED |
|--|--------------------|
| Total Number of Individuals Served | 2,008,195 |
| Total Number of Children | 19,375 |
| Total Number of Adults | 1,987,116 |
| Number of Individuals where Child or Adult not indicated | 1,704 |
| Total Number of Families | 1,386 |
| | NUMBER OF PROGRAMS |
| Number of Programs Serving Children | 26 |
| Number of Programs Serving Adults | 25 |
| Number of Programs Serving Families | 7 |

Table 9: Total number of individuals and Families Served

Children served

Children served among programs were evenly distributed between males (28.1%) and females (27.6%). The majority of the children served were White (26.9%) and African-American (26.9%). The biggest age group served was ages 6-11 years old (48.2%).

| DEMOGRAPHICS OF CHILDREN | NUMBERS SERVED | PERCENTAGE |
|--------------------------|----------------|------------|
| GENDER | | |
| Female | 5,346 | 27.6% |
| Male | 5,441 | 28.1% |
| Unknown | 8,588 | 44.3% |

Table 10: Demographic Characteristics of Children Served

| DEMOGRAPHICS OF CHILDREN | NUMBERS | PERCENTAGE |
|----------------------------------|---------|------------|
| RACE | | |
| Asian | 135 | 0.7% |
| African American | 4,760 | 24.6% |
| Hispanic | 392 | 2.0% |
| Native American / Alaskan Native | 73 | 0.4% |
| White / Caucasian | 5,209 | 26.9% |
| Multi-racial | 73 | 0.4% |
| Other | 52 | 0.3% |
| Unknown | 8,681 | 44.8% |
| AGE | | |
| Birth - 5 Years Old | 437 | 2.25% |
| 6 - 11 Years Old | 9,352 | 48.3% |
| 12 - 17 Years Old | 1,091 | 5.6% |
| Unknown Child Age | 8,495 | 43.8% |

Table 10, continued: Demographic Characteristics of Children Served

Individuals with disabilities served

Among the 40 programs, 2 programs targeted people with disabilities.

| DID PROGRAM TARGET INDIVIDUALS WITH DISABILITIES | NUMBER OF PROGRAMS |
|--|--------------------|
| No | 38 |
| Yes | 2 |

Table 11: Number of Programs Serving Individuals with Disabilities

Programs that served individuals with disabilities had 42 participants - 6 children and 36 adults.

| | CHILDREN WITH DISABILITIES SERVED | | ADULTS WITH DISABILITIES SERVED | |
|--------------------------|-----------------------------------|-------|---------------------------------|-------|
| GENDER | | | | |
| Female | 6 | 100% | 34 | 94.4% |
| Male | - | | - | |
| Unknown | - | | 2 | 5.6% |
| RACE | | | | |
| African American | 1 | 16.7% | 3 | 8.3% |
| White / Caucasian | 5 | 83.3% | 31 | 81.1% |
| Unknown | - | | 2 | 5.6 |
| AGE | | | | |
| Birth - 5 Years old | 1 | 16.7% | | |
| 6 - 11 Years Old | 4 | 66.7% | | |
| 12 -17 Years Old | 1 | 16.7% | | |
| Unknown Child Age | - | | | |
| Adult Under 18 Years Old | | | - | |
| 18 - 54 Years Old | | | 34 | 94.4% |
| 55 Years and Over | | | - | |
| Unknown Adult Age | | | 2 | 5.6% |

Table 12: Demographic Characteristics of Individuals with Disabilities Served

Conference Participants

The number of proposed and actual number of attendees at each conference is presented in Table 13. Among the six grantees that hosted conferences, three reached the number of attendees proposed.

All six conferences successfully targeted specific populations for their conference.

These populations include:

- Service providers
- Foster Parents
- Individuals In Need of Parenting Skills
- Licensed counselors
- Social workers
- Marriage & Family Therapists
- School counselors
- Law enforcement
- Forensic interviewers
- Domestic violence advocates and their allies
- Child welfare system professionals
- Non-profit agency staff
- Regional state employees
- Community leaders

| CONFERENCE NAME | NUMBER PROPOSED | NUMBER SERVED |
|---|-----------------|---------------|
| 2018 Louisiana Child Well-Being Summit Addressing Child and Adolescent Mental and Behavioral Health | 125 | 87 |
| Boys and Girls Club Professionals: Prevention is the Key Conference | 75 | 85 |
| Connections Count! Professional Development Conference | 250 | 279 |
| Engaging Partners for Prevention Regional Trainings | 300 | 292 |
| Linked Workshop | 30 | 53 |
| Statewide Children’s Advocacy Institute | 150 | 108 |
| Total Number of Attendees | 930 | 904 |

Table 13: Number of Conference Participants

EVALUATION FINDINGS

Of the 46 projects, the majority (n=38 or 82.6%) reported that an evaluation was conducted. While a small number of grantees (n=8) indicated no evaluation was conducted, some did report individual evaluation activities. The results are presented in Table 14.

| PROJECTS EVALUATED | NUMBER OF PROJECTS | PERCENT OF PROJECTS |
|--------------------|--------------------|---------------------|
| NO | 8 | 17.4% |
| YES | 38 | 82.6% |

Table 14: Percentage of Programs Conducting an Evaluation

Evaluation Design and Methods

The grantee reports were reviewed for clarity of goals, soundness of evaluation design, and alignment between program activities and evaluation methods. The review indicated that the most utilized evaluation design was a one group pretest and posttest design. This was followed by one group posttest only designs. One project reported using mixed methods, augmenting its survey data with focus groups.

The majority of LCTF-funded projects (71.7%; n=33) had clearly stated goals and objectives. This group included four out of the six conferences (66.7%) and 29 out of 40 programs (72.5%). The remaining projects (28.3%) did not present clear goals and objectives. They included, for example, a conference goal statement which read, "To increase knowledge" without specifying what knowledge to be increased and in whom, and another that read "participants will show 10% increase in knowledge from pretest to posttest" without indicating what knowledge would be increased.

The evaluation methods were assessed for alignment between project activities, participants and the data collection methods and measures. The analysis revealed three classes: 1) projects that were not evaluated or did not report evaluation methods, 2) projects that reported somewhat appropriate methods or in some cases did not provide enough information to assess the appropriateness of the methods used, and 3) projects whose activities and participants were in alignment with the evaluation methods used. The results indicated alignment between the program activities, participants and evaluation methods for the majority of projects (69.6%). This group included 27 out of 40 programs (66.7%) and five of the six conferences (83.3%). Of the remaining projects, seven (15.2%; all programs) reported somewhat appropriate methods and measures, and seven (15.2%; 1 conference and 6 programs) were not evaluated or did not report any methods.

Data Gathering Methods

Among the 38 or projects evaluated, 2 projects did not report their data gathering methods. The majority of grantees used surveys, questionnaires, scales and assessments (34 of the 38 evaluated projects or 89.5%) to evaluate their project—both developed in-house and empirically validated. The number of projects and the type of outcome methods used for evaluations are presented in Figure 6.

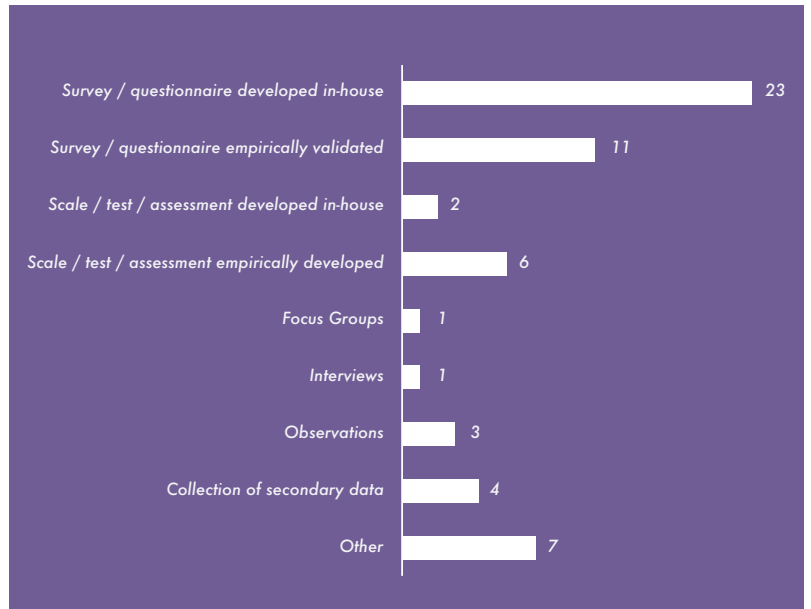


Figure 6: Number of Outcome Methods Used for Evaluations

Type of Data Gathered

Among the 38 or projects evaluated, 37 indicated types of data that were gathered for the evaluation while 1 project did not report any type of data gathered. The number of projects and types of data gathered are presented in Figure 7.

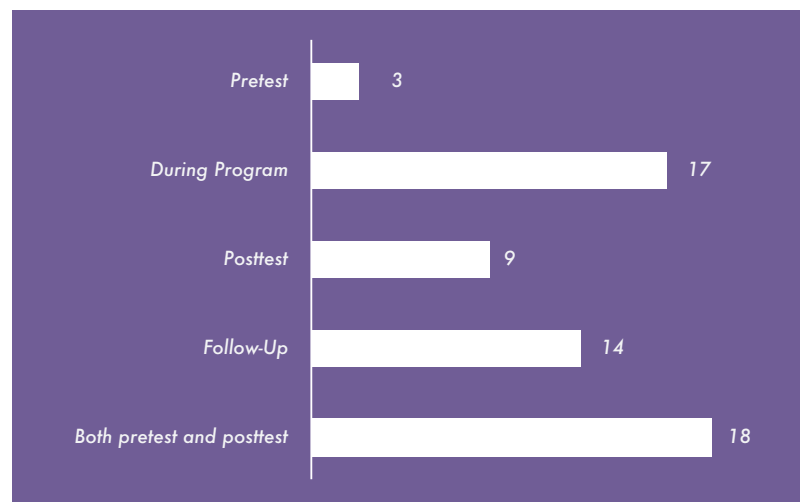


Figure 7: Types of Evaluation Designs

Summary Evaluation Findings

As part of their reports, 37 LCTF-funded projects that conducted evaluations provided summary evaluation findings. All of them reported positive outcomes of varying degrees. The summaries included results from pretest and posttest surveys, post-program (only) surveys, including participant satisfaction surveys, and outcome tracking.

Thirteen projects that used a pretest and posttest evaluation design reported positive outcomes of varying degrees. Overall, they reported that 75 to 100 percent of their participants showed improved results from pretest to posttest. For example, the Girl Scouts of Louisiana's Pines to the Gulf program aimed at raising awareness about, and building resiliency to bullying among girls. This program administered a four-item self-esteem survey at pretest and posttest. It reported an increase in positive self-esteem ratings from 51% to 94.8% on average across the four items. LouisianaChildren.org reported an increase in average test scores from 62% at pretest to 85% at posttest on the first day of its conference; the second day, however, showed no marked differences in scores from pretest to posttest (65% to 66%). Child Advocacy Services reported that its volunteers showed 30% increase in knowledge from pretest to posttest on average.

Nine projects that conducted self-report post-program surveys gauging outcomes, reported positive outcomes for their participants. According to their reports, participants reported increased knowledge about target

issues, and/or good overall program experience. For example, the Jefferson Children's Advocacy Center's Child Sexual Abuse Prevention Education program reported that between 80 and 95 percent of the children who participated in the activities said they gained useful information about safety and self-protection. The girls also reported learning the importance of talking to an adult about "unsafe touch". The Youth Service Bureau of St. Tammany's Family Strengthening program reported decreases in substance abuse risk by 23% among participants, while the Family & Youth Counseling Agency's Connections Count! Professional Development Conference reported that 93% of participants rated its conference "Good" or "Excellent".

Four projects conducted participant satisfaction surveys asking participants in seminars and workshops about the quality of presentations, the information provided, opportunities for discussion, and overall experience. All of them reported high levels of satisfaction among participants. For example, the Louisiana Partnership for Children and Families' program titled Engaging Partners for Prevention Regional trainings reported that all 206 participants indicated that the information presented was helpful while 193 agreed strongly that the meeting provided good information about children and families. Child Advocacy Services stated that 75% of the children who participated in one of its activities reported very positive overall experience.

PROJECT MODIFICATIONS

Modifications to interventions were reported by 10 of the 40 programs (25.0%). Modifications differed by program but many reported changes were necessary because of external circumstances. Several programs cited the need to update the material in their intervention to better meet the needs of the families they were serving. One program described the need “to keep up with changes in society that surrounds the children we

updated the curriculum with supplements on predator, cyber bullying and gun awareness. We introduced the internet safety for all age levels.” While another grantee described, “This grant was used to revise the resource to update the content and fit more modern needs.” Other programs had to modify or adapt the intervention because of a shortened time frame for implementation and problems with space and participation.

Barriers Encountered

| BARRIERS | EFFORTS TO RESOLVE |
|--|--|
| <p>RECRUITMENT, IMPLEMENTATION AND RETENTION ISSUES (N=27)</p> <p>Grantees reported a lack of participants, mentors and volunteers for their projects.</p> <p>The most common implementation issue reported was the amount of time needed to implement the program. Many projects had their time shortened for various reasons.</p> <p>Projects reported that families moving frequently and not understanding the importance of the program caused problems with participation and retention. Also, transportation to services was reported by several projects.</p> | <ul style="list-style-type: none"> • Recruitment plan/campaigns • Advertisement through social media and news • Increase in social media presence • Maintained high quality • Condensed material • Still continuing to distribute kits • Worked with schools to convince them of the importance of time with kids • Financial incentives were offered for continued participation • School records were used to track new schools for children • Provided bus transportation to participants |
| <p>NEEDS OF THE FAMILY (N=9)</p> <p>Many projects reported the families and participants needed support such as school supplies, uniforms and food.</p> | <ul style="list-style-type: none"> • Encouraged participation in available services • Provided supplies, uniforms and necessities • Collaborated with another organization to provide support and resources to families |

Table 15: Barriers to Implementation

| | |
|--|---|
| <p>COORDINATION ISSUES (N=9)</p> <p>Several projects reported a lack of support from expected partners and scheduling challenges.</p> | <ul style="list-style-type: none"> • Flexibility • Meetings and communications • Keep reaching out to new partners |
| <p>EVALUATION OR DATA COLLECTION ISSUES (N=8)</p> <p>Several projects reported that participants did not take the pre-test/post-test seriously and some had trouble collecting evaluations.</p> | <ul style="list-style-type: none"> • Instructor read each question and gave time for them to answer • Provided incentives for returning evaluations |

Table 15, continued: Barriers to Implementation

CONCLUSIONS

All LCTF grant recipients completed the mandatory end of year report (46 out of 46). The grant recipients included 40 programs, 6 conferences from 30 agencies across the state. LCTF awarded \$847,300 to address child abuse and neglect in the state of Louisiana. A balance of \$117,280 (13.8%) had not been expended

according to responses to the end of year survey. Thirty-two projects received support from other sources than LCTF which included monetary support, in-kind support, and volunteer support. Grantees received a total of \$3,371,009 in other monetary support from sources like grants, foundations and government agencies.

At the end of the year, over 2,000,000 individuals and almost 1,400 families were served. Over 900 individuals attended the 6 conferences held during the grant period. Two programs served 42 individuals with disabilities -- 36 adults and 6 children. Demographic information was collected for over 50% of children served and 95% of those individuals with disabilities served. Unfortunately, demographic information was not collected on over 99% of adults served. The collection of demographic information continues to be a challenge for many programs.

The majority of the grantees (n=38, 82.6%) evaluated their projects. The majority of the projects used either in-house or a validated survey measure (n=29). The most common type of evaluation was the pretest/posttest design (n=18).

Grantees experienced several issues related to program implementation. A common implementation issue reported was the amount of time needed to plan and implement the intervention or activities. Many projects had their time shortened for various reasons. The end of year review also revealed that many projects encountered one or more barriers during the year (n=25). The most frequently reported barriers were in the areas of recruitment, implementation and retention. Grantees reported a lack of participants and inconsistent attendance. Frequent mobility and a lack of understanding the program's purpose were contributing factors.

Also, lack of transportation was reported by several projects. Grantees also documented the various ways they attempted to resolve these barriers. Some of the solutions to the recruitment, implementation and retention issues were as follows:

- Recruitment plan/campaigns
- Advertisement through social media and news
- Maintain high quality
- Condense material
- Worked with schools to convince them of the importance of time with kids
- Offer financial incentives
- School records were used to track new schools for children
- Provide transportation

Overall, grantees demonstrated a resilience to continue their projects even when faced with tough obstacles such as those described in the end of year survey.

RECOMMENDATIONS

Address recruitment and retention challenges

Based on feedback from agencies, several projects reported a lack of client participation and engagement. Families recommended to LCTF services experience a number of risk factors and stressors that might impact consistent involvement. Agencies should consider providing specific strategies that lessen the burden or stigma associated with these types of services.

Therefore, we suggest that agencies explore options to increase client participation and engagement. Examples related to recruitment and retention includes:

- Providing childcare, food, and transportation
- Delivering shorter, modified programs
- Hosting programs at convenient locations and times
- Presenting information in a manner that is culturally sensitive, strength based, interactive and engaging

Enhance evaluation capacity

All grantees are expected to meet the evaluation requirements set forth by LCTF. As LCTF continues to focus on accountability and improving overall outcomes, it will become more important to reinforce the need to conduct program evaluations. About one-fifth of funded LCTF projects did not conduct an evaluation. It is recommended that agencies improve evaluation efforts by establishing a clear plan to measure project goals and objectives. However, it is possible that some agencies do not have the internal capacity, access to an outside agency, or additional funding to analyze program data. As such, we suggest that LCTF continue to provide agencies with technical support through its university partner. The university partner could assist with identifying data collection instruments, selecting evaluation designs, and developing appropriate performance measures.

Increase capacity to collect demographic information

Based on data analysis, it is suggested that agencies improve their capacity to collect demographic information. A large portion of demographic data was not reported among agencies, specifically adult demographic characteristics. These data must be collected consistently and with accuracy. Collecting basic demographic information (e.g., gender, ethnicity, and age) will allow LCTF to examine the extent to which programs are reaching their intended population and filling gaps in a particular parish or region. We propose, that agencies create an efficient and accurate way to capture demographic data. For instance, agencies offering programs could create or modify intake forms to include questions about demographic information. In addition, agencies that host conferences and trainings should explore ways to collect this information during event registration.

Create activity timelines to ensure timely implementation

Some agencies reported having problems with program implementation. Implementation issues impact budgets, client participation, and overall program delivery. We recommend using activity timelines to ensure programming is not delayed. Having timelines that include specific tasks, deliverables, and responsible party increases grantee timeliness and effectiveness while implementing the intervention. Agreement among partners to these timelines establish clear expectations before implementation begins. No matter how carefully timelines are created and understandings among partners are, issues arise that will need to be addressed. Having an open mind and trying to remain flexible can help resolve these unexpected barriers during implementation.

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APPENDIX

List of Louisiana Children's Trust Fund 2017-2018 Grant Recipients

| AGENCY NAME | PROJECT NAME | PROJECT TYPE |
|--|--|--------------|
| 16th Judicial District Attorney's Office | Prosecutor's Early Intervention Program - Iberia Parish | Program |
| | Prosecutor's Early Intervention Program - St. Martin Parish | Program |
| | Prosecutor's Early Intervention Program - St. Mary Parish | Program |
| Big Brothers Big Sisters of SWLA | Mentoring for "Big" Impacts on Life | Program |
| Boys & Girls Clubs of Acadiana | Boys & Girls Clubs Professionals: Prevention is the Key Conference | Conference |
| | Project Impact - Afterschool | Program |
| Boys & Girls Club of Greater Baton Rouge | Be Safe Be Smart with Get Real About Violence Region 2 | Program |
| | Be Safe Be Smart with Get Real About Violence Region 3 | Program |
| | Be Safe Be Smart with Get Real About Violence Region 4 | Program |
| | Be Safe Be Smart with Get Real About Violence Region 5 | Program |
| Child Advocacy Services | Darkness to Light's Stewards of Children Region 2 | Program |
| | Darkness to Light's Stewards of Children Region 3 | Program |
| | Darkness to Light's Stewards of Children Region 4 | Program |
| | Powerful Paws for Children | Program |
| Child Advocacy Services | Prevent to Protect | Program |
| | Public Awareness and CASA Recruitment | Program |
| | Recognize, React, Report | Program |
| Children's Advocacy Center - Hope House | Stewards of Children Training and Increased Awareness of Child Abuse | Program |
| Children's Coalition for Northeast Louisiana | Jus4US: Teen Parenting Support | Program |
| City of Lake Charles | Linked Events | Conference |
| Council on Alcohol & Drug Abuse (CADA) for Greater New Orleans | HERO Kids Program | Program |
| Family & Youth Counseling Agency | Connections Count! Professional Development Conference | Conference |
| | Child Abuse Counseling Program | Program |
| | Postpartum Depression Program | Program |
| Family Service of Greater New Orleans | Youth Wellness Initiative | Program |
| Gingerbread House Bossier/Caddo Children's Advocacy Center | Knowledge is Power: Child Sexual Abuse Prevention Program | Program |

APPENDIX

List of Louisiana Children's Trust Fund 2017-2018 Grant Recipients

| AGENCY NAME | PROJECT NAME | PROJECT TYPE |
|--|---|--------------|
| Girl Scouts of Louisiana Pines to the Gulf | Be a Friend First | Program |
| Jefferson Children's Advocacy Center | Child Sexual Abuse Prevention Education Program | Program |
| Liberty City CDC | Liberty City CDC: Parenting Program | Program |
| Louisiana Alliance of Children's Advocacy Centers | Statewide Children's Advocacy Centers Abuse/Prevention Campaign | Program |
| Louisiana Coalition Against Domestic Violence | Statewide Children's Advocacy Institute | Conference |
| Louisiana Partnership for Children and Families | Engaging Partners for Prevention Regional Trainings | Conference |
| LouisianaChildren.org | 2018 Louisiana Child Well-Being Summit Addressing Child and Adolescent Mental and Behavioral Health | Conference |
| | Darkness to Light, Stewards of Children Baton Rouge | Program |
| Mercy Family Center | Project PiP: Partners in Prevention | Program |
| Plaquemine Community CARE Centers Foundation, Inc. | Triple P Parenting in Plaquemine Parish | Program |
| Providence House | Providence House Resource Support System | Program |
| Rays of Sunshine | Project Connect | Program |
| Southeast Louisiana Area Health Education Center | Triple P Positive Parenting Seminars and Father Engagement | Program |
| St. Mary Community Action Agency | Giving Grandparents a Head Start | Program |
| The Center for Children and Families | Crisis Intervention and Life Skills Program | Program |
| The Food Bank of Central Louisiana | Back Pack Program | Program |
| United Cerebral Palsy Association of GBR, Inc. d/b/a McMains Children's Developmental Center | Me Too! | Program |
| Youth Oasis | Arise: Life Skills | Program |
| Youth Service Bureau of St. Tammany | Family Strengthening | Program |
| | Youth Service Bureau Court Appointed Special Advocates | Program |

